

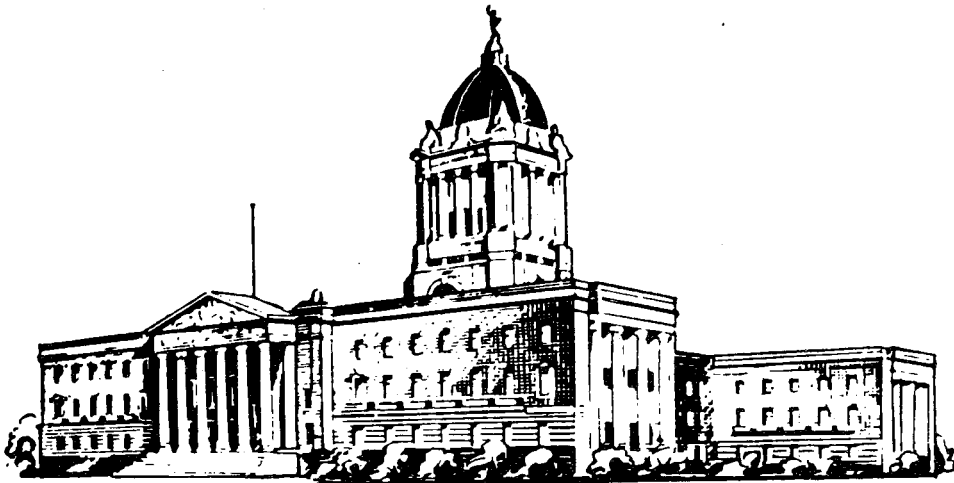


Legislative Assembly of Manitoba

STANDING COMMITTEE ON PRIVILEGES AND ELECTIONS

Chairman:

**Mr. J. Wally McKenzie
Constituency of Roblin**



Monday, October 29, 1979 2:00 P.M.

**Hearing Of The Standing Committee
On
Privileges and Elections
Monday, October 29, 1979**

Time: 2.00 p.m.

MR. CHAIRMAN, Mr. J. Wally McKenzie.

MR. CHAIRMAN: The Committee will come to order.
Mrs. Kardash and Mr. Dyck are you ready to proceed?
Mr. Boyce.

MR. J.R. (Bud) BOYCE: I just have one other small point, Mr. Chairman. Perhaps Mrs. Kardash can help us. When we were talking just before we adjourned for lunch about the public cost of tax deductible donations to non-profit organizations, who may be involved in education, the figure of \$10 million, which has been suggested in transferring those students from the private school system to the public school system. Now from your knowledge in this field, is that \$10 million a direct transfer by taking the average number of students and dividing it by the total bill and coming up with that figure. Do you know if that \$10 million stands by itself?

MRS. MARY KARDASH: Mr. Boyce, I don't know how the figure of \$10 million was arrived at. If it is a direct transfer, it could be something similar in interpreting it, or trying to reach a figure as the one that you probably saw in the Press a few weeks ago, where it was stated that there were 500 empty classrooms in the Winnipeg School Division schools, and it was arrived at that because we have had declining enrollment over the past number of years, we have lost so many students and divided by 30, it came out to 500 empty classrooms, which is very far from the actual picture. We have only something like 30 empty classrooms, and then they are not standing empty. They are being used for certain things. So this \$10 million figure, I am sorry I don't know just in what way it could have been arrived at. If it was arrived at in that way, then I certainly don't feel that it is the way, it's the correct way of arriving at a figure. Ten million dollars is really a staggering figure and I think by presenting it, it would have the effect of scaring anybody who had many some doubts, you know, about whether private schools should be funded, that this figure might influence them to think, well, that is too big of a sum for the public school system to handle, so we better let things remain, and I think that would be very unfortunate. I think that the research that should be done, whatever the figure is — the position of the Labour Election Committee, my own personal position is that the public school system should be able to accommodate all children and if we were to have a situation where private schools would not be funded by public funds and we would be bringing in as we did the Sacre-Coeur School into the Winnipeg School system, that that could be done over a period of years and in the end the benefits would be very very much greater than what we have at the present time.

MR. BOYCE: The use of scare tactics doubtless doesn't come as something new to yourself in our community. . But one more question, Mr. Chairman, with reference to the organization of the Delivery of Educational Services in the City of Winnipeg where there are doubtless numbers of empty classrooms in the older part of the city, what consultation takes place between the people who have been involved in Winnipeg No. 1 and the development industry, in that where they push for the new developments of new subdivisions where they have to entirely pay for new infrastructures? Has there ever been any dialogue between the City of Winnipeg Council and the school board as far as trying to balance the old and the new so that the ones which are still useful can be better used by having more emphasis played on Inner City development?

MRS. KARDASH: Well, Mr. Boyce, the matter of using the facilities that we now have, and many of them of course as you have stated are old but they still are usable and the need for a new facilities is always there. There are some of our schools, for instance, that do not have gymnasias and in this day and age when I think people are more aware of the need for an all-round development

of a person physically as well as mentally, these things are required, and we are not able to provide our schools with these facilities and they are, as you say, in the older parts of the city. We're still faced with the problem of not receiving support.

We had asked and the city — because you did ask about whether we have been in touch with the city on certain of these matters — there is the question of a Champlain School — it's a small school but one that has a very strong community attachment to it. It has no facilities, recreational facilities, adequate ones and the city had agreed — the Parks and Recreation Committee had agreed that there was need for such a facility in this school and it would be a joint-use, and this is what we've been trying to do, is to have facilities that would be jointly used by Parks and Recreation, by the citizens in Winnipeg as well as for school uses. This was turned down by the Public Schools' finance board.

MR. BOYCE: One final question. On the assumption that any politician would rather have some other politician tax, the school board doubtless would rather have the city tax and the city would rather have the province, and I will confess I would rather have the federal government tax. But with that in mind, do you see any utility in having the direct onus of collecting school taxes transferred directly to the school board, the school trustees, rather than have them, in the City of Winnipeg, refer it to Council for inclusion in the property tax?

MRS. KARDASH: Well, Mr. Boyce, this is something for an accountant to go into, but I do feel that the present setup is one that is very harmful to the Winnipeg School Division.

As the submission from the Winnipeg School Board pointed out we get the monies collected from the taxpayers by the City of Winnipeg, and these monies are given to us very late in the year. In the meantime we have to borrow money in order to carry on the work of the Winnipeg School Division, and the result of that is that we pay very high interest rates, and this year we are going to be paying \$2 million in bank interest rates alone. Now, we've asked the Provincial Department, the Department of Education, to give us assistance in that. Their portion of the monies that come from the Foundation Program have not always arrived soon enough where we had to also borrow in order to carry on the programs. We've been promised that this is being looked at and we are hoping that something will be done. I don't think it is right for two parts of one body to be taking advantage of the other body. If the City Council receives the money from the taxpayer, and they can invest and get some money on that, then they should really transfer that benefit to the Winnipeg School Board and not have us borrowing money and paying very high interest rates.

MR. BOYCE: To the problem of which you speak, realizing that there are some accounting nuances, but I'm speaking politically and not party politically, I'm speaking politically, as a solution to that problem, if the school boards, the school trustees, raised the money directly themselves then that which you mention would not occur. So I ask you, really, if you see us using the system of the trustees taxing directly, rather than have the City Council tax on their behalf as a solution to this problem?

MRS. KARDASH: Well, Mr. Boyce, that's something that I have not considered. I can immediately think of certain expenditures that would be related to that from the administrative point of view; how much we would benefit from that, I imagine we would, but it is something that I have not, as I said, we've had a suggestion from one of our trustees when we get the information that the bank rate has gone up again that maybe the school board should go into the banking business, but I don't think that's realistic. Now, whether we can look at, and I certainly would want to look at every avenue that would cut out this extravagant waste of money of paying high bank interest rates and putting that money to much better use in providing better facilities in our educational system.

MR. BOYCE: There seems to be an aversion to going in to the banking business, even the former government passed enabling legislation to go into treasury branches but they never did it. Thank you, Mr. Chairman.

MR. BEN HANUSCHAK: Yes, Mr. Chairman. I wish to ask Mrs. Kardash whether she is aware that contained within the Education Administration Bill, Section 4(1)(e) clearly states that the Minister unilaterally, without approval of Cabinet, may have the power to make regulations governing the operation of public schools, and the fees and charges, if any, to be paid by the pupils. I'd like Mrs. Kardash's comments, if she has any, on the notion that the Minister of Education, has the power to impose a user or a deterrent fee upon the users of the education program in our public schools.

MRS. KARDASH: Mr. Hanuschak, I am opposed to any user's fee of facilities that are publicly owned and paid for. I don't feel that it is right for any citizen to be paying for a user's fee if it is for purposes of education or anything that relates to education. We have, for instance, in the Winnipeg School Division a community education program in which the community around the schools is involved in the school programs and that has been a very positive approach to involving the parents and involving the citizens in the matter of how to get the most out of our school system. It is not an easy matter, I would like to just give you an example. There are quite a lot of statistics in the brief that I have presented, but one of them is that we have something like 2,000 non-attenders or youngsters that don't attend school regularly. We all know when we went to school, if we missed school that you missed something, you had to catch up, and if you have youngsters that have come from the reserves who have certain educational disadvantages right from the outset, to not attend is really a problem that must be looked at in a way as to try to overcome it.

Now, sometimes the fault lies with the parents. Sometimes it may be something else. The thing is, we want to bring the school and the family together so as to together try to overcome that problem.

Now, if we are going to start holding any kind of meetings or gatherings of these parents in our schools and whoever is arranging it is going to pay user's fee, I think we are defeating the whole purpose of that. I think community education activities are very very important in this day and age of bringing the school and the community closer. The community becomes more acquainted with the problems right inside of the school and that relates to their own children. I think that is the best way of getting at some of the problems.

MR. HANUSCHAK: Thank you.

MR. CHAIRMAN: Any further questions?
Mr. Walding.

MR. D. JAMES WALDING: Mr. Chairman, I would like to ask Mrs. Kardash, on the bottom of page 2 where you are speaking about the nursery schools, program for four-year-olds, do you have an estimate of the cost of that program and how many teachers are involved?

MRS. KARDASH: No, I am sorry I do not have that, but the point that is made here is that we do not receive any provincial support for the teachers of these classes for the four-year-olds and there are, I should also point out, that these nursery classes are in the inner core and that would mean somewhere around — I'm not exactly sure the exact figure — somewhere about 28 or 29 schools have these nursery classes, they're not in all of our schools.

MR. WALDING: Do you have any estimate of how many children would be involved in those?

MRS. KARDASH: Well, I do have the figures of our Kindergarten. We have 57 schools, elementary schools, and there are 2,594, that's of February '79, children in the Kindergarten, so, we'd have to think in terms of the 57 schools and about half of that being schools which have nursery classes. A nursery class can be established in any of our schools if there are at least 15 children, that has to be the minimum.

MR. WALDING: Thank you. On the next page, Page 3, you say that the total cost of education must be assumed by the senior governments. Would that not make school boards redundant if all of the costs were paid by provincial and federal governments?

MRS. KARDASH: No, Mr. Walding I don't think that makes the boards redundant. We are taxpayers, just as the other taxpayers, we represent the electorate when we are elected; and the functions of the school boards would still be there. The functions, though, would be of a different nature. Rather than always worrying only about the dollar and cent aspect of it we'd also look into the philosophy of many of the educational programs that are being carried on, and those that are also being considered. So that the BNA Act, which we still have, it states very clearly that education is under the jurisdiction of the provincial governments. We feel that the federal government should also contribute to the funding of education, in fact, it has been doing that for a whole number of years, has been funding the post-secondary education. And we don't see anything wrong in having a cost-sharing arrangement made between the federal and the provincial governments to provide the funding for the school boards, school divisions, locally.

MR. WALDING: But, does this sentence not suggest that there would be no local levy. . .

MRS. KARDASH: Oh yes, yes.

MR. WALDING: . . . that would be imposed by a local school board?

MRS. KARDASH: I beg your pardon, I didn't get that.

MR. WALDING: Does this sentence not suggest that there would be no local levy, and no local taxation, by a school board, and that all of the costs would come from the provincial and federal governments?

MRS. KARDASH: Yes, . . .

MR. WALDING: Or are you not suggesting that?

MRS. KARDASH: Yes, we are suggesting that eventually funding should be completely the responsibility of the senior governments, but it's a process and we feel that even when it is completely funded by the provincial and federal governments that there still will be a need for the public input through the election of school boards; whether they will be set up in the present form that is something I can't say right at the moment. But, I just wanted to point out to you that when we are looking at the expenditures by the province for education Manitoba doesn't have a very good reputation in that respect. Our per capita education expenditures are among the lowest in Canada. We are below the national average and since 1976 there has been actually no increase, if you allow for the inflation, so as I say we haven't got a very good reputation in that respect.

MR. WALDING: Just on a couple of other subjects, Mr. Chairman, that are not in the brief, if I might ask Mrs. Kardash whether you have any view on the matter of teachers in their first two years before obtaining tenure, whether they should have the same rights to due process as tenure teachers.

MRS. KARDASH: Well, Mr. Chairman, through you to Mr. Walding, I feel that teachers should have the right of due process. We do have a procedure where a teacher is on probation for two years before receiving tenure, but that does not mean that they should have no rights. If there is a question of any doubt as to their performance that they should not be given rights to question and to be able to express their position on this. I don't know if that is what you were asking about.

MR. WALDING: I am not sure whether that amounts to a similar process that tenured teachers presently enjoy, that there is a right of arbitration over a dismissal of a tenured teacher.

MRS. KARDASH: If I might reply, the main point is that that person should have an opportunity to seek justice and fairness in their treatment, whatever the process is to be. Now if it is interpreted by some school boards that because they don't have tenure that they can just tell that teacher they are finished with that school board, I don't agree with that. There must be some avenue by which a teacher should have an opportunity to see that they are being treated fairly, and if they are not qualified after that process has been gone through, then that's been through the democratic process of doing that.

A point that is important too, that they are protected by the collective agreement and that should be carried out to the letter.

MR. WALDING: One further question, Mr. Chairman. I wonder if I could ask Mrs. Kardash whether she is of the view that teachers should have the right to strike.

MRS. KARDASH: Well, Mr. Chairman, this matter has been up before the Teachers' Society for many years. I am of the opinion that if the teachers feel that they would want to exercise the right of strike, that they should have that. We have now in our Province of Manitoba and in Canada as a whole the right of strike given to certain sectors of our society that we would not have considered giving the right to strike, the police, and I don't see why the teachers should not have this right to strike, if they so desire.

MR. WALDING: Thank you, Mr. Chairman.

MR. ABE KOVNATS: Mrs. Kardash, I'm not going to make any remarks concerning your submission except to say that I think it's an excellent submission. You did make a remark a little earlier concerning the Champlain School not having the recreational facilities that are required. I just wanted to go on the record that there have been some students from the Champlain School, who without the recreational facilities that you say are required, have gone on to represent the province in National sporting events, and some have even gone as far as reaching the elevated position as a member of the Legislature in the provincial Legislature.

I would just like, for the record — I've never had the opportunity of saying thank you to a football coach who used to be the caretaker at the Champlain school, who used to arise through the coal chute every lunch hour by ladder to come up and help the kids. I remember his name as being a Mr. Harrow and I don't imagine that he's around any longer, but I just want the record to show that one of his former students is saying, thank you.

MRS. KARDASH: Mr. Chairman, through you to Mr. Kavnats, I know that we do have individuals that in the face of adversity make great advances, and I think they should be congratulated. But it doesn't deny the fact that that school and that area needs a community recreational facility, which it has not at the present time. They have a small little all-purpose room in the school.

MR. KOVNATS: I just wonder whether, in fact if these recreational facilities had been made available to some of the students to whom I have referred, whether they could have gone on to greater heights.

MRS. KARDASH: I'm sure they would have gone on to even higher levels of achievement.

MR. KOVNATS: Thank you very much, Mrs. Kardash.

MR. HANUSCHAK: Mrs. Kardash, through you, Mr. Chairman. Mrs. Kardash, you had indicated that the per capita expenditures in education in Manitoba are below the national average. In your opinion, what do you think that that reflects, not giving sufficient priority and attention to education, or is that a reflection of this good, sound business management of this administration that it claims it has the power to offer the province, which we're waiting to see?

MRS. KARDASH: Mr. Chairman, to Mr. Hanuschak, I think it's a combination of both. I think that while it's often argued that Manitoba is a have-not province and that we haven't got the resources, I don't feel that that is so. I think that if any government of any province puts education as its top priority, they will make sure that they will find the resources to put it in that place. That applies to all political parties.

MR. HANUSCHAK: Thank you.

MR. CHAIRMAN: Any further questions? Mrs. Kardash and Mr. Dyck, we thank you and your committee for your presentation.

MRS. KARDASH: Thank you very much.

MR. CHAIRMAN: I call Patti Sullivan and Lynne Pinterics, No. 40 on the list.

MS LYNNE PINTERICK: Mr. Chairman, Members of the Standing Committee on Privileges and Elections. My name is Lynne Pinterics and I am a parent, associated with Lord Roberts Community School and I am also a member of the Manitoba Community Schools Association. This is Patti Sullivan, a community worker at Lord Roberts Community School.

This presentation represents the views of seven Winnipeg Community Schools Councils and the Manitoba Community School Association. The association includes a membership of 200 members, as well as over 400 interested persons in Manitoba. As parents and teachers involved in the community school concept, we welcome this opportunity to express our concerns about Bills 22 and 23. Our prime concerns are not with what the Act says, but with what it does not say. Historically, parents have had more direct access to the one-room schoolhouse through their local school boards. Amalgamation of small school districts into large divisions and urbanization, reduce parental access to the process of education.

Manitoba community schools have developed as a response to the isolation that parents and teachers often experience in the large public school system. In a manner of speaking, we have come full circle.

Community schools perpetuate the concept that education is a continuing process, not limited by age, time, or physical surroundings. They enable the school and community to work together in the education of children within the community through curriculum development or classroom involvement. Community schools bridge the gaps between parents and teacher, teacher and community, parent and child, child and community, through better communications, extended use of facilities, co-ordination of community resources, human resources and social services, and community involvement in community and school life.

Essentially, community schools encourage community involvement through classroom volunteers, co-operative program planning between parents and teachers for youth, children and adults, community use of facilities, co-ordination of social and recreational services, local leadership development and involvement around community issues and problems.

The Process of Education. The proposed legislation, to govern elementary and secondary education in this province, represents a very mechanical document with a centralist and regulatory approach to education. The legislation neglects the dynamic and active interaction between people which forms the basis for the educational process. We hold that the mechanics of education proposed for the Public Schools Act and the Education Administration Act should encourage and support this dynamic process.

The community school concept views education as a co-operative process between local communities and local schools, parent and child and teacher and parent. We believe that schooling is a dynamic, active relationship between all groups for the benefit of the child.

Decision Making. The proposed legislation encourages centralized decision making with no mention of local community input into the educational process outside of school board elections. The use of ministerial discretion and the extensive powers of school boards centralizes decision making.

Our experience is that the local community, especially parents, want, and should, have direct input into local school affairs. Community schools encourage decentralization of power and local decision making. Areas of decision making may include such areas as finance, curriculum, childrens' programs and facility use.

Special Needs Children. The bills before us make a passing reference to special needs children in Section 41(5) but allow local school boards considerable latitude as to whether or not to meet such needs. In these times of federal and provincial restraint, we question whether this is sufficient protection. Community schools recognize that there are children with special needs, such as handicapped, learning disabilities, cultural, and speech differences, etc., and language differences. The community school concept states that society has a social responsibility to provide equal educational opportunities and supports for these children.

Mechanisms for Decision Making. The proposed Acts do not recognize, nor offer supports for decision making mechanisms through which parents and teachers have a say and input into local community and school affairs. We believe that government recognition, protection and supports of such mechanisms will ensure the rights of local communities and schools in their efforts to democratize the educational system. Community schools encourage democratic thinking and decision making through mechanisms such as community school councils, advisory committees in which parents and teachers plan co-operatively.

Diversity of Needs. The proposed Acts make little effort to support local community communities and schools in their attempt to develop programs which meet local needs. Part III of the existing Public Schools Act refers at least to the particular inner-city identity of the Winnipeg School Division No. 1, while the proposed legislation neglects this point altogether. Community schools support the concept that education should meet local community needs and recognize the diversity within each community.

Our recommendations. Close examination of the proposed Act reveals a closed approach to education in the way of rules and regulations. These rules and regulations act as a block to the flexibility which is needed to deal with the rapidly changing needs of our society. Community schools recognize that education must be viewed in a social context and should meet these needs. The challenges of the future are many and must be met headlong.

In summary we would like to make the following recommendations:

1. That the Public Schools Act recognizes that education is a co-operative process between local schools and communities and thereby encourage public and professional support and involvement.

2. That the Public Schools Act recognize the right of local communities to be involved in decision-making at the local level and that school boards consider the local communities' views in their policies.

3. That the Public Schools Act define clearly,

- (a) Parents rights within the public school system, such as:

j) Open access to their local schools unhindered by school boards or administrators;
(ii) Free community use of school facilities after school hours;
(iii) A right to information about school programs and curriculum being offered;
(iv) A right to be involved in local schools in such things as curriculum, finances, adult education, etc., through mechanism such as Parent Councils.

(v) The right of local schools, communities and divisions to develop educational programs which meet local needs. Note the vast difference in needs of a northern School Division and one such as St. James-Assiniboine No. 2.

4. That the Public Schools Act define clearly the right of special needs children to equal educational opportunities:

(i) That The Public Schools Act define clearly the responsibility of local school boards to meet these needs; and

(ii) That The Public Schools Act define clearly the responsibility of the provincial government to provide financial and human resources to local school boards who require such resources to meet those needs.

Thank you.

MR. CHAIRMAN: Thank you, Ms Pinterics. Questions? Mr. McBryde.

MR. RON McBRYDE: Yes, thank you, Mr. Chairperson. I wonder first of all if you could give me a little bit more general idea of how this works on a day-to-day or a school year to school year basis. Like, what are you and other parents doing? How are you involved and how does it operate? How does it work right now, this community schools concept?

MS PINTERICS: Yes, to Mr. McBryde through you the Chairperson. I can only speak from my perspective and my involvement in my own local school. I have been involved in primarily adult education in our area which through a committee of parents and teachers has attempted to provide some programming for adults and for children out of school and so we would meet on a monthly basis to provide such things as a Mother and Tots Program for mothers and preschool children. That's just one example. A parenting class for those who may want it. We did have last year a Red River Community School course in our school, in the evening.

There are other committees such as curriculum, such as joint community school finances which decides on monies which are raised and how they shall be spent within the school. Altogether in our school we have seven committees and they meet once a month separately by themselves and then afterwards they meet with the local school council which is elected, so that there is communication between the council and the work that various committees are doing.

MR. McBRYDE: I'm not quite clear. I can see sort of what have been considered the peripheral activities, like preschool and adult education or adult classes in the school. How does it work in sort of the every day the kids that have to be in school and their relationship with their parents? I'll put it another way: How is it different than what happens in my school division where I go to the parents night a couple of times a year, and that's about the extent of my involvement, how would it be different in a community school?

MS PINTERICS: In our school we have over 200 parent-volunteers who volunteer in the school in what are considered traditional ways, such as working in the library. But also they volunteer on the committees, as I have outlined, and in the classroom, and either they work in the classroom with individual children who have special needs, and they work under the guidance of the resource teacher or they work in the classroom on projects which are sort of jointly decided by the parents and the teacher.

Secondly, one of the things that we've been getting to in the last year is, what I guess the one-room schoolhouse did quite a few years ago, would be to have family activities which in our opinion has worked really well in terms of drawing the families closer together and be more comfortable in the schools. So we would have social activities around Hallowe'en and also social activities of parents within one's classroom, and children and parents go to this thing together, and in our opinion it has sort of broken down a lot of the reluctance of parents to sort of be in the school. So that parents can be involved in many different ways and each parent sort of has a choice of what kinds of things they want to be involved with, whether it be just a social activity or whether they want to be in the school more often, and hopefully feel comfortable doing any of the those things.

MR. McBRYDE: Yes, I sort of get the picture that the school has become a community centre.

In fact it's sort of helping to cause community in whatever region that school happens to exist.

MS PINTERICS: That is our hope, Mr. Chairperson. That is the hope and that is my feeling in our school, that it is becoming more of a community focus for things to happen in the communities and make it easier for parents who have certain interests or ideas to get together, whether it be to spend time in the gym on an evening together with their children or whatever. It facilitates these things to happen and breaks down the barriers of teachers only going into the school on parent-teacher conferences or once a year for the school tea. And through the parents feeling more comfortable at school, I think also the children have a different feeling about school and I hope in the long run perhaps be a part of solving some of the problems that children experience at school, not totally, but the supports that parents can provide to children and to teachers at school can go, in my opinion, a long way to reducing the costs of some extravagant programs. They do it also but I think that parents through some involvement at school, can accomplish some of these things, too.

MR. McBRYDE: Through you again, Mr. Chairperson. You mention seven community school councils here and I don't know if you're that familiar with sort of how each one got going. But I sort of wonder what came first, I guess, the chicken or the egg in the sense that, was there a special breed of administrators and teachers that wanted to get the parents involved, or did the parents decide to get involved and then convince the teachers and the administrators that it was a good workable way for them to operate.

MS PINTERICS: I think originally it came from the parents who I believe at one school, William Whyte, got together and decided that this is the way that they wanted to go to sort of look at how parents can solve some of the problems that are inherent in the Inner City area and that this is one of the ways of looking at it, and then I think went and approached to have a community worker in their school. Then, from then on when an area or a school was deemed open to that kind of idea, then discussion would begin, I presume, between the community and the teachers and the funding body for the community workers. Did you want to add anything to that, then?

MR. CHAIRMAN: Do you want to add something, Ms Sullivan?

MS PATTI SULLIVAN: That's fine.

MR. CHAIRMAN: Mr. McBryde.

MR. McBRYDE: Yes. I guess that your expertise is not legislation. The question going through my mind is how important it is to make legislative changes, because I assume what's in this Act in this regard is fairly similar to the existing Act, which has allowed community schools, to develop and I wonder if you would care to comment on how important legislative changes are to fostering the community school concept.

MS PINTERICS: I believe it is very important to have included within the Act — in the former Act there was reference to parents participating in schools. I believe in the present Act, except in the northern divisions where it says that if the school board or the administrator appoints a local committee, there is no reference at all to parents becoming involved. There is no provision for this to happen and it is our feeling that unless this is included within the Act that it will be very difficult for these to happen in the future. The supports have to be written into the Act so that when parents in a northern school division or an out-of-town school division go to their local school board, the school board doesn't say, well, there is nothing in the Act to say that this should happen or that this can happen. So it is a question of by omitting to put it in, it could be very difficult for this kind of thing to happen in the future.

MR. McBRYDE: Mr. Chairperson, there is sort of another area that grabs my interest here and that is, we have had different submissions — some of them have been quite different in terms of point of view and approach of what they would like to see schools providing for their children, and I am wondering if these seven schools as opposed to school division, whether these seven schools are quite different in their approach. I don't know how to describe that, might one adopt a very disciplinarian approach, because that is what the parents want; another a very, what do they call it, progressive education approach because that is what the parents want; or do they seem to be fairly similar in their overall curriculum and overall approach to education?

MR. CHAIRMAN: Patti Sullivan. Is it Mrs. Sullivan?

MS PATTI SULLIVAN: No, Ms.

MR. CHAIRMAN: Ms Patti Sullivan. Proceed.\$

MS SULLIVAN: Essentially the community schools, the seven that we are talking about, provide for a mechanism by which parents can be involved, which is usually a community school council, and most of them are similar but they are according to the needs of the community. For instance, one school — Shaughnessy Park — has a staff council and a community council, which are separate; they look at recommendations from a variety of people and they decide separately and then meet together. But at Lord Roberts, the community school council is composed of five school people and five persons from the community, who always meet jointly and decide jointly on decisions. So the mechanism could be different slightly, but it is essentially the same type of mechanism. Does that answer your question?

MR. McBRYDE: Yes, I think that answer that, but it leads me to another one, Mr. Chairperson. To Ms Sullivan or Ms Pinterics, is there any additional problem or does it help solve the problem of differences of opinions of which — and very strong differences of opinion, for example, the presentation first thing this morning, I believe, that the delegation was here for that, where one group of parents might want the school to move in a certain direction, another group wants them to move in a completely opposite direction. Is there much of a conflict within the community school, since there seems to be more parent input, or in fact does that decrease the conflict because they work it out before it gets to a conflict stage, or do you have experiences that you could tell us about in that regard?

MR. CHAIRMAN: Ms Pinterics, is the spelling of your name “ics” at the end?

MS. PINTERICS: Yes.

MR. CHAIRMAN: I apologize. I have been using “ies”.

MS PINTERICS: That is all right. Pinterics.

It is my opinion that because any major decision of curriculum or anything would be discussed at the council level and with direct reference to what the gentleman this morning was concerned about, there was an issue like that that happened at Lord Roberts, that I think in future would not happen with regard to Family Life Education, because it would have to be approved by the council, the joint community school council, and any conflict that would arise would arise before a program was instituted and not afterwards.

There is conflict in any democratic process, so I am sure it is not going to eliminate that conflict, but it is going to have it discussed. Every parent will have an opportunity to voice their opinion and if it passed it would be passed because the majority wanted it, and it would happen before, not afterwards.

MR. McBRYDE: Through you again, Mr. Chairperson, would you see community schools developing in any area where the school board wasn't quite flexible, and I am not sure where your schools are located now. It seems like, from the presentations that we have had, the Winnipeg School Division No. 1 is pretty open to new ideas and new approaches. Do you think that this approach would develop without the support of the school board or did it develop without the school board involvement, or could you give us some information on that aspect of it?

MR. CHAIRMAN: Okay, Ms Sullivan.

MS SULLIVAN: Approximately, I guess it was about four years ago, the Department of Education offered parent council grants, which was seed money for any parents in the province who may be interested in becoming more involved in their schools. Our list right now reads that there were 200 schools, throughout the province, which applied for that money, which sort of indicates that parents are becoming more interested in that aspect of community involvement.

MR. McBRYDE: Okay, what would be the relationship between the parents and the school and the school board, where there is this kind of parental involvement?

MR. CHAIRMAN: Ms Pinterics.

MS PINTERICS: Between the parents and the school and the school board? Well, I would assume if there was any kind of major change or something that traditionally the school would have requested from the school board, then it would be a joint kind of presentation between the parents and the school. That is to say, it would be something that would be jointly worked out, jointly approved, and then the delegation would be joint.

For instance, one of the developments that we have done at the school is playground development and that was done jointly between parents and teachers. It involved going to the school board twice to get their approval and their support. Again it was done jointly by the parents and the school. Does that answer your question?

MR. McBRYDE: Yes, I think that answers my question, Mr. Chairperson. I thank this delegation for a very interesting brief.

MR. CHAIRMAN: Mr. Hanuschak.

MR. HANUSCHAK: I have a question relating to your recommendation calling for greater involvement at the local community and parental level in the decision-making process, and I am not in any way opposed to that recommendation, because I am sure, Mr. Chairman, you will recall that when we were government that we did advocate and encourage greater community involvement in the schools. However, I have this concern, that if the communities, if the parents at the local level, well, people of the community, because I would suspect that one being involved in a school council or committee need not necessarily be a parent. I am no longer a parent of a child attending school, but I would hope the door would be open to me if I should wish to participate.

If you are going to be involved to a greater degree in the decision-making process in areas such as you indicate here, finance, curriculum — and really those two I would think are really the bulk of the educational program, the curriculum, that is the education program, and the spending of money on it. It raises the question about who becomes accountable and responsible for what? Because my fear is that if you are going to become jointly involved with school trustees, then it will become very easy for a school trustee to hide behind a parents' committee, and say that that is what the parents' committee recommended and that is why I approved what I did. Come election time, if I'm dissatisfied with my Board, I'd rather fight the school trustees, eight or nine or twelve school trustees, rather than a whole host of parent committees.

MS PINTERICS: Yes, Mr. Chairman, Mr. Hanuschak through the Chairman, when we say finance, this is not the school budget; this is the school, well, we call it our joint community school budget. It is not the budget with which the teachers are hired and the supplies are bought. We have nothing to do with that. This is a joint community school budget; when we have a fund raising project, the money is allocated in a way that the joint community school decides. If we decide we want to hold a special day of appreciation for teachers and parents who are involved, that's what it would go to, okay, so we're not talking about the schools budget here; this is a joint community school budget.

Curriculum; we are not making any major decisions about curriculum of either. Our teachers adhere to the regular curriculum. What we and other schools have tried to do was perhaps develop a local based community curriculum. For instance, one of the schools which has a high incidence of immigrant children have developed a Reader which is very similar to the other Reader, but it is based on the family life of say, a Portuguese child or a Filipino child, so that that child can relate to what he is reading, and he's not reading about some English middle-class household that he cannot relate to and therefore makes it difficult for him to learn his reading. So that it's not changing the curriculum at all.

There is some development of community based kinds of curriculum which is maybe just used as well as all the regular other curriculum things when the teacher decides that it's necessary, or it could be a slide presentation about the area focusing on the various landmarks in the area, and use this in the school as a way of familiarizing children with their area and also using it as part of the reading program, these kinds of things when you talk about curriculum. So we're not making any major changes in curriculum, you know, none of the community schools have tried to turn the curriculum around or chuck out curriculum, or anything to that effect and we're not attempting to do that.

MR. HANUSCHAK: Yes, I believe you mentioned fund raising projects; that'll be for small local

needs? Well, having mentioned fund raising for education, for recreation, for joint community use or joint community programs conducted within the school, I'd like your views on the notion of education, recreation, services to the underprivileged, medical research, being allowed to beg in our society. The Criminal Code, I think, makes it illegal for me to stand on the street corner and beg; I can be put in jail for begging. But yet the City grants licences, not only our city but all communities, grant licences, in fact, at the present time there is one of the largest begging programs in process in Winnipeg, so I'd like to hear your views on this notion of funding education or education related programs by going out with cap in hand, you know, with a book of tickets or whatever, and soliciting contributions to support what might be considered to be educationally worthwhile projects, as opposed to the manner in which we fund highways where we impose a tax on gasoline as opposed to the manner in which we fund various other programs where we impose sales tax, abolish estate tax, yes, but impose a sales tax and various other forms.

MS PINTERICS: I guess I can only answer, I don't have anything to do with any other fund raising except what I have done in terms of our community school, and I guess I would be very happy never to do any more fund raising if some of the things which I consider important would be covered by gasoline tax and highway tax and that kind of thing. . .

MR. HANUSCHAK: The estate tax.

MS PINTERICS: Estate tax. Yes, I would be very happy to never do any more fund raising and the things that we have done fund raising for would never be provided for, I don't think, not in the immediate future, if we didn't go out and do some fund raising for these kinds of things, such as playground development, which is the way I got involved in the school in the first place. You know, the school budget does not allow for playground development in its budget, so I consider it important and other people consider it important and I think we only did it within our area, whose children would be affected by it. It wasn't a city wide thing or anything.

MR. HANUSCHAK: Thank you.

MR. CHAIRMAN: Mr. Boyce.

MR. BOYCE: Did I hear you correctly that you are suggesting that all those tens of thousands of people who have estates of over half a million dollars, that we consider reimposition of an estate tax?

MS PINTERICS: I missed that, sorry, could you repeat that?

MR. BOYCE: Yes, did I hear you in response to Mr. Hanuschak, make a suggestion that all those thousands of poor people who acquire more than half a million dollars be asked to contribute a small estate tax?

MS PINTERICS: A state tax?

MR. BOYCE: Estate tax.

MS PINTERICS: Estate tax, oh, I agree with estate taxes. Oh, you didn't hear me correctly; I agree with estate taxes.

MR. BOYCE: Mr. Chairman, may I just ask of this delegation, through you to either one; what does back to the basics mean?

MS PINTERICS: To me or to all the other people?

MR. BOYCE: No, what does it mean to you or either one of you?

MS PINTERICS: I'll answer that. "Back to the basics" I assume . . . I don't know, because I don't use that phrase but my understanding of when people say back to the basics is they want school restricted to reading, writing and arithmetic, and the traditional way of teaching reading, writing and arithmetic. My way of looking at education is that the basics are important but that they can be incorporated in a variety of ways. And that there are a variety of ways that children can learn the basics. For instance, the community based curriculum is still teaching the basics but using a

Reader that a Filipino or a Portuguese or a Chilean can understand, because they're talking about tacos instead of chicken sandwiches. There are other ways that the basics can be learned and that's through projects that are relevant to the child's life that they can read and write and do work on but for them it's something that they've chosen to do or that the group chose to do and it is incorporating the basics as well.

So I'm the wrong one to ask about "back to the basics" because I feel that the basics are taught in the schools and that there are various ways of teaching these basics which people might look and a say the basics aren't being taught yet, but they are being incorporated into what the teacher is doing with the children.

MR. BOYCE: Thank you, Mr. Chairman. I think you're the right person to ask.

MR. CHAIRMAN: Any further questions? Mr. Walding.

MR. WALDING: Mr. Chairman, through you to either member of the delegation, I am impressed with what I hear from you about community schools and what has happened, particularly at Lord Roberts; we've heard some good things about the school.

I'd like to ask you, to get clear, how these community school councils first got started. Was it because the Act now says that this can happen or was it the grants that you got from the previous government or was there some other reason?

MS PINTERICS: I confess that I'm not totally familiar with the very beginning of it.

MR. CHAIRMAN: Ms Sullivan.

MS SULLIVAN: I'm not sure of how many years ago; I would assume it's about five years ago the Department of Education funded a program called the Community Assessment Program and also the SUN program, the REAP programs and I think those essentially provided financial resources by which people could become involved in their schools in that, for example, William Whyte had a community worker, half-time teacher and half-time community worker, working in the school after the community had lobbied to the school board requesting that the old school board building not be torn down. I'm not sure on the details of that, but that's what I think happened. And, as a result, the school division requested, or jointly, between the Department of Education and the school board, jointly funded a person to work within that community. So, essentially, I think that that was the beginnings of the Community Assessment Program. And, from there there was seven other people hired to work within Winnipeg No. 1, in local schools, which identified their interest and readiness to have community people involved in different types of ways, rather than the traditional ways. Does that answer your question?

MR. WALDING: I'm not sure whether it does. Let me put it this way. In order for a council, to use your own for an example, to come into being, is it enough that the Act say that it can happen, or does it need a special grant from the government to set up such a parent-teacher organization, or does it need the enthusiasm and hard work of a group of parents in the area?

MS SULLIVAN: I think an example that I can give you, which has to do with Winnipeg No. 1 and the school board, is for the last four years communities and local community school councils have been lobbying the school board to have a community school policy passed. And, during that time, one of the things that teachers could always say, if parents came and asked to be involved in the school, they could say, well our school board doesn't even support us to have community people in the school. And parents could say the same thing, well, our school board doesn't even support us to be involved in the school. Once a policy is in place, it provides a support for those people who want to get involved in different kinds of ways. In other words, if you don't have any kind of protection or legislation or policy statements supporting people to do things it very very often could become a thing where people will say, well I'm sorry but there's nothing saying you can be involved so the door is closed. So, if it is the teachers who want to be involved with parents in new ways, or if it is communities that want to be involved in schools in new ways, if there is nothing saying that they can, then they aren't protected if they do attempt to push for that.

MR. WALDING: Okay. Should this initiative, then, come from the Legislature in the form of provincial legislation, or should the initiative come from the local school board and say, yes, that's what we want in our area; or should the initiative come from a group of parents who want this by saying to the school board, you know, please set this up?

MS SULLIVAN: The school board can always say no.

MR. WALDING: Yes, but where should it come from?

MS SULLIVAN: Lynne will answer that.

MS PINTERICS: I feel that at least the provision has to come from the provincial Department of Education. It has to be written in the Act so that when a group of parents from a school do become involved, and do become interested in doing more than they have been traditionally, they can go to their local school board and say, we would like to apply for a grant, or we would like you to support us in this undertaking. I guess it is my opinion that, yes, it does take a little bit of money for a part-time community workers, or a full-time community worker, to really get things going, is a very difficult thing to do. But, in my opinion, you know, if the school board is supported in this the salary of one community worker is well worth it because, I feel, in the long run it will save the school board, and the school, and the Department of Education money. Because, through parent involvement, using parent resources, even working on a one-to-one a lot of the parents put in 10 hours a week working on a one-to-one basis with children, or more. That value cannot be replaced in terms of programs, it would cost them much more money to do that same thing if you were going to hire people to work with those children individually. And that's just one aspect of where I feel that this money could be saved.

MR. WALDING: When that grant was made available for parent-teacher organizations — was it two or three years ago? — was that a Start-up Grant, or was that intended, in your view, to be an annual and ongoing grant, and is it still being paid annually?

MS SULLIVAN: I think initially it was intended as seed money for parents to become involved in the schools, like it is dependent on the enrolment. If you had 400 children in a school it would be \$400 for one year.

You are asking if we believe that that money should be always there continually. I would think that it would be a good idea in that it would provide some kind of initiative for people to become involved, to think in terms of that way. Before that we didn't know there were 200 schools that were interested in getting involved in those kinds of ways.

MR. WALDING: Was that grant paid for a second year, was it a one time only grant?

MS SULLIVAN: No, it was not.

MR. WALDING: Thank you.

MR. CHAIRMAN: Mr. Hanuschak.

MR. HANUSCHAK: As you no doubt are aware the Minister is seeking the power and the authority to impose a user fee on the public school system, or a deterrent fee if you so wish, which he wants to do unilaterally without the approval of Cabinet. If a Minister were to exercise, were given such a power, and were to exercise it, what effect do you think it would have on the quality of our public school education program, in view of the fact that it would narrow the gap between what a parent of a child enrolled in a public school would have to pay, and the tuition fee that a parent of a child in a private school has to pay?

MR. CHAIRMAN: Ms Pinterics.

MS PINTERICS: I'm not sure I understand the question.

MR. HANUSCHAK: In view of the fact that the difference, you know, conceivably, depending on the level of a user fee that the Minister imposes, you know, the difference might become very slight between what you would have to pay to send the child to a public school, as opposed to what you may have to pay to send your child to St. John's-Ravenscourt or Balmoral Hall. And, hence, the temptation might be to take a child out of the public school system and in put it into a private school.

MS PINTERICS: Yes, that would be a temptation and I am sorry that that may happen, because

I believe in the public school system and I believe that the public school system exists for everybody. And it is the Community School policy that through working with your local school you can have input into what your school does, and therefore, the need for private schools becomes less. So I see, in effect, a sort of . . . You know, I feel why work for a community school if people in our area are going to say, well for a nominal difference I can send my child to x, y or z school and get what I want, rather than people working together to create in their local school a community kind of idea and feeling. So, I don't like the idea of there being a very small difference in cost. And, I see it sort of as being contradictory.

MR. HANUSCHAK: So, you would be opposed to this, you would be opposed to the imposition of a user, or a deterrent, fee on the users of our public school system?

MS PINDERICS: Oh yes, and in terms of a community school, if we had to pay every time we wanted to have a meeting in the school or hold a program in the school, we couldn't, we don't have that kind of money. And it would be impossible to carry on extra school activities if we had to pay every time we needed the school.

MR. HANUSCHAK: Thank you.

MR. CHAIRMAN: Any further questions? Thank you Ms Pinterics and Ms Sullivan for your presentation. Mr. Boyce.

MR. BOYCE: Mr. Chairman, I wonder, a personal privilege, I suppose. I am prompted because of someone having difficulty understanding my pronunciation with estate taxes, vis-a-vis, state taxes. I wonder, through you, Mr. Chairman, can I ensure that the phrase that I used in conversation with Mrs. Kardash earlier today, when I said the "ratchet" effect, that it is spelled R-A-T-C-H-E-T.

MR. CHAIRMAN: We will check out the transcription, sir, and hopefully make certain that comes out the way you intended.

I now call Mrs. Lavoie. There's a memo here from Mrs. Lavoie, they have just finished their briefs and will be here shortly. I also have a Cathi Hill from the Council for Exceptional Children coming at 4:00 o'clock because she had to teach a course at the University. She can't be here until 4:00. In the meantime, I have a memo here to the committee, Wendy Priesnitz, the Canadian Alliance of Home Schoolers, Jarvis, Ontario, No. 53 on your list, a written brief has been sent and it should be here tomorrow, so the Clerk will make certain that you get copies of that in case we hear all the briefs today and the Committee rises.

We have a supplement to presentation No. 33, the Manitoba Association for Children with Learning Disabilities, there is one copy only. It's a large document. Do you want me to leave it with the Clerk, or do you want copies made for the members of the committee? We will have two copies made.

We also have a written brief that has been sent in today from the Children's Aid Society of Western Manitoba, and that will be presented to the members of the committee. Mr. Boyce.

MR. BOYCE: If we're going to hear those briefs at 4:00, I wonder if we could recess until 4:00.

MR. CHAIRMAN: Yes. Is there somebody in the room that wishes to make a presentation to this committee? If not, then, we'll . . .

MR. KOVNATS: Mr. Chairman, do you require a motion to recess?

MR. CHAIRMAN: No. We'll recess and I'll call the committee at 4:00 o'clock.

Committee will come to order. Cathi Hill, please. Proceed. No. 45 on your list, gentlemen.

MRS. CATHI HILL: Mr. Chairman, and Standing Committee on Privileges and Elections. I am representing the Manitoba Federation of the Council for Exceptional Children. The question of educational rights for all children seems to be a logical starting point for this expression of concern. It is the belief of the council for exceptional children that the bill does not adequately protect the following rights that children have.

- (1) The right to equal educational opportunity;
- (2) The right to an education appropriate to individual needs; and
- (3) The right to due process when any restriction is placed on their educational placement or

programming.

Furthermore, the Council believes that the removal of a student from the ordinary milieu is a questionable practice if it cannot be documented that the removal results in better learning for the child and that treatment or instruction fit the needs of the individual concerned. Standard treatment geared to group expectancies or system convenience does not ensure that education will be appropriate for an individual student. The bill does not address these issues and seems to lend credence to the standard treatment concept.

It is our opinion that children who have traditionally been characterized as exceptional or handicapped, have educational rights predicated on the same moral and legal consideration as those of other children. They have no more rights, but more important, they have no less.

Bill 22, Section 260(2) makes provision for the compulsory attendance of the handicapped child. Basically, it imposes an obligation on the child and parents to abide by the provisions of the Act, and the regulations and the rules of the school board. What concerns us is that the bill does not adequately specify the child and parental rights while in attendance. It is not clear whether schools are obligated to educate children in ways appropriate to their individual needs and aspirations.

The phrase, "as far as possible and practicable in the circumstances" in Section 41, Article 5 of the bill, seems to clearly indicate that circumstances, whatever this might mean, will allow school divisions to abrogate the educational rights of resident persons who have the right to attend school and who require special programs for their education.

We do not deny the fact that in some instances, children will require placement and instructional alternatives that certain school divisions will be unable to provide. However, we feel that the bill should be written in such a way that the school division is obligated to make other provisions for the child, and then only when it can provide acceptable evidence that a child is utterly incapable of benefiting from the learning opportunities available, or within the powers of the school division, should alternative placement be considered. Furthermore, when programs outside the division or district are provided, we believe that

(1) It is the obligation of the division or district to pay a reasonable proportion of the cost,

(2) It is the obligation of the division or district to state the behavioural or academic outcomes expected from said placement,

(3) It is the obligation of the division or district to guarantee the quality of the instruction to be provided, and to continue to monitor this quality while the child is in said placement.

(4) It is the obligation of the division or district to gather data indicating that the child is progressing toward accomplishment of the stipulated outcomes.

We feel that school boards must be obligated to provide, or make provision for all resident persons having the right to attend school, regardless of the circumstances. We contend that as long as the division or district provides schooling for any child, it must provide it for all. It cannot exclude some children because of the circumstances, i.e. monetary problems, unless it excludes all children for that reason. The bill, having opened the way for the potential exclusion of children from school, or the restriction of freedom of the child by placement in a segregated environment, does not adequately protect the child or parents from arbitrary decisions concerning exclusion or placement.

It seems that the school divisions will be allowed to judge the propriety of their own conduct. We feel that this does not take into account that even though the people who staff the educational system, tend to be strongly motivated to do good and are equipped with professional training to help others more effectively, their personal biases often distort problem definition and treatment.

Children, particularly those labelled exceptional, have been lacking in means to defend themselves against those who, acting in the name of good, have actually done harm. Thus we feel that the bill should make provision for the participation of child representatives in setting goals, determining methods to attain them, and evaluating results. These representatives should not be in the employ of the school or the government, but be impartial, independent child advocates. Due process must be part of the bill if educational rights are to be protected and guaranteed.

Due process in educational decision making requires that children or their parent guardians, have a voice in determining a child's education. It requires access of all parties to the information on which decisions are based. It guarantees the freedom to present contrary evidence and opinions. Due process requirements would compel schools to document the relevance of educational programming to desired outcome. It cannot be assumed that all educators are infallible, or that their opinions require no defence.

The council for exceptional children suggests the following changes:

We feel that the Bill would more adequately meet the needs of all Manitoba residents if Section 41(5) was deleted in its entirety, and Section 41(4) changed to read:

"Every school board shall provide or make provision for the education of all resident persons

who have the right to attend school."

Thus written, the Bill would guarantee the educational rights of all residents regardless of their needs. As presently written, the Bill seems to guarantee educational rights only to those residents who fit neatly into the programs the division chooses to designate as Grades I to XII. Those not fitting into said programs seem only to have a right to education if the school board deems it "possible and practicable in the circumstances" to provide them with a program.

We feel that a due process clause should be included in the Bill in order to protect the child and parent/guardian rights and freedom in cases where the school division is suggesting alternative or special programming. This clause should include:

1. guarantee free access of all parties to the information on which the decision for alternative or special programming was based;
2. guarantee the freedom of the student and parent/guardian to present contrary evidence and opinions; and
3. compel the school division to document the relevance of the educational programming or placement to the desired and specific outcomes.

We suggest that Section 41(6) be changed to read:

"Subject to any regulations made under The Education Administration Act and the due process clause of this Act every school board shall make provision for a pupil to attend a school in another school division or school district for a program not provided by the pupil's home school division or school district and the pupil's home school division or school district is responsible for paying the residual costs of the education, ascertaining and monitoring the quality of instruction provided in said program, and collecting evidence that progress is being made toward the outcome stipulated by the home school division or home school district when special placement was deemed necessary."

The above change would protect the student from arbitrary placement decisions and take into account his or her right to appropriate and quality treatment or education.

We suggest that Section 260(2) of the Bill be deleted in its entirety and that Section 260(1) be changed to read:

"Every parent of a child of compulsory school age and every person who has or receives a child of compulsory school age in his house, whether that child is his own or that of any other person, and the child is resident with and in the care and custody of the parent or person, as the case may be, shall ensure that the child attends school unless specifically excused by the Minister in writing, in accordance with the provision of this Act, the regulations and rules of the school board."

We suggest this change because of our concern for the proven undesirable consequences of classifying children as deviant, disabled, or handicapped. Also we are concerned that because there is still no universally accepted definitions for many so-called handicaps, i.e., learning disabled, emotionally disturbed and socially maladjusted, the child and the Minister will be placed in a highly arbitrary and untenable position. We feel that specific Ministerial excuse should be based on the individual merits of each case, rather than on the arbitrary judgment of the existence of a handicapping condition.

If what is intended by this Section is that the Minister may excuse a student from compulsory attendance for medical reasons, then that is what should be specified.

The Council for Exceptional Children presents these concerns and suggestions in hope that they will assist the government in its attempts to provide useful criteria and guidelines for guaranteeing the rights of Manitoba citizens to equal educational opportunity.

Thank you for taking them into consideration.

MR. CHAIRMAN: May I address you as Mrs. Hill, is it, or Miss Hill?

MRS. HILL: Sure, Mrs. Hill.

MR. CHAIRMAN: Mr. Hanuschak.

MR. HANUSCHAK: Mr. Chairman, through you to Mrs. Hill, I note on the top of page 2 of your brief, you do express a concern, you say that it cannot exclude some children because of circumstances, e.g., monetary problems. I would like to draw your attention to the fact that in Bill 23 of The Education Administration Act, the Minister is asking for the right to unilaterally, even without the approval of Cabinet, to impose a user fee or a deterrent fee on students enrolled in our public schools system, and that is mentioned specifically. . .

MRS. HILL: A user fee meaning what?

MR. HANUSCHAK: Well, I suppose, well a user fee, fees and charges, if any, to be paid by the pupils. In other words, he wants the right to designate the groups, kinds, classes or types of persons to be admitted as pupils therein, and it includes very precisely and specifically, public schools, and other categories of schools, and the fees and charges, if any, to be paid by the pupils. A user fee, I think the common definition of a user fee is a fee being paid by the user of a service or a deterrent fee for the lack of — because of monetary problems, not having the ability to pay the fee and hence the fee becomes a deterrent. Would you care to comment on that Section?

MRS. HILL: Would an example. . .

MR. CHAIRMAN: Mrs. Hill. You see, I have to mention your name for the recording equipment, Mrs. Hill. Carry on.

MRS. HILL: Okay. Would an example be, if you were in Grade X and needed to take Chemistry, that you would pay a user fee for it?

MR. HANUSCHAK: One would have to ask the Minister I suppose. Well, this Section would open the door for the Minister to impose a user fee on any group, kind, class or type of person that he wishes — the visually handicapped, the multiply-handicapped, whatever, I don't know — black, white, tall, short, fat, skinny children.

MRS. HILL: My comment would be that if all children were asked for a user fee and that say a visually impaired child, if the cost was the same for a visually impaired child and a Grade 3, then perhaps that is okay, but usually the cost for a visually impaired child is much higher, and I don't think that that is fair at all.

MR. HANUSCHAK: Another Subsection of the same Bill will give the Minister the right to, "prescribing the standard to be attained by pupils on entering or leaving any grade or level in any public school." This is somewhat of a departure from the present Section, which at the present time the Minister has the power to make regulations prescribing the standard to be attained by pupils for admission to secondary schools and teacher training institutions. Now the Minister will have the right to set standards for entering or leaving any grade. I suppose, you know, it doesn't exclude kindergarten. Can you anticipate a problem if that Section were to become a law?

MRS. HILL: I certainly can with some children. If the standards included — for instance, we work with children who have no speech, who have cerebral palsy, four limbs affected, and if one of the standards was, to get into kindergarten, they had to complete a gross motor screening — our children have been through gross motor screening and they fail miserably. There is no reason why they shouldn't be accepted into the kindergarten program. I would like to see some standards as far as entrance into special programs and admissions and discharges, as I suggested in our presentation. .

MR. HANUSCHAK: Thank you.

MR. CHAIRMAN: Mr. Cosens.

HON. KEITH A COSENS: Mr. Chairman, through you to Mrs. Hill, in reference to this topic of user fees, Mrs. Hill, I wonder if you are aware that the present legislation, not the proposed, the present legislation is identical to what is being proposed, with the exception of the word "school" that existed in the old legislation and has now been clarified to read "public school". Otherwise there is no change. That is the legislation we have been operating under as a government for the last two years. We have imposed no user fees that I am aware of. I just wondered if you were also aware that this is really no departure from the previous legislation.

MRS. HILL: Well, I work with about 200 special education students and we have never paid a user fee, so I wondered about that.

MR. COSENS: That is all, Mr. Chairman, I just wanted to clarify that point.

MR. CHAIRMAN: Mr. Boyce.

MR. BOYCE: Mrs. Hill, if we may, on the second page of your brief at the bottom, we come into this Section 41 again. I'll use the Minister's terms in this question if I may. Are you aware that in the procedures followed in dealing with criminals in our society, that it is based on a fundamental rights, as established in the concept of habeas corpus, that every person has the right to be free? That is an established right in the whole concept of habeas corpus. Now, I ask you that question, because I am in the same box by using your words as those that are suggested in the same Section as it is presently drafted. You suggest that this Section 41(4) should be changed to read, "Every school board shall provide or make provision for the education of all resident persons who have the right to attend school."

Now, everyone who has appeared before the Committee on this Section has more or less suggested the same thing. You know, by removing the two words, which in many people's opinion, would skew the judgments more permissive than mandatory as operational on the word "shall". They think that they are going to accomplish that by changing the wording and coming up with something such as you have suggested. I am not a lawyer and I think that how our laws are is up to us to write them so that lawyers can operate them, but it is up to us by the seat of our pants, hopefully, to feel our way through these things.

That Section would still be contestable as to a case that a person has not got established in right, an education. .

The whole argument of habeas corpus in the first place was to establish that right, not to put into the British North America Act or some other Statute that a person has the right to walk free, but the whole concept the idea that people have the right, the whole law shall be permeated by that fact, that a person has the right to be free unless they are classified as having been deprived of that right for certain criminal actions or in the time of insurrection, apprehended insurrection, or something. So that I just wonder what your opinion or your group's opinion is relative to establishing the concept of a right to be educated, and then the procedures to be followed to see whether those rights are or are not delivered.

Some people have suggested that there be appointed an Ombudsman. Some people have suggested that there be appointed a tribunal of some 56 learned men, I forget the term that they used. So that when having cautioned on the problem not being solved by the changing of the words, have you some other suggestion to accomplish that which I have no dispute, and really I don't think anyone else has any dispute on either side of the House on this one, but nevertheless, they are sincerely searching for a resolution of this difficult problem.

I think, and I shouldn't do that, but nevertheless when they are drafting . . . Oh, am I going to pay for that digression. Thank you very much, Mr. Kovnats.

In drafting the law, someone has suggested in one of the representations that one of the words was, either one, was redundant, but legal counsel points out that there are two different conditions based on case law which prompts legal counsel to advise the legislators to include those two words in that clause, and it is to try and give reasonableness to the implementation of that clause without making it so wide that somebody could drive a non-compliance bus through it.

So the question is, is there some way to establish a process or procedure that would, in my judgment, have to be put in place for that thing to be equitable, operant? That's a lot of words.

MRS. HILL: Well, it's a big question. My feeling right now in Manitoba is that there really is no direction in special education and I get very frustrated. I'm principal of a school that's within a school of physically handicapped and I also am a principal of a group of institutional programs, with a variety of handicaps, and I get very frustrated when again and again we'll go to a school division — the child's home school division — and we feel the child is ready to be educated and the principal or the superintendent, whoever, can say to us, "It's not possible and it's not practicable". Now they don't always use those words but that's pretty well how it comes out. Either we don't have the finances to give you an attendant to toilet this child, or we don't have this or we don't have that, and it gets to the point that you get fairly angry.

I don't know how you can reword it. Manitoba has to develop some philosophy as far as where special education is going, whether it's normalizing the environment or whether it's segregating or whatever.

My own school division, which is Winnipeg No. 1 School Division, really doesn't have a set philosophy either and I think until the government says, "This is the way it is", we're going to wait for years and years and years before these kids are going to have their rights. You see in the States where they have their public law, 94-142, and right now if you go into the States and you talk to special educators, most kids who should be integrated are and it's just a common practice, that there is money available and some pretty exciting things have happened.

I think that the money you can — you can say there isn't enough money forever — I think

there can be also some workings between health and education. We, somehow, within our division moved 50 physically handicapped students within a regular milieu and for 22 of them perhaps their home school division would be more appropriate, but you can't always blame it on, "there isn't any money". Sometimes some reshuffling is the way to do it.

But I really think that the government has to have a mandate that this is the direction that school divisions should take so that we're all going in the same direction.

MR. BOYCE: I share your frustration, you know, as far as the delivery of service relative to any specific child is concerned. But nevertheless, when we compare our system with the American system, we have to remember that we operate under a different parliamentary system — I'm not making excuses for our system.

You keep referring to the rights of children. What are the rights of children? Where is it established in our court procedures or in the British North America Act, or any other thing which establishes the rights of children? It was only 50 years ago that they even said that women were persons. But where are these rights that you refer to? Where do you find them?

MRS. HILL: Would you say that a Grade 2 child has a right to go to school — an 8-year old child? Is that a right? That would be the question I would put to you.

MR. BOYCE: Well, I don't know from which law you're reading. They passed a section which says, "a child shall" — compulsory school attendance is the law and has been the law, but they make absolutely no reference whatsoever in any law with which I am familiar, that a child has any right whatsoever.

MRS. HILL: We could argue the thing about rights because I know that what you're saying is they have no rights. But if a Grade 2 child who is seven goes to school and if all of you who have children if they go to a Grade 1 to 12 class, then why shouldn't your child who is handicapped also have the same privilege — it shouldn't be privilege, I hate that word because it shouldn't be a privilege for handicapped kids to go to school, it should be the same right — and I guess we could argue that, too — that other kids have.

MR. BOYCE: Well, Mr. Chairman, I'm not arguing with you, Mrs. Hill. I'm in a situation where we are now, not where we want to go and I would like to know how to get there also. But there is nothing in our law which says a child has rights. I'm not arguing whether that should or shouldn't be but I guess I'm asking you to accept that the resident person has a right to attend school. So how do we establish in law, that a person . . . Mr. Chairman, if I may, and I do mean it's important. We're so boarded by American Republicanism and the Republican system of government with a written constitution, has advantages and disadvantages. It's an entirely different political, executive, judicial system and many of our people assume because — well for exae, I that you can plead the Fifth Amendment. You can refuse to give evidence against yourself if it may incriminate you. They think that applies to the Canadian law and it doesn't. It would be easier for me just to ignore this and say, thank you very much, knowing nothing would be done. That's the easiest approach. But how can we resolve the problem? Not by changing the words in this particular clause by itself. There has to be put in place, under our system, public support and dollars, I think that that is the question. Because we've had representation from one of the school board members that in their particular division they paid, over and above the usual cost, \$6,000 a year for a specific cost. So the disparities, I think, come into the system because of people as you have suggested, they use the escape clause to rationalize their non-compliance with the spirit and intent of the bill.

So do you think that we should have an Ombudsman in this area to decide or a tribunal system, or some other mechanism, to decide?

MRS. HILL: Well, I think there should be someone who, whether the clause is left in, I think the general attitude of teachers if the clause is left in — answering your first question — will be, "well, I guess we really don't have to accommodate exceptional children" that will be pretty well the feeling of the principals and superintendents, I believe.

As far as an Ombudsman, or a tribunal, I think there has to be someone that when there are cases — and I came across a case today — that some outside person should sit and listen because the parents, I feel, are being threatened by someone in special education that they are doing the right thing, and for the parents' sake there should be an outside body that can come in and very objectively look at the case.

MR. BOYCE: Well, Mr. Chairman, one immediate remedy which is of some assistance in this regard

is for the parents in that community to contact their Member of the Legislative Assely, regardless of what side of the House that they sit on, because it is true that in the operation of things people sometimes get abrasive and it's necessary for somebody as an amicus curiae almost, as a friend of the individual involved to be there. But I'm sorry, I don't think we can expand on this point of how to resolve it.

MRS. HILL: Yes. Can I make one more comment? I would like to make a comment that, I guess what annoys me the most is that in our area if we want a child to be placed within a regular system, I either have to go out to a service club to get money, whether I should spend half my time with service clubs trying to get money donated and it's always made that the child is sympathetic and my goodness, they're handicapped and isn't that too bad.

I don't think the Phys. Ed. department or the Chemistry department or the Grade 6 library ever goes to service clubs for money and I think there has to be some equal opportunity for all groups. There's no doubt about it, many of our kids are very expensive. The severely and profoundly handicapped are the most costly to educate. But I think there isn't the equal money allocation, the special education usually is in the condemned building and it has been changing and I'm happy to see that.

I think that special education teachers and I think that regular teachers are now ready to accept. I think that Bill 58, when it came out in 1975 started people thinking and they started to get very excited and anxious, and then after awhile they started to say, okay, maybe we will. Maybe it's right that handicapped children should be accepted. And I think in most of the populations tt I work with, with the proper resources and proper thinking and the proper planning, that, yes, many of them could be support to some extent in their neighbourhood school, or supported more appropriately in a regular school, whether it's their neighbourhood school or not.

MR. BOYCE: Well, to that position which is valid in my judgment, for exale, Lord Roberts a few years ago did not exist; William White did not exist; so don't you think that the approach to the problem, rather than changing the words in the law, has to be the support of the Minister of Education, and the priority of things even if interest rates are going up, even if our real incomes are going down, that we can't afford to let many of the things in education, just because of the general milieu, be sacrificed and that the moneys that we invest, not spend in my judgment in this area, in the long term is going to be cheaper rather than more expensive. So, is it not a big "P" political problem but a small "p" political problem? It's not a law problem, it's a political problem. That the Minister of Education, no matter who he be or she be, be supported in demand that the proper amount of money be expended in the whole field of education, in general, and specifically in this area.

MRS. HILL: I would say specifically in this area mainly because that's the population of students that I work with, and I think they have been left to the end. You know, the other areas of education, I'm sure at certain points yelled and screamed and got some support. I think it's about time that exceptional children got some support, and their parents also. I don't like the way that special education children are placed in schools. I don't think the parents have enough say. Decisions are made with people who probably think they know the best and sometimes I think I know the best, and when I look back at my philosophy three or four years ago, it really quite scares me.

We all grow and we all change and I think parents should be there as far as the decision to special placement, or regular placement.

MR. BOYCE: Thank you, Mr. Chairman.

MR. CHAIRMAN: Mr. McBryde.

MR. McBRYDE: First of all through you, Mr. Chairperson, could you just give me some idea about the organization itself?

MRS. HILL: The Council for Exceptional Children? It's an international organization. Locally, we have about 300 members. We have a chapter in The Pas, north of the 53rd parallel, and we have a southern chapter in Winnipeg.

We are teachers and parents, the majority are teachers, therapists, social workers. We're also a special area group of the Manitoba Teachers' Society.

We look at all areas of exceptionality and including the gifted. We try to be an advocate for these groups. One of our areas is looking at professional development for teachers in continuing trends, keeping up on the literature. We just donated 200 books to the Department of Education

library on exceptional children. Is that about enough for you?

MR. McBRYDE: Yes, that gives me some idea and I was familiar with the northern branch, or The Pas branch, because I have attended one of their meetings.

Do you have any idea, sort of the numbers or percentages we're talking about when we say "exceptional children"?

MR. CHAIRMAN: Mrs. Hill.

MRS. HILL: I'm sure MTS has given you figures. I don't have the figures right with me. Like in certain populations you can say 3 percent for hearing impaired, etc., but I don't have the figures. I can get them for you. Some people say up to 10 percent, are exceptional. Someone made a statement this morning that 15 out of 25 children are emotionally disturbed or had some element of emotional disturbance, so depending on who's quoting the statistics, it varies.

MR. McBRYDE: Yes. You did a little bit in answer to Mr. Boyce's questions, but as you see it at this time, sort of what is the present existing situation and where are the problems in the system in terms of providing for exceptional children? Could you, in a few short paragraphs, give me a summary of the existing situation so I can get some idea of where it has to go from here?

MRS. HILL: That's a pretty big question. When you look at exceptional children, you're looking at probably 25 labels, if you want to label them. I guess, again, I have to go back, that I don't think there's a mandate in Manitoba. I think that generally, special educators and principals do not know what direction to go in.

In rural Manitoba, I sometimes think that they are ahead of the Winnipeg-Brandon area. When I see handicapped children in the rural area, they have no other option than placement within regular, and at least the physically handicapped children that we see, usually have an aide provided with them, and it's sort of exciting what's happening, and rural Manitoba people say to me, well, wouldn't they be better off in your place or in a specialized school, or whatever, and I say, no, I know they aren't better off. People are becoming less insecure about taking handicapped children, and I feel that any good teacher can teach any child if the criterion is good, not a specialist.

I do believe that we have to provide the supports, like in rural Manitoba, when they come to us, or we go to them and give them ideas and suggestions, but I think the majority are doing a fine job. I do hear off and on some horror cases, but I hear them also in Winnipeg, as far as what's happening with handicapped children.

As far as where it's happening, where are the problems, we could go on forever about specifics. My area mainly is the physically handicapped and my problem is placing our kids in the regular schools, when we think it's appropriate, as the Council for Exceptional Children, and I wear two hats sometimes but we feel that parents should have more of an input as far as placement. Maybe in my system I can ensure that parents are there but in other systems, maybe it isn't ensured.

I also teach at the University of Manitoba, and with my students there, I see a very naive group, but a group that's quite eager to change attitudes as far as exceptional children. In the last couple of years I'm finding that we have a more accepting attitude, whether we have it everywhere, or whether it's just within the educational system, I don't know. But I don't think we can wait forever and just say, well it'll happen and eventually kids will be accepted. I think they have to be placed now in appropriate situations with parents and educators in agreement with it.

MR. McBRYDE: If I understand your position correctly, you feel that Section 41(5) is, in fact, a section that you could, at this time, if it's left the way it is, drive a non-compliance bus — I'm not sure what a non-compliance bus is, I usually use the term of "truck" — that you could drive a truck through, and that by changing this section and making it very clear in terms of the intention, then that would provide a mandate or a thrust or a push that I think you talked about. Would that be a fair summary?

MRS. HILL: That's exactly it. I don't think that you're going to see that your school division, it wouldn't be yours as much, but say that Fort Garry, that we're going to all of a sudden, put all of our severely and profoundly retarded children back into the regular school system, I don't think any system would feel that that would be the place for them. I think there will be some cases, however, that we feel, and meaning not just the council but other educators that work in special education, that yes, they are ready. And if there is a thrust towards it, that their superintendent in that school division says okay, we will look at our personnel and look at our capabilities of our

teachers, and we will try to provide a program, and then with some follow up, and in consultation with the school that discharged the child.

What we've been doing is, with our meagre group that we have integrated back into their home schools, we use an expert that's in the area of the physically handicapped, who works as a bridging teacher, and she's the same teacher that works as a resource teacher in the school, and that's really important, that we look at the bridging and facilitating the integration back into the home school.

MR. McBRYDE: As Mr. Boyce always points out, when you put something in law you are raising some problems, and I think that it's fairly clear because a physically handicapped child is readily identifiable. I am assuming that there is now and would still be, problems with the change in legislation with children with learning disabilities, or gifted children, or children with emotional problems, that is, what kind of a program should be devised for them, is in fact the school providing the program that that child needs, would you care to comment on that particular area?

MRS. HILL: As far as the gifted and the learning disabled, the methods of identification right now are so poor that probably the number of gifted, nobody knows in Manitoba. There's very little going on in that area. There would be discussion as far as different types of programs, just as there are now in special programs, but right now you are able to devise whatever you think is right, and maybe you are not right, and whether more children moved in. Actually, learning disabled kids are all in the regular schools anyway. There are very few that are segregated, and many are in the regular that aren't even detected. But if there was a mandate, and then with that mandate was the school division, it was their duty to insure that with the parents, the proper programming, and you set out the objectives, etc., I think that would facilitate better programming anyway. The individual educational plans in the States, I'm not advocating the same plans, however there really is some merit to bringing in a parent and saying, this is where we're going with this child and this is where we expect to go, and what do you think about that? I think parents have been excluded too much in special education.

It would be rather interesting to do that for all children, but the paper work would be insurmountable and many children have a very easy time in school and sort of learn in spite of the teacher, that it isn't necessary. It's the kids with problems who you have to sit down and really decide what direction you're going to go in, and who knows if you know best, even though perhaps you have the expertise in that area.

MR. McBRYDE: The point in your brief that you talk about an advocate, I can see in some ways the need for that because a lot of parents are intimidated by the system in terms of advocating what they want, or if they're not intimidated by the system they're afraid to upset the system so the system will take it out on their child, which is similar I guess, but a bit different.

I guess one of the concerns that would come up then of course is, how do you build this advocate into the system — it sounds like some more employees and some more people that have to be paid, etc., etc. How would you answer that kind of question?

MRS. HILL: Of course, I don't know all the answers. I do know that when some of our children are being placed, say from another school division into Winnipeg No. 1 for instance, there are certain people that are involved in the placement, and I think that the actual placement, usually parents aren't involved or are very subtly involved. Perhaps it could be the school division or the community people that would become the advocates. If School Division No. 2 is placing within School Division No. 1, perhaps the Special Ed co-ordinator from that division or his delegate or her delegate could act as an advocate for the child, and watch and monitor the progress, whether it was when a child is placed back in the school division, whether that Special Ed co-ordinator should be then the advocate, or whether it should be a community person or someone within the school. I guess you go to the communities and the co-ordinators of special education to find out those answers.

MR. McBRYDE: Of course the question that comes up, I think a number of delegations have pointed out that not all efforts for special need students or exceptional children cost a lot of money, but a lot of them do. One of the proposals has been that there be developed a two-tier financial system that is an extension of the existing per capita grant system for special needs, and then another method of financing. After an assessment has been done in the cost of that special program for that individual student set-up that then a special grant be made for that, and that would be, I guess what they classify as the low incident-high cost type of case. What is your opinion, or your organization's opinion of that two-tier funding system for meeting the special needs of exceptional children?

MRS. HILL: I don't know that I understand fully. Would the second part be if you decided — you're talking about low incidence-high risk children — I think an opportunity to ask for grants and to be evaluated on a yearly basis for those children would be appropriate. I know if the money was available right now, I guess through — and we have asked in one case for some special needs money and we've got it, it's pretty exciting what you can do with a para-professional such as a teacher's aide in consultation with someone from the Department of Education or an expert in the area.

I think it should be evaluated quite closely, too, because I think people can say, para-professionals or teacher's aides will be the panacea for all exceptional children. I don't think that's the way. I think that at a certain point that if a child doesn't fit within the regular classroom with an aide, then you have to look at it again. Maybe that's not the most appropriate placement.

MR. McBRYDE: Sort of one more question that relates again to 41(5) and the mandate or thrust or push that we're talking about, and I guess my view is that if we saw that there was a special push, if you could see that there was a real effort being made, then we wouldn't be so concerned about the wording of Section 1(5). Because we can't see that a special effort is being made, then it becomes quite important to us to have the word "shall" in there without any escape clauses or clauses that you could drive some kind of a bus through. Would you care to comment on that?

MRS. HILL: I think if an intent was written by it, such as Bill 58, I seem to remember an intent of the bill written, that children should be educated in the least restrictive environment, and that's sort of the thrust of the government, and that Manitoba is going in that direction, then I think that would be what would be needed for people in special education, superintendents and principals, that that's the direction we're going in and we're going to be supported through a philosophy, and that Manitobans will know that that's our philosophy, and where resources are needed also.

MR. McBRYDE: Through you, Mr. Chairperson, I had occasion to go to a school about one of my children with exceptional needs and the school said, here's our program, and that's the way it is, and if your child fits then you're welcome to send them here. If your child doesn't fit, well, find another school. Now, fortunately, we were able to find another school, sort of, but I'm assuming that that's a very common occurrence on a day-to-day basis that you find in your work.

MRS. HILL: That's probably one of the most frustrating things, I don't think that we should have to go and beg to principals that we want an exceptional child educated within the regular system, and these are cases that we think, from studying and assessing the child, they should be placed. I think until superintendents etc., have apphiosophy, or a mandate, they're going to still say to us — you'd be amazed at the excuses that we get. They're ridiculous. If your Grade 2 child or Grade 1 child, if they gave you the same excuses for your child, they would never get away with it. But somehow with a visible handicap of some sort, they can. I have to go to my superintendent, and then our division really doesn't have a mandate from the government, so educators are walking around saying, where are we going?

Some of us try to go in a certain direction sort of without anyone saying, hey that's the way to go or not. We just feel from our organization, and myself personally, that is the way to go. But it would be nice if someone would give a policy that would then ensure that a principal just couldn't make up an excuse, or a teacher, why a handicapped child shouldn't come into their classroom.

I'm sure any of you that are aware of any exceptional children, you have 10 or 12 horror stories that you could talk about too, that shouldn't have happened, and it just came on an attitude, excuses that are made aren't appropriate, but right now they can say that. I don't think that's fair.

MR. McBRYDE: In your proposed changes, and many other groups' proposed changes to Section 41(5), I wonder, in the light of your earlier comments and the questions of my colleague from Winnipeg Centre, whether you see this section then being used as a way to take people to court, following the American system, everything goes to court when there's a disagreement or when they want to make a social change they go to court to do that. Do you see that as the purpose of your re-wording; or do you see the purpose of your re-wording to state a clear intent that would get people to try and find a way to do things, as opposed to try and find an excuse not to do things?

MRS. HILL: In answer to the first part, certainly if you go to a conference in Special Education

in the States half of it is over legislation and litigation, that has become a problem. I guess you have to be cognizant of it when the bill is written up. I think there are some parents that should take school divisions to court, even perhaps children that I have taught, or whatever. I think there are parents that haven't had enough rights. I think if you wrote into it, however, that parents are there as far as the decision-making that that isn't going to be the main problem. I don't want that to be our concern forever and ever because that is going to take a lot of energy on the part of special educators when we should be doing our energy as far as programming.

The second one, which was the thrust, I believe. Yes, I think, that if the intent was made then we wouldn't have the frustration. I don't think there would be a big chaos within Manitoba as far as Special Needs kids, there wouldn't be kids coming out of the closets, most of them are in school now, in fact, very many of them are. I am on a program with severely and profoundly retarded and there is very few that are not in school, so, they are all in school now. I think it would be with an intent with this, then divisions will know where to, perhaps, use their energies and time; whether they should be in-servicing their principals, as far as this is the direction it's going; whether their staff should be in-serviced. And, I think, an intent that says that children should be educated in the least restrictive environment would be appropriate.

MR. McBRYDE: Yes, MR. Mr. Chairperson, I don't think I have any further questions, and, through you to Ms Hill, thank you very much.

MR. CHAIRMAN: Any further questions? Mrs. Hill we thank you kindly for your presentation. .

MRS. HILL: Okay, thank you very much.

MR. CHAIRMAN: I call Mrs. Lavoie. Did I get your name, you're not Mrs. Lavoie?

MRS. ERMELLE GIGUERRE: I'm Mrs. Giguere from St. Boniface.

MR. CHAIRMAN: Giguere is that it?

MRS. GIGUERRE: Yes, Giguere. I am sorry I cannot supply you with a copy of my brief but I will send it to you shortly, Sir.

MR. CHAIRMAN: Very good, proceed Mrs. Giguere.

MRS. GIGUERRE: Members of the Committee. We are two parents from the St. Boniface School Division with children attending different schools within the division, with one child registered in the correspondence course, supervised by the mother in the home.

We all appreciate meeting some of our elected representatives of our province in person, and the Minister responsible for Education which, as you all know, thousands of parents seldom have such an opportunity.

Our specific concern is that the proposed School Act does not, like the previous, define what education is, and what areas of the child's learning and development are the major focus of the public school system which serves a pluralistic society.

Today's public school system increasingly puts a greater emphasis on social engineering or behaviour modification of attitudes, habits, morals and values which in the past was primarily the major responsibility of the most important teachers in the child's life, the parents. It is, therefore, that the School Act defines clearly the major areas of learning, for which the public school system holds itself responsible. When parents cannot give their wholehearted support to the school in areas of moral values, and social and moral conduct, the child suffers the consequences of the conflict.

They also learn to manipulate their parents and the teachers, etc., etc., etc. to the detriment of all concerned. Since today's parents are all so literate and have not become illiterate or ignorant the instant they become parents they do not know everything that the school needs to know, but nor do teachers. However, we could never tell by looking at the content of the subject areas that are today being taught, discussed and debated in today's school at a superficial level. Very often many of the subjects are beyond the child's ability to comprehend and integrate. The psychomotor, social effective and moral areas of learning and development were, in the past, the domain of parental responsibility with connotive areas the joint responsibility of parents and schools, but with this function delegated to professional educators.

Over the years the school made the development of the student's muscular skills part of formal education in the form of physical education and organized sports. Then followed the formalization

of social life through school dances and so forth. Shortly after moral values, family relationships, sexual education, attitudes, feelings and behaviour were formally introduced in courses such as: Building the Pieces Together, Teen Horizon, Magic Circle, Hole in the Fence, Values Clarifications, Valeurs Humaines in French, and many many more. It was only one step from believing that the schools should be responsible for the total child. It carried this belief by introducing physical health and child day care programs; and even provided balanced meals for children. All there is now left is to add shelter to our children.

Some educators, like Laurier Lapierre, are also advocating dormitories and cafeterias, and for school to be open day and night. We are not so naive as to believe that all parents are responsible, but certainly that does not justify the total take-over of all the children's learning and well-being by state schools. There are other agencies better trained and suited than teachers to meet the needs of those children whose irresponsible parents do not fulfil. If only for practical reasons it is too costly an approach for the schools to attempt and hold itself responsible for all the children's whole development. Perhaps it may serve the interests of professional educators to take on the responsibility for all the children's learning and development which would create more jobs but, what direction does it lead us to? Only one possible direction, the total state control of the child.

Does this government wish to continue to encourage and facilitate this trend? If the majority of parents and government officials were fully aware of how the school structures more and more the time of children away from a family, and how this decreases the family's influence on the child, there would be an outcry. If more parents were less scared to question the professional educators, and to express their dissenting point of view, there would not be any problems today. There would be no problems today to have our fears and apprehensions, not only heard, but acted upon.

We plead with you today to clearly include in the new School Act a clear definition of education, and to identify the areas of learning and development for which this Department of Education wishes to hold responsible. We also wish to have included in the new School Act the qualifications necessary for the appropriate professionals employed to teach the areas of child learning and development for which the Department of Education wishes to be responsible.

We, as responsible and reasonable parents, do not undertake to be professionals in all areas of expertise, and therefore wisely, delegate to others, such as, doctors, dentists, teachers, the authority to meet our children's needs. We cannot expect any less from the Department of Education and professional educators, yet we have had such an approach within this school system with *carte blanche*, to experiment with all sorts of programs with our children without our knowledge. It is possible to teach about the laws of our country without practicing the law on the students. Likewise it is possible to teach about the rules of moral conduct without practising the role of a zealous missionary on the students, or turning the peer groups into such a role, to bring about the conversations to situational ethics and secular humanism. We as parents do not want our children to be pressured to go naked psychologically and emotionally and to bare themselves, their parents and family to a peer group. Nor must they be pressured to justify their beliefs, feelings and morals to their peer groups through debates.

Students and families do not have to disclose and justify the lifestyles, feelings, values, morals and belief system to the school, we all have a right to be an addition. In a free country there's no room for that kind of demand on its citizens who supposedly have a right to self-determination.

So, therefore, before you allow this trend to continue, we plead with you to look at the question of education in its entirety, and not only at the technical problems of powers and administration. This is the opportune time to do so. If this government does not do it it is unlikely to be done for many years to come and it will then be too late. Unfortunately the receivers of the education service, children and parents, have no direct input and control over education, they have less than such private groups as the Manitoba Association of Schools, Superintendents, Manitoba Association of School Trustees, the Faculties of Education, the Manitoba Teachers' Society. Parents have one vote every three years and most candidates do not wish to rock the boat. Perhaps one source of influence, which has been most often overlooked by the parents, are the textbooks, publishers. These influence what and how the children are taught. Another are the faculties of Education which really determine what new direction the philosophy of education and teaching methods will take. Parents must have a direct input and influence them both.

In this pluralistic democratic society we see only one solution, to allow the parents the choice of education they wish to have for their children. And entire range of formalized courses of social engineering have been developed and introduced in the schools across Manitoba. Many of the social engineering courses, contexts and techniques have also been integrated within some core subjects such as science, home economics, physical education, language arts and social studies and possibly

has permeated all subject areas of the entire curriculum in some schools.

Aside from the legal implication of invasions of privacy, as pointed by legal counsel Yude Henteleff, and which will later be read to you, advocates, suggest caution. Esther D. Schultz and Sally R. Williams, authors of the book "Family Life and Sex Education, Curriculum and Instruction" state on Page 18 the following: "The professional training of a teacher places heavy emphasis on the a critical examination of the experiences of other people but does little to help the teacher turn that critical eye on himself. For this reason, awareness of sensitive training is a valuable tool, yet there are hazards inherent in any technique that probes inner feelings and doubts. The person in sensitivity training, like a patient undergoing psychotherapy, must be brought along at the right pace or he may experience emotional trauma.

Is a teacher trained in competence, in areas of feelings, sex, family relationships, values, beliefs and systems, behaviour modification, or social engineering, in sensitivity groups, dynamics, or training with classes as large as thirty. We are asking again that this government, if it wishes to extend the role of the school and its responsibility in the areas of child development and child care, then it must be also be willing to provide each school with all the appropriate trained professionals. To do otherwise would be to act like irresponsible parents. Can we afford to put the child's development totally?

Mr. Chairman, I will only read to you the conclusion of Mr. Yude Henteleff's legal presentation to the River East School Board. .

Mr. Chairman, with your permission, I would like now to close the brief. I would like to express on behalf of the delegation your kindness and the role of the rest of the board for giving us this much time that we needed. We knew that you had a substantial number of affairs and items to deal with, but you will appreciate that this is a critically important subject which has ramifications far wider than any other issues.

Well then, I think that you should concern yourself with one other dimension which I would like to close on. I am sure there will be those who, whether directly or indirectly, will say to these parents that they are narrow or that they are rigid and that they represent a certain authoritarian kind of philosophy, and then in fact that perhaps there are people from the far right who present a very narrow rigid philosophy. I think that anybody who fines or tries to charge these parents is not only totally wrong but quite frankly, I think these parents have darn good reason for feeling somewhat paranoid. All one has to do is read a book by Kirtonbaum. Those who understand my use of the word "guru", or in other words, is one of the gurus of the movement. This book is a 1977 book. It is called "Advance of Value Clarifications". In fact, it can be found in the library, in the teachers' library. The reason I want to refer this couple of pages to you is because of what they say about parents, and I may say by the way, those who prepared this volume Building the Pieces Together before publishing it, submitted it to Kirtonbaum for his approval. Perhaps I shouldn't use the word approval but certainly for his consideration. In his letter, Kirtonbaum indicates that he hasn't seen a better way of putting together all the techniques of the Values Clarification Program. Here is the title of this chapter found on page 53, 54:

"How do you deal with those parents who oppose the Value Clarification? They can be the most vocal group of all."

1. Do not introduce your value clarification program in long fast term publicity, but do make some announcement in a school-parent newsletter as part of the letter sent home with the children. Don't fall into a trap of announcing it but make sure it's sort of hidden in the letter so they don't notice it too much. Okay? I wonder why they are saying that.

2. In explaining value clarification to parents either in a short newsletter announcement, emphasize the aspect of decision making and human communication skills. Why are they doing that? Because parents recognize skill development as a legitimate function of the school. What he is saying is this: give the parents that part of the program which they will understand and which they will accept and therefore the whole program will suddenly become legitimized in their eyes. Don't tell them about the rest of it because they will then recognize maybe the rest of it isn't a legitimate function of the school, and therefore, they might object.

If asked, it goes on, do not deny that religion, sexuality, and the family are being discussed, but emphasize that these issues constitute a minor part of the program. Now why are they saying this? What they're saying is, don't offer the fact that some of these courses do talk about religion, sexuality, the family, because we know darn well that these are taboo subjects, that the parents would prefer not to be taught in the school name, but if they should happen to ask, this is the way to respond to them in order to allay their fears and their concerns.

3. If a meeting with parents is held, select a few carefully chosen strategies that will gently introduce them to the techniques of values clarification. Be careful to use the ones that just won't get them too frightened at the beginning, because they are afraid of what will happen if the parents get to know the whole bag.

4. If you are publishing a curriculum guide, avoid including any voting questions or rank orders. Very interesting, because when you read those and what they say there is such a total negation of the family unit but it's interesting to say, if we're publishing a guide, we'd better leave those out. Don't even mention them; we'll get them in the back door somehow but don't mention them because the parents will seize on those and you know what kind of opposition we're going to get.

5. Be aware of those content areas that are particularly volatile in your community. At times it might be best to avoid them entirely. Again, again, keep in the background, don't tell them. Find out what the community is particularly sensitive about and make sure that that particular community doesn't get to hear about it so as to avoid opposition. Remember that every rank order activity used may get back to the parents, so think carefully about every strategy you intend to employ. These are battle orders.

6. On the most controversial issues, and this is the last one, as far as the community is concerned, it may be best to withhold your viewpoint. How do you like that? Explain your reason for so doing to the students because they will understand. Now what kind of message does that give to the people who are going to be conducting this course and who have read this thing? One says this, withhold your viewpoint, don't tell them what you really believe, hide it. Take this course and don't offer it as a course but interweave it with all the other courses. That's the strategy when you've got opposition and don't ever try to explain it to the parents because you're never ever going to get behind their prejudices, but explain it to the students. Use them as the means of convincing the parents that this is appropriate. Make sure some way or other that they come into contradiction with parental authority. These methods are not offered as a guarantee against community opposition but they should make its occurrence less likely or brief. Now, that's the message; that's the real message, and you should understand that.

Now, members of the committee, we have to stop to blame parent apathy for what is happening today, for what is happening to today's children. It is not surprising that parents feel helpless. We are being controlled and manipulated through selective information. Thank you very much.

MR. CHAIRMAN: Thank you, Mrs. Giguere. Any questions for Mrs. Guigere? Mr. Boyce.

MR. BOYCE: Mr. Chairman, through you to the people making the presentation, I would agree that we're being manipulated by the selection of information that is being presented and perhaps your presentation in itself is slanted in your terms. But, are you familiar with the report of the Manitoba Indian Brotherhood, which, I believe, is three inches thick dealing with the prejudices and the biases in our literature in the Province of Manitoba?

MRS. GIGUERRE: Well, not all of it, sir, . . . I'm sorry.

MR. CHAIRMAN: I have to announce your name just for the recording equipment, Mrs. Giguere, that is all. Just bear with me. After I announce your name, you just carry on.

Mrs. Giguere.

MRS. GIGUERRE: I'm sorry, I'm not too familiar — I am familiar, yes, not with the whole dossier. One couldn't start even to turn all those pages. We know it is there. We know about prejudices all around, I am aware of that very very much so.

MR. BOYCE: With the avowed goal, although albeit you have suggested by your presentation, there was some degree of surreptitiousness involved in the implementation of the program — I believe it was in River East, it wasn't in St. Boniface, it was in River East it was implemented, was it not?

MRS. GIGUERRE: I can't hear you, Sir.

MR. BOYCE: Was it not in River East that the program was implemented, not in St. Boniface School Division, it was implemented in River East as an experimental pilot project?

MRS. GIGUERRE: Yes.

MR. BOYCE: What were the aims and objectives — "Building The Pieces Together" that you are talking about, what was the thrust of the book, the thrust of the program? What was its announced intention in "Building the Pieces Together"?

MRS. GIGUERRE: Do you mean to ask me what this book is all about?

MR. BOYCE: 99Right.

MRS. GIGUERRE: This is what I have been trying to tell you, that there are books that are circulated in all our schools. About "Building Pieces Together", this is something to do with sexual behaviour, the behaviour of the children. In other words, we are not teaching the basics in school, we are getting away from basics, Sir, and we are dealing with sex, family life, the feelings of children, how they feel with their body, how they feel with somebody else's body. I think you are well aware, I am sure, that what goes on in our schools today, but our textbooks are there to justify our briefs today. There are so many of them. I could not start revealing to you what everything is in those books. I have not read them all and I have no intention of reading them all. There are people who do read them — committees here and there — and I have read some. I have not read that one, but I am aware that it is an invasion of the privacy of the child and it is not education, Sir.

MR. BOYCE: What impact, in this regard do you think, outside of the home and the school, such things as the printed word, magazines, television, things outside of those things to which you have referred, the school system and the home, what other things have an impact on our younger people in the community?

MRS. GIGUERRE: Our children are saturated with television and magazines, there is no doubt they are around. We cannot control our children 100 percent totally, we cannot do that, we have no intention of doing that either. The magazines are there, the television is there, what they are giving us is trash, there is no other word for it. It is rotten, from beginning to the end, but it is not necessarily . . . how would I say that? It should not penetrate our school system. That is where we are at. It is in our school system. It has infiltrated in all classes of society, in all our school system, it is at the top, it is all over, and this is what we are trying to do — we are trying to rectify this in the school system, that is why we have to define what education is, what education is — what is it? There is education musicaly-wise, art, in the field of political, that's an education, but I am talking about school education. Can you define what school education is all about?

MR. BOYCE: Well, Mr. Chairman, I was going to ask you if you could define it for us what you think it is. What is the educational system? You seem to differentiate quite strongly between that which takes place in the home and that which should take place in a "public school system". What do you see the role of a public school system in the Province of Manitoba? What is its role and function in the 1980's? How would you suggest that. . .

MRS. GIGUERRE: That could be passing the buck, eh? But since I asked you and you ask me the same question, we could do that all evening and all year round and nobody comes to the conclusion, but certainly what it is not, I can define to you what it is not, is what has been prepared in the brief here. That is not education. It is the role of the parents.

Education to me, if you want me to define that and I thought that you know, that you aware of the basics, reading writing, arithmetic, solving problems in algebra, geometry, a little bit of science. You have lots to occupy the mind of our youngsters if it is imposed on our teachers and if it is well-defined, that we have to go back to the basics, and that is what our children want, they really do want that, because you question the children — I do question an awful lot of people to find out what is really cooking in their mind and they don't like school, they are not learning anything. They have learned it already. It is on television, it is in the books, in magazines. They have learned a little bit of that and they are intelligent enough to know that they are not going to school to learn those things.

MR. BOYCE: Well, when you say back to the basics, I guess that pretty well sums it up and you know I didn't throw it back in your court in the attempt to avoid my responsibility. My responsibility is to understand what the people in the Province of Manitoba want and to try as best I can as a human being to do what they tell me they want. And as one of the Ministers of the former government who was responsible for the development of that program, I am sorry if I offended you personally, but nevertheless — you know, I'm sorry, Mr. Chairman, that I didn't know that this was going to come into our hearings, because we could have got people from both sides of the argument, but nevertheless time will tell.

You said that the children are getting information from television and from the books. Is it not part of our responsibility collectively, as citizens of the province, in the public interest, where something is not being attended to, that we try and address ourselves to that problem? I brought

in the part about native people for a purpose, because it is still — the books have not been expunged to the degree that savage, sauvages, is removed from the literature, it is still there, and most Manitobans think that that in the 1980's should not be. But nevertheless, the inability of our younger people to deal with the world as it has changed, I, too, regret that it has changed in some regards, but when youngsters are buffeted by information which they don't get at home, information which they don't get at school, puts them in an ambivalent situation, and I am not suggesting, Mr. Chairman, that instrument which was devised was the / end-all and see-all in this particular area. It was but a step in that direction. Do you not see this as a public need and if you see it as a public need, how would you address yourself to the problem?

MRS. GIGUERRE: There are problems you have to admit, we all admit there is, our society is sick, our schools are sick. We live in a sick society, very very sick, but the parents are still willing in spite of that sickness to rectify that and we are doing our darndest, we are working so hard with our children — I am not talking about the ones who are not working, you will always see parents who are not there with their children, they are not concerned, but that is history. You will always see that. I am talking about the parents who are concerned about their children. And we talk about those things at home, prejudice is not at home, we don't practice prejudism, there are none, because we love ourselves, we accept ourselves the way we are, we are proud to be us, and we have to accept other people and we do accept them with love.

Many parents I know of, they don't have those prejudices, it reigns, it exists among Indians, yes, but I am not on a reserve. I am concerned about our system here with the white people and I feel sorry for the Indians, I really do. I could not start telling you what to do with those people. I am not qualified for that. Just going back to the basics of our school system, I am talking about our school system here apart from the Indians, not the Indian Affairs at all.

MR. BOYCE: Yes, Mr. Chairman, I think it is important for members of the Committee to understand how people making presentations to the Committee feel, because we are all citizens of the province, and I wasn't trying to suggest, by the way, that you were prejudiced just because you happened to differ with me on one particular thing.

Is it not the case though that education, our responsibility as parents and as people within a community is to, in the best way we can, to help future generations acquire the knowledge and develop the skills necessary to live in their world? I kind of italicize their world, because their world is different than perhaps yours and mine, and that being the case, how can we — we, not perhaps yourself as an individual parent, because I agree with you that there are a lot of parents who don't need any help at all in this area. Thank God for that because they survive and in goodly numbers. But nevertheless, in the problems that are facing the younger people, I agree with you — I am going back a bit, Mr. Chairman — I agree with you that younger people would like us to be clearer on what we expect from them. I believe that. But nevertheless just to say that as far as our educational system is concerned, is but an instrument in passing on to the next generation and helping them develop to be productive and meaningful citizens in our community, when so much evidence is around that really so many parents aren't doing that and they have actually demanded of the school system that they do that. The school system didn't run around looking for need. How can we solve that? This is my last question, Mr. Chairman.

MRS. GIGUERRE: You mention "their world", they have to deal with "their world", how are we going to deal or how are they going to deal with "their world" tomorrow? I think today has come, it is not tomorrow, it is today, we have to face what is happening today, Sir. I am not living yesterday or tomorrow, I am living today, and I am concerned for today like all the parents are. And do you know the children, are they happy with their world today? They are not, sir, they are not happy with the world today because I am aware that you'll look around, you all have families, you have children, grandchildren, I'm sure some of you do, and you find the youngsters today are not happy at all. They are looking for answers, they are looking for the right answers. They have many answers all right, some answers coming from home, morals and moral ethics has been taught at home, and they go to school and it's undone by these books, and this is trash. That's not education, that's not learning anything about geography, about the world in general; it's a beautiful world. They are not learning about the beauty. That's what I would like to emphasize. And they don't find that beautiful at all; they laugh about it.

But in the meantime, they're being manipulated by that system and I'm sorry, nobody, whoever invented that system, it's clearly defined that it's got to be insane because that's what you find in our streets today: insanity, suicides, and drugs, and why are they going to that? Because they are 'kicks', and they don't find any 'kicks' in school today. Therefore, they have access to liquor in the school, and drugs in the school, and sex, you name it, and at the homes we teach them

the basics of morals: this is wrong and that's right. And that's what is happening in our society today. There's a real conflict, so we parents, an awful lot of parents, are really fighting with this issue, and we need somebody to back us up and we need the present government to do so. And we believe it will be done because there are many voices, many parents, who are turning their children away from school and I don't blame them. Mine is not out; it is his last year, thank God. And I hope you will attend to that because we really trust the present government, even if it would be just that alone. The children will be running your lives in ten years, our lives. I think of that very very often, because we build the society, their world, that they don't like, and they don't want to live in that, they certainly don't because they are sick and that's what it is. Their sickness comes from that; they are poisoned, and we trust the present government to really do something about that, and we're expecting it. Thank you.

MR. CHAIRMAN: Any further questions?

MR. BOYCE: Thank you.

MR. CHAIRMAN: We thank you, Mrs. Giguere. May I refer to that last presentation made to the committee when you spoke on the advance of value of clarifications, will that document be included in your submissions?

MRS. GIGUERRE: Yes, Mr. Chairman, it will.

MR. CHAIRMAN: Thank you, we thank you, and is it Mrs. Keenan and Mrs. Lavoie, for your presentation.

Committee rise.

MR. McBRYDE: Are we meeting this evening, or what?

MR. CHAIRMAN: I have one party before me that indicates she'll be here, a Mrs. Jenner, I don't know if . . . does she want to make a presentation?

MRS. JENNER: Actually, at this late hour, I don't think I should keep the committee any longer to meet, I'm sure you're all tired and you need to get up, but would that mean you would have to meet just to hear mine?

MR. CHAIRMAN: Not necessarily. You're the only one that has indicated your intention.

MR. McBRYDE: Would you check, Mr. Chairman, whether tonight or tomorrow morning would be the most convenient?

MRS. JENNER: Tomorrow morning would be fine with me. I'm sure, if you gentlemen have been sitting all day. . .

MR. CHAIRMAN: Mr. Kovnats.

MR. KOVNATS: There could possibly be some other members and I don't want to sit any longer than necessary but I would think that there could be some other people that could make some other presentations this evening expecting us to be here.

MR. CHAIRMAN: Okay.

MRS. MARIE THERESE LAVOIE: Is it too late for mine?

MR. CHAIRMAN: No, but can you come tonight? Eight o'clock, or tomorrow morning?

MRS. LAVOIE: It won't be long.

MR. CHAIRMAN: Well, we've been sitting here since 10:00 o'clock this morning.

MRS. LAVOIE: They are slow learners now; they'll absorb much better later.

MR. CHAIRMAN: Are you Mrs. Keenan?

MRS. LAVOIE: No, Lavoie, Mrs. Keenan won't be in because. . .

MR. CHAIRMAN: You're Mrs. Lavoie, are you, because I have indicated . . . Concerned Parents, contact Mrs. Lavoie, it says here.

MRS. LAVOIE: Yes, that's me, but Mrs. Keenan, I contacted her and she said that it could be over today and she is working so she wanted to present it tomorrow, you see.

MR. CHAIRMAN: Well, you can't come at 8:00 o'clock this evening? Or tomorrow morning at 10:00 o'clock.

HON. EDWARD MCGILL: I see no reason, Mr. Chairman, to come back this evening, unless you have made commitments for it.

MR. CHAIRMAN: These are the only ones that I have that I have any indication from. The City of Winnipeg has still not indicated whether they will be here this evening or not. They did indicate last week they would. I spoke with one of the staff in the city on Friday, and indicated to him that if they were to make a presentation they should be here Monday and I have heard nothing. The Manitoba Indian Brotherhood, I've heard nothing from them. A Mr. Hutton indicated he might be here perhaps, it says; Mr. Benson; and that's all I have on my list.

MR. KOVNATS: Mr. Chairman, might I suggest we meet this evening and if there is no other presentations other than these people, then this committee will have done their work and we can adjourn the committee.

MR. CHAIRMAN: Mr. Cosens.

MR. COSENS: Mr. Chairman, I'd just like to add to Mr. Kavnats' observation, we have not announced that we would not be sitting this evening. There may be people who will appear unannounced. If we are not sitting, they would not have the opportunity to present; I think it's only reasonable that we meet at 8:00 o'clock this evening.

MR. CHAIRMAN: Okay. Committee rise.