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| ***Province*** | ***Législature*** | ***Session*** | ***Type de discours*** | ***Date du discours*** | ***Locuteur*** | ***Fonction du locuteur*** | ***Parti politique*** |
| Ontario | 32e | 1e | Discours sur l’éducation | 8 juin 1981 | Bette Stephenson | Minister of Education | Progressive Conservative Party of Ontario |

Thank you, Mr. Chairman. It is a pleasure once again to introduce the financial estimates of the Ministry of education for the fiscal year 1981-82. We last discussed the Ministry of Education estimates in April 1980. That was little more than a year ago.

Despite the fact that time passes quickly and is always inadequate for what needs to be done, I believe we can report solid progress in a number of significant areas this year.

Some of you will recall that on this occasion last year I noted that I expected the government's official response to the final report of the Commission on Declining School Enrolment to be released shortly and that it would be an important document which would outline not only a number of new initiatives that the government was proposing, but would place in a general policy context the wide range of activities in which the ministry is engaged.

The document called, Issues and Directions, was officially released on June 26, 1980, and subsequently widely distributed in both English and French versions. It cannot be expected that universal agreement would develop on each of the 137 policy positions or initiatives specifically enunciated in that document. But I think I can say that even those individuals or groups that disagreed most vigorously with many of the positions taken found the document both unique and valuable. Never before, I believe, have the operating premises upon which the ministry was operating and planning been as comprehensively and as clearly outlined.

I indicated, in releasing that document, that while we welcomed public comment and response, we would be moving ahead on each of the new initiatives on a timeline appropriate to that initiative. This has happened, and my remarks this afternoon will, in effect, be a report on action taken with respect to many of the initiatives, which we foreshadowed in Issues and Directions.

Some of the members will recall the circumstances of an earlier debate in this committee which led to my tabling with you a formal statement of the goals of education in the elementary and secondary schools. That statement, which was well received by this committee, has been incorporated into Issues and Directions. By so doing, we have, in a sense, officially and formally promulgated to the public and to the educational community a clear statement about the purpose of the educational enterprise in Ontario and the result which we hope to achieve through the expenditure of funds that I will be asking you to commit through the votes.

The largest single item in these estimates is the general legislative grants. Indeed, it is one of the largest single items in the entire provincial budget. It is the transfer payments to the school boards in support of elementary and secondary education, which this year stands in excess of $2.5 billion.

Issues and Directions outlined the financial measures we would be taking to alleviate some of the problems caused by declining enrolment, as well as being very explicit about the financial realities, which we face. I am happy to say that although the overall financial picture remains stringent, we have been able in the 1981 general legislative grant regulations, of which these estimates are reflective, to continue to make financial provisions which recognize the current situation in the school boards.

The general legislative grants to school boards for operating expenses in 1981 will be $2.4463 billion, an increase of $214.3 million or 9.60 per cent over the 1980 total of $2.232 billion. For 1981, the maximum ordinary expenditure per pupil recognized for grant purposes is $1 730 for each elementary pupil, an increase of 11.9 per cent over 1980, and $2,403 for each secondary pupil, an increase of 11.56 per cent over 1980.

The general scale of provincial support is the single most important factor in maintaining quality programs without an undue burden on local mill rates. Per pupil increases in the 11 to 12 per cent range will ensure that with restraint and prudent management there will be no deterioration in the quality of education even under the stresses caused by inflation and declining enrolment. We do recognize, however, that the school board cannot, in general, cut costs in proportion to enrolment decline, especially smaller boards. For this reason, we have introduced this year a graduated system of special assistance above the amounts normally recognized to soften the impact of declining enrolment on school board budget and mill rates.

The method of calculating the special assistance is to recognize a board's day school average daily enrolment of both the current year and the preceding year in order to offset in part the decline in enrolment, which may be experienced by that board. For boards with fewer than 4,000 pupils, 60 per cent of any decline in the average daily enrolment will be recognized for grant purposes. For boards with between 4,000 and 14,000 pupils, any decline in the average daily enrolment will be recognized for grant purposes on a graduated basis from 60 per cent to 30 per cent. For boards with 14,000 or more pupils, 30 per cent of any decline in the average daily enrolment will be recognized for grant purposes. Boards with increasing enrolments, however, will continue to have the calculation based on the current year basis.

We have also changed the eligibility rules in respect of the administrative portion of the small board-weighting factor. Formerly, boards were eligible when their total enrolment was less than 4,000. In 1981, boards will become eligible when either the elementary or the secondary enrolment, treated separately, is less than 4,000. This will significantly increase the number of boards eligible for additional compensation under this factor.

While not wishing to dwell overly long on the details of the 1981 grant arrangements, which we shall undoubtedly discuss later, I would like to mention that we have been able to increase the weighting for grant purposes of pupils in grades nine and 10 of Roman Catholic separate schools from 1.135 to 1.15. This means that, in effect, each grade nine or 10 pupil in the RCSS system counts as 1.15 pupils for grant purposes.

In Issues and Directions, we outlined a number of moves with respect to school accommodation, which we felt to be necessary in a declining enrolment situation. One of these was the need for each school board to have a definite and publicly known policy on the procedures to be followed in determining school closures. We issued tentative criteria for such a policy to the field and, after making some modifications based upon the reactions received, we have now finalized and formally issued a set of criteria that each board is to respect in its local policy. These ensure that adequate information is made available about all aspects of a potential closure-administrative, educational, and financial and the general social effect upon the community-before a final decision is made.

We acknowledge the need for new capital construction in new growth areas. At the same time, there are many situations in which existing under populated schools in one board can serve the needs of an adjacent or coterminous board which is expanding, if transfers or leases can be negotiated. Even if ample capital funds were available, which is certainly not the case, it is simply not responsible for any level of government to use public funds for new bricks and mortar when existing buildings can be used with some mutual accommodation and goodwill.

We have, therefore, finalized a number of policies, foreshadowed again in Issues and Directions, which collectively will help to make optimum use of our existing stock of school buildings and our limited capital funds. We have announced a procedure for mediating school accommodation disputes. We no longer claim back the provincial equity when schools and school sites are sold to other school boards or for other public purposes.

These moneys are to remain with the board in a special fund to finance new building in growing areas of the board's jurisdiction or for renovations and major repairs and improvements. We have suggested alternative uses for school buildings and have modified the capital grant plan to improve the price, which a board will receive when it sells to another board. The regional offices will be making an inventory and monitoring vacant school accommodation and facilitating utilization by other boards.

The closing and sale or lease of a community school is a difficult and very emotional issue. I have great sympathy for those who place a high value on the continued operation of a school within their community, but I have equal sympathy for communities whose students are housed in inadequate accommodation. We must, however, make responsible use of public funds and properties. While there are clearly serious problems yet to resolve, I am confident that responsible concessions will be made by all of the parties involved so that in the end responsible use of public assets will occur.

Might I now turn to the subject of French minority language education. A highly significant and, I think, symbolic project has been completed within this past year, that is, the translation of the Education Act into French. This act has now been distributed, together with a translation of Bill 82, to all of the French language schools in the province and all of the instructional units, and that has happened over the last few weeks. I might add that it has been highly appreciated by the Franco-Ontarian community.

In an exercise to identify potential electors to French language advisory committees, carried out last summer and last fall in conjunction with the Ministry of Revenue, we received and processed more than 42,000 cards and compiled and distributed lists of potential francophone electors to the boards and to the French language advisory committees in 34 areas.

The lists are most certainly not complete and the process falls short of what the Franco-Ontarian organizations would ultimately hope for. But it was, nevertheless, an important initiative with the potential for substantially improving communications between school boards and French language advisory committees and the francophone electors within their communities.

The new funding initiatives for French as a minority language, which were introduced to the general legislative grants in 1980, will be continued for 1981. In addition, the eligible sum amounts for 1981 will be increased by an average of 10 per cent to reflect the increases in the costs of goods and services.

A substantial level of curriculum service to French-language schools and units has been achieved during the past year with the completion and distribution of a dozen French-language curriculum documents on a variety of subjects. Many of these are translations of equivalent English-language documents, but I think it is significant that several, such as Heritage français, were developed as original French documents. It is expected that this level of service will be continued in the coming year.

I am particularly pleased to inform members that during the 1981-82 school year the ministry will be able to maintain its highly appreciated French-language consultative services. This program, which was introduced in 1978, enables the ministry to provide French-language pedagogical and assessment services to the students and teachers in the French-language schools and classes. The equivalent of 40 French-speaking educator-consultants will be seconded from school boards for this service.

Sixteen educator-consultants will provide consultative and student assessment services on a province-wide basis. The ministry will reimburse the employer boards for the salaries and benefits of the seconds and, in addition, will cover all service-related costs.

Another 24 educator-consultants will be seconded from school boards for the purpose of providing co-operative services for two or more boards located in proximity to one another in a given region. Under this plan the ministry will reimburse the employer boards for the salaries and benefits of the seconds, while the participating boards will be responsible for all service-related expenses.

On October 5, 1979, I made a policy announcement in which I asked each school board still operating mixed or bilingual schools to ascertain whether the affected communities were satisfied or wished to establish a new, discrete French-language school entity. This is proceeding satisfactorily. In 30 instances the communities elected to remain with the existing mixed school, while in six cases a new French-language entity was established. Regional office staff on a continuing basis reviews the situation in each mixed school. Priority in capital funding has been given for the structural alterations of existing buildings, where needed, to establish these entities.

I am pleased to report that the number of homogeneous French-language secondary schools now stands at 33, including the new Ecole secondaire Louis Riel in Carleton. I am particularly pleased that after considerable difficulties work is proceeding on the Ecole secondaire Le Caron in Penetanguishene.

Issues and Directions made several references to the need to systematically improve our ability at all levels to evaluate the effectiveness of educational programs. A serious deficiency in this area has been the lack of good tools for measuring student achievement in relation to the specific objectives of ministry guidelines. To remedy this deficiency, we have committed a major portion of our developmental funds to the creation of the Ontario assessment instrument pool, OAIP, and its French-language equivalent; la Banque d'instruments de mesure de l'Ontario, BIMO.

I am pleased to report that the first components of the pool have now been delivered to school boards for distribution to the schools in each jurisdiction. OAIP consists of pools of assessment instruments, which correspond to objectives in the Ontario curriculum guidelines. The basic unit in the pools has been given the name "instrument" to allow for the inclusion of a wide range of assessment strategies, such as procedures for scoring compositions and informal measures for determining attitudes.

The pools are not tests; they are collections of independent instruments from which teachers and other users can select those appropriate to their educational purposes. Because OAIP has been developed to assist all educators in fulfilling their responsibilities for evaluation, the pools of instruments are open to anyone in education who wants to use them.

During the school year 1980-81, we have distributed first instalments of pools for grades seven to 10 mathematics, mathematique, history, geography, English and French as a second language. In addition, we have distributed copies of OAIP: A General Introduction, which provides information about all the pools in the OAIP and indicates ways in which OAIP may be used to assist in the evaluation of student achievement and program.

In the coming year, second instalments of assessment materials in each of these six pools will be distributed along with new pools for physics, physique, grades 11 to 13; chemistry, chimie, grades 11 to 13; anglais, grades four to 10; français, grades four to 10; and geographie, grades seven to 10. Une introduction generale will be distributed this September as well.

During the month of May 1981, field trials were conducted on instruments published in the intermediate division mathematics pool and in the intermediate division English pool. Field trials involve administering the instruments in the pool to a representative sample of students in the grades and levels, for example, basic, general and advanced, for which the instruments were designed.

From the field trials an estimate is made of the number of pupils likely to answer correctly. These estimates-the difficulties, if you likewith an indication of plausible range, are then added to the other information in the pools to complete the development process. Information on the performance of Ontario students on the instruments will help teachers to select instruments to meet their own particular teaching needs.

To make the best selection of instruments from the pool, teachers need to know not only the objectives being tested, but also how difficult the instruments are or are likely to be for their students. Information on difficulty will also enable the teacher to compare the performance of his or her class, using these instruments, to the performance of pupils in the representative sample in the field trial.

The availability of these instruments will in many cases add greatly to the professional skills of teachers. In English, for example, the field has been relatively familiar with the techniques for assessing reading and writing skills. These are included in the first volume of intermediate English instruments. The field, however, is much less familiar with the techniques for assessing the equally important skills of listening and speaking. These are covered in volume two, and in many schools their regular use will break new ground.

Last April I indicated to you that a thorough implementation plan would be worked out in co-operation with the teachers, the school boards and officials. As a part of this provincial implementation plan, teams of education officers in each regional office have been organizing workshops and seminars on the utilization of OAJP. Each school board has put together a representative implementation team to participate in the workshops. Virtually all board teams lave participated in at least one workshop and about half of the teams have now participated in a second or follow-up seminar.

Surveys of the school boards indicate that more than 90 per cent have or are developing plans to distribute OAIP and train their teachers in its use. In many boards, the local distribution If OAIP materials is being phased to these plans, there are certainly some concerns which continue to exist among certain teachers that school boards may use these materials to measure teacher performance, but I think there Ire indications that concern is diminishing, probably as a direct result of the degree of understanding educators have now of the purposes and the potential of this new assessment resource for use in Ontario.

Issues and Directions also indicated that more extensive use would be made of the ministries' procedures for co-operative evaluation. The co-operative evaluation and development of school systems model was piloted in 1974-75, and since that time 21 boards have employed it as a means of doing an in-depth valuation of their systems. The model is designed to examine four components of a system-the purpose or objectives, the people and their roles, the program, and the products in the student achievement.

The process involves an in-depth internal evaluation and an external evaluation component as well as a plan for follow-up action. Some features of the model are its flexibility in that it is adaptable to the review requirements of the particular board; degree of involvement and commitment resulting from self-evaluation; improvements in communication and coordination resulting from the systems awareness and internal evaluation components; co-operation and involvement of other agencies, including members of faculties of education, the Ontario Institute for Studies in Education, other boards of education, the community, business and industry; and review of program done in the context of other aspects of the system.

In 1980-81, six projects have been conducted and at least six new projects will be completed during 1981-82. This includes the Scarborough Board of Education in Toronto, which is the largest system to date to involve itself in this process. The regional offices are currently negotiating co-operative reviews with several other boards, including the Weiland Roman Catholic Separate School Board, the Wentworth County Board of Education, the Peterborough Board of Education, the Norfolk County Board of Education, the Sault Ste. Marie Board of Education and the RCSS board, the Chapleau Board of Education, the Windsor and Essex R CSS boards and the East Parry Sound Board of Education. Liaison and dialogue with the local board officials in each region. Particularly effective vehicles for this interchange are the regional educational councils.

Each regional director chairs such a council, composed of the chief education officers of each of the school boards in the region and representatives from the local faculty of education and OISE field office. These councils have become one of the most consistently useful and respected sources of advice and counsel available to the Ministry of Education on policy formulation and delivery.

I believe an achievement of major significance has been the passage of legislation to extend the responsibility of school boards to all exceptional children, disability notwithstanding. As you know, Bill 82 received royal assent on December 12, 1980, and is now chapter 61 of the Statutes of Ontario.

The passage of this new legislation ensures universal access to public education for all students in Ontario and also makes provision for Roman Catholic separate school boards to be responsible for the education of trainable mentally retarded pupils in their jurisdiction. It can now truly be said that public education in Ontario is becoming universal.

The legislation is to be phased in, with full implementation by September 1, 1985. To assist the ministry and the school boards with the phase-in process, an initiating team was established. The team is chaired by Mr. L. J. Hewitt, formerly superintendent of special services with the Hamilton Board of Education, who has worked with 21 pilot boards to validate the ministry's planning guide, which will be used by school boards during the implementation of Bill 82.

To date, a number of the pilot boards have forwarded their comprehensive special education plans to the initiating team and to the regional teams. These plans are being reviewed and analysed with reference to personnel, curriculum, and professional development and funding requirements.

I have noted with great interest the report of the initiating team about the very positive attitudes among educators and the public. The team feels strongly that such positive attitudes are a key ingredient for successful planning. As of September 1981, the initiating team will change from its planning function and become an implementation team to assist our regional offices and school boards with the phase-in of Bill 82. On October 1 and 2, 1981, under the Part XIV of the general legislative grant regulations, a new section added this year, includes funding up to $20,000 per participating board for approval expenditures for the internal evaluation component of each co-operative review. In addition, the Ministry of Education pays the costs of the external component.

We also indicated in Issues and Directions that the provincial review program would become a major vehicle for the ministry in monitoring the implementation of its programs and in obtaining information for policy review. The task of conducting these reviews has become a significant portion of the regional services assignment. As we complete the third year of this process, the reviews continued to improve in their sophistication and usefulness.

Demonstrated savings have resulted from the transportation and enrolment audits. Data from other reviews are analysed and, where required, result in modification to ministry curriculum and supervisory practices. Increasingly, the review process is improving the effectiveness of local implementation of provincial programs and policies. Thirty-eight reviews have been conducted to date, with another six projected for 1981-82.

The management information systems branch provided a consultative technical service to ministry officials who conducted reviews. Assistance ranged from the participation in the preparation of a manual to guide officials involved in provincial, board and co-operative reviews to the selection of the samples and the type of analysis to be conducted on the results. The research and evaluation branch assists in the design of instrumentation, and all parts of the ministry participate in the selection of review topics and, where appropriate, in the analysis and the follow-up on the results.

The regional offices continue to be the eyes and the ears of the Ministry of Education. Feedback is obtained not only through the formal review process, but by continuous leadership of the implementation team, the ministry will host a conference for ministry and key board officials to prepare them for the implementation of our new special education legislation.

As I indicated, a school board planning guide has been field-tested in the pilot projects this year. The ministry is now in the process of rewriting the planning guide, based upon project experience. This document will help school boards to plan over the next four years to provide programs and services for all of the exceptional pupils by 1985, in accordance with the requirements of Bill 82. It will be introduced at the October meeting.

For further assistance, the special education branch has developed the Special Education Handbook: A Resource and Reference Guide, which expands on and replaces the document, Education for Exceptional Students, which was issued in 1976. This handbook will assist trustees and administrators to implement new initiatives and to reassess established programs and services in special education. It brings together reference to legislation, regulations, policies and resources pertaining to the education of exceptional pupils in Ontario.

The Ministry of Education is currently receiving reaction to the draft form of this document. Appropriate changes will be made, based on this input. The final copy is expected to be available in October 1981 for release at the October conference. It is the ministry's intention to update this handbook annually. Consequently, field users will be encouraged to present ideas for the improvement of the document on an ongoing basis.

As promised, additional funding for special education has again been provided for 1981. The additional amount for this year relating to special education is $27.5 million. Together with the $8 million that was begun in 1980, which is $8.8 million when expressed in 1981 dollars, the total for implementing special education programs for 1981 will be $36.3 million additional.

Approximately $35.5 million will be provided to school boards through general legislative grants, with the balance expended on direct special education services. This money is being distributed by the existing funding formula and is paying for the growth in service levels that the anticipation of Bill 82 has stimulated.

We will, however, be beginning an intensive review this summer of the entire system of funding special education. We have deliberately delayed doing this until the planning information from the pilot boards became available. With this data, we feel that a sound empirically based system can be devised that will be fully responsive to the new needs. In the interim, we have moved to ensure that in 1981 the data on which the special education weighting factor is based will be placed on a more current basis to ensure that the delay between the inception of a program and the receipt of the funds it generates is reduced to a minimum.

As you know, various changes in regulations will be necessary to complement Bill 82. These were prepared in draft form and circulated to the field for comment over the winter. These comments have been received and analysed and the final version will be filed and gazetted within the next few days. These regulations, you will recall, deal with procedures for the identification, placement and review of exceptional pupils, with the establishment of regional tribunals and with planning and phase-in procedures.

Issues and Directions indicated that we would be proceeding with the responsibility legislation, which we have done. It also indicated that reviews in two other major program areas would be mounted, and these also are now in hand. The secondary education review project, an in-depth study of secondary education in Ontario, is well along with its task. It began in April 1980. I anticipate the final report by September 1981.

Mr. Duncan Green, the former director of education for the city of Toronto's board of education, is the project chairman. He has been assisted in his work by a small secretariat staff of four and by four committees. The 63 members of these committees include educators, students, business and labour officials, parents and others who are broadly representative of the Ontario public.

On May 4, 1981, the project released a discussion paper containing a set of preliminary recommendations. This was distributed widely throughout the province with an invitation to all interested citizens to submit written comments. I must say that it has aroused lively interest.

In February 1981, a policy discussion paper was released entitled, Continuing Education: The Third System. Since then, the ministry group co-ordinating this initiative has responded to 30 requests for presentations from professional groups, government committees and associations representing both lay people and educators. The paper was issued in both English and French. The ministry will receive response forms and briefs until September 1, 1981. All of those responses will then be analysed and a draft policy statement will be prepared for validation.

Although Issues and Directions placed strong emphasis on program issues and evaluation, it also proposed a number of important initiatives and reviews in the areas of governance and administration of our school systems. A particularly important proposal was that the role of the trustee, a key figure in the Ontario educational system, be reviewed. After discussion with representatives of the Ontario School Trustees' Council, a committee was formed to consider this topic and to prepare a public discussion paper.

The specific terms of reference of the committee were to address the role, powers and duties of the trustees; the feasibility of establishing school committees of trustees and parents with powers defined in legislation to share in the governance of individual schools; the qualifications of trustees, including the matter of conflict of interest; the remuneration of trustees; and any other matter that seemed to be related to this subject.

The committee consists of a trustee from each of the five trustee associations, plus the chairman of OSTC, three representatives from the major parent-teacher groups and three Ministry of Education officials. I am happy to say that the committee completed its work by May 31, and its discussion paper will be made available for public reaction as soon as printing can be completed. Public response is expected to be complete by October 31, after which the necessary action will be taken.

In another line of development, Issues and Directions indicated that the library serving the Ministry of Education and the Ministry of Colleges and Universities will be re-oriented to a planning and policy research support function and will evolve into a central information centre to provide access to all data sources.

In line with this commitment, the Ontario educational research information system-Onteris- education research database was amalgamated with the library. The new information centre so formed was transferred to the management information systems branch as the first step in providing a central access point to all data sources. The information centre has initiated the development of a strategic planning collection and database to facilitate planning and policy research.

Early initiatives in providing further services to client groups include expanded access to the Onteris research, curriculum and other databases and plans for providing complete access to Onteris to the entire educational community in Ontario and other jurisdictions. In connection with the government's freedom of information initiatives, the centre has opened a public reading room.

In related initiatives, the management information branch is systematically rewriting and upgrading the various computer-based information and administration systems in the Ministry of Education. The education programs division has continued to give high priority to projects that help in the transition from education to working life, many of which were alluded to in Issues and Directions.

The linkage program will continue to develop and expand over the next year. Through this program, the curriculum for selected trade courses offered in secondary schools is aligned with the in-school curriculum offered by colleges to support apprenticeships and other training programs. Both secondary students and taxpayers benefit from this highly co-ordinated program. The students are facilitated in their transition to further training and receive credit for the training they accomplish in secondary school. Overlaps in the training of individual students are minimized, keeping the associated costs to a minimum.

This program requires the co-ordinated efforts of technical people from secondary schools, colleges, industry and the Ministries of Education and Colleges and Universities. Their work thus far has been successful and is ensuring that all continuing developments focus on achieving maximum effectiveness from the program.

A curriculum committee has been set up to develop a guideline in life skills management for students in secondary schools, grades nine to 12. Discrete modules for study will address topics such as fitness, nutrition, parenting, resources management-money, time or talent-as well as aesthetics, ageing, career planning, entrepreneurialism, home maintenance, human relations, the law and problem solving.

Resource persons from the community who have specialized knowledge and competence in particular modules will assist the committee. It is anticipated that a guideline draft, in both English and French, will be ready for validation this fall and for field-testing during the 1982-83 school year. The ministry continues to give high priority to guidance services within our schools. The availability of the student guidance information system was extended to 60,000 grades seven and eight students in northern Ontario schools in the fall of 1980 on a pilot project basis.

I think entrepreneurial activity would be probably more appropriate. No, that is not a euphemism. I think entrepreneurial activity is something, which is entirely appropriate for Ontario students to have some knowledge of. You can have entrepreneurialism if you like.

The service to the 60,000 grades seven and principals, teachers and students alike enthusiastically received eight students in northern Ontario schools. SGIS will be extended to all grade seven and eight students in Ontario in the fall of 1981, thereby making available to 900,000 students a bilingual computerized guidance information system on a no-charge basis.

A new guidance resource document, which is being developed to support the senior division guidance guideline, has a 2S-lesson program. It emphasizes career and job search preparation, the development of positive attitudes towards work, and how to make progress on the job. The teachers of this program will infuse into each unit an awareness of the importance to individuals and to society of young men and young women developing their full potential.

The work and employability skills program to be printed during this fiscal year contains four major themes: the meaning and realities of work; sources of career information; applying for the job; and things to know on the job.

Another program initiative is in the modern languages and heritage languages area. The moderns project actually deals with secondary school modern languages other than English and French. A large curriculum committee is restating the ministry guidelines with respect to specific languages such as Italian, German and Spanish. Sections on policy, techniques, culture and evaluation are being generalized in order to apply to all modern languages and should be helpful to teachers of heritage languages such as Hebrew, Ukrainian and Greek.

This guideline will suggest ways of responding to students' language proficiency as they move from the heritage language programs to modern language study at the secondary school level. In this connection, I might mention that the grant for heritage language programs has been increased in the estimates from $22 per hour of instruction for 1980 to $24.50 per hour for 1981, based on an average class size of 25 or more pupils.

I should point out that the curriculum development division is actively exploring a variety of new modes of curriculum development at the provincial level. These currently include the assignment of a contract project to a faculty of education, the use of contracted professional writers advised by teacher-educator committees and simultaneous, but separate, developments for English and French-language documents.

An inductive process is being used this year for the development of a moral and values education document for the use of primary and junior teachers. This approach has involved a very broad range of consultations and workshops with educational, religious and community groups as a basis for ascertaining a satisfactory position before writing takes place over this coming summer and fall.

Particularly important guideline development projects are under way in a number of areas. The senior division science guideline currently under development will detail courses in biology, chemistry, physics and applied science. The courses have been developed and are now in the refining process, with much discussion centering around core and optional requirements. The committee met for its last two development days in May, and a final document will be prepared for validation in the fall of this year.

Metric system international or SI resource documents are being prepared in geography and science to assist teachers in the proper application of SI metric to their intermediate and senior division courses in these subjects. These documents are to be validated in the fall of 1981 as well.

In native peoples' education it is the intention of the ministry in this fiscal year to complete production of People of Native Ancestry, a curriculum guideline for the senior division. This production is being cost-shared again with the Department of Indian and Northern Affairs, as has been the arrangement for previous resource guides in this area.

A document on race, religion and culture in Ontario school materials has been distributed to school board officials, faculties of education, publishers and producers of learning materials. The publication provides a frame of reference and suggestions for improving the quality and broadening the perspective of learning materials by helping authors and publishers to identify and to avoid racial, religious and cultural bias and prejudice. All evaluators of materials for inclusion in Circular 14 textbooks will receive a copy for their guidance. In addition, numerous community educational and multicultural groups have been assisted by receipt of copies.

Instruction in English as a second language continues to be a major activity in many schools as an important part of our collective efforts to help the transition of newcomers into full participation in Canadian life. In this connection, I am pleased to report that the funding adjustments for refugee settlement announced last year have been of great assistance to school boards. Ontario received almost 24,000 Indochinese refugees during the special two years, which ended in December 1980. This year we anticipate another 5,000 Indo-Chinese and an increase in refugees and normal immigration from other areas. Boards have greatly expanded their ESL programs, both in day school and in continuing education settings, and have done an admirable job of meeting the special needs of the refugees.

We continue to believe that student and teacher exchange programs, both interprovincial and internationally, are important educational activities. It is extremely important that as many students as possible have an opportunity of experiencing the growth in understanding that interchange with other communities and other cultures can generate. Teachers, too, can profit in this way and, in addition, can find in an exchange assignment a source of renewed professional growth and revitalization.

There continues to be an active interest in international teacher exchange as well as in interprovincial exchange. Within the latter program, matching have been made with teachers from British Columbia, Alberta, Manitoba, Quebec and Nova Scotia. The numbers participating in this one-year, post-to-post exchange are expected to be more than double in 1981-82. For 1982-83, negotiations are under way to extend this exchange to the Northwest Territories, the Yukon, Saskatchewan and Prince Edward Island.

A relatively new dimension of activity in this sphere has been the negotiation of summer seminars for educators. Ontario will host 75 European educators at two-week summer seminars in 1981, and this is up 26 from 1980. The federal Department of External Affairs cooperates in financing these Canadian studies seminars. In addition, 25 Anglicises from France will again be offered a four-week course in Canadian studies and in teaching English as a second language. Ontario teachers will benefit reciprocally from summer seminars in the Netherlands, France, Switzerland, Italy and West Germany.

In March last year it was announced in the throne speech, and reiterated later in Issues and Directions, that the government would establish a crown corporation to ensure that Ontario companies would be in a strongly competitive situation in bidding on international development projects which involved an educational or training dimension. Last November the Ontario Educational Services Corporation was incorporated under the Business Corporations Act. In December it held its first meeting of the board of directors under its chairman Mr. Donald McGeachy of London, Ontario. A chief executive officer and a small staff have been appointed and the corporation is now in full operation.

The corporation, in conjunction with the Ministry of Industry and Tourism, has already completed a marketing mission to the Middle East in support of a private sector consulting group. This has resulted in much interest in several Arab countries, and various potential projects have been identified. A second mission is now in the Middle East to follow up on prospects previously identified.

A marketing mission to the Far East has resulted in prospects for various technical training and recruitment projects. Further missions are planned later this year to follow up on existing contacts and to search out new activities. The corporation is actively supplying

In interprovincial student exchange, we give substantial financial assistance to the bilingual exchange secretariat. Our own program of three-month student exchange with Quebec continues and now involves 150 students. There is a lively growth in our international program of three-month student exchanges. The West German agreement remains in force and continues at the level of 100 students. Exchange with France expanded from 28 in the pilot project last year to about 70 this year, and with Switzerland from 25 to 30. This year, for the first time, a pilot project will take place with Italy to involve about 20 students assistance in the way of proposal preparation and consulting support to private sector organizations seeking business in lesser developed I countries.

Further support has been given in obtaining human resources to provide education services overseas, such as the training of instructors, and to assist in providing curriculum development.

Proposals have been prepared and submitted for various prospects in the areas of technical training, either in Canada or in the home country, recruitment of educational specialists for work overseas, foreign school assessment and establishment of educational institutions. Further proposals will be developed during the year in these and other areas, both in the support of private sector assignments or jobs carried out directly by the corporation.

The corporation has met with many of the major funding organizations for projects in lesser-developed countries in Canada, the United States and Europe to establish credentials.

Significant contacts now exist with the Canadian International Development Agency, the Canadian Commercial Corporation, the World Bank and various bodies of the United Nations Organization such as the International Labour Organization.

A resource bank is being compiled to provide a ready list of potential suppliers of educational services. This includes the colleges of applied arts and technology, which are currently the major providers of technical expertise to the corporation and to its clients. The development of internal policies and procedures for the corporation is proceeding and should be fully completed this fiscal year.

Issues and Directions indicated that the ministry would be systematically redeveloping and upgrading its longer-range planning mechanisms. In closing, I would like to outline two futures-oriented topics with which we will be increasingly occupied.

We all recognize the need to conserve energy, both to assure future supplies and to control rapidly escalating costs. This year an amount of $5 million is included in the general legislative grants as seed grants to fund projects initiated i by school boards to make school buildings more energy-efficient.

Ministry approval of project costs this year will be in the fields of building and mechanical system controls, lighting and electrical system changes and ventilation system changes. The projects must demonstrate a payback period of not more than five years in order to be eligible for funding. The cost of the approved projects will be included in the recognized extraordinary expenditure for grant purposes.

As part of the IO-point program designed to support crude oil self-sufficiency for Canada by 1990 announced by the Minister of Energy (Mr. Welch), an additional $1 million will be made available in fiscal 1981 through the Ministry of Education to school boards. This Energy Ontario funding is to assist in converting schools from the use of oil to some other fuel such as gas or electricity.

These administrative measures must, of course, be complemented by educational measures. In co-operation with the Ministry of Energy, a whole new series of curriculum ideas for teachers at the primary and junior levels has been developed. The theme of the series is directly related to encouraging energy awareness and conservation through classroom activities. Four documents have been distributed to elementary schools, with others nearing completion. Several French-language versions of these documents are also expected to be ready for the coming school year.

There is no specific item in the Education estimates on my second futures-oriented topic, but I would like to say a word or two about micro technology and specifically about computers in education because these electronic machines are affecting almost all aspects of education today and will do so increasingly in the future.

As members are aware, we have made increasing use of computers in the administration activities of government in the last few years. School boards and the Ministry of Education have used the large main frame computer here at Queen's Park for a long list of services, from ministry accounting to school time tabling on a remote job-entry basis for some schools. Expenditures on matters such as these are either included in normal direct operating expenses, or are on a cost-sharing arrangement with the school boards for services performed.

The use of computers for administrative and financial purposes is entering a new stage of development now. On May 25, it was announced that the next generation of mid-size computers is to be standardized and an educational computing network for Ontario established. Cooperating school boards will now be linked to the Queen's Park computer through the use of Vax II series computers, a decision that was arrived at after a rigorous and competitive screening process.

Not the least of the advantages of the new mid-size standardized computers in the network will be their capacity to handle some instructional, or at least instruction support programs. For example, the student guidance information service can be transferred from the Queen's Park computer to the new mid-size machines. This opens the possibility that terminals can be provided in order that students may work directly with the guidance program, rather than using the present system of filling in cards and receiving a computer print-out by mail some days later. The Ontario educational research information system can also be incorporated in the new mid-size computers, improving accessibility to teachers, researchers, administrators and trustees.

But the use of large computers has serious drawbacks, two of which are accessibility costs and uniformity. The costs of communication lines to link terminals to the big computers remain prohibitive when use by the 1,800,000 students in the schools is contemplated. Use on this scale must, however, be contemplated because it is now clear that one of the major goals that education must add to its list of purposes is computer literacy. The world of the near future requires that all of us have some understanding of the processes and the uses of computers.

Fortunately, the microcomputer has become readily available at reasonable prices. In a survey done by OISE staff in June 1980, 649 microcomputers were in use in Ontario schools and most of these were in classrooms for student use. It is our estimate now that there will be over 2,000 in the schools by September 1981. It is noteworthy that the microcomputer makes it possible to approach the goal of computer literacy much more quickly than by the slow advances made among a relatively few students using larger computers during the past 10 years. The teaching of computer science, computer technology, informatics and data processing is being affected rapidly by these small machines which cost, on average, somewhere between $900 and $2,000 each-close to the price of a fairly sophisticated typewriter restraint that the schools and the Ministry of Education have moved so far and as fast as they have with no special inducements to adopt computers. It is our policy that the computer is a new and welcome technological device that can be adapted to educational uses and incorporated into the schools with no incentive grants needed at this time. Therefore, there are no specific items in the estimates being presented here today for computers.

There is one consequence of the use of computers as a learning tool by students that does require ministry expenditure, however. It is now apparent that the computer has the capacity to present large amounts of subject matter to a student. Until now, the basic method for conveying the content of education has been the textbook. Since 1889, each year has seen the issuance of Circular 14, a listing of approved books. There are over 2,200 books on the list this year, with 109 publishers competing for the learning material market within the schools. But the computer is in competition with the textbook in many ways. Furthermore, it competes with another kind of published material, the prepared workbook, which the ministry does not list in Circular 14.

The technology, however, is as yet too new and too unsettled, and the available learning material for computers is as yet too diverse in both content and quality to have affected the textbook publishing industry seriously. However, publishers are taking initiatives in the production of software for computers and some materials are already beginning to appear on the market.

The ministry has established an advisory committee on computers in education with the central purpose of providing direction and establishing control in the electronic communication field similar to that which is exercised through Circular 14 in the area of textbooks, which has been so successful for both students and for publishers over the years. Pilot schools have been designated where committees of teachers, students and parents are attempting to establish criteria for evaluating electronic learning materials. They are at Cloyne, at Dundalk and in Ottawa in both English and French.

Distance education is being tried with the Lake Superior board at Manitouwadge, Marathon, Schreiber and Terrace Bay, where correspondence courses and television tapes are being programmed to help students and teachers who could not otherwise do some subjects because of very low enrolments. In this case, grade 13 physics, grade 12 electronics and grade 10 life skills as a part of the work experience program are included.

The attempt to bring some order out of the chaotic state of computer compatibility is receiving the co-operation of boards, teachers and organizations of all kinds. Discussions have been held with the Ministry of Industry and Tourism and the Canadian Advanced Technology Association. In May, almost 1.000 teachers attended a conference at the Ontario Institute for Studies in Education organized by the Educational Computing Organization of Ontario. There is enthusiasm and vitality about the development of computers. I think it is significant that the computer industry is realty now saying that after 40 years of the age of hardware the age of software is upon us all.

Some research is needed, some specific learning materials must be contracted, some expert advice must be employed and some initial expenses must be met before this new technology can be absorbed into the regular structures of education. But the potential returns to Ontario are truly enormous. Our capacity for industrial production can be supported by educational policies as has been demonstrated by Circular 14 for many decades. Our ingenuity in creating learning materials for computers bas already been demonstrated by graduates of the first computer courses in the schools from some 10 years ago.

The Ontario student needs Canadian learning materials, both print and electronic and I believe that we can take on this new challenge. We can provide our students with good quality computer materials relevant to our curriculum and developed and delivered by Canadians. We can make a significant input on international markets if we continue to move steadily for ward. Our work force will be one of the most computer literate in the world if we can sustain the present rate of interest and growth within the schools.

Mr. Chairman, members of the committee these are just a few points of interests that I felt you should be made aware of before these estimates are formally reviewed. There are, I am sure many additional points which will be raised in discussion, and I look forward to another vigorous debate. Thank you.