

EVENING SITTING

INTRODUCTION OF GUESTS

Mr. Lingenfelter: — Thank you very much, Mr. Chairman. I want to introduce to Mr. Chairman, and other members of the Assembly and staff of the Department of Education and continuing education, a group of seven students from the Wilson House over on Empress Street, in the Elphinstone constituency.

There is seven students here tonight, some of them in the Speaker's gallery and one on the floor of the Assembly. They are accompanied here tonight by Ken Peet and Jennifer Read Sitter. They will be watching for half an hour here in the Assembly. I am sure they'll find it interesting and I look forward to meeting with them afterwards.

Hon. Members: Hear, hear!

COMMITTEE OF FINANCE

Consolidated Fund Budgetary Expenditure
Education
Ordinary Expenditure — Vote 5

Hon. Mr. Hepworth: — Thank you, Mr. Chairman. I too would like to welcome our guests on the floor of the Legislature tonight.

Item 1

And with me from the Department of Education, to my immediate right we have Mike Benson, who's executive director of finance and administration; behind him, Liz Crosthwaite, assistant deputy minister; and to her left, Marine Perran, assistant deputy minister.

Ms. Atkinson: — Mr. Minister, I note that you have some other officials with you, and I would appreciate it if you could introduce those officials as well.

Hon. Mr. Hepworth: — Mr. Chairman, if I start to my left in the back row, we have Dianne Anderson from university affairs; next to her we have John Biss, who is director of institute affairs; next to John we have Ray McKay, who's executive director of our northern division; next to him Lorne Glauser, associate deputy minister; Marilyn Jenkins from the provincial library; Betty Green, executive director of human resources; Deb Achen, executive director of skill training; Vic Tetreault, executive director of the official minority languages office; and now moving into the seat right next to me is deputy minister, Lawrie McFarlane.

Ms. Atkinson: — Okay. Mr. Minister, the last information that I received from your department outlined the following as the officials and I just want to run through this list and see whether or not we're still accurate.

Deputy minister, Lawrie McFarlane; special adviser to the deputy minister, Ray Finlay; deputy minister's secretary, Denise Boczulak, I guess; the curriculum

associate deputy minister, Marine Perran; curriculum and instruction division, Fred Renihan; special education branch, Bob Livingston; humanities, Sandra Klenz; community education branch, Saul Arbess; social science and resource centre services branch, Ivan Yackel, I believe the name is; mathematics and science, Barry Mitschke; Saskatchewan school improvement program, co-ordinators, Garth Findahl and Linda Pusch; evaluation and student services branch director, Susan Winter; official minority language office, Vic Tetreault — and obviously that's the same; French curriculum development branch, Stan Frey; federal-provincial programs branch, Valerie Deane; French minority education branch, André Moquin; distance education council, Doris Bamford is the secretary; finance and operations, Mike Benson — that seems to be the same; administration and resources distribution, Don Trew; communication branch, Katy Adams; educational resources distribution, the manager for the book bureau and education media is Leanne Miles; financial planning, Linda Jackson; school facilities planning, Irvin Brunas; and school grants, Jerry Sing-Chin. Those are for the K-12, as I understand it. Can you confirm that all of these people are still with your department and still in those positions.

Hon. Mr. Hepworth: — Would it be satisfactory to the hon. member if we get a departmental flow sheet updated and sent over to you? I think, given the list that you've read, for the most part all those people are still there. So there's been a couple of changes in some of the positions that they hold. For example, Ray Finlay is now in charge of our multicultural heritage languages policy side — multicultural consultant. If that would be satisfactory to the hon. member I could undertake to provide that to you.

Ms. Atkinson: — I'm particularly interested in knowing whether Fred Renihan is still the executive director of curriculum and instruction division, whether Bob Livingston is still the director of the special education branch.

Hon. Mr. Hepworth: — Mr. Chairman, yes.

Ms. Atkinson: — Mr. Minister, I'd be interested in knowing what your philosophy of education is. If you would spend a few minutes outlining your particular views on education, I think that would be helpful in terms of framing the kind of discussion that we're going to have tonight.

Hon. Mr. Hepworth: — That's a pretty wide ranging and open ended question. Maybe I'll start this way. I believe that education is the key to individual social and economic well-being in the future. It's the key to our province's well-being in the future. It's a key to our nation's well-being in the future. I subscribe very much to the view that in the post-industrial economy, the information age, the knowledge-based economy, the new economy — call it what you will — that education is the key commodity, if you like, in that new era.

The implications of . . . And defining the implications of this changing world, no matter what label you put on it, are sometimes difficult. I think people in Weyburn,

Saskatchewan and elsewhere probably don't come up to you, nor do they come up to me, on coffee row in Weyburn and say, well, Mr. Minister, what are the implications . . . Mr. Minister of Education, what are the implications for my child in this post-industrial, technological, knowledge-based, information _based economy?

They don't talk like that, but quite frankly, what they do know is that they know the world is changing and changing more rapidly than ever, and the key to their child's welfare in the future will be directly related to education.

And as well they, I think, instinctively understand that that's going to be a lifelong process, which may well be a new signpost, if you like, of this new economy. I think that's a view they subscribe to as well.

And thirdly and finally, if I sort of take your question and try and frame it relatively broadly as the question is posed, that education will be the tool that will serve our young people well as they grow up in this global village of the future. No longer will they find their success or their job in the work place in a 50- or 60-mile radius of where they were born, but indeed they might find themselves taking in their place wherever in the world. Or as Marshall McLuhan, I think, once said, circa about 1970, "The job of the future will consist largely of learning a living in this global village."

Those three points generally sort of provide me with the framework on how I approach this job.

Ms. Atkinson: — So, Mr. Minister, if I can just try and paraphrase what you had to say, I understand that your philosophy of education is basically industrially driven; that you have a utilitarian view of education; that you don't have an equality of opportunity or an equity of opportunity view of education; that it's more in tune with the premiss that if you develop certain skills, if you reach certain levels of education, then you will, in fact, benefit economically and socially. Is that it in a nutshell?

Hon. Mr. Hepworth: — No, I think the hon. member has put a lot of words in my mouth. First of all, what I said is that I don't hold the industrial view. Or put it this way: some of what has served us well in the industrial economy may not serve as well in what some would call the post-industrial economy. So I suppose you and I might disagree there.

Ms. Atkinson: — Well I gather that . . . Is this the philosophy that drives our curriculum development process in Saskatchewan, Mr. Minister? Is this the philosophy that drives the Department of Education or Saskatchewan Education? Is this the kind of philosophy that allows people to develop curriculum, to be involved in developing our future education and school system in Saskatchewan? Is this what's driving the department at present, your particular view of the school system?

Hon. Mr. Hepworth: — In so far as what's driving the educational reforms that we've been embarking on, at least probably this last half decade, is a joint and shared vision that came out of the *Directions* process. It defined

the core curriculum. We are now into the implementation stages.

It's not one person's view or vision that's driving the changes. It's that co-operative and shared view. By co-operative and shared I mean shared with the teachers, shared with parents, shared with the trustees, shared, I suspect, with a large cross-section of society, albeit we tend to look to the three or four major partners in education as representatives when it comes to framing it, and I speak specifically of the Saskatchewan School Trustees Association, teachers' federation and the league of educational administrators.

That blueprint, I think, is the result of a lot of work and a lot of consultation by all of those involved — ultimately came up with a blueprint with some 16 or 17 recommendations. Some of those have been addressed relatively fully, others are being implemented, and still others are waiting to be implemented. But that's what's driving educational policy making in this province.

(1915)

Ms. Atkinson: — One of the things that I've heard a lot since I became the education critic, Mr. Minister, is a fear on the part of many of those partners that you just previously spoke of, that the core curriculum is in danger of being overcome by conservative bureaucrats, and a view of education that's not in keeping with the original *Directions* report, and the original view of what core curriculum would mean.

Now I think that it's fair to say that there was a consensus that was developed in this province around core curriculum and *Directions* and that consensus is now in danger of being obscured by a traditional view or a traditionalist view of education. And I'm wondering if you can tell me where core curriculum is at present. How many new courses have been developed? Where are we at in terms of the 10-year blueprint that has been outlined in terms of curriculum development?

Hon. Mr. Hepworth: — Well we have defined the required areas of study, or what you and I might have called compulsory subjects when we went to school, and assigned their appropriate numbers of minutes of instruction for the various grades, if you like, obviously making provision for local policy making.

As well, the second dimension of the implementation of this core curriculum is the common essential learnings, which I find is a term fairly widely understood by those who work with it every day but probably less well understood by certainly those 70 per cent who do not have children in school. But it includes critical and creative thinking and independent thinking, communication skills, numeracy, literacy, those kinds of things. And that's the two dimensions to the core curriculum.

Various subjects are in various positions relative to implementation and development and curriculum writing and piling and those kinds of things. And if we don't have a chart here with you, we can probably make one available to you that lays out the time frame for the

various areas.

As it relates to the common essential learnings, our first taste of the implementation of this new core curriculum for educators and for teachers this past year was the in-service around the common essential learnings. And I think that was well received. I think there was a lot of uncertainty and insecurity out there amongst teachers. They'd heard a lot about this core curriculum and for the most part obviously they had been very supportive of what had been designed and what the blueprint would be.

But at the same time, any time you're implementing change, there's always that hesitation that, is this really going to be something momentous in their teaching lives, if you like, and that they won't be able to handle. And I think once they saw that, they realized that this made sense, it gave them some new ideas to some . . . looking at some old problems, I guess, or some ways of teaching some old skills in new ways. And I think it's been well received for the most part.

For example, in '89-90 what you could look to see in terms of the development of some various areas: language arts, K to 5 will be piloted; there'll be development in 6, 7, and 8. In social studies we'll be having pilots in 6, 9, and 10; there'll be development go forward in grades 4, 5, and 11. In science, kindergarten to grade 5 and grade 10 will be piloted; and there will be development in the secondary sciences of chemistry, biology, and physics. Arts education will be piloted K through 5, as well as grade 9. And we'll see some development, curriculum development, in grades 6, 7, and 8.

Health, we'll complete the middle years curriculum; implement AIDS (acquired immune deficiency syndrome) education in middle years and secondary program; development of health curriculum at secondary level; and so on and so forth, Mr. Chairman.

Ms. Atkinson: — Well, Mr. Minister, one of the things that I've learned is that in order to inform educators and inform parents and the public about the new core curriculum, that Saskatchewan Education has established a communications office and appointed a communications co-ordinator. I'd be interested in knowing the name of that person, and what the role and function of that person is.

Hon. Mr. Hepworth: — I think the list that you had originally read had Katy Adams as head of the communications, and she's on leave at the University of Regina, I believe it is. Richard Bonokoski is the head of our communications area. And it's not a new position. It's one that's been there since I've been involved, if you like.

Ms. Atkinson: — Mr. Minister, I know that you had a direct mail-out to all of the parents in Saskatchewan. Can you tell us what that letter cost? This is a letter that was sent advising parents of what the new core curriculum and what CELs (common essential learnings) was all about.

Hon. Mr. Hepworth: — We sent out something in the

order of 94,000 letters to parents. We tried to target parents with school-aged children, across the province, with a response card. And so the question then is, why did we send the letters out? And the reason was, is that this past fall was the first stage in the implementation of this new core curriculum. That's a pretty major event in the educational history of this province. And just as any time you're implementing some change there's uncertainty — and we've talked about the uncertainty at the teachers' level — we wanted to make sure that parents understood what we were doing, and what this new curriculum was all about, and hence the fairly exhaustive several-paged letter.

Included in the letter was a response card for people to send back responses to us with their views on what they saw this core curriculum, and as well for them to indicate if they would like to receive some more information in some certain areas. For example, they could write and ask for booklets to be sent out with titles like: How can I help my child at home, and *What my child will learn in school*. The approximate cost for this was in the order of \$100,000.

Ms. Atkinson: — So the 94,000 letters to parents cost \$100,000. Now, Mr. Minister, the other thing that you referred to earlier was these four booklets: *What my child will learn in school*, *French Language Instruction in Saskatchewan*, *How I can be more involved in decisions about education*, and *How I can help with my child's education at home*. I gather that these booklets were sent to parents that sent in the reply card.

Can you tell me how much these booklets cost, and can you tell me the reaction that you got from the Saskatchewan Teachers' Federation on the content of one booklet in particular which is called *What my child will learn in school*?

Hon. Mr. Hepworth: — The booklets, the entire bunch of them, cost us — I think there was four altogether — \$53,000.

I would have to say that for the most part the reaction has been very positive, but I would be less than honest if I didn't say as well that some, probably from the teachers' federation, were concerned about the language in them. They would probably have preferred the more professional, technical language, and I referred to some of that earlier. And I find myself doing it, and certainly amongst professionals it makes sense to use the technical language.

But I find sometimes when you're communicating with the larger public, including parents, that we have to make sure . . . There's no sense communicating with them if we don't put it in an understandable fashion, and I refer to things like eight-cylinder phrases, if you like, like common essential learnings and aesthetic education and some of those kinds of things. So we tried to make the language as clear and precise as possible, albeit I know that we probably took some liberties in doing so.

I will . . . Having said all of that, however, I can attest to the popularities of the books. Certainly what my child will learn and *How I can help my child at home* were

extremely popular in terms of parents writing and asking for them. And although some teacher federation officials may have had some concerns about the language, I can as well report that many, many teachers across the province were very, very pleased with them.

We had several requests from schools and from individual teachers, the likes of which the requests went something like this, Mr. Chairman: I'm having my parent-teacher interviews next week; could I get 150 of them or could I get 250 of them? Or schools would write up and say, can we get 2,000 more copies because we're doing a mail-out to all of our parents? We'd like to include that to all of them.

So I . . . Yes, some concerns. I don't think I view them as, you know, terribly serious. I mean I understand the concerns. And having said all that, the books I think were for the most part very popular and very well received.

Ms. Atkinson: — Well, Mr. Minister, once again, that's not my perception, particularly amongst people in the teaching profession and particularly amongst parents who aren't necessarily white, urban, middle-class people. And one of the criticisms that was levied against these particular booklets by the Saskatchewan Teachers' Federation was that if you were a white, middle-class parent living in urban Saskatchewan, the books may have made eminent sense; but if you weren't, it excluded a great many parents in this province.

Another criticism was that while you have been . . . Earlier tonight you said that the core curriculum and CELs is based on *Directions* 1984. If you look at the language used in *Directions*, and if you look at the language that was used in the handbook for teachers, it's quite different from the language that's used in these four particular booklets. And I think, Mr. Minister, what you have been engaged in is a public relations exercise; that there are some parents in Saskatchewan that are concerned that their children are not learning the three R's — or the basics — and that you are falling into a traditional view of education.

(1930)

In this booklet you talk about compulsory subjects — this is the booklet, *What My Child Will Learn in School* — when really what it's called amongst the collaborators in education is the required areas of study. In the booklet, you talk about English, when really what's really being talked about by the collaborators is language arts. In this booklet, what you call general skills and values is called CELs or the common essential learnings.

And there are a number of other areas — the adaptive features in this booklet, which everybody else calls the adaptive components. Now, Mr. Minister, can you explain, and while I understand what you were saying in terms of using language that people can relate to, can you explain to me why it is that you have created this big kerfuffle in the teaching profession and amongst the collaborators in education, by using some very traditional language, when in fact what the idea behind *Directions* and core and CELs was to move beyond the basics and to move into critical thinking?

Mr. Minister, I think you are playing on some fears that some parents have that their children aren't getting the basics, when I think most educators would acknowledge that the basics have always been there, they will always be there, they will be there in the future, and what educators want to do is move beyond reading, writing, and arithmetic.

Hon. Mr. Hepworth: — Well, I think the hon. member may be over-reacting on this issue a little bit. As I said, there were some concerns, but I also mentioned that we had many, many requests from schools and teachers and boards, because they liked what they saw, and in fact it was consistent with everyone's shared vision and put forward in as simple and as precise a language as you could, albeit that you know that you can't put everything in a five-page document. We estimate that we had requests from schools for over 20,000 booklets. Now if they weren't liked and well liked and thought useful, I doubt that those schools would have requested them.

And further to that, Mr. Chairman, I see the Estevan Teachers' Association felt strongly enough about what was in one of the booklets, that they had it reprinted in their local weekly newspaper, *The Estevan Mercury*. It was headlined: "Help with your child's education at home".

The following article is condensed from "How I can help with my child's education at home," available from Saskatchewan Education . . . (They have the telephone number down.)

Submitted by the Estevan Teachers' Association
"Preparing today's youth for tomorrow's challenges."

So, yes some concerns, but I think the record speaks for itself in terms of the popularity of the booklets, Mr. Chairman.

Ms. Atkinson: — Mr. Minister, earlier you said that there was a partnership in education, that there is a collaboration process. But, Mr. Minister, when these booklets were published, was or were any of the curriculum advisory committees involved in this — curriculum advisory committees that you appointed yourself? Was there any consultation with those partners in education?

And I guess the real question is, Mr. Minister: where are the decisions regarding core curriculum being made? Are they being made in the minister's political office upstairs? Are they being made in the communications office? Or are they being made by what has historically and traditionally been in our province the collaborators or the partners in education?

Hon. Mr. Hepworth: — I can share a bit of history with the hon. member relative to the final product there, these booklets.

It was a difficult and complex task, trying to balance the concerns and be as precise as possible, etc., etc. And I can report to you that through the course of developing those

booklets, some of which probably went through 12 or 15 or maybe even more drafts, that as we got further along, these drafts were shared with the trustees and with the LEADS (League of Educational Administrators, Directors, and Superintendents) group and with the teachers federation, looking for their feedback.

Secondly, we put together a reaction panel composed of teachers, principals, and directors to give us their reaction, if you like, and their feedback. So yes, there was consultation and collaboration and co-operation. Yes, it's probably also true that not everybody agreed, but then that's probably not abnormal when you get that many players involved.

Your second question, about really which related to one of your earlier questions tonight, like what's driving educational policy in this province . . . And as you rightly point out, one of the things that's probably made educational policy making in this country as special is that tremendous co-operative effort between the four partners in education.

Ms. Atkinson: — Well, Mr. Minister, to wrap up on this part of our discussion on estimates, all I can say is that one of the collaborators in education, the Saskatchewan Teachers' Federation, was not very happy. I understand that there were curriculum advisory committees that weren't very happy. So in essence, Mr. Minister, while you were trying . . . in your attempt to indicate to me that there was a collaborative process, you did annoy several people who are members of that partnership.

The next item that I want to talk about, and it has to do as well with core curriculum and development, I would be interested in knowing what process is used by your department when it comes to a decision to write and print a textbook in this province. And in particular, Mr. Minister, I'm interested in knowing the process that your department used when it came to this particular textbook, which is the grade 7 text for social studies, *Canada and Its Pacific Neighbours*.

Hon. Mr. Hepworth: — I'll try and do the best I can, but when it comes to writing and printing and publishing textbooks in education, I have to admit that it's not an area that I comprehend totally or as fully as I would like. The book that you refer to was . . . The process would roughly go something like this: we have our curriculum advisory committees establish some broad policy framework, in this case for social studies; an outline would be drafted, worked on by writers under contract, in this case to Weigl publishers; drafts back to the committee, I would suspect probably a number of times over the course of production; and then when everybody has signed off, printing takes place. And I readily grant you that that's probably a fair simplification to a pretty complex process.

Ms. Atkinson: — Well I understand that this particular textbook and its development began some time in 1985 — I think late fall, November 1985. And I understand that there was a project team established to determine and to decide which publisher would be used to develop and write a grade 7 textbook for social studies. And I understand that there was a deadline given, some time in

January 1986, for the publishers to mount their project proposals. And this is not a cheap exercise on the part of publishers. Publishers can spend 15 to 20 to 25 to \$30,000 in mounting a proposal for a textbook such as *Canada and Its Pacific Neighbours*.

Now as I understand it, the contract was for five years for about 10,000 volumes. And there was a project team that was put in place. And I understand that the project team did not select this particular publisher as their first choice — this was the Weigl publishing company — as their first choice, but in fact they preferred the Prentice-Hall proposal.

Now I am wondering, Mr. Minister, if you can tell me which publisher was recommended by the project team, which is a team of people who are set up to determine what project will be acceptable in terms of writing Saskatchewan textbooks.

Hon. Mr. Hepworth: — Mr. Chairman, my understanding of the situation here is that there may well have been a Toronto firm well in the running, but the decision was made by our department to go with Weigl publishers for two reasons at the end of the day: one, in that we could get a quality job done, and you don't have to take my word for that. I think prior to her doing this book for us, she'd done a number for Alberta Education, and I think they have a pretty good quality control mechanism, and she had established for herself a very good education and was highly regarded in educational publishing circles.

And the second reason was if we could get the quality . . . And the second reason, one that was a pretty important one to us, is we want to see Saskatchewan publishing — in this case, educational publishing industry — thrive. We're going to be doing a lot of this as our core curriculum implementation unfolds, and we think it will be good for Saskatchewan and Saskatchewan young people and Saskatchewan educators, for the Saskatchewan educational system, if you like, to have that other piece in the chain right here and thriving, and by that I mean the educational publishing industry.

Ms. Atkinson: — Well, Mr. Minister, I want to answer the question for you because you didn't answer it. Which publisher was recommended by the project team? The publisher recommended by the project team was Prentice-Hall. That's the answer to the question. Weigl placed third, and a distant third actually, Mr. Minister.

(1945)

Now I grant you that Prentice-Hall is not a Saskatchewan firm, but the project team was unanimous. This is the process that your department set up, that there would be a project team that would determine which publisher would get the contract to develop and write and publish the grade 7 textbook. And the project team was unanimous.

Now, Mr. Minister, I would be interested in knowing where Prentice-Hall . . . I guess I've answered the question for you, so I won't ask that question.

I'd be interested in knowing what sort of process does your department use when developing textbooks. Do you have project teams and do they make a proposal to the department; does your department listen to their proposal? Or what is the process that allows someone in the . . . some place to overrule a project team's advice on a matter. They do the evaluation, they look at the chapters, they look at the proposal, they evaluate it, they make a recommendation or make a decision, they talk to the publishers. And I'm wondering where it is in the process that some place someone can make the decision that the project team's unanimous decision is going to be overruled in favour of something that, in their view, was not appropriate and ranked a poor third.

Hon. Mr. Hepworth: — Well I think, Mr. Chairman, the hon. member and I will have to agree to disagree on this one. If she wants to go to bat for some Toronto publishing house, that's entirely up to her, but I and this department and this government are going to go to bat for a Saskatchewan publishing firm because they can do the job. And I ask you, Mr. Chairman, who has a better sense when it comes to social studies, the geography and the history of this province — I ask you, who is likely to present it better, some firm out of Toronto or some firm out of Saskatchewan? I rest my case, Mr. Chairman.

Ms. Atkinson: — Well, Mr. Minister, you haven't rested your case very well at all, because one of the things that's important is that information that young people are receiving in school is in fact factual; that the information is factual, that the school text does not have any particular bias — a sexist bias or a racist bias or a cultural bias. It's important that textbooks not be full of mistakes, and, Mr. Minister, there are mistakes in this textbook. And one of the mistakes in this textbook is found on page 278, and it's a picture of Grant Devine and George McLeod sitting at some sort of . . .

Mr. Chairman: — Order. That's not a quote. I would ask members not to refer to other members of the House by name.

Ms. Atkinson: — Well my apologies, Mr. Chairperson. But we have a picture of the Premier of Saskatchewan and the Health minister sitting at a conference. The Minister of Health has his finger pointed at the Premier, it looks like, or maybe someone else, and it says, "The Canada-U.S. Free Trade Agreement has some supporters and also some opponents. Where do you stand?"

Now I ask you, Mr. Minister of Education, how would you interpret this particular picture of the Premier and the Health minister sitting at some conference? It's probably a conference on health care, some provincial conference of all Health ministers and perhaps the Premier.

How could anyone interpret that particular picture as the Canada-U.S. Free Trade Agreement has some supporters and also has some opponents? We don't know who the supporters are. If you're a young student in grade 7 and you don't know who the opponents are, how is that a helpful picture for young people in grade 7?

Hon. Mr. Hepworth: — Mr. Chairman, the hon. member maybe is trying to suggest that because the department

ultimately, or officials of the department ultimately chose the publisher, that somehow they choose the pictures that goes in there too. And as I outlined a process earlier, certainly I do not have a hand in the choosing of the pictures or in the captions.

I don't know what more I can say about them except to say that obviously those in charge of the writing and the curriculum advisory and the committees that were involved are the ones that have to be comfortable with the final draft.

Having said all of that, if you're asking me if that textbook or probably any other text or, for that matter, book that's published, virtually anywhere in the world, comes out a perfect document despite everybody's best proof-reading, etc., etc., I doubt it, Mr. Chairman.

We're . . . Everybody's human. They make a best attempt to make sure there are minimal errors, if you like, if that indeed is an error. I wouldn't even offer that up. But certainly we're not in the . . . It's not my job to choose pictures and captions, Mr. Chairman.

Ms. Atkinson: — Well, Mr. Minister, the project team placed this textbook third.

And I just want to go through some other errors in the textbook, and I'm referring to page 250; it's figure 13.11. And it says here:

These Spanish street signs are in a community in Mexico. Spanish was not the original language of the people of this area. Today both indigenous people and immigrants speak Spanish because it was the language of the colonizers of Mexico.

Well that's very interesting. The only problem is, you can't see any street signs in this picture, Mr. Minister. There's no street signs at all. And so the question becomes, why is this picture here? What is the purpose of this picture?

And that was one of the concerns of the project development team, Mr. Minister, was that this project proposal was third and not first. They wanted a textbook that would meet the educational requirements of the people in grade 7.

The only thing that we can see or surmise from this particular picture is that there is a bank sign. The bank sign is in English, French, and Spanish, and what the picture really tells you is that you can get your money changed if you're in Mexico City at this particular bank, but it certainly doesn't give you any direction in terms of street signs.

And there are all kinds of other problems with this particular textbook, Mr. Minister. In fact, there are so many problems that there is a very large document, 19 pages, that have been submitted to the Department of Education on April 7, 1989 from the publisher, outlining a list of changes.

Now, Mr. Minister, it would appear that as a result of the criticisms that this textbook has garnered, not only from

the academic community but also from members of the Indian and Metis community, and in fact an advisory committee to the department has advised the department — this is an Indian and Metis advisory committee in terms of curriculum — that they have a great deal of problems with this particular textbook, the publisher has indicated that there are some changes that will have to be made.

Now it appears to me that this book, I believe, costs \$24. The difference between the Prentice-Hall book and this particular textbook was 80 cents a text. And so my question is: when all of these changes are made, who's going to pay for that? Is the publisher paying for these corrections? Is the Department of Education paying for these corrections? Who's paying, Mr. Minister?

Hon. Mr. Hepworth: — Well, Mr. Chairman, I think we have to correct some of what the hon. member has put on the record. The project team didn't turn down that book. That book had not been published. What they didn't choose, was Weigl publishing as their first choice as the publisher. So the hon. member, I think, there is clearly in error, Mr. Chairman.

And secondly, I guess I quite frankly find it incredible that an NDP member from this province, who continually questioned us in this legislature almost on a daily basis about our Buy Saskatchewan policy, would quibble about 80 cents — an 80 cent investment to have an educational publishing house in this province. Is that not a small price to pay, Mr. Chairman, 80 cents; 80 cents? But no, this member wants to sell our souls to Toronto.

I'll tell you, I'm tired of having everything come out of Toronto. What does Toronto know about Saskatchewan and Saskatchewan people and our culture? Not very much a lot of days, Mr. Chairman. And I am proud if we can assist to have a Saskatchewan publishing company, because there is going to be several hundreds of thousands of dollars of work emerge under this curriculum initiative.

And I would suggest to you, Mr. Speaker, we're going to see other provinces buying these books right off the shelf. And I would further suggest that the publisher in conjunction with the writers — David Evans I think, and is it Adrien Seaborne — I suspect they've put their heads to any potential or probable errors, along with the committee, that can be rectified. And as I understand it there will be a second edition that will be forthcoming, which is not an unusual procedure either in publishing, and that they're going to make . . . Those will be replaced with school boards for some nominal fee, which I think is quite reasonable. So we stand four-square behind developing a Saskatchewan educational publishing industry, Mr. Chairman.

Ms. Atkinson: — Mr. Minister, you didn't answer the question. Who's paying for these changes, Mr. Minister? The changes that are going to have to be made to this text as a result of the errors and as a result of the feedback — who's paying for it? Now I think I heard you say that school boards will be replacing these textbooks for a nominal fee — is that what you said? — in order that the young people of Saskatchewan can have access to accurate information.

Hon. Mr. Hepworth: — Well as the second edition comes along, there will be provision made for school boards to get the new edition, which many of them would likely do with any text, including this one. And in so far as the additional costs, I don't expect they're horrendous. We have our officials, if you like, we pay them day in and day out to do this kind of thing in terms of working with the curriculum advisory committees and progress team. So I suppose the taxpayers are, as they always do, pay for a substantial part of that.

Ms. Atkinson: — Mr. Minister, there were apparently 10,000 copies that were supposed to be run. Can you tell me how many copies have been run? How many copies are out in grade 7 class-rooms in Saskatchewan?

Hon. Mr. Hepworth: — Mr. Chairman, I'll have to take notice of that and undertake to provide it to the hon. member. It's not something that we have here with us tonight.

Ms. Atkinson: — Well, Mr. Minister, I hope you can take notice . . . Can you get that information back to us by tomorrow, because I gather we'll be in Education estimates tomorrow?

Okay, Mr. Minister, while you're taking notice of that information, I would be interested in knowing, as a result of the thousands of textbooks, I gather or presume, that are out in the class-room called *Canada and Its Pacific Neighbours*, young people in Saskatchewan have access to information in some cases that is not factually correct. I'm wondering what your department is going to do to ensure that all of the corrections and revisions that will need to be made to these textbooks actually will occur so that the young people can have this textbook replaced with another textbook in order that they have access to factual information for, as you say, to take them into the 21st century. The last that we want to do in this province is to support a textbook that's not factual when, in fact, our young people are going to have to have the skills and expertise and knowledge to get them, as you say, into the 21st century. And they can't do that when the textbooks that we're publishing have misfactual or non-factual information contained within.

Hon. Mr. Hepworth: — Mr. Deputy Chairman, given that the hon. member has raised questions regarding the accuracy and the factualness of this textbook, I wouldn't want the public of Saskatchewan to suggest that this book is somehow not a high quality text, because it is, as I said earlier, not perfect in terms of having every I dotted and T crossed properly, but a very good textbook, and I wouldn't want to leave any other impression. In fact, I would want to go on record, Mr. Deputy Chairman, as saying that this book probably has more Saskatchewan content in it than any previously published book used in our schools of this nature. And I think the public and the parents would be interested in knowing that, Mr. Chairman.

(2000)

Now we've all seen, I suppose, books that had typographical errors or whatever in them, sometimes

with an extra page stuck in them, erratum; a sticker sometimes on them. In this case, second edition is a process in place to make the corrections for the second edition, and school boards will be advised, and there'll be a smooth process for making sure that they have the best and most recent edition, Mr. Chairman.

Ms. Atkinson: — Well, Mr. Minister, I just want to go back to the project team. Now if I understand it, the project team judged the Prentice-Hall proposal to be the superior proposal, because there were several advantages to that proposal. They judged the proposal by Weigl to have some positive advantages, in particular, I think that they liked the writing style of the people that had put together the proposal. They liked the visuals that were contained within the proposal. They thought that it would appeal to teachers and students. So in that sense there were some positive aspects to that proposal.

But on the other hand, they said that the proposal had some problems. The editing was sloppy, as I understand the situation. There were some minor editing errors, and more minor editing errors than in the other two proposals. There were glaring errors in content, Mr. Minister, and that's what I'm talking about tonight, some of the errors in content, some of the errors with the visuals.

It was judged that the pictures and maps were poor. It says that liberties had been taken with the curriculum guide, Mr. Minister. And some of those members thought that the sample chapters were too chatty and visually oriented at the cost of in-depth content. Now that comes from the project team, Mr. Minister.

Now I think that all of us will agree in this province that it's important to support Saskatchewan industry, Saskatchewan small business — that's important. But I also think we would all agree that it's important that when we're educating young people, that our textbooks contained factual information, that our textbooks contain information that is free of sexist and racist bias. That's important.

And so, Mr. Minister, in view of the fact that your own project team had some serious reservations about this book — in fact, they ranked it third, and a poor third — I'm still not clear on why your department, or why you, made the decision that you would go with this particular book in view of the project team's serious concerns about that book, Mr. Minister.

Hon. Mr. Hepworth: — I think we have to distinguish again. I mean, what we chose was a Saskatchewan publisher over a Toronto publisher. We didn't choose the content; we chose the publisher.

An Hon. Member: — Content's important.

Hon. Mr. Hepworth: — And content is important and this book has got more Saskatchewan content than any previously published and used textbook. That point is important to make as well.

And you can go to bat for a Toronto firm for 80 cents a book, but I'll flip that around. Let's suppose we had taken the Toronto firms, whichever they are, and I don't know

except that there was a Toronto firm. Let's suppose we had taken their offer for \$23.20. I'll bet you, Mr. Chairman, as sure as I'm standing here, the hon. member would have been standing in her place and saying, why didn't you buy Saskatchewan; why didn't you buy a firm that's got a proven track record in western Canada; why didn't you support a firm that's put several textbooks into Alberta Education and into Alberta class-rooms? It's obviously good enough for Alberta Education; why weren't you supporting them for a mere 80 cents, Mr. Minister?

Well you can defend a Toronto firm. I will defend a quality Saskatchewan publisher who will continue to work with curriculum advisory committees and the writers to make sure we can get as perfect a book as possible, Mr. Deputy Chairman.

Ms. Atkinson: — Now, Mr. Minister, I understand that Con Romuld, and I may have the name pronounced incorrectly, was the chair of the project team. And in fact, Mr. Romuld felt compelled to write a letter, Mr. Minister, on May 12, 1986, and he wrote to all of the publishers because the publishers had believed from the beginning, because there had been rumours, that this really wasn't a fair competition; that in fact the fix was already in; that someone some place had already made the decision that Weigl publishing would get the project. And as I said earlier, it's not cheap to mount a proposal — 15, 20, 25, \$30,000 to mount a proposal for a text of this magnitude.

Now Mr. Romuld, in his letter to the publisher, said, and I quote:

Senior management did not act immediately upon our recommendations but viewed it within a larger context and in due course made a selection based on criteria somewhat more comprehensive and exacting than that used by the project team.

I'd be interested in knowing what this criteria was that was used by the project team, Mr. Minister.

Hon. Mr. Hepworth: — I've already outlined why we chose Weigl. Quality — we felt the quality would be there. The perspective that we probably had that we don't even expect the curriculum committee to have, or an advisory committee to have, or people who just are involved with the technical side to have, is the fact that we could see over this next 10, 15 years a major investment by this government. And we thought that we should use that kind of dollars, those dollars, to establish and help, perhaps see created a thriving educational publishing industry. And obviously the track record was there — a number of books published for Alberta Education — and that's why we went the route we went.

Ms. Atkinson: — Well, Mr. Minister, I understand that Mr. Horsman advised the publishers that there were only two criteria: one was educational merit and one was competitive pricing. And the difference between the two bids, Prentice-Hall and Weigl, was 80 cents. Prentice-Hall, I understand had a \$24.80 book; Weigl publishing had a \$24 textbook, and that apparently was the reason.

Now, Mr. Minister, if you were going to invoke the Saskatchewan First policy, why didn't you say that at the beginning? Why play the charade? Why have these publishers go through this process of mounting a proposal which costs a lot of money, and then invoke the Saskatchewan First policy? Why weren't you just honest at the beginning?

Why have a project team that evaluates and determines what is the appropriate textbook or proposal for a textbook? Why have them go through the motions when they thought that it was a fair competition, when, in fact, you had already decided long before that it was going to be Saskatchewan First?

Hon. Mr. Hepworth: — I can't believe that I would be or our government would be indicted for a Saskatchewan First policy. It seems to me the hon. member ought to be making sure that that is what we do. Now if the difference had been \$10 a book, fine. I would accept the argument that maybe I'd sacrificed tremendous numbers of taxpayers' dollars to see an educational publishing company, an industry established in this province. But an 80 cent investment, Mr. Deputy Chairman, to help see a company get a good foothold? I can't believe what I'm hearing, Mr. Deputy Chairman.

The Buy Saskatchewan policy has been well articulated, whether it's in Health or Education or elsewhere over the years. I don't think that's a new phenomenon particularly. And if you want to continue to go to bat for a Toronto firm, you go ahead. But I'll stick by our Buy Saskatchewan, Saskatchewan First, and by the establishment of whatever little role we can play in helping a Saskatchewan publisher get on a firm foundation. We'll do our part if we can, given that the quality is there.

Ms. Atkinson: — Well, Mr. Minister, I'm going to bat for educational merit and as the Minister of Education you should be going to bat for educational merit as well. You shouldn't be going to bat for something that is not necessarily factually correct, and as the Minister of Education you should know that.

Now I understand the Saskatchewan First policy and I think it's important that government institutions, Crown corporations and agencies support Saskatchewan business. But most Saskatchewan business people I know want to be able to compete on merit based on the quality of the workmanship that they can provide. That's what Saskatchewan people want to be known for. They don't want to be given advantages just because they're from Saskatchewan if their work doesn't measure up. They want to be able to compete with anybody in the world, Mr. Minister, and I've heard you say that on numerous occasions, along with your Premier and Deputy Premier.

And the point that I'm trying to make, Mr. Minister, was that this was not necessarily a fair process and had you decided that you were going to invoke the Saskatchewan First policy then you should have advised them in the beginning. Don't play games with people; don't have people waste their time mounting projects or proposals when you've already decided long before.

Mr. Minister, I'm not convinced that this is an 80-cent

differential and I'll be interested in knowing tomorrow how much this is going to cost to fix these textbooks. How much is it going to cost, Mr. Minister? As I understand it, publishers don't make their money on the first edition. They make their money on the second edition, Mr. Minister. And I'll be interested in knowing, is it really an 80-cent differential or are taxpayers, school boards, going to have to pay for this particular little problem that I've identified here tonight?

Hon. Mr. Hepworth: — Well, Mr. Speaker, let's suppose that it's more than the 80 cents, and I don't know that it matters, except that if it had been 200 per cent difference, or something. It was the hon. member who raised the dollar difference, not I. I, quite frankly, think that if it's 10,000 books and it's 80 cents, then \$8,000 is a cheap investment. And as I said, you can defend a Toronto publishing house all you like. I believe that there is a good track record here. Sure there's a couple of errors on page 212, and whatever else, that can be addressed. And I think Saskatchewan school children will be well served by having the use of this text. As I understand, it's been pretty well received by the educational community across the country when it's been displayed at conferences and conventions.

Ms. Atkinson: — Well, Mr. Minister, there are not a few little errors. There are 19 pages of errors that have been identified. And if you would like me to go through them, I am quite prepared to do that. I am quite prepared to go through all of the errors that have been identified by numerous people, including the Indian and Metis curriculum review committee, including educators at the University of Saskatchewan, including a number of people who have identified, for the Department of Education, problems with this textbook.

And I'll be interested in knowing tomorrow, Mr. Minister, who's going to pay for the revisions that are going to be made. Will it be the publisher or will it be the Department of Education and local school boards? And I'll be interested in knowing how much it's going to cost to make these revisions, Mr. Minister.

And the next thing I'd like to talk about, Mr. Minister, is a study that was done by Dr. Randhawa from the University of Saskatchewan. It was a study that was done in May of 1988, and it was a study that outlined for the Saskatchewan School Trustees Association the incidence of dropping out and transfers from grade 8 to 12 in Saskatchewan schools in 1986 and 1987. Now this in fact is a revealing study, Mr. Minister, because what this study shows us is that we have had an increase in the drop-out rate in our province since 1980-81, and in fact the incidence of dropping out in Saskatchewan has increased by some 50 per cent, Mr. Minister. Now I would be interested in having your views on this, and I just want to report some of the contents of this report.

(2015)

What it tells us, Mr. Minister, is that 44.59 per cent of Saskatchewan students from grade 8 to 12 will not complete their grade 12, that they will leave school early. It tells us, Mr. Minister, that in urban Saskatchewan the rate is close to 50 per cent — 48.68 per cent of grade 8 to

12 students will not complete their grade 12. It tells us that females, females in urban Saskatchewan, 46.6 per cent of females or young women will not complete their grade 12. And it tells us that in rural Saskatchewan they seem to be doing much better. Only about 31 per cent of the young people in rural Saskatchewan will not complete their grade 12.

I'd be interested in knowing, Mr. Minister, what are you doing as the chief administrator of education in this province to come to grips with this horrendous drop-out rate that has developed in our province over the last several years.

Hon. Mr. Hepworth: — Mr. Deputy Chairman, first of all, relative to the study that was commissioned by the SSTA (Saskatchewan School Trustees Association), I think there is some question as to the accuracy of that study.

But having said that, Mr. Chairman, I think we all recognize that drop-outs are a serious issue facing parents and educators and indeed the educational system across the province. Our government views it as a serious issue, and that's why we spoke to that whole question of drop-outs and how we can retain young people in our schools through grade 12 in the throne speech and again in the budget speech.

That's why, Mr. Chairman, there is some additional moneys over and above what's been available through operating grants and through the educational development fund to help school boards and teachers and parents deal with this issue. So a) the study has some questions, but having said that, the issue is a real one. We've made some headway over the last decade or more. More work needs to be done, and we put some dollars in place to help school boards and educators and parents grapple with this thorny issue, Mr. Chairman.

Ms. Atkinson: — Well, Mr. Minister, very little headway has been made according to this study. No headway whatsoever — in fact, we've gone backwards. Now in 1980-81, Mr. Minister, using the same sort of a research methodology, Mr. Minister, the studies showed that 31.33 per cent of young people would leave school before grade 12. This study that was just completed in the '86-87 academic year showed that there would be 44.59 per cent of students would not complete their grade 12. We haven't gone down, Mr. Minister, we haven't made progress. Things have gotten a lot worse.

Now you can say, and you can try to discredit Dr. Randhawa's study, Mr. Minister, but many, many people have not discredited this study. They're taking this study very seriously. And so while we've had . . . we've made some great progress in our province in terms of education, there are many, many students, obviously, that our school system is failing. Our school system is failing those students.

Now I am wondering, Mr. Minister, what you're going to do about it. I noticed that there were some comments made in the throne speech. I noticed that there were some comments made in the budget books when the Minister of Finance delivered his thoughts on educational spending in this province. But I'm interested in knowing,

what are you going to do to come to grips with this horrendous social problem — a problem that is affecting, according to the '86-87 academic school year, 44.59 per cent of all students between the age of grade 8 to 12 will not complete high school.

Hon. Mr. Hepworth: — Mr. Chairman, before the hon. member goes on and gives people, the public, the impression that this study is accepted by ourselves, or for that matter the trustees, as the gospel, clearly you would be in error — clearly you would be in error.

An Hon. Member: — Let's redo the study.

Hon. Mr. Hepworth: — The hon. member suggests from her seat that we should redo the study. That's maybe something that the SSTA is looking at. Number two, the hon. member is in error as well when she says no headway has been made. She is clearly in error there, Mr. Deputy Chairman. Over the last 20 or 30 years we have seen retention rates go from where one out of two young people who entered school at grade 1 would not complete grade 12, to now where we are roughly in the area of three out of four who enter kindergarten or grade 1 will finish high school.

Having said all that, Mr. Deputy Chairman, that's not good enough. And certainly in some segments and in some geographic areas of our province, the numbers come nowhere near those averages. But the SSTA themselves has difficulty with the numbers in the study. They have suggested that. And so I think the hon. member does a disservice to this legislature and its members, as well as the public, to suggest that that study is gospel, when she knows full well that the Saskatchewan School Trustees Association have said otherwise.

And I think she does a disservice to this legislature to promulgate that view, and I would ask the hon. member to state that clearly on the record, that she knows full well when she uses that study, she's using a study that the SSTA has already said is flawed.

Having said all of that, Mr. Chairman, we too want to address the issue, because 75 per cent is not good enough. It's not good enough for our other partners in education, the trustees, the teachers, the parents, the directors, indeed, the rest of society. And that's why school boards have spent, probably over the last few years, several millions of dollars in 2 and 300 different kinds of projects revolving around curriculum and parent involvement and drug and alcohol abuse — a myriad of programs, Mr. Chairman, to try and keep these young people in school, alternative education programs, some of which I've seen with my own eyes.

That's why we have some new money targeted in this year's budget. That's why we commissioned a northern education task force report, which has money to deal with those recommendations. And as we consult with the partners, which she would as well expect, the trustees and the teachers' federation, more announcements will be forthcoming, Mr. Chairman. More announcements, like the \$128,000 commitment at the Ile-a-la-Crosse school board to do a joint program with Gabriel Dumont institute to have 20-year-olds who have left the school

come back. I think some 40 young people are coming back into the system up there. That's why we have drug and alcohol initiatives going on in conjunction with other departments — Justice, Social Services, Health — because we, too, want to do more in this area, Mr. Chairman.

And before I take my place, I have some additional information about this book that the hon. member has so scurrilously attacked in favour of publishing coming out of Toronto. This book was chosen by Frank Feather, who is apparently a futurist, as an excellent example of education's way in the future. And this man was speaking at the Saskatchewan Teachers' Federation social studies conference; invited by the social studies teachers themselves to give his view on this book, and that was his view; an excellent example, and praised the textbook because of its relevance, Mr. Deputy Chairman.

The state of Washington is considering using this book for its Canadian studies. And that additional information, I think, backs up what I've said earlier, Mr. Chairman, about the merit of this book. And if the hon. member wants to continue to go to bat for a Toronto publishing company that's part of Gulf & Western, one of those awful, rotten, American multinational companies, Mr. Chairman, let her do so. I'm sure that Gulf & Western will be happy to know that they've got a socialist on their side.

Mr. Goulet: — Yes, I would like to just raise a few questions in regards to the book. I was just listening to the minister talk about the book in relation to its effect on Saskatchewan history and Saskatchewan education. So I thought I'd have a quick look at the book and find out whether or not, for example, indigenous people of Saskatchewan were represented in the textbook. So I had a quick overview, Mr. Minister, in regards to the textbooks and to find out whether or not Saskatchewan Indians or Metis were represented in this book, because I overheard the minister mentioning that this was also including a lot of Saskatchewan history.

But just to give you a point of example in regards to the lack of, I guess, a proper overview of the book by yourself, I've noticed that on different pages, for example, on page 49 they talk about homes. And the indigenous people mentioned there are the Taos Pueblo and also the Inuit in regards to the homes.

And then I looked at page 51 and there it mentions the B.C. Indians in regards to the Haida. And they talk about economic development, the whole economy, the smallpox, communal life-style, and logging.

Then they on page 67, it mentions the Maori of New Zealand. On page 68 the Haida and the development of land and the minerals and uranium development there. And also, respect for land on page 103 refers again to the United States Indians and also Central American Indians. And on page 154, there's also the Iroquois and the constitution. On page 170, there's talk about the constitution and also the Assembly of First Nations, but no mention of let's say, Prairie Treaty Nations Alliance. Then page 194, there's talk about Manitoba Metis but not the Saskatchewan Metis. On page 229, the James Bay Cree about their Yamaha dealership; and on page 287,

talking about land and again the B.C. example.

I guess the point I'm making, Mr. Minister, is this: on 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, on 10 examples that I looked at in relation to indigenous people, that there was no mention of Saskatchewan examples.

And I am wondering, Mr. Minister, whether you would not re-examine the content in that area and make sure that we are using Saskatchewan examples. I am not saying that we should use all Saskatchewan examples in those cases, but at least to have Saskatchewan examples, a greater number of Saskatchewan examples than what is included in this text at the present time. But I was wondering whether or not in the revisions this is a strong consideration.

Hon. Mr. Hepworth: — Well I can't say specifically what revisions the experts, if you like, in the field who are responsible for writing and developing will be making ultimately. I can say though to the best of my knowledge, I don't think that there's ever been a textbook published who dealt with Saskatchewan, Saskatchewan culture, including indigenous people, to the degree that this textbook has.

But having said all of that, I will make sure that the curriculum advisory committees or the appropriate people in the process receive a copy of your comments as recorded in *Hansard* tonight so that they can take those into consideration relative to any revisions, Mr. Chairman.

Ms. Atkinson: — Mr. Minister, one of the things I just want to make clear in terms of this textbook is that the proposed changes to *Canada and its Pacific Neighbours* submitted to the Department of Education on April 7, 1989 from the publisher contained 19 pages of revisions.

There had to be changes to page 6 and 7, page 11, page 12, page 13, page 14, page 16, page 17, page 18, page 19, page 20, page 21, page 22, page 23, page 24, page 28, page 29, page 30, page 31, 33, page 34, page 35, 36, 37, 41, 42, 43, 45, 46, page 47 . . . pardon me, 48 to 49, page 51, and it goes on and on and on.

It goes on until we're completed the end, Mr. Minister, up to page 288, and in fact there have to be some changes to the glossary. There are massive changes, Mr. Minister, that are being proposed to this textbook. These are not a few little mistakes as you would suggest.

(2030)

There are pages and pages of the textbook that have to be corrected, Mr. Minister. And so while, you know, you will try and indicate to the public that somehow members of this opposition caucus are opposed to the Saskatchewan publishing industry, we are not.

What we are in favour of is educational content that is accurate, and we're in favour of a competition, a bidding competition that is fair. And we're in favour, Mr. Minister, of a process whereby textbooks will be reviewed by some forum, some sort of committee, for accuracy once they've gotten beyond the proposal stage and into the

development and actual writing stage, Mr. Minister.

And obviously something happens in the process. Something happened in the process that now leads us to the point where we have a textbook that is very beautiful and there are many, many pages and information contained in the textbook that are accurate, but there are many, many, many pages, hundreds of pages, Mr. Minister — I shouldn't say hundreds of pages but in excess of 100 pages — that will need revisions. And that's a costly process, Mr. Minister.

And so what we're raising concerns about, Mr. Minister, is the process that your department used and you as the Minister of Education used in deciding upon this particular textbook for grade 7 students who are studying social studies in our province.

Now I just want to go back to the drop-out report, Mr. Minister. Now you say that the Saskatchewan School Trustees Association has some concerns about the study, and that's accurate. I acknowledge that, that the numbers are so high that they find some difficulty in believing the numbers. But, Mr. Minister, we have not yet seen in this province any attempt on the part of the Department of Education to redo the study.

And as I said earlier, the person who was involved in the research on early school leavers used the same methodology that was used in the 1980-81 Cipywnyk study, Mr. Minister. They used the same methodology. And what this report shows, and I acknowledge that these statistics are soft, Mr. Minister, but they certainly show some trends.

And the trends in this province indicate that in rural Saskatchewan there has been very little increase in the drop-out rate since 1980-81; there's only been about a 3.7 per cent increase. But in urban Saskatchewan, Mr. Minister, the drop-out rate has increased by 54.5 per cent. We have gone from a cumulative drop-out rate in 1980-81 of 31.5 per cent to 1986-87 of a drop-out rate of 48.68 per cent.

If you use urban and rural statistics, Mr. Minister, there has been an increase in the drop-out rate of over 42 per cent, and that shows a trend, Mr. Minister. The researcher used the same methodology as the previous researcher. In fact, the researcher was involved in the previous study.

Now what's particularly alarming for me, Mr. Minister, is the increase in the female, the young female drop-out rate in Saskatchewan. What we see in urban Saskatchewan is a 56.1 per cent female drop-out rate.

In 1980-81 the drop-out rate was about 29.61 per cent. In 1986-87 it's gone to 46.6 per cent, or a 56.1 per cent drop-out rate. If you use the urban and rural drop-out figures for young females in Saskatchewan, the drop-out rate has increased by over 58.8 per cent, Mr. Minister, and we now have a situation in Saskatchewan where 42 per cent of females are dropping out of school early.

Now you say that you have seen some wonderful programs, Mr. Minister, and I acknowledge that there are some wonderful programs in Saskatchewan that

encourage young people to stay in school. But obviously we need a lot more. And I noted in your throne speech and in the budget book that there was going to be some funding to put into place some programs that would try to come to grips with this particular problem.

And we can't just blame it on drugs and alcohol. We can't just blame in on teen-age pregnancy. There are a number of factors that cause young people to leave school.

And I'm wondering, Mr. Minister — and I say this very seriously to you — I think that we have a horrendous problem on our hands with our drop-out rate. It's not 25 per cent, it's not 30 per cent; it's higher than that, Mr. Minister. And I'm wondering what are you going to do to begin the process, as the chief educator or the person responsible for education in our province, to begin the process of encouraging young people to stay in school, because obviously our school system at present is failing some young people.

Hon. Mr. Hepworth: — First of all, Mr. Chairman, we're both, I think, agreed that we have drop-out rates that are higher than we would like. But once again, the hon. member herself has admitted that the study . . . And the SSTA acknowledged that the study may well be flawed, so I don't know why she persists in using what may well be some flawed numbers. But that's her choosing, Mr. Chairman.

That's why, because we do recognize more must be done, that's why we said there will be more done in the throne speech, that's why we've set some new money, if you like, in the Education budget to deal with that. And how we're going to deal with it, and what new programs we'll put in place, will be done co-operatively and collaboratively with the partners in education — directors, teachers, parents, as represented by the trustees, the teachers' federation, and the LEADS group, Mr. Speaker. The kinds of things I would envisage us doing more of are more in the area of counselling, more in the area of drug and alcohol and substance abuse, more in involving parents in more substantive ways.

But having said all of that, Mr. Deputy Chairman, if the hon. member thinks that there's some simple magic answer that school boards or parents or teachers could employ, they would have done it long ago. What we're talking about here is a renewed effort on behalf of us all, on behalf of these children who drop out of the system. We're talking about more of the 200 . . . more of the 120 guidance and career counselling projects that are in place already, expending some \$2.5 million. We're talking more like the 300 student retention projects that we fund with \$7 million now. We're talking more, in some instances, computer and computer technology. We're talking more special education. We're talking of even better alternative education. We're talking about new curricula. I wouldn't even pretend to think that I have all the answers but that's why we have this collaborative process in Saskatchewan Education. It has worked well for us in the past. We will use it to tackle, with renewed vigour, this problem as well, Mr. Chairman.

Ms. Atkinson: — Well, Mr. Minister, I just want to get back to some comments that you said in terms of the

SSTA. While I acknowledge that the SSTA has some concerns about the statistics that have shown up in this report, the SSTA has made no moves whatsoever to redo the study. And I'm wondering, Mr. Minister, if you would make a commitment here tonight that your department, or someone is prepared to redo the study in order that we can have, what is in your view, an accurate reflection of what's happening in Saskatchewan.

Now in 1980-81 this study was seen to be accurate — that there were about 32 per cent of our young people that weren't staying in school. In my view there are many, many academics that agree with Dr. Randhawa, that his study is still a proper reflection of what's happening in our Saskatchewan school system. There are people in the SSTA who just can't believe the numbers. They've increased so dramatically, they just find them hard to believe.

But I think what's important, to put this issue to rest, is to redo the study. And then I think it's important that you, as the Minister of Education, put in process a committee of some kind to come to grips with what I believe is a horrendous drop-out rate that has developed in our province.

And, Mr. Minister, I should tell you that this trend that we've seen in our province is not only happening here, but it's happening in other parts of the country as well, as well as in areas of the United States. This is not something peculiar to Saskatchewan. There are other parts of the world that are experiencing the same kind of change in the rate. For years we have seen the drop-out rate steadily decreasing, and in the '80s it's been increasing, Mr. Minister, so it's not something new.

I'm just wondering whether or not you will redo the study, and whether or not you would be prepared to put a committee in place that could advise yourself on what we need to do to come to grips with this particular problem.

Hon. Mr. Hepworth: — Well the answer to your last question first — yes.

And now to your first question, whether we redo the study or not. In my mind, quite frankly, in terms of what we're going to do over the next 12 months, it doesn't matter to me whether the drop-out rate is 25 per cent or 35 per cent or 75 per cent or, for that matter, 15 per cent, because all of those numbers are too high.

So we're going to address the question no matter what. Because we can argue all night about whether the study is flawed or whether it's 22 or 92 or 62. What we do know is there is an issue there and we're going to deal with it.

Having said that, we too think, to see if our measures work, it would be useful to have a reliable tracking system. And because we do believe that, we are going to put one in place. It will be called the student tracking system. It's all part of our response to the curriculum and assessment committee report that came out three or four months ago. It recognized the need for a reliable data base, a better data base, and so we're going to be putting that in place over this next year. I guess the answer to both of your questions is, yes and yes. But even in the interim

we're not going to sit on our hands; we're going to work with the partnerships in education in a renewed effort in this area.

Ms. Atkinson: — Mr. Minister, do you also think it might be useful to undertake a process where we would do an in-depth study into what is happening to certain young people in terms of the reasons why they're leaving school? Because I don't think we have a clear picture of why young people are leaving school. We have some assumptions, but we really don't have a clear picture as to why. And I'm wondering if that would be possible to have some sort of study that would look at the reasons why young people leave school early, and what we can do to prevent them from doing that.

Hon. Mr. Hepworth: — Yes, I agree. In some areas we probably need to flesh out in some greater detail the basis for some of the drop-outs. I think to some degree we've got a pretty good start with the interim report from the northern education task force in terms of fleshing out a fair amount of detail there. But I wouldn't want to suggest for a moment that the job is complete.

Mr. Rolfes: — Thank you, Mr. Chairman. Mr. Minister, I would like to take you away from the elementary schooling and go to post-secondary education. And for the next hour or so I would like to talk to you about funding for education, vis-a-vis the provincial government as opposed to other provinces; the funding that you have done to post-secondary education, vis-a-vis 1982-83; and what some of the problems are that you were talking about with my colleague just a little earlier this evening.

And your definition of education, I don't think I could disagree too much with it, except that it's all talk and it sounds well, but . . .

An Hon. Member: — It sounds good.

Mr. Rolfes: — No, it sounds well and it can sound good. In this particular instance it sounds bad, Mr. Minister.

What I want to show you, Mr. Minister, that you have been all words; you have been all words but no action. We told you this in 1987 when you unilaterally and very callously dismissed a lot of people at our institutes — very callously and unilaterally. And our campuses simply have not recovered from that.

(2045)

There's a lot of anger at our campuses. There's a lot of mistrust, and as you well remember, when you and I and Mr. Crowe of the Liberals appeared at the Kelsey campus, you were not well received there at all, and you, I know, expected that you would not be well received. But one of the fears, one of the fears that both the staff and the students had, Mr. Minister, was that you would not realize . . . or be honest with them, that you would not be honest with them in admitting that it was callously done, how you changed the SIAST (Saskatchewan Institute of Applied Science and Technology) structure, and secondly, that you would not be man enough to admit that there had been a lot of cut-backs, cut-backs in staff,

cut-backs in quality of the education offered, and cut-backs in program. I mean, these weren't my words; those were words of students and staff who were there.

Now we could take that same analysis and go on to universities, and they will tell you the same thing. And I will provide you with evidence to show that you have . . . your funding to post-secondary education has not kept up with inflation. In fact, it's far behind inflation. I mean, the statistics and the facts bear that out.

I am talking, Mr. Minister, about operating grants. And if you look at the operating grants that you have provided since 1982-83, they are way below the cost of inflation. And in fact, Mr. Minister, according to Statistics Canada, you stand either ninth or 10th in funding of post-secondary education — either ninth or 10th. I mean, I can show you those again . . . And those, I mean, I can show you those again.

An Hon. Member: — Ninth or 10th in what?

Mr. Rolfes: — In funding for post-secondary education in operating grants.

An Hon. Member: — Do you know for sure?

Mr. Rolfes: — Oh there goes the minister from Urban Affairs . . . (inaudible interjection) . . . Yes, I know, chirping again from his seat as he usually does. If it isn't the member from Regina South, then it's the member from Wascana, although he's very occupied right now and I'm pleased to see that.

Mr. Minister, would you tell us today . . . Would you tell us today, Mr. Minister . . . I want to refer to the revamping of SIAST. First of all, would you tell me the board members on SIAST, who appoints the board members to SIAST, and would you tell me who the members on the SIAST board are.

Hon. Mr. Hepworth: — Mr. Chairman, the board of directors of the Saskatchewan Institute of Applied Science and Technology are Jack Matheson from Prince Albert; John Cross from Saskatoon; Elaine Brogden, who is the student alumni rep from Regina; Eva Lee, who is also the president; Elizabeth Crosthwaite, who is the assistant deputy minister; Dawn Radford from Regina; Joanne Phillips from Moose Jaw; Darlene Ryan from Saskatoon; Frances Underwood from Sandy Bay; Dave Small from Gull Lake; Ed Douglas from McTaggart; Merv Houghton, who is also the board chairman from Saskatoon; Dennis Fisher from Saskatoon; Les Hulicsko from Regina; Erhard Poggemiller from Kerrobert; Bonnie Daunt from Yorkton; and Ken Arner from Prince Albert, and I believe Mr. Arner is the faculty rep.

And the board is appointed by order in council, Mr. Chairman.

Mr. Rolfes: — Mr. Minister, so what you're saying is that the board is appointed by the cabinet. That's correct, right? Okay.

Mr. Minister, would you tell me who appoints the principals of the various campuses? How are they

appointed, or how are the assignments made?

Hon. Mr. Hepworth: — Two responses here. First of all, we had a . . . There was a board committee, as I understand it, that led to the selection of the chief executive officer, the president. And then after that, once the president was on board, which occurred January 1, I think it was, of this year, then obviously the president became part of the management team, part of the board, and part of that committee that established who for whatever other positions along with a board committee.

Mr. Rolfes: — I guess my question to you is: how are they selected? Do we advertise for principals at the various campuses, and then from that group do we select? Or how is the process . . . Could you tell me about the process?

Hon. Mr. Hepworth: — Yes, Mr. Chairman, they were advertised. In fact, there was an open competition, I'm advised, right across Canada.

Mr. Rolfes: — Mr. Minister, could you . . . Would you make the list available to me of the people that at least made the short list on, let's say, the Kelsey campus.

Hon. Mr. Hepworth: — No, I can't. And it's not that I'm trying to withhold anything from you, but you would know as well that people apply to that position in confidence and that would be a breach of confidence, highly irregular, and unheard of, quite frankly, in human resource relations.

Mr. Rolfes: — Mr. Minister, would you tell me, did you have a look at the applicants that applied for Kelsey campus — you or any of your officials?

Hon. Mr. Hepworth: — No, I didn't, and I don't know what role all my officials played. Obviously I have the assistant deputy minister sitting on the board.

Mr. Rolfes: — Would you ask her if she had an opportunity to peruse the applicants?

Hon. Mr. Hepworth: — No, the assistant deputy minister did not sit on that committee.

Mr. Rolfes: — Mr. Minister, as the minister responsible for the SIAST, would you tell me, are there certain expectations that you would see for yourself as what a person . . . what qualifications a person would maybe have to have to run, let's say, a campus like Wascana or Kelsey or Moose Jaw or P.A.? What qualifications would you be looking for?

Hon. Mr. Hepworth: — Mr. Chairman, first of all, I can't give you a detailed list of what I might look for because that's not my job.

Secondly, I readily and openly acknowledge that I am not a good administrator. That's why I'm a politician, and I won't comment about whether I'm a good one or a bad one. But that's quite frankly why we have officials, why we . . . to be chief executive officers and administrators, and to sit on these boards and provide that kind of expertise on our behalf.

And so I . . . I mean, I could guess at what some of the things that they might look for in chief executive officers and other senior executive positions. Obviously a proven track record and management skills, innovative, outward looking, those kinds of things would come to mind, but I quite frankly didn't put my head to it because it wasn't my job.

I must say quite frankly, though, that I am very impressed that they were able to attract people like Eva Lee as CEO (chief executive officer) for SIAST, who I think brings a tremendous high-quality, if you like, reputation to that institution and gets it off on a good start.

Mr. Rolfes: — Mr. Minister, I wasn't referring to the chief executive officer or Eva Lee. My question was very specific to you: as an individual, a principal, let's say, of Kelsey Institute or Wascana or Prince Albert technical school or STI (Saskatchewan Technical Institute) in Moose Jaw, what qualifications would you be looking for?

And I think, personally having spent some time in post-secondary education and in high school myself and having been an administrator for a number of years, I would think that one of the qualifications that I would be looking for would be someone that had had some experience, for example, in post-secondary education — someone who may have been the vice-principal of a campus either in Saskatchewan or Alberta or somewhere in Canada, particularly western Canada, someone who may be familiar with what is expected of a post-secondary institution like the ones I am referring to.

I would assume that we would be looking for someone who may have a master or a doctorate degree in administration. You know, I would assume that we would be looking for that. You know, to run a big institution like Kelsey or Wascana, you know, it takes some skill and some ability.

So I am surprised . . . I was very surprised to hear that we hired someone, you know, into that position who had very little or none of these qualifications. And if you say you were advertising right across Canada, that certainly does not speak well of the qualities of people in those particular areas.

I was wondering, Mr. Minister, whether you were really serious about what you said. And I have to question what the criteria were for hiring and seeking — seeking and hiring; I suppose I should put it in that category, in that order — of people to run a large campus like the ones, the four that I have been referring too. And I will leave it at that, Mr. Minister. I think you know what I am referring too.

I don't want to get into any personalities, but I am very concerned. And it has been brought to my attention by students, has been brought to my attention by staff, because they were very disappointed that people are being hired who know very little about running an institute of the calibre that we have at Wascana or Kelsey, or Moose Jaw, or Prince Albert. And I do think that for the sake of our students and for the sake of the top quality

education in Saskatchewan, that we must make certain that we hire the best. And I simply want to say to you that I have expressed a concern to the people who've asked me to express that concern, and I've done so.

Mr. Minister, I want to now go to another area. We'll come back to some of these tomorrow, but I do want to turn now to private vocational schools. And I think you are well aware of the media news that has been made just recently, and I'm sure that you must have received a number of complaints from people, of the number of private vocational schools that are coming to the fore.

Mr. Minister, I am not being critical here, I'm just seeking information. And I know that you, I think, are looking at appointing a committee to study the whole business of private vocational schools. But I do think that we have to be concerned, very concerned about the lack of admission requirements by many of the private vocational schools that are now in existence, the very, very high drop-out of students who pay extremely high admission fees — up to \$5,000 admission fees.

Thirdly, there is very little opportunity for employment, once these students have finished the courses, and in some areas as low as 5 per cent of the graduates only get jobs, and yet they've spent thousands of dollars in completing these courses.

(2100)

Fourthly, many of these private vocational schools do not have qualified staff. They pay the staff very little money. There is a regular revolving door as far as staff are concerned. They simply can't keep the staff, and I want to make it sure now that you don't misinterpret the schools that I am not referring to. I am not referring to Robertson school; I am not referring to Saskatoon Business College; I am not referring to Marvel hairdressing school. I exclude those because they have good reputations, and have over the years. I maybe should include some others, but those three I want to exclude.

And I'd like you to comment now whether your department is aware of some of these problems, and secondly, if you are aware of them, what are you intending to do about it to resolve some of these situations that have occurred and at the cost of many of our students who now find themselves in huge debt but no opportunity for employment?

Hon. Mr. Hepworth: — Well I think the hon. member has put the proper perspective on the whole question of private vocational schools because certainly . . . And I don't want to be judgemental tonight either, in advance of investigations being completed. But also I think there have been times — and I'm not saying relative to the issue the hon. member raises specifically — but there have been times, I think, when all private vocational schools have been tarred with the same brush. And as the hon. member points out, that probably is unfair to a good many because they are just as interested in maintaining their continuing high-quality standards, because if they do not they will not have any clients. Many, as the hon. member has pointed out, institutions continue to do that; have done that for a very long time in this province.

However, there have been some issues raised relative to Bridge City College, as the hon. member has suggested. A variety of concerns, I think, as I understand it, have been raised, everything from student loans, staff members not being paid, admission of students without appropriate screening, those kinds of things, I think some of which the hon. member mentioned. Here tonight the question, rightly so, is, what are we doing about it.

There's actually a two-stage process here. First of all, as it relates to this specific school and these specific complaints, my departmental officials have been investigating rather aggressively to get to the bottom of these concerns. As it relates to student loans, for example, they will be doing an audit to make sure that student refunds are issued, if and when due and where due. Because there were some questions raised, there was a freeze on registrations — a freeze on student registrations were halted until the department is comfortable that some progress is being made.

There's been a number of meetings including a recent one with the staff. The usual process is to go through the investigation and ask the school to address the concerns, come up with a plan where appropriate. So yes, I can say the department is actively investigating this. I can't give you the results of all of that to date.

The other step in the process is one that was put in place as a result, in fact, and I think we had some discussion of it in last year's estimates about some of the broader issues relating to private vocational schools. To that end, I've put a committee together to address the whole regulatory framework of private vocational schools in this province, Mr. Chairman.

Mr. Rolfes: — I appreciate those comments, but I do want to make this comment too, and that is, it is getting high time that we get some results, because they've not just been a few students, there are hundreds of students have been affected. And it's not just Bridge City. There are a number of others who are advertising programs that are not being offered to students once the students get there. And there are students who, for example, are not told the real costs of the program, and they run out of money half-way through and no longer qualify and have to discontinue.

Thirdly, Mr. Minister, there are private vocational schools that in order to qualify for the student loan are stretching their program into the required number of weeks in order that students can qualify for the loans, but they don't have the required hours.

And here again, I will ask the minister . . . I'm not just talking about Bridge City. I am talking about a number of others. And I am wondering, Mr. Minister . . . I asked you the composition of your committee. Have you on that committee people from the private, reputable private vocational schools? Who is on that committee? When will the committee report?

And when can we expect some action so that those private vocational schools, who do not meet those standards, will simply . . . We can put out a warning to

students that, look, don't apply to these schools. They don't meet the standards. Or, Mr. Minister, maybe even better yet, when students apply for loans in application for some of these schools, why do we approve the student loan? Why do we approve student loans for Bridge City? Why do we approve those loans?

I mean, if you knew . . . If your department knew that they were questionable, their programs were questionable, aren't you admitting to the students, or aren't you endorsing those schools by allowing, or by approving the student loans? And that would be one way of making sure that students don't get into these schools, by not approving the student loan application.

Hon. Mr. Hepworth: — Mr. Chairman, he asks why approve student loans. Well hindsight may well be 20-20, and as I said at the outset of my remarks, given there's an investigation under way, I don't know as I want to even . . . I don't know as I want to be judgemental at this point. However, having said that, as I said in my early response, the officials are already going to do an audit relative to the student loans and where refunds are due. That shall be . . . That will be determined, or if they haven't gone out, or whatever the case may be.

The other question he asked was who was on the committee that's looking at this whole question of the private vocational school Act and regulations, the members are: Gordon McKay, who is president of McKay Tech. Inc., Saskatoon; Mrs. Carol Morin, president of Academy of Esthetics, Moose Jaw; Mr. Jim Shortall, president of Life Management Centre, Regina; Mr. Bill Preddie, president of CompuCollege of Prince Albert, Saskatchewan; and Mr. Saul Jacobson, president of Prairie Broadcasting in Regina.

We have a graduate on there as well who is Mrs. Jasmine Dubois, cosmetology graduate. And the employer representatives we have are Miss Lisa Hickie, manager of Lee Ann's sports wear, Regina, and as well Mrs. Vicki Skolrood, corporate accounts executive from Marlin Travel in Regina, and the chairperson of the committee is Mr. Lorne Sparling from Saskatchewan Education.

The other point that I wanted to raise again with the hon. member who said . . . who rightly questioned and rightly so, you know, what has been done. As I said, the officials are actively investigating, meetings have been held with the school operator where the concerns were outlined, a plan of action was requested, and student registrations were halted until the department was comfortable that progress was being made.

So I think that's reasonable action to date, Mr. Chairman, and if investigations warrant further action, then I think I'll be advised by my officials. But over the longer haul I think that committee can perhaps be of some great use to us here in a preventative kind of mode if you like.

Mr. Chairman, the other point I should make as well, unless the hon. member . . . I think he wouldn't want to be on record relative to a statement that's not fact when he talked about hundreds or thousands of. . . (inaudible interjection) . . .

An Hon. Member: — I didn't say thousands.

Hon. Mr. Hepworth: — Well, hundreds at least. Just for your information, there are approximately 5,000 students enrolled in private vocational schools across the province. And this last year we've had less than a hundred formal complaints. I don't want to suggest that for those hundred students or whomever they are, that that's not a serious issue, because it is. I mean, obviously they wouldn't complain if they didn't think they had an issue. But I'm just trying to keep it in perspective for the very reason you raised at the outset of your remarks.

Mr. Rolfes: — Mr. Minister, I very purposely kept the numbers down. I don't want to argue with you whether it's 150 or 200 or 300. If it's a hundred, fine.

What my point that I wanted to make with you was, that is not the first time we have raised this with you. My colleague raised it with you last year. My other colleague from Saskatoon University raised it with you the year before, that there were problems in the private vocational schools about the quality of the program that they were advertising and the quality of the education and the programs in those private vocational schools.

I do want to say to you, Mr. Minister, some of those members that you have on your committee come from the colleges where we get the complaints, and some of the more reputable colleges that I mentioned before don't seem to be represented on that committee. I find that somewhat hard to believe.

But be that as it may, I do hope that we get some recommendations from that committee that will set the standards, and if the private vocational schools don't meet those standards, that we simply either shut them down to protect our students, or at least we don't approve the student loans.

I want to ask you, Mr. Minister — now I know some of my colleagues want to get in on this, but I want to ask you: how many student loans were processed in this past year for private vocational schools? What was the total sum of money? What was the average sum of money?

I think it is important that we know that. And do you have any statistics at all about the employment rate of the graduates, be it in . . . Well, if it's not in this province, you wouldn't know, I assume. But let's say the rate here in Saskatchewan — would you have those figures with you?

Hon. Mr. Hepworth: — Mr. Chairman, I'll have to take notice of that question and give you our best undertaking to provide it. I am advised, and our officials will check this tomorrow, I am advised that we don't keep student loans by institution — let's say Kelsey, private, University of Regina, university, college — you know, we don't keep them in that kind of order in the computer bank. Now it may well be that they can generate it, and if they can, we'll provide numbers, total sum, and average sum.

Mr. Rolfes: — Mr. Minister, yes, that's fair enough. I am somewhat surprised that you don't have that. I would have thought that we would want to know how many students are applying for loans at SIAST and at university

and the private schools. And the reason I'm asking that question is twofold. One, because of what's happening. Secondly, I am asking it because some officials, some people are suggesting that because we have quotas, because we have quotas on our universities, and because we have quotas at some of our courses at SIAST, that we are forcing our students to seek alternative education, and the private schools have jumped in.

(2115)

And I think it's fair to say that in the last few years, not only in this province but in some of the other provinces, students have not been able to find permanent employment. And as you indicated earlier in your definition of education that students will have much better opportunity to have upward mobility if they increase their education. They must have been listening to you, Mr. Minister, because they are now seeking the alternative education, albeit not very good education in many instances, and they are being taken advantage of by some of the private vocational schools. And one of the ways that we could prevent this from happening is if you made sufficient moneys available to SIAST, and made sufficient moneys to our universities so that they could take the quotas off, and many of these students who are well qualified to go to SIAST or well qualified to go to university wouldn't have to take the alternative education that they now are looking for.

So you could help them out in two ways: make sure your committee does its job; and number two, make sure you have additional funding for the other institutions which we know have a good reputation and offer good quality education.

Hon. Mr. Hepworth: — Well, Mr. Chairman, the hon. member raises the question: are young people being driven to private vocational schools for reasons other than just plain that's where they want to take the course and that's who offers whatever course.

I suspect there may well be some. I wouldn't want to deny that there isn't one or 10 or whatever out there that may well have looked at the private school option had there not been quotas. I can't say unequivocally one way or the other.

But I also would lay out for the member's information, and why I would probably question if there's any massive kind of shift that way, you only have to look at the increase in university enrolment over the last — well really since our administration has been in place — where we've seen a 35 to 40 per cent increase in university enrolments. Were they all drifting off to the private vocational side, I think you wouldn't have seen that kind of massive jump in university enrolments.

And that's led to packed universities, there's no question about that, and I suppose the Minister of Education — maybe that's a nice problem to have, is packed universities. I'm not happy that we have quotas; I don't think the university's happy, but I think it's good to see that there's 35 or 40 per cent more young people today than five or six or seven years ago having the opportunity at a post-secondary university education.

Now relative to the other question, observation I would make relative to this whole regulatory side of the private vocational schools is that what we are experiencing here in Saskatchewan is really to some greater or lesser degree a national phenomenon. Many other provinces, if not all, are facing some of the same kinds of questions, and I might even argue that we're probably ahead of the pack in terms of dealing with the issue with our committee that's well under way, Mr. Chairman.

Mr. Rolfes: — Mr. Minister, and you can thank the opposition for putting the pressure on you for the last three years to do something about it.

Some Hon. Members: Hear, hear!

Mr. Rolfes: — If you had taken our advice in the first year — in the first year — instead of us having to repeat it to you three or four times, the committee now would have reported and we would be well on our way in protecting the students.

But, Mr. Minister, I don't think there's any doubt at all, when the economy turns down and there are lack of jobs — this has happened right across Canada — in those provinces where there aren't any jobs, students will seek further education in order for them to qualify for the jobs. But if there are good jobs available after high school and it's easy for them to walk right into a job, they may delay their education or may not pursue a post-secondary education. I mean, those things happen.

But the point that I wanted to make was the same point that Dr. Kristjanson made the other night again, and made at the convocation — and you were there when he made it — when he said that one of the things that disappointed him the most is that two years or three years from now, that there would be 800 to 1,200 students who would not be graduating because of the quotas that had been established. They just won't be able to . . . And they were qualified students, not students that anybody . . . I mean, the universities have proven that with a 65 average in high school. Most of those students do very well at the university. I think 70 per cent get through it with a university degree.

We are denying those students that opportunity, and many of those students, many of those students, Mr. Minister, have had no other alternative. Some have gone to SIAST, but many of those courses are filled. Some of them have left the province, and I would suggest to you, Mr. Minister, that maybe next year or the year after, your problem will be solved, not because of anything that you have done positively, but they will be solved because of the outmigration — of the outmigration.

If the trend continues this year, Mr. Minister, as it has so far in the first four months, we would have approximately 28 to 30,000 people leave this province this year. That's net — a net out-migration of 28 to 30,000 people. Of that, Mr. Minister, about 12,000, 40 per cent it's estimated, about 12,000 are in the age group of 15 to 24. All right? If 60 per cent of those students enter post-secondary education, you're looking at what — 7,200 students.

If those students have left the province, they'll solve your problem. They'll solve your problem in a few years, not because of opportunities here in this province but because of lack of opportunities in this province. They will be leaving and your problem will be solved.

And I know, three or four years from now you will stand up in this House, or your counterpart will stand up in this House and say, we have eliminated quotas. We no longer have quotas at the university, and we no longer have quotas or waiting lists at our technical schools. And you'll be right. And you'll be right. But those students will be enrolled in other provinces, not here. And the brains of this province will be gone. Many of those do not return to this province. They will not return.

And, Mr. Minister, that is not the way to solve our problems. To solve our problem is to confront the issue, do what Dr. Kristjanson has suggested, and that is to make additional moneys available so that they can do away with the quotas. Do away with the quotas. Make additional moneys available to SIAST so that they can do away with the waiting lists, so that students who wish to get into some of these courses can get in and don't have to go to SAIT (Southern Alberta Institute of Technology) or NAIT (Northern Alberta Institute of Technology) or Mount Royal College in Calgary.

Mr. Minister, I think you are simply not facing the facts. When experts and some people are suggesting that what you are in fact doing is driving these students to seek alternative education, and many of them are seeking private schools. And then we don't protect them by setting up regulations and standards that these private schools have to meet; in fact, we endorse them, we endorse them by allowing the student loan applications to succeed.

And secondly, you are addressing your problem by allowing the young students, the ones that are well qualified to meet our education standards here, to seek their education somewhere else. That is how you're solving the problem, and that's unacceptable. And I think, Mr. Minister, you have to address those problems.

Hon. Mr. Hepworth: — Well, Mr. Chairman, the first thing that I would say is: I don't think I, or anybody in this province, quite frankly, of whatever political stripe, wants to see a qualified student denied admission because of quotas. I mean, that's a given. That's a given.

But if you're asking me, do I want to take the whole issue of university accessibility back to the dark days of the NDP?, the answer is unequivocally no, Mr. Chairman, because if we did that, what that would mean is there would be 7,000 less young people in university today. Do we want to go back to the days when there was 7,000 less young people? Do we want to go back to the days when there was no regional college set up delivering a standardized — or not necessarily standardized yet, but working well towards that course — regional college system that is delivering a first- and second-year arts and science programs across this province, more technical institute problems? Do we want to go back to a day where there was no 6 per cent student loans, Mr. Chairman, available for our young people? Do we want to go back to

the days when there was no technical institute campus in Prince Albert, Mr. Chairman?

I would suggest the answer to all of those is no. The track record of this government is . . . I am very proud of what this government has done to try and have as many young people as possible go on to post-secondary education, Mr. Chairman. The increase at the universities alone has been in that range of 35 to 40 per cent.

Having said all that, we have quotas because the issue becomes one of would we like to 7,200 increase as opposed to 7,000, and for some people the answer is probably yes. But I want to relate to you, and to other members of the legislature, a little story, some facts, quite frankly, Mr. Chairman, about two meetings I held.

When the University of Saskatchewan first announced that they would have quotas I met with two groups, one being the regional colleges, their chairmen, and their CEO's, and then I had a meeting with the university. And the question I put to the regional colleges is: given that we could be faced with 2 or 300 young people being turned away because of quotas, could you handle them? We have these regional colleges across the province with a new mandate to deliver more university programming, Mr. Speaker. And so my question to those people assembled in room 218 about a year and a half or two ago now was: we do have, apparently, some young people being turned away at the University of Saskatchewan because of quotas; could you provide them with some first-year arts and science programming, and could you handle those kinds of numbers? And do you know what their answer was, Mr. Chairman? The answer was yes. So about two days later then I arranged to meet with the university — I think the board chairman was there, maybe one or two other members of the board as well as senior administrative staff from the university, including the president, and Gwenna Moss, I think, had some particular responsibilities in this area. And here's what she and what they told me, Mr. Chairman, about the whole quota question. And I think that we should put this in the record so we have this perspective.

At that time, they had suggested . . . the numbers were, and this was September 13, Mr. Speaker, of a year and somewhat ago. And what they suggested then was that to that point in time there had been 344 turned down. Now on the application of every student, whether they're accepted or denied admission, there's a provision right on the application to make them aware of the regional college option. That's point number one, Mr. Deputy Chairman.

But in order to try and make sure that these 344, although they had been denied direct access into the University of Saskatchewan, to see if we couldn't help them either at one of our other universities or through a regional college system, they were all written, and there was a special 1-800 phone number put in place, or a WATTS kind of line, Mr. Speaker. Three hundred and forty-four were turned away. They were written, and there was a special phone line put in place to see if we could deliver them, because the university and regional colleges were interested in doing what we could for them, as were we. So what the results to that date — and this was September

13, about those 344 young people that were apparently denied admission?

Well do you know how many phone calls we had, Mr. Deputy Chairman? Fourteen. Fourteen out of the 344 — 14. Six were referred or went on to the regional college at North Battleford; two went on or were referred to P.A.; two were taking some classes in Saskatoon in the evening class. I don't have the details on the rest, but there is some speculation that many went on, perhaps to Regina or on to further education in technical institutes or wherever.

The point I'm trying to make, Mr. Chairman, and I'm not going to deny that the university has quotas, but I think the hon. member has underestimated two things: number one, the impact of the regional college system, and also they underestimated the co-ordination or the digging out that students will do to in fact take care of the problem themselves, Mr. Chairman.

(2130)

And the final point I want to reiterate on again is, do we want to go back to those dark days of the NDP? No new agriculture buildings being built at the university; no 6 per cent student loans, Mr. Chairman; 7,000 less students in our universities . . .

An Hon. Member: — Fewer.

Hon. Mr. Hepworth: — . . . 7,000 fewer students in our universities, Mr. Chairman — I want to be grammatically correct here — no new technical institute campus at Prince Albert, Mr. Chairman; no regional colleges with this new and expanded mandate, Mr. Chairman; no student assistance particularly targeted to those high-needs groups — the disabled, single mothers, some of those groups, Mr. Speaker. Do we want to go back to those dark days, Mr. Chairman? I guess not.

Would we like to see quotas eliminated? Sure. I think everybody would. The difficulty always becomes one in terms of determining who is that qualified student, and who should have that opportunity, and making that judgement call. And I think for the most part, universities have tried to address that question, and indeed, as we talk are looking at that whole question of accessibility.

But our track record, Mr. Chairman, I would suggest stands second to virtually none. And I quite frankly think, Mr. Speaker, that's why on April 28 of this year I received a letter from the president of the students' union at the University of Saskatchewan, and he said things like this, Mr. Speaker. It was addressed to myself:

I would like to take this opportunity to thank you on behalf of the University of Saskatchewan students for the commitment your department has shown to education, specifically at the University of Saskatchewan.

He went on to say:

I'm happy to see the increase in the student assistance program. My council was especially impressed with the initiatives directed at

disadvantaged student groups, specifically single parents, (Mr. Chairman).

That's the kind of thoughtful response that these students are making given what we have done for them. Yes, we would always like to do more. And I could talk at length about the SCAN (Saskatchewan Communications Advanced Network), the distance education, some of those initiatives we'll be hearing more about, because this government, Mr. Speaker, doesn't merely pay lip-service to education. When we say it's a priority, we mean it and we show it by word, deed, and action, Mr. Chairman.

Mr. Rolfes: — Mr. Chairman, I would like to request that the minister table that letter, please. He read from a letter that he said he got from the president of the university council. I'd like him to table that letter.

Mr. Minister, I thought you and I had an understanding yesterday — our answers would be short.

I see however that that will not hold water any longer, so our time table is off, I can assure you of that.

I will not address that this evening, but I will refer back to that tomorrow, for the simple reason that my colleagues wanted to get in on an earlier issue about 15 minutes ago before you started on another issue. But I can assure you that I will get on that topic tomorrow and the next day and the day after until you learn to answer the questions in this House.

Mr. Minister, my colleague from Prince Albert would like to get back to another issue.

Mr. Kowalsky: — Mr. Minister, earlier in this statement you indicated — you made a comment regarding an audit that was being done pertaining to student loans. And I think what you said is there was some student loans that were given to students who were going to private vocational schools, and where, due to some situation beyond the student's control, that perhaps the student loan would be forgiven, I guess, by the department because of conditions.

And I wanted to clarify that: is that what you said? Because if it is, I would applaud that that is a direction that you should go in, particularly if it's a case that can be established that is not the fault of the student; where the loan wouldn't ordinarily have been forgiven if ordinary conditions would have existed; where the student could have properly completed the course. Can you just verify that please?

Hon. Mr. Hepworth: — I'll provide you with this information and see if this answers your question.

Relative to refunds, students who discontinue may qualify for tuition refunds from the school. We've requested and have recently received class lists and attendance of all programs offered, and an audit will be conducted of student refunds issued and due.

Mr. Kowalsky: — Now I've had students come to my office and explaining situations that they've found

themselves into, where they feel that they've had the conditions of the loan misrepresented to them. And I think there are other colleagues of mine that have had the same kind of thing.

Should I be directing these students now to apply to your department or to you? And explaining their situation where they feel that they've had a situation that's been misrepresented to them by the representatives of vocational school, can I direct them to you, or should I direct them to the auditor, or to whom, so that they wouldn't miss out on a chance for forgiveness of loan which they were given to understand, or at least they believe they were given to understand? Where should it go?

Hon. Mr. Hepworth: — If there are some students who have some concerns, and who approach you and who are looking for direction relative to student loan questions and misrepresentation or whatever the case may be there, I'm advised that the right person to funnel this through would be Mr. Sparling, who is in charge of this area and in fact is doing the investigation. So Lorne Sparling at Sask Education here in Regina, and they could . . . I would probably recommend they drop him a note, quite frankly, to get it down in black and white for him.

Mr. Kowalsky: — Will you be giving Mr. Sparling a sort of an ombudsman authority in order to be able to make judgements in these situations? Because what happens is, if the regulations are as they are, and if he isn't given any more power, the only think he can do is explain to the students that they are in a "buyer beware" situation. And that's been the unfortunate part about the whole post-secondary vocational training, is that the students find themselves in a buyer beware situation, and being young students, they find out about it after.

Will you be able to give him the power of referee or ombudsman so that he can actually make some kind of an authoritative decision and order a pay-out or a pay-back, or order a forgiveness of student loan?

Hon. Mr. Hepworth: — The first thing I would like to say is I haven't personally given Mr. Sparling any direction, nor do I intend to. That doesn't mean to say that I don't care about the issue, because I do, and I've been kept briefed on it. But quite frankly, I think that could be construed as political interference with an investigation that he is conducting as a competent and qualified individual in the department. So I'm not going to give him any special direction. As I said earlier, he and perhaps others in the department are actively investigating the concerns to determine if, as you have suggested, there may well have been some misrepresentation or misleading or whatever the case may be; there's a number of issues, as I suggested earlier. And if there's some special recommendations that he makes, then I'll await those, as will my other officials in the department if there's some especial action that has to be taken as a result of this.

As I said earlier to one of your colleagues, we haven't exactly — or the officials haven't exactly been sitting on their hands on this one. There's been, as I understand it, more than one meeting with students and with faculty

there. They froze admissions; they've raised concerns with the operator; they've asked for a plan in so far as how they're going to address these. I obviously can't give you a complete and full report tonight, but they . . . I too, like you, are concerned, and that's why we have officials to investigate these kinds of complaints.

Mr. Kowalsky: — I understand that the officials have been investigating that, and I think that's just quite proper. What I'm asking for is that when they investigate it . . . Once they investigate a complaint, they may get a personal opinion as a result of that, and they no doubt would consult with other people. But in the end, they really can't do anything about it because of the way the whole system is structured. The only thing they can do is advise the student, well sorry, but I guess that's the way it is. You're going to have to pay back the loan because that's a contract.

At some stage if they feel that the student has been wronged — and I mean it won't be in all cases because I think it should work — there are probably cases where maybe the complaint isn't justified, but they have got to have the authority to be able to do some kind of a roll-back.

The difficulty here is that the students really don't . . . In the end, unless they're going to take the school to court, and that they haven't got anybody to go to, what student can afford to take on a private vocational school or anybody else in a court of law. First of all, it's very intimidating and they might not know the procedure, they might only be mad enough, but you need sort of a . . . somebody in the interim stage with some kind of an ombudsman authority.

The second thing I wanted you to address, Mr. Minister, that I wanted to ask you about was whether in the interim, or whether you and the department were prepared to consider very strongly some type of an instructor certification program for the private vocational schools?

Unfortunately what's happened, through our experience, is that private vocational schools are unable to consistently get qualified people, certified. Sometimes they'll get a real crackerjack. Somebody will establish a real good reputation for the school. That person will be hired on by SIAST, or somebody who pays a decent wage, and then they'll have to hire a fill-in person. And then the next group comes in under a good reputation and the students come in and they end up completely disappointed.

You need some kind of a program in the interim, I hope that . . . Ideally it would be good if the private vocational schools set up their own certification program and quality control program, but until they do, I think it is incumbent upon the department to set up some kind of a certification program for these instructors so that we are not getting cheap education.

(2145)

They're paying for it, we're paying for it through student loans, and students end up paying for it, and pay for it a heck of a lot . . . They pay for it a lot more than they would

going to SIAST, and yet in some cases they get poor quality instruction.

And I mean there's no denying that, and I don't think you want to deny that, but I'm looking at solutions here, and some system is needed to be put in place. And I think maybe a strong suggestion to the committee to look at it over the long term is one thing that can be done, and in the interim . . . We don't want to rush the committee and yet I don't want the committee to slow-walk this thing out of existence. The committee has got to take its time to come to the right and proper conclusions. But in the interim we need to make sure that the students are protected.

Hon. Mr. Hepworth: — Mr. Chairman, relative to course approval and faculty approval and what more or what can be done better there, as you correctly point out, that's part of the mandate of the committee that's been structured, and as I said earlier, we're not going to have this — how does it go? — paralysis by analysis. I indicated earlier that we're hopeful of having something from them by September. We have put in place, however, having said all of that, even in the interim, a private vocational schools instructor approval form that is to be completed as part of certifying instructors and as part of evaluating courses.

But over and above that, I guess I don't want to get — as I said at the outset of my remarks tonight . . . While there's an investigation going on, I don't want to get into prejudging nor to tracking down the road as to hypothetical "what if's," except to say that we're not without some teeth. I mean, the Act may not be perfect, that's why obviously we have some review going under way, but there is some teeth there, and there is provision for refunding tuition, those kinds of things. So we'll let the investigation go forward and see where that takes us.

Mr. Koenker: — Thank you. Mr. Minister, as you know, there's quite extensive growth in the Sutherland area of Saskatoon. But I am wondering if you can tell us what kind of plans your department has for new schools in the Erindale and Silver Springs area of Sutherland?

Hon. Mr. Hepworth: — Just to make sure I have the right project. Is the hon. member referring to St. Paul Separate, the Erindale school — total cost \$3 million, elementary school? That project has the 1991 approval in principle.

Mr. Koenker: — Could the minister comment on the public school system and the plans for the high school for the Erindale area?

Hon. Mr. Hepworth: — The other project that might be of interest to the hon. member is in 1989, a this-year approval for Saskatoon public, James Alexander School, a major addition and renovation.

Mr. Koenker: — That school is not in the Erindale area to my knowledge. Can the minister confirm that that's in the Silver Springs-Erindale area?

Hon. Mr. Hepworth: — My best understanding of that project in that area is that the school board has identified that as part of a five-year capital projects wish list, but,

you know, haven't attached an emergency priority category to it or anything like that. And so it will get due consideration as we go through our three-year moving approval process.

We're aware of it, it's part of their five-year package, but we don't have any announcements relative to it at this point in time.

Mr. Koenker: — Originally you talked about there being a renovation, I believe, to the James Alexander School. We'll leave it at that. I don't think you know for sure what you're talking about here tonight. I would simply commend to your attention the needs of the north-east sector of Saskatoon, which is the most rapidly growing part of the city, and commend for your consideration that you build the schools before they're needed, so that as the area expands, parents and children can make use of the schools when they move in. They're going to be built inevitably; why not build them when they need to be done?

I'll leave that subject, Mr. Minister, and I just would briefly like to know how many names were on the mailing list to receive the new calendar for SIAST?

Hon. Mr. Hepworth: — I can direct that request for information to the president's office at SIAST if you wish, but I don't have any knowledge, nor do any of my officials present have any knowledge, about who was on their mailing list or . . . any more than I would have any knowledge, quite frankly, about the universities' mailing list.

Mr. Koenker: — Mr. Minister, can you tell us how much it cost to mail this tome to the people of Saskatchewan?

Hon. Mr. Hepworth: — Well as I said earlier, I really don't have any knowledge of that, and you can either direct the questions directly to SIAST yourself or I can forward them on your behalf if you so wish.

Mr. Koenker: — I'm asking you tonight if you could undertake to determine how many people received the SIAST calendar, the cost of production of this calendar and the related materials, such as the cover letter and the view book that accompanied the mailing, and the calendar guide that accompanied the mailing. And if you could further indicate what the response was to the SIAST calendar survey which followed on April 3rd, could the minister undertake to provide that information to us?

Hon. Mr. Hepworth: — Yes.

Mr. Koenker: — Thank you very much; that's very helpful. One final comment. Is the minister aware of the class survey done of SIAST classes by *The Scanner* at Kelsey Students' Association?

Hon. Mr. Hepworth: — No.

Mr. Koenker: — I think the minister needs to look at this survey. It surveys some 12 or 15 different classes at Kelsey, and I'm very concerned about the kinds of responses that came with respect to some of the technology courses there.

The industrial electronics technology and technicians course description indicated that two out of the three students surveyed in that program felt that the instructors' educational level had problems. And two out of three also indicated that they had problems with the course content of this course.

In the CAD/CAM (Computer Aided Drafting/Computer Aided Mapping) course, five out of the five students surveyed had problems with the instructors' level of education; three out of five had problems with the course coverage.

With the animal health technicians course, four out of seven had problems with the instructors' education, and four out of seven had problems with the course coverage. I think it ought to concern you that students are raising these kinds of concerns with the education they've received, and I think that they deserve more for their money than the kinds of results that this survey indicates.

In the food service portion of the survey, five out of five students had problems with the course description, four out of five had problems with the money for equipment, five out of five had problems with the instructors' education, five out of five had problems with the use of the books that they were using for the course, and five out of five had problems with the course coverage. I think that means that you, as a minister, ought to look at this concern and to see what underlies it, and I'll simply leave it at that.

Ms. Atkinson: — Thank you very much, Mr. Chairman. Mr. Minister, before we go to educational spending estimates tomorrow, I'm wondering if you can provide me with some background information as it pertains to the report of the task force on the education of the deaf. And I just need some clarification on a couple of questions.

Mr. Minister, is it possible to provide me tomorrow morning the Educational Services to Children with a Hearing Impairment Report, or the Livingston report of 1985? Mr. Minister, is that possible?

Hon. Mr. Hepworth: — Well I'll take notice of that.

Ms. Atkinson: — Mr. Minister, I understand that this report is now available to anybody in the public who asks for it, and I'm wondering if it's possible for me to have the report sent over to my office early in the morning in order that I can peruse the report, in order to ask you questions regarding deaf education in Saskatchewan.

Hon. Mr. Hepworth: — I'll take notice of what you're asking.

Ms. Atkinson: — Well, Mr. Minister, taking notice won't be helpful because I'd like to have the report for tomorrow. But one of the questions that I do have, and I'd like some clarification on, is I wonder if you can provide me with some information as to whether the Livingston report formed the background or the framework for the task force report that has just been completed in May of 1989, which is commonly referred to as the Houghton

report. Did the Livingston report form the background to the task force report on deaf education in Saskatchewan?

Hon. Mr. Hepworth: — Well I can't say for sure because I haven't talked to Mr. Livingston specifically about the question that you raise, but it seems to me that if he sat on the task force, that one of the reasons he probably sat on the task force was to bring the sort of wealth of experience he has in that area, including if, as you suggest, he himself has written reports and documents on this. I suspect that's one of the reasons why we had him from the department's standpoint sit on the task force.

Ms. Atkinson: — Mr. Minister, you appointed the members to the task force. There were four members appointed by yourself. And are you then saying that the reason why Mr. Livingston was appointed to the task force was because of the Livingston report that was completed in 1985. Is that one of the reasons?

I also wonder, Mr. Minister, if it's possible to have Mr. Livingston with you tomorrow in order that we can discuss some of the task force recommendations in order that you can be properly briefed on the recommendations contained within the task force.

Hon. Mr. Hepworth: — Well, Mr. Livingston was on the task force because he is the . . . I'm not sure exactly what his official title is, but something like this: the director of special education. And he was on there because of his wealth of experience, the fact that he is head of that area, and thirdly, widely acknowledged, I think fair to say, across Canada for his expertise in this area. I've had that brought to my attention on numerous occasions.

The committee reported progress.

The Assembly adjourned at 10:05 p.m.