



Legislative Assembly Of Manitoba

DEBATES and PROCEEDINGS

Speaker

The Honourable A. W. Harrison



Vol. VII No. 54 8:00 p.m. Thursday, April 5, 1962.

5th Session, 26th Legislature

THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock, Thursday, April 5, 1962

MR. HRYHORCZUK: If the Honourable Minister is through -- (Interjection) -- Well I hope it is only temporary because he has a number of questions to ask. Were you . . .

MR. CHAIRMAN: had the floor when we Sorry.

MR. HRYHORCZUK: It's all right. Thank you, Mr. Chairman. Just before the dinner adjournment, Mr. Chairman, the Honourable the Minister of Education challenged me to repeat the statements I made in my hometown in my constituency of Ethelbert. I accept that challenge -- in fact I have gone far enough by now to record what I had said and my people will know that before I get a chance to speak to them in person, but that's beside the point. I can't understand how anybody can be as inconsistent in a matter just as important as this is, as the Minister was. He intimated that I was afraid to go home, or to my constituency, and say that I was in favour of centralization of high school education. He also, at the same time, blamed this party for the number of schools that there are in some of the divisions, and how did he do it -- I know he never meant to but he did it, and he's on record -- he said, or intimated, that there would not be that many schools in some of these divisions had we not insisted in the change in the construction grants. He said because we asked for an increase in the construction grants for small schools, he intimated he wasn't able to hold the line on account of that because the various divisions wanted those smaller schools because the costs were not as high as he had hoped they would be to keep them from asking for smaller schools. Well that argument works both ways, Mr. Chairman. As far as I'm concerned, we did ask for an increase in the grants on smaller high schools but we had good and sufficient reason for it, and I say, Mr. Chairman, if we did not have good and sufficient reason I'm sure the Honourable Minister and the government would have never agreed with us.

Our argument at that time was that there will be places where you cannot warrant a 12-room school, and we would be penalizing that particular locality if we made them make bigger contributions toward the construction of their schools if it happened that they had to have a school smaller than 12 rooms. That was our argument and on the base of that argument the Honourable Minister agreed with us. Now when I go to make this statement I have accepted the challenge of the Honourable the Minister that I will repeat what I've said here today. I asked the Honourable Minister and extend to him a challenge that he appear on the platform with me at that time because I do know that my people have a lot of questions to ask of him. I know they're going to ask him "Where is that solemn pledge that the real estate taxes were not going to go up, that the Province of Manitoba is going to carry the additional burden that was anticipated at the time." They'll want to know where are the four or five teachers that he promised them, because we certainly haven't got them. They'll want to know what's wrong with the government that the grants towards the construction of roads, school bus roads, have been cut because if there's anything we need in my division it's better standard roads to carry these buses. They're going to ask him for a reference library -- a library where there'll be reference books so that our students can get the kind of an education that the students here in the City of Winnipeg and other urban centres are getting -- the kind of education that the Minister promised them. Those are the questions they're going to ask him and many, many more and I challenge him and I ask him to appear with me on the platform when I repeat the statements I made here this afternoon.

Insofar as the Duck Mountain School Division is concerned which happens to be in my constituency, together with one other division, we're satisfied outside of what I've just mentioned. In my own division we've got two new schools. They're 28 miles apart, not six, not seven, not eight, not nine, not 10; 28 miles apart and if we had the roads that we were promised, we wouldn't have difficulties. We transport some of our children over 40 miles to these schools and nobody has asked for a school in that particular area. We're satisfied with this monstrosity that was set up as far as our division is concerned, because it's over 60 miles long and just about as wide, but we're satisfied. I think that we're getting ahead; we're making some improvements. We've got two schools but we haven't got what makes better education and makes for equal opportunity. You can have the finest school in the country, but if you haven't got the qualified teacher in it and if you haven't got what counts, then you're certainly not making very much progress.

(Mr. Hryhorczuk, cont'd.)

Now what gets me, Mr. Chairman, that this is one subject that should have not have been drawn into politics, and as far as the Conservative Government is concerned, this division system was born in politics; it's living in politics and I'm afraid that it may die in politics, just because of their political expediency that the present government is utilizing. When the Minister gets up and challenges me to make and repeat the statements that I made here at home, he's doing it for only one purpose, political, Mr. Chairman. No other reason. It's straight politics and if he wants to use our educational system for political purposes, he can well do it. I'm not going to join his club. I understand the recommendations of the Royal Commission. I say they are good. I say they will improve education in the Province of Manitoba if they're followed, but if you're going to use those recommendations where they suit your purposes and nowhere else, then I want no part of it. I want to repeat, Mr. Chairman, as far as I'm concerned, the Honourable Minister is welcome in my constituency at anytime. We'll both appear on the platform together, win, lose or draw. Now there were --

MR. HILLHOUSE: rules.

MR. HRYHORCZUK: There were political rules. There were two other honourable members who asked the Minister several questions this afternoon which he did not answer and I think he should answer. I think that the members of this House, the Province of Manitoba and the teachers of this province are entitled to know what he intends to do with their pensions, and if we don't get an answer I am afraid that he's going to be here for a long, long time, because we're going to insist on an answer and we want it.

MR. CHAIRMAN: Resolution 22 -- passed?

MR. ORLIKOW: Mr. Chairman, I don't like to repeat a speech, but I do think that the Minister should say something on the item of Teachers' Retirement Fund -- more than he has said up to now -- if not for the members of the committee, I want to tell him that the teachers themselves are very concerned and they're very unhappy. I think they are entitled to something more than the very brief, fragmentary explanation we've had up until now.

MR. McLEAN: Mr. Chairman, one thing, of course, I don't intend to do about teachers' pensions is to rush into it for political reasons. The Honourable the Leader of the Opposition of course, he has it both ways. We go too fast when we have school divisions and we don't go fast enough on teachers' pensions. Well I'd like to give teachers' pensions that cool, unbiased, detached consideration that he has recommended to the House this afternoon on another matter. First of all, dealing with my friend who is apparently going to make a speech to his fellow constituents -- this business about politics is always odd to me and I'm not very long in politics -- that's our business, Mr. Chairman, is politics. That's the whole administration of government. You can call any part of it politics, whatever the matter might be, and to create this implication that there's something distasteful or nasty or wrong is just a lot of nonsense. What one does or what one doesn't do is part and parcel of the democratic process and there is always a very good and salutary remedy in case the government in office does something that's not right or proper.

Now as I fully expected, and in fact I've been surprised that it hasn't been raised before, the Honourable the Member for Ethelbert-Plains managed to drag in the solemn pledge regarding taxes and I don't suppose there's any more use in my trying to explain the situation here tonight than there's been in any other time that this committee has met, but since we don't have Law Amendments Committee until 10:00 o'clock in the morning, I guess I might just as well go through the performance again. In September, 1958, I went to a meeting of the Manitoba Urban Association held in the Legion Hall at Morden. That was before the Special Session of the Legislature -- it was held later in October -- and in addressing that meeting of municipal people, I said that there would be considerable more money put into education from provincial tax resources, but, and I said this and those of you who were there will remember it, I said that will not necessarily mean a reduction in the tax bill of the local taxpayers. I hope that on the record this statement might be noted. In October the legislation was introduced to provide for the formation of school divisions and the grant system that would be attached to it. And, of course, it was obvious that that involved the expenditure of much larger sums of money from the provincial tax resources and not once did I say, during that session, that there would be any reduction in taxes to the local taxpayers -- not once.

(Mr. McLean, cont'd.)

There then followed a campaign and I don't care what you call it, whether you call it an election campaign or whatever else you call it, it was a very worthwhile endeavour and had the results that we had hoped for, when we were asking the people of Manitoba to support the formation of school divisions. I was very careful to point out, very careful to point out and a number of the honourable members opposite will be able to verify this, that it did not necessarily follow that because there were larger grants in the Province of Manitoba that there would be a reduction in local taxation. I was most careful to point that out because I was careful to point this out, that in the final analysis the amount of money that is spent is determined by the elected school trustees, be they district trustees or division trustees, and since nobody had any control over that, no one could say in advance what the tax rates or tax imposition might be. I addressed some 60 meetings during that time and made exactly the same statement every time.

Then there followed the session of the Legislature after that, starting March I think it was -- yes, it was in March of 1959 -- when on the 18th of March I made that ill-fated statement that has been distorted out of all recognition since that time by practically everybody who's risen to speak about it. Well I made the statement and you're entitled to put your own interpretation on it. I point out however that it was a statement that was made in this House with respect to the estimates of the Department of Education, after people had voted on the formation of school divisions, not before. There followed an election campaign, following that, and no one had the temerity to suggest, as indeed they can't, that at any time I said during that election campaign of 1959 that local taxes for school purposes would be reduced as a result of the school division system. The fact was, as a matter of fact, at that time we already knew that some of the local taxes would be increased.

Now that's the record, Mr. Chairman, and I've made no pledge to anybody. I am sorry that I made the comment that I did on the 18th of March, 1959 -- I suppose I was very foolishly asking some questions from across the way here -- but I made it and you can, as I say, distort it in any way you wish. I made the statement, the words are there and make what you will out of it.

But let me remind the honourable members of this House of something, and I gave you an illustration last week of the case of a school district in the newest school division in Manitoba, the School Division of Western, where there could have been, if the trustees had wished it, there could have been a reduction of \$950.00 in their special levy in this small school district in the year 1962. Instead of taking that reduction they chose to spend \$750.00 on some improvements to their school buildings and so on, leaving the reduction at only \$200.00. Now, if they want to spend the money on improving their facilities -- fine and dandy -- but surely I'm not to be blamed, or we're not to be blamed, for a decision that's made locally and they have the choice, and properly so, and they availed themselves of that opportunity. So, there's, first of all, no solemn pledge existing, never made, and I have no objection to going to the meeting with my honourable friend, but that would be my answer.

Now it says, where are the qualified teachers -- where are the qualified teachers? Well, Mr. Chairman, there's quite a number of them in the honourable member's own constituency, and they're doing a fine job; and some of the ones that aren't qualified -- and he would be, well, I shouldn't say be surprised to know who they are, I'm certain he knows who they are -- are among some of the best teachers in his school division. One in particular that I have in mind, I'm sure he would approve my saying that. And it just illustrates, Mr. Chairman, I have no objection to the idea that we should have qualified teachers -- and, of course, that's what we've bending our back to ever since we've been here, to get qualified teachers. But it's simply idiotic, simply idiotic, in the worst possible way to stand up here and say that because somebody isn't qualified according to some standards that has been established, that that person can't teach -- because that's not the fact. That is not the fact. Some of the best teachers I ever had in my life, Mr. Chairman, I venture to say they never had more than a third degree, a third certificate, and I'd stack them up against all the P.7 A.4's that you can get in the Province of Manitoba. I'm not saying that the P.4 A 5 is not just as good, but they're no better. And that's the unfortunate part of all this reference to qualified teachers. We're talking about an artificial standard. I'm much more interested in knowing how well the person is doing than I am in knowing whether he's got one, two or a half a dozen degrees. In fact I recall with some

(Mr. McLean, cont'd.) . . . interest that some of the poorest teachers I had were the best qualified on paper. And so let's not spend too much time debating this sort of thing. But the teachers will be qualified. The honourable member's friend will be qualified. And more and more will be qualified and we'll come out of this all right.

Now with regard to roads -- I never promised any roads. As a matter of fact, just as a matter of fact, I was often asked that question during January, February of 1959 -- it seems like about 20 years ago, but it's really not that long -- and I always said, "We are not in the road building business." As a matter of fact we made no undertaking, or gave no promise with regard to roads in connection with the school division system. The special assistance for the improvement of what we now call school bus routes, was made after, after the divisions were voted on and were formed, and were not made until that -- it was either the session of 1959, the second session of 1959, or in 1960, that the then Minister of Public Works announced the program of special assistance for school bus routes. The point I want to make is this -- I'm not saying we shouldn't have done so -- I'm merely saying that no promise was made with regard to roads. And I was always very careful to say, "I'm not in the road building business; I'm not in the snow-plowing business. That is a municipal matter completely and entirely." And that point was made abundantly clear.

Now the honourable member wants to know what we're going to do about pensions? There's been some reference to pensions here and the Honourable the Leader of the Opposition has read now for the second time, from the booklet published by the Manitoba Teachers' Society. Now I have no objection to that and they're entitled to put their story forward in their own booklets, or in documents, and that's fine. But I hope that the honourable leader's memory is not too short, just hope it's not too short, and I would remind him that when he sat over here that there were some proposals for improved teachers' pensions, that, -- I was going to say come, but no, the word is "almost came" to fruition in the session of 1956 and they were not proceeded with. And as a matter of fact the new revised pension plan was not introduced until 1957. Now I'm not, I'm not making any criticism of that; I wasn't here; I don't know the circumstances; I assume that the government of the day considered that under the circumstances that was proper and advisable, and so on. But to stand up here and say that because we're not doing everything as of 8:30 tonight, that there's something wrong, is -- (Interjection) -- is just a little hard to take and doesn't really tie in with what was done before.

Now it is true, as has been pointed out, that the Royal Commission made certain recommendations about teachers' pensions -- and everybody is now saying, "You must follow these recommendations of the Royal Commission." I notice that the friends of the teachers don't get up and say you ought to follow the recommendations of the Royal Commission on merit rating -- that's one recommendation we haven't acted on. --(Interjection)-- Yes, and some others. The Teachers' Society came in, the officers, and said, "Now don't rush into this thing; we're not just too satisfied that this is a good plan that's been suggested. We may have different proposals to make." And they came, as has been related in this House, in November, 1960, and they placed their proposals before me and I did say the things that are reported -- perhaps I had a few other things to say too -- but I said the things that are reported, and I hope that it's not wrong to express interest -- I express interest in all kinds of ideas. I hope I'm able to listen to ideas and to try and understand them. And I did express interest in their ideas and I'm still interested in them, very much interested in them. And as time went on and, I confess that for some reason or other, which now I realize I might as well have saved my breath, I suggested that perhaps there ought to be a committee to study -- now the word study is correct here -- and then I had second thoughts about that. I'll be quite frank about it, I realized that in the end there were certain matters of policy that had to be decided, and obviously those matters weren't going to be decided by committee. They have to be decided by government because we have to take the responsibility for whatever decisions are made, and you can't ask somebody else to make up your decisions. We had another meeting. On one -- there were a number of them -- but on one particular occasion when this question of the committee came up, and one of the officers of the Teachers' Society very properly said: "Well what would be the benefit of a committee?" And he explained that in his opinion it probably wouldn't serve too useful a purpose, and I must say, on the basis of his reasoning, I was inclined to agree with him. And so, and quite correctly, no committee to study comprised of teachers and others,

(Mr. McLean, cont'd.) . . . has been appointed. And I'm sorry and I give the committee my apologies. I guess I was the one who originally suggested the idea of a committee of study.

In any event, that doesn't mean, Mr. Chairman, by any means that we've been sitting around here not thinking about pensions, or not doing any work about them, because we have. And, as I have already said, on two points, legislation will be brought forward before this session of the Legislature. I have announced what we propose to do with regard to 1963. I have said that in the preparation of the legislation we shall call in the interested parties to assist in seeing that insofar as possible that the legislation meets with everyone's general approval. Again we can't shift the responsibility for this because when that legislation is brought forward, we must accept the responsibility for it, and we will. I can't say when the legislation that is to come before this session is brought down. We can discuss that and that would be certainly a proper time and subject to debate. Now that's the story and, of course, if you think that it should have been done the day after the teachers brought in their plans, you won't agree with what has happened. On the other hand, if you agree that some matters are of such importance that they should be carefully considered, then perhaps you might be willing to give us some credit for approaching this matter, cautiously, I think, was the word used by one of the speakers this afternoon.

But, Mr. Chairman, there's something else because those who get up and talk about this, they talk as though we were endeavouring in some way to press down and do something -- not treat the teachers of Manitoba fairly, and we're pictured as being mean and miserly with the teaching profession. I want to remind the members of this committee, Mr. Chairman, of what I said last week, that in 1961, better than \$34 million of money was paid to the school teachers of Manitoba. If you add the \$1 million that was put into the pension fund by the employing boards and the province, that becomes a little better than \$35 million. Now I would like to suggest that that's a fair share of our material wealth in this province.

I pointed out that there had been an average increase in teachers' salaries of \$1,000 per year since 1958 and that the average -- I think if I recall correctly -- was \$4,200 and something, was the average salary earned by school teachers in the Province of Manitoba. And let us not forget this, Mr. Chairman, that on the 1st of April, 1959, large numbers of school teachers in the Province of Manitoba received an increase in their salaries -- not in the middle year -- toward the end of the year. On the 1st of April 1959 they received an increase in their salaries because the salaries they were then receiving were not as much as the grants toward teachers' salaries that were provided for under this plan. They received those salaries, they went up then, and of course have gone up much higher since that time. So I think we might say that the new system and the new money put into education has been reasonably fair, reasonably fair, with the teachers of Manitoba. Let us not forget either that the increased salaries will mean increased pension for those persons who are teaching now, because they contribute on a percentage basis and the fact that they receive higher salaries means that their contributions at the same rate of 5% -- there's been no increase in their percentage contribution -- will mean higher pensions in itself and so there has been that indirect beneficial effect upon teachers' salaries. The doesn't take care of the problem of those who are on pensions now and I have always made that point quite clear. There's no argument about that, that that fact does not help a person who is on a pension now and its never been suggested otherwise.

May I further say that we have tried to work as closely as we can with the Manitoba Teachers' Society and with teachers. I think we've been reasonable. On the first day that I was the Minister of Education, I went to the secretary of the Manitoba Teachers' Society and assured him of my desire to be of every possible assistance to them. The day after I went to the president, drove out to his place, and said the same thing to him. We've tried to be fair and reasonable with the teachers. They have the right to come in to see me anytime they like. Individual teachers come in and see me. I go out and see individual teachers and we discuss all of their problems and try and meet as many of them as we can. I recall quite well that it was discovered for example that the grant system that we had, putting somewhat the emphasis on academic degrees, was going to prove unfair to a number of teachers with long teaching service who had not over the years improved their academic standing, perhaps hadn't been able to do so and so we agreed to step up the grants in order to take care of that special problem.

So, Mr. Chairman, I want to reject completely this attempt to picture this government as

(Mr. McLean, cont'd.) being against teachers or not prepared to do what we could for teachers. We've done everything we could reasonably do. Now, I don't say that the Teachers' Society has taken over the direction of the Department of Education, and I'm sure there are lots of things they would like to have done that have not been done, but that's part and parcel of the ordinary come and go in life, and I don't really think we should be criticized too much on that point. I have said, repeatedly, that the teachers were anxious to have a new general course. They wanted to be involved in the preparation of it and we were glad to have them do so, and in many other fields and I am appreciative of that. But I think that we have done our best to be fair to the teaching profession and that's the only reason that I think that I might ask this committee to consider -- hoped that you would be prepared to give us until it's proved otherwise -- to give us credit for being just as interested in the improvement of teachers' pensions and the arrangements as we have been in these other matters. We can't create the millenium as of now. These things all take time. We have been getting the largest proportion of our monies for education since this government has been in office, that is each year we have been getting the largest sum. Some of my colleagues are having to postpone from year to year, as the members opposite have pointed out, from year to year projects that they would like to undertake in their various departments in order that we would have enough money to meet the legitimate requests of our schools and our teachers and to all those engaged in education and I must be the first to acknowledge it because very seldom is it that we are asked in education to curtail our expenditures, but it is a fact that other departments have been asked to do so in order that we would have the funds for education. We've given the first place to education. We believe in the importance of the teachers. We've done the best we can to make their lot worthwhile and I think that, until someone has proven otherwise, we are entitled to say that we have the same interest and concern about the pension plan as we have in these other matters.

I want to say that with regard to the legislation that is coming forward -- I'm not particularly attempting to be difficult about it. I sought advice from the proper sources and have been informed that until the legislation is introduced that it is not proper to mention what may be in that legislation and, therefore, I am unable to make any comment about it. The legislation will be here however and there will be ample opportunity to debate it at that time.

MR. HRYCHORCZUK: Mr. Chairman, just a point or two. I wasn't going to rise but there was a statement made by the Minister that I just can't let go without a comment and that is when he was talking about qualified teachers. This is the fourth session in which I -- well not this session -- I have never spoken about this particular aspect of the teachers qualifications at this session, but I always have in the past, that the degree in itself does not make a good teacher. I have always maintained that in any other field of work, that it isn't the degree alone that makes a good teacher. There are many teachers who do not have degrees are much better than those that have and it is because of that, Mr. Chairman, that I have on several occasions asked that we institute some form of merit rating, that reason and that reason only, because we have, when we talk about qualified teachers we're talking about the degree teachers, academically trained and holding a degree, not that they're not qualified to teach or are unable to teach. We all know on this side of the House, I believe, and anybody else can tell you, that in their experience they've met teachers who did not have academic qualifications that were every bit as good as most that have, and better than some that had. There's no question on that. When he stresses the word "idiotic", the only idiotic thing about this whole setup, Mr. Chairman, is the fact that our salary schedule is not hinged on the merit rating system -- that's the idiotic part of it. And we on this side take no blame for that. The Honourable Minister and the government can take the blame for that.

Now just one other little point and I'm going to sit down and I don't think you'll hear from me again. That is that the Honourable Minister was very careful to state that at these various meetings that he spoke at he always said that: "The plan did not necessarily mean that there would be a reduction in municipal taxes." Now if you watch that -- the impact of that particular statement on any public would be what? That we cannot expect a reduction. What does that mean? That you're going to hold the line and that's the impression you left. I can go further. I can bring in some meetings where this was made a little stronger than just hold the line, but we won't bother with that tonight. I just wanted to point out that the Honourable Minister was very careful in the statement that he said "there would not necessarily be any reduction"

(Mr. Hryhorczuk, cont'd.) . . . leaving the impression that the real estate tax would be held on line and that just hasn't happened. I can understand the Honourable Minister feeling that he's not obtaining the credit that he thinks is due to him, but there is no government that doesn't deserve some credit. What the Honourable Minister overlooks is that this particular government made certain promises and we're asking them to keep them. So are the people of the province expecting them to do that. That's the argument.

MR. DESJARDINS: Mr. Chairman, the Honourable Minister told us that he wishes to go slow in this question of pensions and that he wants to be sure that he'll treat the teachers fairly. He told us that he has announced his program for 1963 and that he'll study this and that he'll call in the interested parties. Well I'm not like some others from this side, I might not learn too much; this might not be such a bad idea. But I'd like to ask him a question. When he does study this, as he said, when he studies this in his cool, unbiased, detached look -- I think those were your words, Sir -- would the Honourable Minister recommend that the Act be amended, so that all teachers can join the Manitoba Teachers' Society and maybe have a chance at a pension? I think that he mentioned that he doesn't want to reject the teachers; he wants to be fair with them and there are certain teachers who do not qualify for a pension now and I wonder if he will, when he looks at this in his cool, unbiased, detached way, maybe make a recommendation that this Act be changed to include everybody. While I'm on my feet I might say that I'd like an answer to this if at all possible. While I'm on my feet I would like to thank him very much for saying that he will accept the visit of any teachers and that there are some teachers that would like to see him and in the near future I'll talk to him and try and make an appointment to see him with some of the teachers that would like to discuss certain things with him.

MR. McLEAN: Yes, I would be prepared to look at the matter that the Honourable Member for St. Boniface has just raised. I'm not able to say here and now what recommendation I may make, but certainly it's something that can be looked at.

MR. CHAIRMAN: Resolution 32 passed?

MR. McLEAN: In the same cool, unbiased and detached way. This will be looked at in the same cool

MR. DESJARDINS: That's all I want. You do everything like this? I'm glad to hear that, Mr. Chairman. Thank you. At least we're getting somewhere.

MR. GUTTORMSON: Mr. Chairman, the Member for Ethelbert-Plains said that the Minister chose his words carefully when he was talking about the taxes, especially for the school division plan. I'd like to remind him that he wasn't so careful when he spoke in the town of Eriksdale regarding this matter, because I attended a meeting there before the divisions were voted on, and this matter of taxes came up. He urged the people in my division, at this Eriksdale meeting, to support the plan, by saying that this wider tax structure would enable the people to lower their taxes in this division. And here he has the colossal nerve to say that he never said it. He said it in the town of Eriksdale, in my presence, in front of several other hundred people.

MR. McLEAN: The Honourable the Member for St. George, of course, has said this before; I've denied it before. He said it now again tonight and I deny it again.

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MR. CHAIRMAN: Resolution 22 -- passed. Resolution 23. Item 2, Education Grants.
(a) School Grants.

MR. ORLIKOW: Mr. Chairman, I want to say a few things about this. First of all I want to say, Mr. Chairman, that I was surprised and dismayed about those few words that the Minister said about the qualifications of teachers. A person would be a fool, Mr. Chairman, to say that just because a teacher has a degree, that therefore he is a good teacher; and just because a person doesn't have a degree, then he can't be a good teacher. Of course it is impossible that teachers who don't have academic qualifications will be good teachers, just as it is possible for people who are not trained social workers to be good social workers. But I was surprised to hear the Minister, because if the Minister really believes that this can happen very often, then I wonder why we went to such elaborate lengths to set up a grant structure for teachers which is based almost exclusively on the academic -- it's based on what? It's based on the academic qualifications of the teachers plus the length of service. That's the two things on which the grant structure, the money which this province pays to the school districts to help pay the salaries of the teachers, comes from. Now if the Minister really believes what he says and I want to say that by and large it's nonsense, for the reasons which I've already explained, then I think he ought never to have recommended the grant structure which he did.

Now I agree with the Honourable Member for Ethelbert and with other members who have talked about merit rating. I am not a 100% defender of everything that the Teacher Society says or thinks. If they ever said that they're opposed to merit rating, and I'm not certain that they did, then I would disagree with them. I am a believer in the principle of merit rating, although I must say that as far as I personally am concerned, I have never heard a plan for merit rating explained in any detail which I thought was feasible. But I think, Mr. Chairman, that when we talk about school grants, and when such a large percentage of the money goes for grants to help pay the teacher's salary, then the Minister ought to be a little more careful in what he says because, in effect, he was being critical of the very plan which he proposed to this House and which we have adopted as the method of operating the school system of this province.

Having said that, Mr. Chairman, I want to say a few words about the grants towards education which come from the province. Now nobody can suggest for a moment that the grants which are being paid by the provincial government out of the general treasury of the province towards education are substantial, and nobody can suggest for a moment that they are not very much higher than that of the former government. Of course it would be hard not to have done a better job than the former government did in this respect, because if they were noted for one thing, it was for their reluctance to pay their fair share of education costs or their fair share of many other costs. But at the same time, Mr. Chairman, the Minister did make the statement which has been referred to.

Now I don't know what he was saying on the hustings because the Minister didn't do the people of Winnipeg, to my knowledge, the honour of speaking to them on education in the City of Winnipeg. So I don't know what he was saying on the hustings but I do know what he said in the House and I want to read it again, as I have in the past. The Minister says that it has been taken out of context; he says that it's been twisted. Well, this is the fourth session I think, or so, and if the Minister can make a reasonable explanation of what he said, I, for one, am willing to listen. Here's precisely what he said, and the members can find it on Page 95 of Hansard, March 18th, 1959. I want to quote exactly; I don't want to misquote the Minister. I don't want him to say that I took the quotation out of context, so I'll quote the whole paragraph which deals with this section, and here's exactly what the Minister said. "Now this plan will provide equal educational opportunities for children throughout the Province of Manitoba, particularly with respect to high school education. It will relieve in large measure the real property from the burden of school finance, transferring the larger share to the tax base which we have in the Province of Manitoba."

Now that's what the Minister said and I think it's a -- and I said it before -- it's a reasonable inference to take that the Minister was suggesting that the local taxes for education, if they didn't come down, at least would hold the line. Now we pointed out -- this is not something new -- we pointed out in this House that the grant structure being what it was, the grants

(Mr. Orlikow, cont'd.) for teachers going up by only \$50.00 per year while the teachers' salaries were going up by increments of \$200 or \$300 a year, that for some considerable time the effect of the plan -- and I'm not critical of the general objective of the plan -- I certainly agree, I approve of the objective of getting teachers' salaries to the point where we would attract better people to the profession and I think we're doing that now. And to the extent that the government is participating in this they deserve credit for it and I give them credit for it -- but in terms of the local taxpayers, this plan was doomed from the beginning if it had the objective of trying to hold the line. The members can go back and see that I, amongst other members, predicted that this would happen. Now this session the Minister, for the first time, and if I'm wrong he can correct me, but to my memory it's the first time that the Minister has finally admitted, "Yes, the costs of education to the local taxpayers have gone up" -- and I'm speaking from memory of what he said the other day -- I think he said 40%, but the cost to the province has gone up 91%. Well it's true that the cost to the province has gone up, but the cost to the local taxpayer has gone up, by the Minister's figures, by about 40%.

Now the Minister gave us some well-chosen examples -- well-chosen of course from the point of view of the Minister -- of how in some divisions, in some school districts they were getting as much as 70% of their educational costs paid by the province, and I certainly agree that those areas which are in the greatest need ought to get the greatest amount of money from the province. But I want to tell the Minister that I represent a constituency in which there are, to my knowledge, very few, if any higher income people. The people I represent, the people in most of the constituencies in Greater Winnipeg are only average or low-paid people. I want to tell the Minister that when in the City of Winnipeg last year the total cost of education was \$17-1/2 million and the provincial grants were \$3,320,000 for education, or 19% of the educational costs, that it's not only an increase, or a very little increase over what the former government was doing. And I think on this the Minister will agree with me that the former government wasn't doing a very good job. But it's not equitable and I would like the Minister, not necessarily tonight but some time before we get off the education estimates, I would like the Minister, because he has the figures, to bring in and give to the members of this committee the total cost of education in the metropolitan area of Greater Winnipeg and the grants for education which the province makes to the various school districts and the divisions in the Greater Winnipeg area, and I think we will find that the percentage of the costs of education which the province pays towards schools in the Greater Winnipeg area is relatively small. I think we would find the same thing true if we were to get the figures and the Minister I am sure has them, for the other urban areas like Brandon and Portage and Selkirk and Dauphin and Flin Flon and some of the other towns.

So in this respect, Mr. Chairman, if the Minister -- I agree with him in one thing, that if we keep hammering on this subject from session to session that to the extent that he made that statement -- whether he made it inadvertently or however he made it -- to the extent that he made the statement, of course he brought it on himself, but the general principle, Mr. Chairman, of sharing educational costs and of taking the cost of education off the local taxpayer because there's no way of collecting taxes; of paying for service which, in my opinion, is less fair than the realty tax, and yet all the municipalities have -- whether they be urban or rural -- have to depend on the realty tax to a large extent to meet their costs of local government and particularly of their cost of schools.

Now, Mr. Chairman, I do want to spend just a few moments on this question of the schools which have been built and are being built in this province. I want to begin by saying, Mr. Chairman, that I think that the Minister -- I don't say that he did this deliberately, but I got the impression this afternoon that when he was talking about what members had said in the past about the centralization of schools and of building larger schools, that he was lumping this group in with the Liberals. I think that the Minister was 100% right when he said this afternoon that a large number of the members of the official opposition, when this plan was proposed, were very critical of the centralization of schools. I think that's a fair -- (Interjection) -- well we can go through the records and find out who they were -- (Interjection) -- well if I'm wrong, I'm sure you will correct me and you can find the record because it's your record which is in question, I think, in this respect. As far as we are concerned, Mr. Chairman, to the best of my knowledge, the only suggestion that there be any easing up on the

(Mr. Orlikow, cont'd.) formula which the government adopted was made by the Honourable Member for Brokenhead. As I remember it, he raised it only in reference to special consideration for school districts in remote areas, and I am sure if I'm wrong, if anybody else said anything in our group; if the quotation I make of what the Honourable Member from Brokenhead said is wrong; that the Minister will correct me.

Now honourable members may have some justification if they say, "Well you people can do it because after all most of you come from urban areas and this doesn't affect you politically." This may be true, but I think that there is an important question of education involved here. After all, what did the Royal Commission say? Before I quote the Royal Commission, I want to say this, I have never been one who tried to settle any matter of educational policy by saying the Royal Commission says it's so, therefore it must be so. There are many recommendations which the Royal Commission made which I think were good and there were quite a number with which I have disagreed or with which I will continue to disagree. But let's look at this particular one. And what did they say? Members will find it on Page 28 of the report, and here's exactly what they say and I quote: "That so far as possible, there be in each division but one high school, unless there be a division of sufficient number of high school pupils to warrant two or more high schools, each of not less than 12 classes."

Now, Mr. Chairman, why did the Commission make this recommendation? Because obviously it would have learned one thing. It is that the best teacher in the world cannot do the job which is required in the field of education, if one teacher is teaching three or four grades and teaching every subject. If we're going to give the students who attend our high schools the best possible education, and I want to say that as far as I'm concerned the pupils in rural Manitoba are entitled to as good an education as the pupils in any city in the Province of Manitoba, and if we're going to do that, Mr. Chairman, obviously we have to have teachers who are specialists in particular subjects and obviously we have to have large enough schools so that we can offer the children who are attending our high schools a choice. This is going to be even more important when the general course gets going. Now I've already expressed some reservations, and that's all they are about the general course, but if the general course is going to succeed as the Honourable Minister thinks it will, where is there room for a general course, I want to know, Mr. Chairman, in a four or five room high school? If that high school is offering Grade IX and XI and XII, where is there room for a general course? It seems to me that this is the question which needs to be answered.

Now I know the Minister tells us that they couldn't order a division to build schools in the towns which they thought they should build or build them to the size which the department might have thought, and this is true. But the whole principle of this varying rate of grants for construction, with the highest grant of 75% for schools of 12 rooms or more, was obviously based on the idea that we wanted to encourage the building of larger high schools. I want to say, Mr. Chairman, that I can well understand if local trustees hesitate to make a choice between one town and another. This is very understandable, but it seems to me that the department ought to have been doing everything possible to get as close to the objective -- I'm not saying it would have been possible to insist that we only have one high school in each division -- but we ought to have been aiming to get as close as possible to that. When we look at the return, Mr. Chairman, which the Minister has filed, I want to say that it's not only the division which the Honourable Member for Ethelbert told us about; here's the division of Pelley and let's look at it. At Rosser they built a high school of 14 rooms, but at Rosburn they have a five-room high school; at Inglis a seven-room high school; at Elphinstone a seven-room high school; and at Oakland they purchased a five-room high school. In the Rolling River Division there is the Fuller with eight grades; the Sandy Lake school with eight grades; the Oak River school with eight rooms. In the Point du Bois School District there is McAuley with seven rooms; Oak Lake with seven rooms. In the Mountain Division there is the Mariapolis with eight rooms; the Somerset School with ten rooms; and the Notre Dame school with eight rooms. In the -- (Interjection) -- I beg your pardon? Oh, I'm sorry -- St. Claude with 13 rooms -- I'm sorry. In the Midland Division there is Miami Collegiate with nine rooms and the Roland Collegiate with four rooms -- and so we could go on and on. Here's the Morris-MacDonald Division with the Sanford Collegiate with 11 rooms; the Rosenort Collegiate with seven rooms; the Lowe Farm Collegiate, seven rooms; the Starbuck School,

(Mr. Orlikow, cont'd.) seven rooms; and the Morris School with 11 rooms.

Well this raises another point, Mr. Chairman. This, as I understand it, and I wish the Minister would explain, this to me is a depressing picture for the reasons which I've already explained, but I think that this isn't the entire picture as some members may think. My understanding is that these figures which we have quoted are the number of classrooms or equivalent. Now does equivalent mean auditoriums? If the auditorium, as I understand it, is rated as being two classrooms, then the picture becomes even bleaker than we have pointed out. I want to say that what we have done, Mr. Chairman, is a very serious matter because these decisions to build schools of this size are not just decisions for this year or next year. We must assume that these schools are going to be with us for some considerable time, and so it means that the objective of getting -- which the Royal Commission sets out -- of getting schools, high schools where you have teachers who are specialists and courses where students really had a choice, because that's the only way in which the educational system will work, has to a large extent been let go by the board. I'm not qualified because I'm not an educator, and because I am an urban person, to say how much more the government could have done. But I do think, Mr. Chairman, that in terms of the long-range prospect of the education of the students, and after all that is what counts, Mr. Chairman, this government will come and go; other governments will come and go; but the kind of education that the high school students of Manitoba get in the 1960's will show up in their citizenship in the 1970's and '80's; and so if we have made a mistake and I feel, Mr. Chairman, that we have, I think it is, to say the least, regrettable.

Now, Mr. Chairman, just one other small matter which I want to raise with regard to education grants at the moment, and I raise it really for information because I'm raising it only on the basis of information which I have been given, and rather sketchily, although I think it's from reliable sources. A number of people have told me that they have been depressed as they have visited some of the newest high schools in the division, to see fine buildings, well constructed, well-equipped with everything but libraries. They told me that the libraries in many -- I say many and not all because I haven't seen it, Mr. Chairman -- in many of the new schools are both deficient in space and even more woefully deficient in terms of books. Now, Mr. Chairman, particularly when we are so -- I don't want to start the discussion about reading again and about libraries again -- but particularly when so many of the areas where the high schools have been constructed, there are no alternative libraries, I think it is very sad, indeed tragic, if the library facilities are not up to a reasonable minimum. It seems to me, Mr. Chairman, that this ought not to be too difficult or too expensive a project to set ourselves to. I wonder if the Minister could explain, first of all, what the grant situation is with regard to the equipping of libraries; and secondly, whether he would give consideration, if the library facilities are, as I have mentioned, to some new grant formula which would ensure better library facilities for the new division schools.

MR. A. H. CORBETT (Swan River): Mr. Chairman, there's been -- I'm not rising to defend the Minister of Education because he doesn't need anybody to defend him, he can look after himself -- but there's a kind of a misconception, I think a geographical misconception in the minds of some of the members of this House. The Member for Ethelbert-Plains dwelt at some length on seven schools in the Turtle River School Division and the Member for St. John's cited a lot of places where schools have been built. I'd like to draw the attention of the House to the distances between these points. From Amaranth to Alonso is 21 miles northwesterly; from Alonso to McCreary is 23 miles, pretty near straight westerly; from McCreary to Ste. Rose is 22 miles; from Amaranth to Glenella -- that's in the westerly direction from Amaranth is 22 miles; from Glenella to Kelwood is 18 miles; from Kelwood to McCreary is 15 miles.

Well now, it seems to me that you don't need any great imagination to know that we're not cluttering that school division up with schools closely adjoining each other, and if these members would be realistic, that they built seven-room schools which fill their needs; and I think that probably a seven-room school can be just as competent as a 14 or a 15 room school. To cite these cases of schools being just handed around for political purposes, it seems to me that's a rather biased and rather a nonsensical suggestion to make, because these schools are being placed where they will serve the people in those communities. They mention also Sandy

(Mr. Corbett, cont'd.)..... Lake country. In that country there, there's a larger school at Russell, which is quite natural. Russell is in the centre of a very thickly populated area. Then they go to Rosssburn -- Rosssburn, on one side of it, runs into the Forest Reserve and unorganized territory -- very close on one side and it's settled. The same at Sandy Lake. Sandy Lake has got a narrow strip unorganized; so has Elphinstone; and naturally they put in smaller schools there. So I think all this claptrap -- that's what I call it -- about the schools being placed around the country, just placed for political purposes, local political pressure to put the school in this town, and that town. I don't doubt the people are going to fight to get their schools preserved that they have got -- and maybe enlarged if possible -- but go and study your maps and you'll see that these schools are not being put around the country for political purposes; they've been put around there to improve our educational standards. They are doing so and nobody can deny that, and every child in the country is getting a somewhat equivalent opportunity to the children in the cities.

The Honourable Member for St. John's, I might point out to him that his high schools are only a mile or two apart, too, but why are they put there? To serve the district that they are being built in. They're being fully occupied, and when they find that they haven't got room enough in those schools, they build another one. They don't go by distance; they go by serving the population. I think that a lot of this talk has been such that it's -- well I don't like to refer to any of the members to say that they're being stupid, but to me they appear a little stupid -- but I'm too polite to say that, you see, so I won't say it. But let's get down to brass tacks and admit that, well we didn't follow line by line, one large school in every school division. To do that we would have had to have not 75, as was suggested I believe by the Commission report, but we would have to have 250 divisions to have a suitable high school in every division. So I ask you gentlemen, you've talked on this matter for a long time and you've been ably answered by the Minister of Education, who, as I say, I don't need to defend because he's quite capable; he's a fighting guy and he looks after himself. But I'd like to just put in a word to ask you to use your judgment; get out a map and look where these schools are located; study the geography of the country; see where the forest reserves are located; where there is no settlement; see where there's unorganized countries around there, sparsely settled such as in the Turtle River School Division, such as in the Honourable Member for Ethelbert's constituency, which I happen to know pretty well too.

Then there's another little place -- and I didn't intend to speak so long -- but there's another little point I want to draw about this decreased grants for bus roads. You know they've been working on these bus roads for the last two or three years and they've improved the roads tremendously in the divisions. Up in my district particularly I think we could stand this decreased grant because our bus roads are all getting in pretty fair shape. They're being kept in good shape and they're being plowed out properly, so why raise such a hullabaloo about decreased grants for road purposes when they have been working tooth and nail, spending every dollar they can, the municipalities and the school divisions and this government improving these bus roads. We don't have to keep spending tremendous amounts. There's a certain time when you can level off when your work is getting pretty well accomplished. Thank you.

MR. HRYHORCZUK: Mr. Chairman, nothing has surprised me more during all this debate than the statements made by the Honourable Member for Swan River. Now I never thought that that gentleman was capable of making misleading statements. As an engineer, certainly he would be accurate in that regard, but I find that as an engineer he makes a poor educator, because, Mr. Chairman, he has deliberately misled this House. He has pointed out that in the Turtle River constituency there are no two schools closer together than 20 miles.

MR. CORBETT: No -- 16 miles.

MR. HRYHORCZUK: You read -- well all right, what is the distance between McCreary and Laurier?

MR. CORBETT: What?

MR. HRYHORCZUK: McCreary and Laurier -- what is the difference -- what is the distance? What is the distance between Laurier and Ste. Rose?

MR. CORBETT: Laurier and Ste. Rose?

MR. HRYHORCZUK: Yes.

MR. CORBETT: 14 miles.

MR. HRYHORCZUK: And between McCreary and Laurier?

MR. CORBETT: Some similar distance.

MR. HRYHORCZUK: And you quoted 20 all the way along the line. The point is -- the point is when you're coming up to make statements and call somebody stupid, you at least want to make honest statements when you're doing it.

MR. CORBETT: Now I resent the fact of the honourable gentleman saying I make misleading statements, dishonest statements. I never made a dishonest statement in my life on a public platform, and very few in my private life. I pride myself on that, but when you pick out the Town of Laurier, I overlooked the fact that there was a school there at all. -- (Interjection) -- Well, I'm not overlooking much more than the honourable gentleman himself has overlooked in some cases.

MR. A. J. REID (Kildonan): Mr. Chairman, I'd like to express my ideas as to the financing of education. I believe -- well might as well express them -- the Minister of Education said: "We're here to express our ideas and our views and so forth" -- and that's all I'm doing gentlemen, just getting up here and expressing my views.

Mr. Chairman, I believe our whole concept of financing education should be changed. We have different groups who are advocating that finance of education should be altered. Farm organizations suggest that the provincial government assume a larger share of the cost of education because farm land taxation, they say, can no longer bear the cost of education. In fact, they say it's out of proportion to other segments of society. Mayors and Reeves throughout Canada say real estate taxes in their communities are no longer adequate or an indication of an individual's ability to finance education. I took the trouble, Mr. Chairman, of writing the areas in the Greater Winnipeg area. Fourteen wrote back out of 15 and their average cost of education is over 60% in the Greater Winnipeg area.

We have, Sir, before us at the present session, an Act to amend the BNA Act. I think it should be further amended, to change that part of the Act which gives the provincial government control over education. It should be amended, Sir, to make education the responsibility of the federal government. Thus if all provinces agree on these further amendments to this BNA Act, then financing of education would become the responsibility of the federal and provincial governments. It could be financed on income tax basis, thus it would be a person's ability to pay according to their income. Provinces would also have more means by which they would assist the federal government in research and advisory capacities as to curriculum and so forth. By this method of financing, Sir, it would give all our young people an equal opportunity for an education on a competitive basis and a natural ability to further their studies and education; and Canada, Sir, would not be a nation lagging behind many countries in an educational financing program. Many countries throughout the world use state funds to finance education. The same could easily be done in Canada. Through financing our educational system by this method, we would improve the economy of our country and improve the standard of our living for all concerned in our democratic way of living in a society. Local councils, Sir, and cities would have funds, formerly used on education, for many needed programs which formerly they were unable to do, so thus all local school funds would be used for other endeavours.

MR. CAMPBELL: Mr. Chairman, I have found by experience in the House here that sometimes the larger items provoke much less discussion than the smaller ones, and I think it wouldn't be expected though that this one for \$27 million-odd would pass without a little bit of discussion further than what has taken place already. It's about more than 30 times the size of the one that we passed, and if it takes 30 times as long as the former one, I think we'll be into the fairly long sitting evenings.

My question is a very practical one. I know that you can't expect the Minister to be acquainted with the situation in every school district in Manitoba, school division either, but I am sure he will be acquainted with the one that I'm going to raise. I have waited patiently through all the long discussion that has taken place up to date to try and get on the appropriate subject. I didn't raise it on the Minister's salary, because I think it belongs under grants. It has to do with a division, and a particular road in that division. Now we can't expect the Minister to be acquainted with every school route I suppose, but I think he'll be acquainted with this one. If this one suffers from any particular disability I guess that disability is that

(Mr. Campbell, cont'd.) the area concerned, although it's a comparatively short distance, happens to be represented by three members in this Legislative Assembly. When I hear my honourable friend from Swan River say that the school routes in his area are now pretty well completed, that they're in such good shape that you can level off the expenditures in them now and that snow removal is carried on efficiently; it certainly makes me think that the Honourable the Minister of Agriculture, the Honourable the Member for St. George and the Honourable Member for Lakeside, all three of them together representing one 24-mile school route, have done a very, very poor job in comparison with the Honourable Member for Swan River, because in this area and the Honourable the Minister is acquainted with it --

MR. CORBETT: Could I ask you a question?

MR. CAMPBELL: Yes.

MR. CORBETT: I didn't take credit for that -- for those roads.

MR. CAMPBELL: Well then I suppose it's just a coincidence that a constituency that is so ably represented by such a loyal supporter of the government happens to be so far ahead of an area that's partially represented by the Honourable Member for St. George and myself. I would think though that, on that basis, the small portion that's in the constituency of the Honourable the Minister of Agriculture should get some special consideration.

Now to get down to the point. How stands the situation with regard to route No. 7 of the While Plains School Division? Here is a case in point, Mr. Chairman, and I'm not anxious to criticize the Minister at all, in fact I don't criticize and I don't criticize the program, but here is a concrete example of the difficulties that can be faced in a situation of this kind. It's all very well for the honourable members to be certain that there must be a large area combined into one school district or one high school area, but when you get to this question of keeping roads open during the wintertime and the springtime, unless the road program has been kept up-to-date it's just an impossible situation. My honourable friend the Minister said tonight that he's -- or was it this afternoon -- because to me, like to him, this has been a long time -- but the Honourable Minister said today that he's not a road builder; that isn't his business; but somebody has to make it their business if you're going to make this school division plan work. Somebody has to see that those school routes are kept open. Here we have in this area, with the pupils of whom I'm primarily concerned living in the constituency of Lakeside, and they start off -- because the route is 24 miles, they can't go across on account of the terrain in between; they can't go across to St. Laurent which is in the constituency of the Honourable Member for St. George; they can't go across as the crow flies, because either summer or winter the route would not be suitable. And so, they have to bob for a little while into the constituency of the Honourable the Minister of Agriculture. Because they have to make that route, they also get into two municipalities and some disorganized territory, and the Honourable the Minister of Education to date has found it difficult, if not impossible, to get the various groups to act in co-operation. My suggestion is in those circumstances that somebody simply has to take the authority and maybe spend some money. And this is the second time this session that I've been advocating spending some money -- a great departure for me -- I'm sure the Honourable Member for St. John's must be shocked almost out of his wits. But somebody has to be prepared to pick up the responsibility under those circumstances and see that this system does work. Because for the whole of the, not every day, but for the very large portion of the whole of the year 1962 through January, February, March and five days of April, this road has been impassible the vast majority of the time, and it will be impassible for some time yet. And what's happening? Six youngsters from St. Ambroise, in my constituency, have had a very poor school attendance at the high school which they are asked to attend. These are the practical questions and I'm sure that there aren't too many in the Province of Manitoba, but it certainly is a disappointment when you find one in that shape and that nobody has the authority to do something about it. And so, what's happening at the present time? These six children are being boarded up in St. Laurent and I believe that the school division is paying for it. And five other children from that district recognizing the difficulties; recognizing the fact that provision has not been made for them, and their parents not wanting them to have their school interrupted, five others from that district have gone to high schools outside of the division completely.

Now I have been to see the Honourable Minister about it, and he was very kind and

(Mr. Campbell, cont'd.) courteous, he does recognize the problem, and I don't rise to criticize him personally in this connection. But he says he isn't a road builder. I say that somebody has to be in the authority to see that these road routes are kept open and there will be work needing to be done on that road during this summer and preparations made next fall, or else the same situation will occur again. And my plea now for that one area -- and I'm sure there must be others like it in the Province of Manitoba, although I don't try to pretend that it's characteristic -- my plea now is that someone, the Minister himself, make sure that before another winter comes along that the proper work is done on that road and that preparations are made in the fall to have brush cut and snow fences erected and arrangements made re snow-plowing, so that it can be kept open. Because this is the kind of practical difficulty you get in. Sure it's fine in theory and in practice to take the students to a central district so that they can have a better school there than they would in the other place, but it's no good if you can't get them there and if they spend a week or two at a time without getting to school at all. I know the difficulties where you have two municipalities to deal with, and then some unorganized territory as well, and I think that some of these things should have been taken into account by the Boundaries Commission, and I realize that there is special circumstances that they tried to meet, but in trying to meet some of those special circumstances, they overlooked some others. So I suggest to the Minister and to his colleague the Acting Minister of Public Works, who was kind enough to sit in at one of these gatherings too, that some arrangements be made to be sure that this situation does not occur next year, because next year unless there is a guarantee given to them by the department themselves, or the Highway Department, that the road is going to stay open, all of these families, not half of them, but all of them will just find it necessary to make arrangements to go to some other high school. And that's a hardship on them; it's a hardship on them now to be having these young folks at pretty tender years having to live out, board away from home, in a community like St. Laurent that hasn't got much extra accommodation, and yet it was absolutely necessary unless their education was going to be considerably neglected. So I suggest this to the Minister as one of those cases where a practical difficulty is faced, and it's not in criticism of the Minister's action except that I think he just has to work out with his colleague some plan to obviate the situation in the coming year.

MR. McLEAN: I think the comments -- I share them with my colleague the Minister of Public Works -- I hope he's been listening. I must say that I think this particular situation is the most troublesome one that I know of in Manitoba so far and I'd be rather reluctant to make any sort of basic change in our approach on account of one particular problem. It's like making a law just to suit one hard case. We have followed the principle that the provincial money was available provided that the municipality or municipalities concerned were prepared to ask for it and to put up 40%. In this case to which the Honourable Member for Lakeside has referred, the municipality has never been prepared to do that, although as he may know, after he and the Honourable Member for St. George were in we did have the municipal people in and they told us quite definitely that they were not prepared to do it -- didn't feel it was economic.

I agree, however, that there may be situations that we will have to look at and maybe we'll have to come to the point where we take authority to say that such and such road work will be done. I'm kind of hesitant about suggesting that because of the implications that would apply. But may I just say that the problem is further complicated by the fact that the people from the school district concerned have now made an application to transfer to another school division entirely and while that application has not been heard, if that were to be granted the situation would change rather substantially.

Running just back some of the points, the Honourable the Member for St. John's referred to libraries and I quite frankly

MR. CAMPBELL: Mr. Chairman, before the Minister proceeds, would he mind if I were to ask a question on that point? Is it St. Ambroise that has made application to go to Poplar Point?

MR. McLEAN: It's the School District of Birnie, but it's St. Ambroise, that's the community name. A number of the citizens, a rather largely signed petition of citizens has requested the transfer of the School District of Bernier from the Whitehorse Plains School Division to the Portage School Division. I'm not too certain whether if that application were

(Mr. McLean, cont'd.) granted it would mean them going to Poplar Point or not, because quite frankly, I'm not too familiar with where it is but Poplar Point is in the Portage School Division and their application has been made to transfer to that division. Of course, it hasn't been heard yet and no one knows whether it will be granted or not.

With regard to libraries, this is a problem and I agree with all that's been said, that we must have proper libraries. I notice in my brief visits to the new high schools some seem to have quite a stock of books, others don't seem to have so many, and, of course, in many cases it's a matter of getting the supply and getting them organized and into the schools.

With regard to grants towards school libraries, the grant is \$32.50 for each teacher of the authorized number of teachers for the year, or 50% of the actual cost of the approved library and reference books purchased by the school division in the year, and it's the lesser of those two amounts under the present grant scale. I'm not saying that that is adequate, and I must say that no survey has been made in the matter of libraries and it may well be necessary to consider increasing that substantially in order to ensure that the books are there. Certainly when we were talking about school divisions in the beginning, the officers in the department impressed upon me the need for money for school libraries and my recollection is that the figures that we now have in the grant regulations were the figures which they considered might reasonably provide a library in the various schools.

Also with regard to the Member for St. John's, he said, and this is a small point, he said that he thought that this was the first year that I had ever admitted costs were going up. I never read Hansard, Mr. Chairman, I always say it's bad enough to hear the speech in the first place, but I kind of think if he looks at the final concluding part of my report, my original statement a year ago on the estimates, that right near the end he'll find that I made a reference to increasing costs. I think I made that. I certainly didn't make as specific a comment as I did this year. It's a small point. I've always known they were going up and they've been going up.

He says, "Why did we set up the grant system on the present basis, namely with the emphasis on academic qualifications and experience?" That's a good question and I'm quite free to admit that I am not too certain if I were doing it again that I would give the same weight to academic qualification. What we did do, we followed the recommendations -- this was one of the recommendations of the Royal Commission that we followed -- and at that time I would have been very reluctant to have departed from their recommendations in such a technical matter. I'd be a little bolder about it now, I think, and I'm not just too certain that I'd follow it. I admit quite frankly that it may not be the proper basis and I stated, as I stated tonight, that in one instance with regard to a number of teachers who, it would appear, were going to be discriminated against because of the type of grant system we had, we made special arrangements to give them additional grants towards their salaries in addition to those normally provided.

I think that those were the points that were raised since I last spoke.

MR. ORLIKOW: Mr. Chairman, I don't want to prolong the discussion. Would it be possible, I did ask the Minister, if he could, to supply us with figures later, in a day or two, with regard to the cost of education in the school districts and divisions in the Greater Winnipeg area -- total costs and the grants that the province gives for education to these districts and divisions.

MR. McLEAN: I think, Mr. Chairman, it might be possible. I didn't get them myself, I didn't ask for them because I didn't know what sort of a picture they would show. But we'll do the best we can. I would assume that the information would be available. Certainly if not for 1961, at least 1960. We'll try and make it for 1961.

MR. CAMPBELL: Mr. Chairman, with regard to the schedule for the salaries of teachers, the Honourable Minister says that this was one place where they did follow the recommendation of the Royal Commission, but I think he will recall that the Royal Commission recommended that merit rating should be a part of that schedule too.

MR. McLEAN: Yes. I mean the general principle of relating the grant to academic and professional qualifications -- as a matter of fact, they recommended that they go up by yearly steps; we have it only by two-yearly steps.

MR. CAMPBELL: They did recommend merit rating as well?

MR. McLEAN: Yes. Yes they did.

MR. NELSON SHOEMAKER (Gladstone): Mr. Chairman, the Minister has told us of certain recommendations that the government has considered that were made by the Royal Commission on Education and some that they felt that it would be best not to introduce. Now I'm referring to Page 45 and 46 of the interim report in which they set up certain recommendations as regards the size of the divisions. On the bottom of Page 45 it says provision should be made for a periodic revision of division boundaries and for the transfer of lands from one division to another as changing conditions in population, number of pupils, or transportation facilities require. Now, Mr. Chairman, we know that there has been no change in the boundaries to date. Probably it's too early to do that, but to me it does bring up a problem that in my opinion has existed, and probably will continue to exist, as regards certain school divisions. It is true that this problem does not exist in the City of Winnipeg. I mean there's no problem there over the location of the schools. I don't think there is. There certainly is no problem defining the boundaries. But it strikes me that if we are to consider what the Boundaries Commission was charged with when they were establishing the boundaries — that is, there seemed to be three principles involved, and I'm referring now to Page 46 of the report: "To this end," it says, "each division should have a minimum of 80 to 100 teachers and a total balanced assessment of not less than five million and in the opinion of the Commission the ideal is one per division." Now they're talking about the number of high schools. The ideal one is where there is one in every division. Now I'm not saying that I'm in favour of that, Mr. Chairman, but if you have achieved the two principles, we'll say the one as regards the minimum balanced assessment, and the other one, if you have an area that's large enough to support one 12-room or larger, then what is the purpose of having a division so large that it requires two, three, four, or six 12-roomed high schools? I'm asking this question, Mr. Chairman. Are there any advantages to be gained by having a division so large that it requires a half a dozen 12-room high schools? I would like to have a brief answer to that one.

Two years ago, I think it was two years ago this spring, Beautiful Plains School Division called a money by-law for the purpose of building some new schools within the area, and it was defeated. And I still think the main reason that it was defeated was due to the size of the area. To point up what I'm saying, a day or two after the vote was called I happened to be up in the north end of the division where they voted strongly against the by-law and I asked two or three farmers one simple question. If the money by-law had called for an addition to or a new school at Carberry, which would be probably 40 miles south of Birnie, would they have voted for it? And they all said no. They just couldn't see Carberry from Birnie 40 miles away — I mean they just did not feel they should be paying for a school at Carberry. I tried to explain to them that here was one of the principles of the school division — equalization of cost. But they couldn't see it. So the question is, once again, Mr. Chairman: What are the advantages of having a division larger than one that can support a 12 or a 15-room high school?

MR. McLEAN: Mr. Chairman, just to recapitulate the matter of the formation of the divisions. As the Honourable Member for Neepawa-Gladstone has pointed out, the Royal Commission made certain recommendations concerning the school divisions and the legislation provided for the appointment of a Boundaries Commission assigning to them the task of recommending the school divisions, and in the legislation it was suggested that they should follow, as far as possible, the principles enunciated by the Royal Commission. This Commission was appointed, it was an independent commission, we were anxious to ensure that there was nothing political about the work of the Boundaries Commission, and they went to work. I'm really not able to answer as to why they made any particular recommendation or to explain their recommendations anymore than to say that they were given that task and they carried it out. They knew the recommendations of the Royal Commission and I presume kept it in mind.

Now there are the problems, the suggestion of assessment and number of teachers. Of course, while the Royal Commission had recommended one high school in each division, it was known that that wasn't necessarily — the policy wasn't embodied in the law and it had been clearly stated that it didn't necessarily follow that there was to be only one high school. If, for example, the legislation had stated that there was to be only one high school in each school division, then I assume that the Boundaries Commission might have made different recommendations, certainly in some cases. They would have, of course, found it difficult — if

(Mr. McLean, cont'd.) they were doing that -- they would have found it difficult to carry out the matter of assessment because it would have been impractical in some instances to have a large enough territory to provide the minimum assessment but small enough that one high school would have been a practical thing.

Now the honourable member says: is there any advantage in having a division so large it requires a half a dozen 12-room high schools? Well actually there are no divisions that have a half a dozen 12-room high schools. There are some of the divisions that have two of that size or greater; as we have heard tonight there are some who have a larger number of high schools but not of the size of 12 rooms. The advantage of the larger territory to me has always been the effect which it has on the equalization of local costs for school taxation purposes, because the larger territory that you have, the greater degree of equalization it is possible to have. As the members of the committee know the principle of equalization applies with respect to the cost of the high schools and to quite an extent also with respect to the elementary schools in the division, although not completely. Therefore, it seems obvious to me the larger division that you have the greater degree of equality of local taxation for school purposes. Now you could carry that principle too far obviously. But on the other hand, no doubt the Boundaries Commission had this in mind when forming the boundaries of the school division. That's the only answer I can give and I recognize that it has created problems, although I'm convinced when we get over sort of the growing pains that it will be found to work satisfactorily.

Part of the problem has been associated with the location of the high schools but once they're located, once they're operating and the transportation systems get operating, I think that we will not find any difficulty owing to size in itself.

MR. SHOEMAKER: Mr. Chairman, one other question that I neglected to ask, and that is this -- the Honourable Minister is familiar with it -- two years ago when Beautiful Plains rejected the money by-law, they found that they had to have more space, more school accommodation anyway, so you will recall they built two temporary units -- I think that's the term they use -- at Eden, four classrooms in all, at a total cost of something like five or six thousand dollars per classroom. I think that was it. Now I forget, but is there provision for a provincial grant for these temporary units? I think there are quite a number of them throughout the province. Is there provincial grants available for them -- if the people within the division reject the by-law and then find out that they have to have accommodation, what are the provisions in that regard, if any?

MR. McLEAN: We pay grants.

MR. STAN ROBERTS (La Verendrye): Mr. Chairman, I'm not too sure of the discussion between the Honourable Member for Swan River and the Honourable Member for Ethelbert-Plains, but as I followed it they were having an argument as to how far it was between schools and why it was this far. I think that it's quite obvious to anyone as close to Winnipeg as we are that if they drive south from here they will note that there is a new high school in St. Norbert; there's a new high school only seven miles away at St. Adolphe; there's a new high school only eight miles away at Niverville and another one only eight miles away from either Niverville or St. Adolphe at Ste. Agathe. These schools are located alternatively seven miles or eight miles apart in an area that has no barriers, such as bush and forest and one thing and another that the Member for Swan River was discussing.

It is interesting to note too that each of these schools at St. Adolphe, at Niverville and at Ste. Agathe are large schools, but only have three or four teaching rooms and these are only partially filled. So we have gone on quite a project of building schools, decentralized throughout the province, and this cannot be denied. However, my purpose for rising really was to discuss the use of these schools other than for the purpose for which they were built, that is, the high schools. Many of these villages and towns, hamlets, have never had auditoriums, and this is one of the bases on which these schools were sold to the people of the community. One of the reasons why people were prepared to pay extra taxes in order to have these schools built was because not only would there be the physical possibility of a better high school education, but in addition there would be an auditorium in town, a large meeting place, a place that could be used year round and a place that could be used by the whole community.

Now it's interesting to note that in each of the towns that I have mentioned, there has

(Mr. Roberts, cont'd.) already been squabbles which have been brought to my attention and squabbles which have not been settled whereby local residents wishing to make use of the schools -- school auditoriums at a time when they are not being used for educational purposes, high school purposes, have not been able to obtain them. Now I realize that our Act places these auditoriums, the whole school, under the complete control of the Divisional Board of Trustees, but at the same time I think there must be room here for some direction to these trustees. If the trustees happen to be broadminded, community minded people who are willing to stick their neck out a little bit, then these schools are available to those who wish to use the auditorium for good purposes, but if they are typical trustees who have other things to worry about, other than the school, who take their job very conscientiously, that is that they're very frightened that someone might scratch the floor in the new school, and if they sort of selfishly guard the school auditorium for any misuse or any possible misuse -- results in 300 days, 350 days of the year, the school auditorium is empty. And in each case as I have said there have been squabbles already in these towns -- there are going to be many more, I am sure they take place in every town that has a new school in Manitoba. Because these auditoriums are such beautiful places to meet, I think they should be used to the greatest possible opportunity. Because the people who pay the taxes in these communities are the people who have built these schools and aren't necessarily the ones who send children to the schools, I think they should have the right of proper use of the auditorium.

Now I think a typical example and I'm only going to bring this one example out of a group of people who wish to use the school auditoriums and are not being allowed to do so, are the ladies group known as "The Streamliners Club". Now you pass hundreds of thousands of dollars in grants in estimates here, pass this amount of money for physical fitness for the people of Manitoba, and yet when these people who have through their own efforts put together organizations whereby they can do the very purpose, that is provide for themselves physical fitness which these government agencies intend to do, and yet can find no place that they can meet in order to carry out what they intend to do, then I think that there should be a serious look at the use of these high school auditoriums. I don't see any reason why they shouldn't be allowed to meet in them. I think it's only fair that they should, and I would like to bring this to the Minister's attention and to the attention of the public at large because I do feel that these high school auditoriums should be used more widely than they are at the present time.

MR. M. A. GRAY (Inkster): for two or three days I listened to the honourable members in the House discussing one item or two items of the estimates. I have kept quiet because I left it to those who claim they know best. So I'm taking the liberty of spending one or two minutes to express my views on the division schools and the distances from one school to the other and whether they are too small or too big. Also the charges from one section of the House to the other of political expediency. I am not subscribing to any member of this House, that whatever he does, whether in the House or outside the House is done for political purposes, for political expediency. I'm inclined to believe that everyone is honest until he's found otherwise. From the discussion I think the charges laid either against the administration, or the Minister against the opposition charging what has happened three or four years ago -- why the former administration have not done anything for one purpose or another, I do not subscribe to it. I believe that everyone is honest and everyone feels in expressing his opinion it's his duty to do it, it's enlightening sometimes, but I cannot admit of anyone that any good they do, either outside the House or inside the House are they doing it for a special motive. I think everyone is interested in it. Now what's wrong with the buildings, where's the discussion, I do not know, and because I don't know, I have not taken part in the discussion. If the schoolroom or the high school room in a division is too big, more children will be coming in a year or two or three. A building is not built for one year or two years or three years. If it's too small, God knows we have enough bricks in Canada or in Manitoba to build another room; so what's all this time-wasting on criticizing something which has already been done. Probably they made a mistake, probably they didn't figure out, the administration didn't figure out well, but they haven't done it because they felt it was wrong. They've done it in their own opinion, in the opinion of the engineers in the opinion of the experts, in the opinion of the staff, and nothing can be done exactly. There was a time that everybody thought that the City Hall should be built on Broadway. Now all realize that the present location is the best.

MR. CAMPBELL: No, not everybody.

MR. GRAY: Pardon?

MR. CAMPBELL: No, not everybody.

MR. GRAY: Well, all right then I'll exclude the Honourable Member from Lakeside. All right I'll exclude him, but everybody in majority -- let's not put everybody -- the majority of the people prefer this present location.

MR. CAMPBELL: No.

MR. GRAY: Fine, fine. You have your opinion.

MR. CAMPBELL: No, but I have the vote

MR. GRAY: Pardon?

MR. CAMPBELL: The vote was in favour of Broadway.

MR. GRAY: Well, the vote was in favour of Daylight Saving too so what happened?

MR. CAMPBELL: That's all right. They got it. We didn't get the Broadway site.

MR. GRAY: So I believe, Sir, that if we participate in a matter of principle; in a matter of improvement for the child; in a matter of improvement for the rural districts that's perfectly all right, but chewing the subject over and over again for something which has no particular bearing on education -- and that's what we're interested in. So if there's a room too much, we'll fill it up; if there's a room too less, we'll build it up. So I think perhaps if we'll come to other matters which is of direct interest to the child, and that's what we're all so worried about it, and not inject any other subject or criticism -- suggestions yes -- but I think that has been done already. I, in my humble opinion, I think we should leave it alone and carry on with the work.

MR. MOLGAT: Mr. Chairman, I just want to ask the Minister a question with regard to the grants under this item to the City of Winnipeg schools. There appear to have been quite some discussions earlier this year as to the amounts that the City of Winnipeg would receive, and on the 8th of February, there was an item in the Free Press: "Substantial Rise in City School Grants, provincial money may mean Board can hold tax line." The Minister is quoted as saying on Wednesday of that week "the School Board has underestimated its provincial grants by substantial amounts. The actual figure won't be known until it's announced in the Legislature." Possibly I missed it, I didn't hear him make the announcement so far and I wonder if he could clarify the situation now as to what the City of Winnipeg will be receiving.

MR. McLEAN: Mr. Chairman, that's rather an odd -- I don't just follow that press report. I believe that I had, in fact I think it's been the subject of some discussion and comment, that last year it was my opinion that the school division of Winnipeg was underestimating the grants that they would receive from the Province of Manitoba and I reported to the Legislature the other day that they had a carry forward of some -- a little over \$500 thousand from 1961 to '62. Now I believe that's the matter of the underestimating point.

Then I believe that at one time -- I'm not too certain whether that's what's referred to there -- I did say in my opinion the grant formula would yield more money to the School Division of Winnipeg in 1962. Now I don't know if that answers the question or not, but that was a comment that I had made on one occasion.

MR. MOLGAT: Could the Minister inform us now as he indicated then apparently, that the actual figure won't be known until it's announced in the Legislature. Is he prepared now to give a figure as to what it will be. And a subsequent question, has he any intention of changing the grant formula?

MR. McLEAN: Mr. Chairman, I didn't make any statement that I would announce it in the Legislature, because there's nothing to announce in the Legislature on that particular point. There is no change in the grant formula. It is my own private estimate that the grant formula in 1962 will yield from \$300,000 to \$400,000 more to the school division of Winnipeg. That's not an official figure; that's simply an estimate of the operation of the school grant formula to the 1962 business of the Winnipeg School Division.

MR. MOLGAT: This would then give a net grant to the city of how much, in the Minister's estimate?

MR. McLEAN: Oh I haven't that figure.

MR. ORLIKOW: just one question. I wonder if the Minister with reference to the grant formula -- in view of the decision of the Metro Council to take half of the business

(Mr. Orlikow, cont'd.) tax of the City of Winnipeg, a decision which I don't think we need to discuss here tonight, but it certainly is a decision over which the Winnipeg School Division has no control. I understand that this affects very substantially the grant which the school division is entitled to under the formula. I wonder if the Minister could at least assure us that they would have a look at that in the light of this change, which I think neither the people who drafted the formula originally could have foreseen and certainly the school division couldn't have foreseen.

MR. McLEAN: Mr. Chairman, I can certainly assure the committee that we'll have a look at it, and indeed I have been looking at it now for some considerable time. Perhaps just by way of explanation, I would point out that the payment of school grants is based on balanced assessment, which is the combination of the equalized assessment on land and buildings plus the business tax. The argument has been that since insofar as the Winnipeg cities and municipalities are concerned, that the Metropolitan Corporation takes a portion of the business tax and that perhaps that should no longer be calculated in the balanced assessment, because the municipal corporations themselves do not receive the full product of the business tax. On the face of it, that seems to be a very reasonable sort of argument. We mustn't forget, however, that in return for taking that portion of the business tax, that the Metropolitan Corporation of Greater Winnipeg performs certain services that were formerly performed by the individual municipality. So while the money isn't channelled through the municipal corporations themselves, it does, in theory at least, do some of the things that -- or all of the things that were formerly done by the municipal corporations, so it's not as though someone had taken it and taken it completely away. In other words, it does result in services provided to the citizens of the Metropolitan Corporation of Greater Winnipeg. But that is not to say that this matter of the relationship of the business tax and the balanced assessment as the basis of calculating school grants will not be looked at, because I can assure the members of the committee that it will.

MR. E. PREFONTAINE (Carillon): Mr. Chairman, when the Minister says that the grants to Winnipeg have been increased by some three or four hundred thousand, is it not a fact, if the grant formula is not changed, that the City of Winnipeg will pay more into the pot due to the fact of their increased assessment? They will pay more into the combined pot than the municipalities and the government put in. Also, isn't it a fact that there's only another possibility, and that is the increase in the numbers of teachers that have to be hired by the Winnipeg School Board. Maybe the grant will be increased, but there'll be more teachers employed by the School District of Winnipeg in the coming years.

MR. J. M. FROESE (Rhineland): Mr. Chairman, I have a few questions that I'd like to direct to the

MR. PREFONTAINE: That the City of Winnipeg would pay more.

MR. McLEAN: I expect so.

MR. FROESE: Mr. Chairman, I have a few questions that I'd like to direct to the Minister. First, I would like to know whether there is any provision in the amount slated for school grants or if there is any increase slated for non-divisions? Secondly, the itemized statement of the \$27 million shown as grants, could we have an itemized statement as to how much is going to go for teacher grants; how much for construction, text-books, transportation, maintenance and so on? Then a third question, for how much money borrowed by division boards and used for capital purposes in the construction of new high schools has the government made itself responsible or liable for in future grants?

MR. CHAIRMAN: (b) -- passed; (c) -- passed; (d) ..

MR. FORESE: Mr. Chairman, I want an answer.

MR. MOLGAT: No, I don't think the Minister has answered the question of my colleague the Member from Carillon constituency in regards to the grants. When he was replying to my own question he indicated that the City of Winnipeg would receive, in his opinion, some \$300,000 more. My colleague pointed out that they would also be paying into the fund, through the levy, a substantially larger amount. Now what we're interested in, and I am sure what the School Board of Winnipeg is interested in, is what is their net increase, which was the question that I asked him. Now when he gave me the figure \$300,000, was he speaking of the net increase or the gross increase, without considering what they're paying back?

MR. McLEAN: My estimate was based on the net increase. It's true that the School Division of Winnipeg taxpayers will raise more money, I presume on the general levy, but I was only talking about the net amount of money that's paid from the Province of Manitoba to the School Division of Winnipeg.

The questions that have been raised by the Honourable Member for Rhineland -- he said how much is the province liable for with respect to school construction? Well, the province is liable for its percentage of each individual school building according to the scale of grants that is in force. The percentage applies to both the principal amount to be paid and the interest charges to be paid in respect of that. Each year as the school division or school district concerned makes its payment on principal and interest, it submits the proper requisition upon the department and the grant is paid, as I say, according to the formula that is applicable. I couldn't tell him, and indeed I'm not too certain that we would even know or have the figures, because these payments are made by the province year by year, as requisitioned or claimed for by the school districts or school divisions. As to how many may be owing in all the years lying ahead, I wouldn't be prepared to offer any estimate of that. With regard to school grants to non-divisions, there is no change. The school grant formula in all respects remains the same as it was last year. Now the itemized statement -- am I correct in this -- I'm not too clear on what it is that the honourable member is wanting.

MR. FROESE: It's a breakdown of the \$27 million.

MR. McLEAN: A breakdown on what basis?

MR. FROESE: Well, it's school grants. Naturally some of that will go towards construction and some of it will go towards and so on.

MR. McLEAN: Yes. I would try and have that for the members of the committee. If we don't get around to it while we're still in this particular department, I would try and have it distributed as soon as possible.

MR. FROESE: I appreciate that. However, I still feel that I would like to have an answer on the amount the government is committed towards construction grants. I think they should have that answer for me. After all, they're committed to these

MR. McLEAN: Mr. Chairman, I can do no better than to say I think I gave the figures for the construction that has taken place; is under construction; and is approved, but not constructed. My recollection is the figures were, in round figures, \$43 million. Now we are responsible for our share of the \$43 million, but the amount will vary as from one district to another or one division to another, depending upon the grant formula applicable. In other words, there's no percentage that applies to the entire amount of \$43 million.

MR. PREFONTAINE: Mr. Chairman, may I ask the Minister if he will give us the approximate number of teachers by which the School District of Winnipeg has been increased for these coming estimates. I know there are a certain number of authorized teachers in the School Division of Winnipeg. It increases from year to year and I understand there is quite an increase from last year, so this would affect the grant to the City of Winnipeg to quite an extent -- just an approximate number.

MR. MOLGAT: Mr. Chairman, will the Minister undertake to supply the information?

MR. McLEAN: My recollection is that there's not much of an increase in the number of teachers in the School Division of Winnipeg as between last year and this, but we can get the figure. The Winnipeg School Division, Mr. Chairman, is one that the number of teachers doesn't vary too greatly -- that's my understanding.

MR. MOLGAT: Could the Minister indicate at the same time the amount of grants that they will receive -- net grant, if he will?

MR. McLEAN: I can't, because the grant, Mr. Chairman, is only calculated after the close of the school year and is dependent on the salaries paid to teachers and a lot of other things. Any comment that I have made is an estimate only.

MR. ORLIKOW: Could we have the last figure then we could

MR. McLEAN: The amount paid in 1961?

MR. ORLIKOW: Yes, then we'd know whether there was the underestimating that you talked about last year.

MR. CHAIRMAN: (b) -- pass?

MR. PAULLEY: Mr. Chairman, just before we leave (b) General Grants, I wonder if the Minister would be kind enough to break down the Miscellaneous Grants item. I might say too, Mr. Chairman, while the Minister is looking this up, that I haven't taken part in the general debate on his salary. I even restrained this afternoon when the Minister made reference to the Leader of the New Democratic Party in respect of building schools, the high schools with less than 12 rooms. I do think he took me a little out of context, however, and I thought I might draw that to his attention now, because at the time I spoke as to the 75% grants to schools with less than 12 rooms, I was dealing of course with remote areas and areas by virtue of long distances, that this may be desirable.

MR. ORLIKOW: Mr. Chairman, I wonder if we could get some information on assistance to schools in undeveloped settlements. Now the Minister said the other day in answer to something said by the Honourable Member from La Verendrye I think, that a story which appeared in the Winnipeg Free Press recently with regard to the overwork of the official trustee or trustees was -- and I forget the exact words he used -- but I think something to the effect that it was exaggerated or substantially incorrect, or something. I'm given to understand that the building of the school in Grand Rapids was done with considerable difficulty. I'm told, for example, that although it was pointed out fairly early, in fact several months before the school was built, that they might have some difficulty in locating an adequate source of running water, that nothing was done about locating that source until the school was actually being constructed. Then the work of location went very slowly, so slowly that after a time that the school was open and occupied, the water system of the school was being supplied by the -- not by the well which they had dug, but by trucks bringing water -- trucks of the Hydro bringing water. The information I got was that, not that this was carelessness but the fact that the official trustees department, or division or what you call it, is simply overworked and can't handle the problems as expeditiously as needed. I recognize the fact that Grand Rapids is a new site; that it's virtually impossible to be certain how many children will be at the school two months from now or six months from now; but at the same time I think it's unfortunate that in a school as large as that, this kind of development which I've been told took place. I think the Minister should tell us what the situation is, or was at Grand Rapids, and also what the situation is with regard to the official trustees. Undoubtedly, these areas which are not well enough established to have their own school districts need special care and special assistance from the department, and I think they ought to be provided with whatever can be done, recognizing, of course, that there are limits that any government would have to put on these things.

MR. GRAY: Mr. Chairman, a very brief question on the grant for the undeveloped settlements -- do you call it unorganized territory? Is the medical and dental services included in these grants or do they do it on their own? Are you providing it separately?

MR. McLEAN: Mr. Chairman, we'll have to get ourselves straightened out here. First of all, with regard to the story about the official trustees -- actually we've passed that item but I have no objection to coming back to it. The official trustee comes in "Other Salaries" back up under 1 (a) where it says "Minister and Other Salaries." I want to just explain that the schools in undeveloped settlements is an entirely different branch. It has nothing to do with the official trustees -- and I'll come to that in just a moment.

Now with regard to the official trustee, the reason that I made the comment that I did about the report is this, Mr. Chairman. First of all, this report appears to be based on complaints made by the Manitoba Teachers' Society. At no time have I myself, or any officer of the Department of Education, received any complaint from the Manitoba Teachers' Society about the work of the official trustee, or indeed from that source about Grand Rapids. I should explain that the official trustee, while he is an officer of the Department of Education, he acts as a trustee in those school districts that are unable or unwilling to elect their own Board of Trustees, so he doesn't run the school for the Department of Education, he runs the school for the school district and he does what a duly-elected Board of Trustees would do. Apparently from the earliest possible times the School District of Grand Rapids has always been under the administration of the official trustee. There have been a few times when I've been sorry about that situation, but it's been in existence for quite some time.

With regard to the official trustee -- and there's a reference here to high school classrooms -- in the whole administration there is only five high school classrooms. The reason

(Mr. McLean, cont'd.) . . . for this is, of course, that most of these schools are located in school divisions and the high school education is looked after by the school division. I would point out that there are nine persons devoting their full time to the operation of the official trustee's work.

Repairs to schools are done by contract. In every school under the administration of the official trustee, there is a paid caretaker, paid so much per month. In addition to the supervision given by the official trustee and his staff, nine in all, all of the schools under the administration of the official trustee are inspected regularly by the school inspection staff, and these are the names of the school inspectors who are involved in these inspections -- I just give the names without the prefix of inspector -- Patterson, Wawrykow, Pokrant, Croveau, Jasper, Thom, Muirhead, Saddler, Menzies, MacDonald, Ryan, Gillies, Diehl, Butcher, Calaturnyk, Bollman, Belton, Gibson and McCurdy. I mention this to point out -- because I did say this story was misleading, inaccurate and untrue -- and that becomes perfectly obvious when you remember that every one of the schools under the administration of the official trustee receives at least two inspections each year from one or other of these inspectors -- and they're all good men, you can take my word for it -- and even more, because I think that school inspectors are inclined to pay special attention to what might otherwise be problem schools.

With regard to the school at Grand Rapids, that has been a source of difficulty. I don't know how many official trustees it would take to keep things in order up there, but I would point out first of all that Mr. Jim Johnson, referred to in this story, is not known to either myself or to the department; and so far as I can find out, we have never received any complaint from him. The architectural firm of Pratt and Lindgren were retained and they designed and supervised the construction of the school building, and may I say that it's a beautiful school building. I could hardly believe my eyes when I went up there. The stories I'd been hearing, I didn't know whether it was safe to go or not. I want to tell the members of the Committee that there is at Grand Rapids one of the finest schools that there is in the Province of Manitoba, and I think any school district would be proud to have it. It has been built, if I might point out, very largely from contributions from the Manitoba Hydro, by special grant through the Department of Education and, of course, a small portion only from the local tax base because that's a very small tax base. A special supervisor was employed at a pay of \$45.00 per day to supervise the installation of the sewer and water facilities, and I confess that it was a most unfortunate thing, and there was a while when they didn't have water from the source that they hoped. I also confess, for the life of me I don't know what the problem would be about getting water, they're within a stone's throw of a great big river. Anyway, we had this man employed, or the official trustee had him employed, but there was this problem, although I must say that the Manitoba Hydro were most helpful and I don't really think that anybody suffered as a result of the fact that the well itself was not working.

With regard to kindergarten, there has been a great claim for kindergarten services there. I just point out that there are only 12 places in Manitoba that have kindergartens, and five of those are in military establishments. The remaining seven are located in Winnipeg, Tuxedo, Pilot Mound, Russell, Clearwater, Steinbach and Winkler. The point I want to make there, and that I endeavoured to make to the people at Grand Rapids, is that, rightly or wrongly, kindergartens are not too common. They're fairly expensive things and they're not too common. Now the people at Grand Rapids, however, have been asking for a kindergarten for the children from the Indian Reservation. They say: "Oh, we don't need it for our children, we want it for these folks who live across the river and come from the Indian Reservation." Well I say That's fine, when you persuade the Department of Indian Affairs, the Federal Government, on whom we all call to pay the cost of the kindergarten, we'll try and use our influence with the official trustee to have the kindergarten installed, otherwise it's just an expense that would not be warranted on the very slim resources which that school district has.

Now with regard to these schools being breeding grounds for certificate teachers, I don't know just what that means -- in fact, certificate teachers are an excellent idea. I'm all in favour of them and I hope these are breeding grounds for certificate teachers. However, I strongly suspect that the writer, or the Teachers' Society or whoever thought of this report, was thinking about permit teachers, and so I have the figures for the situation in all of the schools under the administration of the official trustee. And what is the situation? There are

(Mr. McLean, cont'd.) . . . 5% of the schools that have permit teachers; 12% of them have Second Class certificates of the teachers; 67% have First Class "B" certificates; 13% have First Class "A"; and 3% have others like collegiate certificates and all that sort of thing. In other words, 95% of the teachers in the schools under the administration of the official trustee are fully qualified certificated teachers, and only 5% are permit teachers. In all, there are 20 Catholic Sisters in the various schools and of that group, five of them are permit teachers.

Now I don't know whether this answers all of the questions that may be in the minds, but that indicates the reason that I say that the report is not accurate. There are many of these points that I have carried out. One of the things to which I take the strongest exception is the statement: "Most of the year the schools operate almost independently. There's no one to supervise the teachers, watch curriculum or look after school needs." When you look at that list of school inspectors, many of whom were employed under the former administration, and they're excellent men, it's difficult to restrain oneself when one knows the care and attention that the inspectors give to these schools. And to suggest that they're wandering along on their own without any attention from anybody is so inaccurate as to be -- well, there's a word but I had better not use it.

Not only that, but the official trustee and his people make frequent visits to the schools, some of course more than others because some give more difficulties than others I suppose, and in the category of the school that has received a large number of visits is that of Grand Rapids, including a visit from the Minister of Education, and I might say he was coolly received. I think I know the solution for Grand Rapids but I can't mention it here. When it's done, we'll be able to say something about it.

Now while I'm on my feet, let me answer the question the Honourable Leader of the New Democratic Party asked about Miscellaneous Grants. These grants are: the Alberta-Saskatchewan-Manitoba School of Narcotic Education, \$1,000; Manitoba Schools Orchestra, \$500; the Canadian Education Association, \$3,500; the Manitoba Education Association, \$1,000; the Junior Committee of Manitoba Curling, \$350; \$200 for the Canadian Association of Health, Physical Education and Recreation -- and that's a small grant for a field day that they have -- \$200; and the Alcohol Education Service, \$30,000; and then the balance we put under miscellaneous to take care of any contingencies that arise.

MR. GRAY: Mr. Chairman, the undeveloped and unorganized territory -- is that the same thing? The question was asked whether they receive medical and dental attention.

MR. McLEAN: Oh yes, I'm sorry. The schools in undeveloped settlements, Mr. Chairman, are the schools that are sometimes called special schools. They are schools provided entirely by the Province. The buildings are built and maintained; the teachers employed and fully paid; and all of the expenses of the school are paid by the Province of Manitoba. These schools -- the person that's known the best is a Mr. Bernard Grafton, who is the supervisor of these schools and he has, of course, others that work along with him in that work. They are -- I think one would say for the most part, they are in districts where there is no assessment or practically no assessment that would be available for the support of a school, although there are a number of school children, and I think that most all of them are in Metis settlements. There's one that is close to my heart, and it's in the constituency of the Leader of the Official Opposition at Hillridge. I don't suppose there's any assessment there at all, and yet there's a fairly large settlement. I think now they have three rooms in the school. The day he and I opened it, it had two if I recall, and that's the type of thing. Now we do not -- I'm speaking now and I'll have to leave it for my colleague the Minister of Welfare to answer for himself -- but as far as the Department of Education is concerned, we do not provide any medical or dental services to the people of those communities.

MR. PAULLEY: Mr. Chairman, I want to thank the Minister for the information in respect to the miscellaneous grants. I wonder if he could tell the committee as to what the policy of the department or the government is in respect to the Alcohol Education Society. Have they a regular planned policy of visitation? --(Interjection)-- No, Mr. Chairman, this is the one dealing with the Alcohol Education Society which is in these miscellaneous grants that the Minister just listed for my information. Is there any planned program insofar as the department is concerned? Is there any firm policy of the department in respect of this particular item?

MR. McLEAN: Mr. Chairman, just one small correction -- it's "Alcohol Education Service." This is the former Manitoba Temperance Society. May I say, Mr. Chairman, that the president of this service is a brother of the Honourable the Minister of Welfare, so I speak carefully when I report on this item. This group have a planned program for the presentation of lectures and demonstrations in the schools of the province. They operate themselves, that is to say they are not directed by the Department of Education. They go only where they have the permission from the School Board and the principal of the school concerned. Their annual report is too lengthy to read, but I might just indicate the places where during the year 1961 they gave instruction or demonstrations, or both, in the schools in the province: Winnipeg, Brandon, Neepawa, Stony Mountain, Lowe Farm, Birtle, Portage La Prairie, Ste. Anne, Swan River, Minitonas, Miami, Otterburne. They visited in 1961 a total 342 schools; total classroom periods taught, 1,481; and number of students that received these lectures, 35,659. They do this by secretaries -- that's their title -- employed by the Alcohol Education Service. As far as I'm aware they do a good job, but they're not directed by the Department of Education. I should point out, just while speaking about this, that of course the Alcohol Education Service does work outside of the classrooms -- outside of the school classrooms, because they meet with Church groups and other groups doing the same type of work as well as the work that they do in the schools.

MR. PAULLEY: May I ask, Mr. Chairman, if the Minister or the department has ever given any consideration to a firm policy, insofar as the department itself is concerned, as to where the Service should go, and a stated program of any description?

MR. McLEAN: Mr. Chairman, we have of course as part of our curriculum -- at least part of the health course of studies -- there is a book and certain information on alcohol education which is part of health insofar as the schools are concerned. --(Interjection)-- Pardon?

MR. PAULLEY: Apart from this?

MR. McLEAN: yes.

MR. PAULLEY: A part or apart.

MR. McLEAN: Pardon?

MR. PAULLEY: A part or apart.

MR. McLEAN: Its' a part of health in our curriculum. Now I take the question to mean: Have we ever considered undertaking this work ourselves that is done by the Alcohol Education Service. Is that it?

MR. PAULLEY: No, Mr. Chairman. Have you ever thought of laying out a policy for the guidance of the Alcohol Education Service?

MR. McLEAN: No, I must say we haven't.

MR. CHAIRMAN: (b) -- passed?

MR. MOLGAT: Mr. Chairman, before we leave this item, the Minister mentioned the Hillridge School in my constituency and I could not pass that opportunity of course. I must agree with him that a very fine job is being done at this school. We have been trying there to get higher education and get an interest in the matter, and I can say that it's been very successful. I can add some information to the Minister, that yesterday the high school class was at the Brandon Fair and were going through Brandon College. They are a fine looking group, so I'm very pleased with the results that we're obtaining there.

One matter though, Mr. Chairman, that I want to ask some questions on is the question of scholarships. It seems to me that last Fall a very bad situation developed in the matter of the scholarships. A number of the students in the province were waiting and waiting to hear whether or not scholarships would be granted and it was into the month of September before a decision was taken. I simply can't understand what the difficulty was, and I'd like to hear from the Minister in this regard and have an assurance from him that in the coming year the students will be advised well before the opening of the next school term, because in a number of cases this determines whether or not they will be continuing. I wonder if the Minister could inform the Committee in this regard?

MR. McLEAN: I am afraid, Mr. Chairman, I wasn't aware of any special problem last Fall. There are several factors -- well the main factor is the matter of marks, because it must be known whether or not the student has passed from the grade or the university year that he or she has been in in the preceding year. That's not so serious a problem with regard

(Mr. McLean, cont'd.) . . . to people who have been at university or college because they write their examinations early and the marks are known. The high school students present a little different problem because they write -- the marks are not available until on into August -- and there are those of course whose marks may be partly dependent upon a re-reading or a supplemental examination written in August. But the members will recall that two years ago some concern was expressed as to whether everyone was being -- how shall I put it -- the Committee were giving careful enough consideration to the factors of who should or should not receive a bursary, and we undertook to try and ensure that the people who needed it the most received the bursaries. Well in order to do that, you must wait until you have all the applications in front of you so that you can properly evaluate them, and that may have caused some delay. As I say, I wasn't aware that there was any special delay last Fall, but we'll be glad to do what we can to see that the matter is attended to earlier, subject as I say to the fact that we do have to have the marks and we do always want to have all of the applications in front of us or in front of the Committee so that they will be able to give a proper evaluation to all of them. They have to take into account scholarships; need -- financial need; the course that they're taking; the amount of money that would be properly payable in those cases where the need is established.

MR. MOLGAT: Mr. Chairman, I'm rather surprised that the Minister knew nothing about this because it seems to me it was brought to his attention. There was certainly a newspaper headline which I would imagine he can read from across there, because it's in sufficiently large type. I would recommend that his secretary mark his newspapers with more care because this says, on the 6th of September in the Winnipeg Free Press, "Students Still Not Aware if Bursaries Are Approved -- No reason for lack of word. More than 150 Manitoba high school students had to decide whether they should go back to school Tuesday, still not knowing if the government was going to help pay for their education" -- and so on. It was also the subject of an editorial in the same newspaper on the following day. I know from my own case, Mr. Chairman, that there were two students in my own constituency whose names I had forwarded, who waited and waited and finally they gave up and chose not to go back to school. Now these were high school students --(Interjection)-- these were high school students.

MR. McLEAN: Going back to high school?

MR. MOLGAT: Going back to high school.

MR. SHOEMAKER: Mr. Chairman, on Page 74 of the Annual Report of the Department of Education, it lists the number and the amount of scholarships, bursaries and awards. My question is: Is the figure there correct? It seems to me they only total about \$78,000, whereas in the estimates under that item there's \$200,000. And in regard to government loans, and I quote: "A total of 179 students took advantage of these loans to the extent of \$53,674," and under that item in the estimates, we find \$150,000. Now it looks like they're only using about 1/3 of the money that's here, if the report is correct.

MR. McLEAN: Mr. Chairman, if the honourable member will look back to Page 71, he will note that that section of the annual report deals only with Manitoba Teachers' College, and the items mentioned on Page 74 only have to do with Teachers' College. In fact you'll notice that some of those items are not provincial monies at all, for example, IODE Scholarship, the Grolier Society award and others. That's only a small part of our total scholarship and bursary program.

MR. CHAIRMAN: (b) -- passed. 2 (c) passed?

MR. PAULLEY: Mr. Chairman, on 2 (c), University of Manitoba. I raised the point last year in connection with the methodology of teaching and the variance between high school and the university. If I recall correctly last year, the Minister stated, I thought, that he would take under consideration as to the possibility of attempting some changes in the methodology of teaching from the classroom to the lecture type in the final years of high school, in order that the students may be better acquainted with the type of lecture teaching that they have in the universities. If you recall last year, I think there was quite a high number of failures in the first year in the university. I made a suggestion at the time that I had found, from some pupils at least, that it was because of the change in the type of teaching that may have been a contributing factor to the failure rate.

While on dealing with the question of university, and I hope the Minister might have some

(Mr. Paulley, cont'd.) comment insofar as the point that I have just raised, but there's another point. Now I appreciate the fact, as I understand it, that the university itself sets the tuition fees. I don't think -- or I would be gladly corrected by the Minister -- I don't think he or his department actually has much to do with the setting of the fees, but I think this is the only opportunity that I might have of referring to the question of fees. I noted the other day that the fees for the Manitoba Law School and one or two other of the faculties had been increased by the university for the fall season. When I saw the brochure of the University of Manitoba for '61'62 dealing with the admission requirements, courses and fees, I was somewhat disturbed, Mr. Chairman, when I noticed that in the field of medicine, in the Faculty of Medicine, the annual fee for the last four years I believe it is, in medicine, that the annual fee is \$500.00. Now up until the increase in the fees of the Law School the other day, they were \$225 in respect of Law; and I was going to say that it seemed rather strange to me that a non-productive, to some degree at least, faculty of Law only required an individual to produce \$225 for its fees, but in the very vital field of medicine that the fees are set at \$500.00.

Now I can appreciate the fact that in the Faculty of Medicine that there may be a considerable amount of additional expense, but it does seem to me, Mr. Chairman, that this fee should be reduced insofar as Medicine is concerned. We're facing, and the Minister of Health tells us every now and again of the fact of facing shortages of doctors and one of the reasons that he suggests to us, in this quarter at least when we make reference to the possibility of an expansion in the field of Comprehensive Health Insurance, we would have the problem of finding our doctors.

Now as a result of the grants that were awarded to veterans following World War II, a considerable number of men and women were able to take up medicine and graduated; and those that I know, Mr. Chairman, are exceptionally good students -- they were exceptionally good students and are fulfilling a very vital job in the province at the present time. Some of them are known to me quite intimately and I think that they're doing a good job, but the only basis on which they could have taken up medicine was by virtue of the grants which were forthcoming from the federal authorities, as I understand it, in the field of medicine. Now it does appear to me as I state, Mr. Chairman, that if the \$500 fee is there because of costlier equipment, that possibly the Department of Education could undertake in its grants to the university, in respect of the Faculty of Medicine, to increase those grants in order that the net fees to the students in Medicine may be reduced.

Now of course among other requirements for the Faculty of Medicine, the brochure states, shall be junior matriculation, three years in Arts and Science and approval as to personality and aptitude. Now it would appear to me that there might be a greater incentive for those who could qualify with all of the requirements as laid down in the brochure, if the fee itself was more attractive. It doesn't seem fair to me that the fee for Medicine should be almost doubled, or in some cases double that for some of the other faculties, and I am wondering whether or not the Minister might have some comment, or his colleague the Minister of Health, in respect of this.

It does seem to me, and just the other day, as an aside, Mr. Chairman, my daughter who is graduating from high school this year, finishing her junior matriculation, was discussing with me the question of going into the university and wondering what course she was to take. Now she's not going into the field of Medicine, but she did point out to me -- she says, "Daddy", she says, "it would be a little expensive, wouldn't it, if I were to go into the Faculty of Medicine." Apart from the number of years that are spent in Medicine, because after all we must remember insofar as doctors are concerned, their course is of seven years' duration and it is only the final three years, I believe, that the \$500 fee is charged for, but following that they have a period of internship and it comes to a considerable amount of money. I wonder whether or not the daughter didn't have something when she said, "Daddy, why is it that I can become a lawyer if I want to, for \$225 a year" -- as the fee was then -- "but if I want to become a doctor and really go to work and help people out, it's going to cost me \$500.00."

MR. GRAY: Mr. Chairman, I do not know whether my question -- before the Minister replies to my leader -- comes either under the Health -- probably I missed it there -- on the same subject of medical men. I remember years ago, many years ago, the Faculty of Medicine had only room for so many and very few. It was very hard to get in, and then later on there

(Mr. Gray, cont'd) was a great shortage of medical men and I understand it was extended to 10 or 15 -- I do not know exactly -- for others. Now at the present time, particularly under the medical system, it is very, very difficult -- a man or a patient can die unless he calls 999 at night to get any doctor to come to the house, unless you know him personally and have "pull" with him. The so-called family doctor is also disappearing. Everyone specializes -- whether that's a good thing or not I don't know, for himself or for the community -- but nevertheless it's very difficult to get a doctor and there are very few doctors. Every doctor, after he practices a year or two -- if I'm wrong you could deny it -- or three, he goes either for a post-graduate or specializing in a certain disease. As one doctor expressed it, the time will come when you have to treat your right eye or right ear, you go to one doctor; and if you have to treat the left ear or the left eye, you go to another doctor, because everyone is specializing. So I think that -- and particularly a greater hardship in the rural districts -- and I think that we should encourage more people, who are qualified naturally and who are of a character that they could sometimes treat patients psychologically or intelligently rather than by medicine and other remedies. I think everything should be done to encourage it, otherwise I think that we'll suffer.

In New York City, I've had personal experience when Mrs. Gray had an accident, and just by five minutes we had been able to get an Orthopedics man, because everybody goes away in the country on Friday and doesn't come in until Monday. In this Metropolitan district of Winnipeg, the population is growing and we may be faced with the very same situation. Now when the administration at that time found necessary to increase the number of enrolments, and it didn't do any harm -- and I haven't seen a single doctor on the breadline yet -- I think that everything should be done to encourage them.

Another point, and they may be perfectly right but not in all cases, and this is that a student or too many students are failing the first year of medicine. I don't think it's entirely -- I'm subject to correction -- the fault of the academic standing of the student because the first year -- at least I'm informed -- they are quite nervous. Although they work hard, because they know that on account that the Medical Faculty is failing them in the first year because in their opinion -- that's their official reason -- in their opinion they could not carry on further; and what's the use of wasting their money and their time? The best thing for them is fail them the first year because once they fail the first year, they never fail the second, third or fourth year at any time.

Perhaps these questions should also be looked at, to see whether it's the opinion of the Faculty of Medicine to give one who is not up to the top marks a chance to go another year if the student wants it, by a little warning and so on. We have seen many students in all faculties that, in spite of their low standing, they still graduate and become very, very good doctors. I think the only reservation that should be made is to the character of the man himself because we want in addition to the academic standing; in addition to their knowledge of medicine; I believe that a doctor should also be an intelligent man.

MR. McLEAN: Mr. Chairman, there is a problem of enrolment at the Faculty of Medicine. I don't know, it is a field in which the university, of course -- they have the authority over the matter and I know that it's a matter of concern to the university that they're not getting as many in their Faculty of Medicine as they would like. They set their own fees and I don't know that there's anything that the province can do regarding a reduction. It is one of the most expensive, if not the most expensive course that is offered by the university. Of course, I point out that our medical friends, they make several times as much money as the lawyers, doing less work, and they're really able eventually to afford these fees. I was going to make one correction today, although the Honourable Member for St. John's was up and away on the subject of pensions and I overlooked it. I made an error the other day about the law students' fees. They're not going up \$75.00 this fall. They're already at \$300.00 and they're not making any increase.

With regard to the type of teaching, that is, the change from the type of teaching that is done in a high school and the type of teaching in a university -- this is a real problem. I can't take any credit for this but the Honourable Leader of the New Democratic Party will have noticed that the university has undertaken on an experimental basis to have high school students come to the university to see their method and I believe -- it is their belief that this method may serve to bridge over this gap, to acquaint the student with the type of instruction, the manner of

(Mr. McLean, cont'd) of instruction that's given at the university, and this is one development there has been in this field since we last met.

MR. PAULLEY: Mr. Chairman, I'm wondering if the same in reverse might be something for the Minister to take under consideration. Particularly in the new schools now being built, or within the last number of years -- few years -- auditorium space has been provided in most, if not all of the high schools that I've visited at least in the Greater Winnipeg area, and I'm wondering whether or not it might be something for your department, Mr. Minister, to experiment at the high school level with the university methods in the high schools themselves, in addition to that that you mentioned of the university inviting the high school students out there to see their type.

MR. ORLIKOW: Mr. Chairman, I'd like to ask one question of the university. Announcement was made some time during this last year, I think by the university, that in the next couple of years it was likely the first year of university would be eliminated and that the student wanting to take first year of university would then take Grade 12 in the high school. I think this is a good idea; certainly a lot cheaper for the family to have the student take that year in Grade 12, which is free, rather than at the university which has to charge fees, and probably will release a good deal of space in the university, which is certainly required. I wonder, however, if the Minister could tell us how this decision was arrived at. Was it arrived at by the university by itself? Was it arrived at in consultation with the department? And were the school districts, which are going to have a substantial increase in cost if you get a very large number -- I don't know the exact number of students who are in first year, or in Grade 12, and the ratio between them, but it will be a cost to school districts -- I wonder if all the parties concerned were consulted? I want to emphasize again, I'm not being critical of this, I think it's a step in the right direction. I just wonder if the Minister can tell us when this will take place and some of the other questions which I've raised.

MR. McLEAN: Under the University Act, the Senate of the University, which is made up of academic people from the university and the colleges, establish the requirements for entrance, and this particular subject matter is one on which they have the authority to make the decision. In the beginning it was their suggestion that students -- that only graduates from Grade 12 be accepted for the university, and that would mean that the students would enter at the second year level and proceed from there. In considering that, they did write to the school divisions asking how such a change would affect them, and I believe for the most part, received assurances from the school divisions that they would be able to look after the situation if that rule were instituted by the university. At the same time we were kept informed of the views of the university in this regard. The hope that has been expressed by the university people is that this new rule would come into effect as of the 1st of September, 1964, although they have not made a firm, definite statement that that will be the case. Last year at convocation, in his convocation address the President of the University I think expressed it on the basis that he hoped that this would be the case as of September, 1964.

I must say that I have been urging some caution in this matter because while I recognize that we have, as far as one can determine, the physical facilities to ensure that each student who is interested in going to university can have Grade 12 -- and certainly the vast majority of the students are availing themselves of that possibility, and it's cheaper and, in fact, by and large I really know of no reason why the majority of students wouldn't go to Grade 12 and then proceed from there to university -- but as my honourable friend the Member from Ethelbert Plains would be quick to point out, we haven't got a full staff of qualified teachers in all these high schools yet, and there may be cases where a student might consider it to his or her advantage to go to first year university, or college, rather than take Grade 12 at his or her school. That's not a blanket statement. I merely say that there might be cases where that would be considered to be advisable at the present time. As we improve the supply of qualified teachers in the high schools, that reasoning would become less and less. I think I should say, though, that I believe that some of the affiliated colleges are a little concerned about this, because as I understand it, it would tend to throw out of gear the sort of the patterns that they have had established, and there is a slight, perhaps a slight difference of opinion there to which I am not entirely privy; that is, I stand outside the matter although I'm vitally interested in it. So at the moment the university has indicated that that would be its

(Mr. McLean, cont'd) wish. They have not made that a firm rule, and right at this very moment there's a letter sitting on my desk from the president of the university suggesting that he and I might have some further discussions. I think perhaps they would like to know whether we think they should make that firm statement at the present time. If and when we get finished with these estimates, I'll be able to look after that letter.

MR. CAMPBELL: Mr. Chairman, in that connection there's a point that I had been going to raise even if the Honourable Member for St. John's had not brought this up. It deals with another side to the issue, though. Like the Honourable Member for St. John's, I think there's a good deal to be said for the Grade 12 student instruction, because not only is it cheaper, as he has mentioned and the Minister has confirmed, but there's the matter of convenience. And while it may be true that some of the collegiates, high schools that are teaching Grade 12 now are not fully staffed in order to do a first-class job, yet I think that I must give the department credit, that there is improvement in that regard, and certainly it's much more convenient as well as much more economical for a great many of the rural students, in particular, to take Grade 12 in areas that are close to home. But, in my opinion, there exists at the present time -- I don't like to use the word discrimination but I don't know what other one would fit the case -- I believe there is discrimination against the Grade 12 student in this regard, that the standard that is applied by the university to a student wanting to go into second year university, discriminates against the Grade 12 student. And I think that is most unfortunate, because while it may be true that there are some high schools not fully staffed to give the very top-notch instruction in Grade 12, there are certainly a great many that are staffed and do, in fact, give a Grade 12 that, in my opinion, is at least as good as first year university, and I would say that in the Winnipeg schools and the Brandon schools and the Portage la Prairie schools -- I think I would even exaggerate to the extent of including Dauphin -- no, I might draw the line some place -- but there are a good many where I think that it is fair to say that it is better, not altogether from the convenience and the fact that it's much more economical for the student.

Well now it seems to me that in the interval at least while this other matter is being discussed, that the Minister should use his influence to see to it that the university does not discriminate against the Grade 12 students. I think it is a fact, Mr. Chairman, with the question of supplementals that a first year university student can carry a supplemental whereas a Grade 12 student cannot do so. Now I'm not in favour of supplementals and if they want to make the same rule apply to both that's all right with me, but I think it's definitely unfair for these high schools at our request to give a first class topnotch education in Grade 12, that they should not have at least as good standing with the university as first year university course itself.

MR. REID: Mr. Chairman, the average citizen as I understand can afford to send their children to high school, but the majority for economic reasons can't send them on to university, so therefore, Mr. Chairman, universities should be completely free as to tuition fees, on a competitive basis and as to general knowledge beside a specific academic standing, and the university, Sir, should be an organization that serves all the community to the best of their ability in all aspects of endeavour. Because at the present time, Sir, we're using taxpayers' money to subsidize the education of pupils of wealthy parents while poor people, cannot afford to send their children to universities, as I mentioned before, because of economic reasons. Thus, if tuition fees were free, then we could say that education was free and equal to all with necessary qualifications and abilities.

MR. CHAIRMAN: 2 (c) passed?

MR. R. O. LISSAMAN (Brandon): Mr. Chairman.

MR. CHAIRMAN: The Honourable Member from Brandon.

MR. LISSAMAN: Before you pass Item (c) (3) I would like to make a few remarks on Brandon College and put two rather interesting facts on the record. When I entered this House in 1952, Mr. Chairman, this item stood at \$22,500 if I recall correctly, and it was not until the last year or two of the previous Cabinet's regime in office that this amount was increased. Now I say this not in any sense of recrimination whatever, but rather to point the fact out that both governments have recognized Brandon College. It became apparent about 1958 or '59 that the College certainly did serve a very useful purpose and serve a wide area of this province, and the Board of Directors looked for ways and means to increase the capacity of the College and to make it expand and grow, and at that time it became known that monies were available from

(Mr. Lissaman, cont'd)Canada Council, and the present government -- very finely I think, made an outright grant of \$500,000.00. This enabled us to start on our first building of the expanding of Brandon College which provided the Arts and Library building. Now the members who were at Brandon to visit the Winter Fair had the opportunity -- because they had lunch at Brandon College dining room -- to go through the buildings, and I thought it might be interesting if they had a wee bit of the background of the college so that they might understand better what we're attempting to do.

Subsequent to this grant of \$500,000 by the provincial government, the government then agreed to match us if we went out on a fund-raising campaign of \$2.00 for each \$1.00 that we raised in this campaign, and I'm pleased to report, Mr. Chairman, that we are three-quarters of the way to the goal. Now, it has been the record of every government before they enter support of a local institution that they like to feel that there is good local support for that institution -- and quite understandably and rightfully so -- and I have the March 2nd report -- we get weekly reports, the board members, from the fund-raising campaign -- and I singled out the items that could be said to be the Brandon General Fund-Raising Drive -- Brandon Alumni, Board of Directors, Faculty and Staff -- and as of March 2nd, a total of \$757,901 raised, \$284,341 had been pledged or raised locally. It's of interest to note -- we were speaking earlier of high schools being pledged to provide a local service, I ran across an interesting item when we were -- two of us were collecting at one of the Brandon industrial centres, and we interviewed many men and got surprisingly good support, and I was pleased to realize that three of the men were quite forward in telling us that one of the reasons they had selected Brandon to reside in was due to the fact that a college was there. Of course this gave us much encouragement.

Now in the early years I used to always argue that Brandon College deserved support simply because it was there; it deserved to be expanded because it could provide a service for Western Manitoba; and that certainly the future would demand an increased and expanded Brandon College; and the few figures that I'm going to put on the record, Mr. Chairman, should be of interest to members. During the past five years, full-time university enrolment has increased between 8.3 and 11 percent per year, making an increase for the whole period of about 53 percent. During the same time, the increase at Brandon College has been 87 percent. In these five years the number of young people of college attending age has increased about 17 percent. Just about two-thirds of the increase in enrolment must be attributed to the fact that a higher proportion of young people are attending college. In the next five years the number of young people of college age will increase about 22 percent. All indications point to the expectation that the proportion going to college will also continue to grow. A 50 percent increase in the provincial enrolment during the five years would seem to be a conservative estimate. The estimate for the whole of Canada made by the National Conference of Canadian Universities and Colleges in November 1961 was over 60 percent, and there is no reason to suppose the increase in Manitoba would be any less than elsewhere. For our purpose it is well to note that the rate of increase in the affiliated colleges has been greater in recent years than in the university proper -- this year 8 percent at the university, and 12 percent in the colleges altogether, and 17 percent at Brandon. If this year's experience is repeated at Brandon for the next five years the new 5-year rate of increase will be greater than 85 percent of the past five. It would produce enrolments as follows. The enrolment 1959-1960 was 259; this year 313. Five years hence the enrolment should approach -- using these figures as the basis of forecast -- almost 700, 685 to be exact. So it would not seem unrealistic to plan for something like the doubling in size of the operation over the next 5-year period, to at least an increase to 600 students.

Now I think, Mr. Chairman, that this should be of interest to members, and realize the purpose and the aims in what we are driving for at Brandon College, and some day no doubt, in the future, which we may all live to see, the Premier has forecast, suggested that he would like to see Brandon College become a university, and if this growth is continuous I can assure you, Sir, that we will be most pleased to see this happen.

MR. GRAY: Mr. Chairman, I wish to direct a question in connection with Brandon College, but before doing it, may I take the privilege of appealing to the Leader of the House to give us an opportunity to acclimatize for the late hours and call it a halt. Mr. Leader, before I direct my question in connection with Brandon College, I would like to appeal to you to give us the

(Mr. Gray, cont'd)opportunity to acclimatize to the late hours. I think that 25 minutes overtime that's enough for the first night. We'll probably get used to it later. My question in connection with the Brandon College is, if the Minister could give us a report on the very big useful industry that we have given Brandon College years ago, known as the McKenzie Seed Company. How much money are they making? How much profit are they getting? And is the money used on the campaign which is going on now for a fund for the Brandon College or this is applied to the everyday expense?

MR. FROESE: Mr. Chairman, I wish to direct a few questions to the Honourable the Minister of Education. What is the basis for the general grants given to the university, the \$4,800,000.00? Is it based on a per capita, or what is the basis for it? Another question is-- the federal grants that are being provided to universities -- are they channeled through the provincial government or are the grants made directly? A further question, is the increase in enrolment; what increase in enrolment could be absorbed by the university at the present time? One further question, the assistance given to Brandon College. Is the same assistance extended to other colleges in the city?

MR. McLEAN: Mr. Chairman, just dealing first with the question raised by the Honourable Member for Inkster with regard to the McKenzie Seed Company. This is a most complicated matter and I am not competent to answer it. I believe it is the question of the agreement or something that's under the jurisdiction of the Honourable the Provincial Treasurer. However, I might say that an annual amount of \$14,000 is received from the earnings of the company and goes to the Brandon College as a part of their revenue and is used by Brandon College. No part of this amount is used with regard to the campaign that's on for capital funds, to which the Honourable Member for Brandon has just made reference. In other words that stands by itself and it's an annual -- it's used for annual operating expenses. Now I can't say whether or not the company is making money, although I assume they must, because there's always been money for the annual allotment that's made, but beyond that I think the Provincial Treasurer would have to answer with regard to McKenzie Seed Company.

Answering the questions of the Honourable the Member for Rhineland, the basis of the grants to the university, they're not based on any particular formula. The university comes in annually and asks for a certain sum of money to carry on their activities, and they make up a budget and they take into account monies they will receive from fees, monies they will receive from various sources of one sort and another, and then they ask the province for the balance. And if you look at the estimates, the two figures under General Grants, and the other, Grant for Non-recurring Expenditures, make up the total amount for current operating account that is paid by the province to the university. The federal grants are not made to the province, but rather are paid directly to the university, but of course taken into account in their financial operations by the university. What increase could be made in the enrolment to the University of Manitoba? I can't answer that question. I would think, just as an offhand opinion, that their physical plant is such that they might make a reasonable increase in their enrolment, although part of their program under the capital subscriptions that they're out seeking now, is to provide, for example, a new college of -- an Arts College -- in other words a building for the instruction in the various subjects for students taking Arts. They are in the process of constructing a Faculty of Education building and they foresee the need of some additional accommodation for Science and also for Medicine.

MR. CHAIRMAN: (c) passed.

MR. PREFONTAINE: Mr. Chairman, I ask the Minister, what's the basis of the grant to Brandon College?

MR. McLEAN: The basis of the grant to Brandon College? The amount is made up of \$120,000 direct operating money and the balance is the money that is required to service money they have borrowed for capital expansion, which the province has undertaken to pay as part of our contribution on the \$2.00 for \$1.00 arrangement on their expansion program.

MR. HRYHORCZUK: Mr. Chairman, I don't see any appropriation here chargeable to Capital Division. Where do we find that?

MR. McLEAN: In the Capital estimates.

MR. HRYHORCZUK: Pardon?

MR. McLEAN: Capital estimates.

MR. CHAIRMAN: passed. Resolution 23 passed: Resolution 24, 3. Teacher training (a).

MR. ORLIKOW: Mr. Chairman, you're not going to pass that quite that fast. I would like to raise some questions with regard to teachers too. -- (interjection) -- Beg your pardon.

MR. ROBLIN: be happy to give you full opportunity to say what's on your mind.

MR. ORLIKOW: Mr. Chairman, I think that members will agree that no matter what we do in the field of education, nothing is more important than having well-trained competent teachers. We can, I think, get pretty good education even if the buildings aren't all they should be, if we have the teachers. At the same time, a number of important organizations have raised some very serious questions with regard to the qualifications of the people taking teacher training. Last year the Teachers Society, the Urban School Trustees Association and the Manitoba School Trustees Association jointly presented the Minister of Education with a brief urging the following steps in raising entrance requirements at Teachers College. First, a complete Grade 12 in 1961; second, they proposed that a matriculation Grade 12 be required in 1963. At the present time the minimum requirement, I understand, is four subjects in Grade 12. According to statistics I've seen, 143 of the 540 students now at the Teachers College, or 27%, have less than a complete Grade 12 which is supposed to be the minimum requirement, and less than half the students have matriculation Grade 12 or better.

The second question, which I think is important, is the question of certification. In the brief which I mentioned, the Teachers Society and the Trustees Organization urged that after 1961 teachers receiving conditional certificates be required to remove their conditions by September 1st of the following year. According to the report of the Department of Education, on page 67, 258 conditional certificates were issued in 1961. These people either have failures in teacher training subjects, or they lack subjects in Grade 12, or both. Now according to statistics of the Teachers Society there are now 580 teachers with certificate teaching. This, Mr. Chairman, is 7% of the total teaching force. This, Mr. Chairman, I think is a very serious matter and one which should be corrected as quickly as possible.

I would like to ask again, Mr. Chairman, a question which I asked the other day; it is true that people who have failed for two years in a row at university will be admitted to the Teachers College? Because if this is true Mr. Chairman, it certainly indicates a lack of very high standards with regard to the Teachers College.

One other question Mr. Chairman, with regard to Teachers College. I wonder if the Minister could tell us what percentage of the students in Teachers College -- let's say for last year -- failed the course? I ask that question because, Mr. Chairman, it seems to me that if we're going to set a good standard, a high standard, that the Teachers College should not be any different than any other course, in Engineering or Medicine or even Law. A certain percentage of students fail. They simply haven't got the ability or they don't apply themselves, and I am wondering if the Minister can tell us what percentage of the students in Teachers College last year failed, because if it's true that -- and I've been told that the percentage who fail is practically zero -- then it seems to me that the claims which have been made on occasion that we're beginning to meet the teacher shortage is, in some ways, an illusory claim, because of course if anybody who takes the course passes whether they have the ability or not, then we're filling the vacant schoolrooms but we're certainly not filling them by qualified teachers. I wonder Mr. Chairman, if the Minister could give us answers to the questions which I have raised.

MR. McLEAN: Mr. Chairman, first of all with regard to conditional certificates -- this is only a small point -- it's 419 conditional certificates as of December 31, 1962 and I would remind the committee of my statement that we are proposing to have all conditional certificates eliminated by September, 1964. I agree with everything you say about a conditional certificate and we all agree, and we're going to do something about it.

Now can university failures enter Manitoba Teachers College? That is, people who have failed two years at university. I do remember that the honourable member asked that question and theoretically it's possible, because they don't -- a student comes; for example he presents his credentials; he has a complete Grade 12; we don't ask how many other things he may have tried and failed. He might have tried Accounting or Law or Medicine or half a dozen things and failed in each one, but he does come, presents himself, makes his application, says he has

(Mr. McLean, cont'd)complete Grade 12. The records show that he has, and beyond that we don't question. But I had asked -- the principal of the Teachers College when I spoke to him, knew of no person presently in the Teachers College who had failed two years at university, but they were undertaking to check each individual person to question them, because I assume that the honourable member has some specific person or persons in mind, to determine who might be there that had had that experience, and I'm sorry I haven't got the report, but it obviously isn't very many people because nobody knows of them offhand, when I spoke to him. I'll get the information; I'll see that it's given to the committee as soon as possible.

Now I'm trying to find here -- and I can't find in this book -- the number of failures, but it would not be correct to suggest that nobody fails. They fail all the way through Teachers College. By that I mean that some are eliminated in September as being unsuitable; others are asked to withdraw in December. That happened a year ago; it happened this year -- I know, because some of them come and plead with me to get them back in. And then at the end of the year there are always a number of students who are not successful. But I think we must recognize that because of the careful scrutiny that's given the students during the year -- that is, their rate of progress on their term examinations and so on and the fact that they are required to withdraw -- that is, everybody isn't carried through to the end of the year and then the axe falls -- it falls on many of them, a reasonable number before they come, so that of the number of students actually starting out, there will be a reasonable number who fail to successfully complete the year. As I say, if I can get that figure, I'll be glad to give it, and I would hesitate to give any percentage because that wouldn't be fair. I haven't actually got my finger on it. There would be, though, a number of pupils who are, we say, required to withdraw, before the end of the year or at the end of the year if they fail.

MR. ORLIKOW: Mr. Chairman, could we get that tomorrow if possible, and what about the question of a complete Grade 12 or more, and when I say complete -- have we set a target date at which time we will say that anybody who hasn't got the complete Grade 12 will not be able to begin Teachers College, and have we set a further target date when we say that anybody who hasn't got a matriculation Grade 12 will not be able to begin? And either is there consideration being given to raising the qualifications even higher than that? I don't mean tomorrow or next year. I just want to know what the long range plans, if any, are, because I think the Minister will agree with me, at least in the principle, that we should be aiming toward higher and higher qualifications. We may disagree about the timetable or that, but I think we can agree on that principle, and I'm just wondering if the Minister can give us some information about what his timetable is?

MR. McLEAN: Mr. Chairman, you'll remember that last year I said that the target for complete Grade 12 was September, 1961. Unfortunately we were unable to meet that and we did accept a number of students with five subjects in Grade 12. They're one short -- the complete course is six subjects. But I have announced here that September, 1962, it's complete Grade 12. Now I know what has been suggested with regard to matriculation, Grade 12 matriculation, but I'm going to decline to make any firm statement because that seems to be rather a little risky business. I'm attracted by the suggestion that has been made, and nothing would please me more than being able to meet it. But I don't say that we're going to meet it.

As to consideration for increasing the qualifications even beyond that, that matter is under consideration, and under constant study, and we're keeping a close eye on other jurisdictions, but I am not in a position to say what we might do, or indeed, when it might be done. One of the questions that always comes up for active debate in this particular field is, whether, if you increase the amount of training for teachers, whether that increase should be in their academic training, or in their professional training, or in both, and if so, in what proportion? And if you want to get into a real technical debate, just get about six experts in education all discussing how you should train teachers.

MR. CAMPBELL: Mr. Chairman, a short time ago the Honourable Member for St. John's suggested to the Minister of Education that he might give the answer tomorrow. Well if he gives it immediately tomorrow, he can give it in about 16 or 17 minutes, and that's one of the reasons that I'm speaking at this time. I was hoping that I would not once again offend in a particular capacity. I think only twice in my public service career in which I have frequently

(Mr. Campbell, cont'd) spoken too long -- like some other politicians -- I have only twice, I think, run into the second day when I spoke and I'm afraid I'm in danger of doing that tonight. I had hoped to get the floor a little earlier so it wouldn't happen, but it might -- because there's one subject that I want to speak on, and I think I should speak on it, and it can't be too brief, and it could be spoken on -- I resisted the impulse to speak at the time of the Minister's salary being under discussion because I thought it better to wait for the appropriate item to come up. Now it can be discussed on any one of two or three items and because I'm afraid that the tendency of the Minister, who is always very courteous to listen, will become strained a bit as time goes on, I'm going to take the opportunity to mention it now.

Mr. Chairman, this is a subject that I hope that I can discuss, and that the Minister will accept in a completely non-partisan way, because I think it's one that we should all be paying some attention to, and that's the one that the Honourable Member for Burrows mentioned the other evening here, and it deals with the question of reading. Now, my honourable friend, I think, knows already the tack that I am going to take because in the last couple of years I have had more time than I had previously to give some consideration to some of these matters, and I have taken a very definite interest in this subject and its teaching. I was very pleased, indeed, to hear the Honourable Member for Burrows -- himself the principal of a high school -- mention the other night that he had some grave doubts about the way that reading is being taught in the Province of Manitoba today. And I think this is just fundamental to the whole discussion of education, because everyone knows that reading is vital to all the other subjects on the curriculum. I find that there is much concern, not only among teachers but among parents and among students, over the question of reading, and I think perhaps I could offer to keep my remarks a bit more brief tonight and perhaps bring in a resolution on this subject if the Honourable the Minister would give me even the least bit of encouragement, I would like to move that a committee of this House be set up to sit during the recess and to hear interested parties on the subject of the teaching of reading, because this is a matter of great concern in Winnipeg and the Province of Manitoba today.

Of course the Minister knows the question that I'm coming to is that of phonics, or phonetic system of teaching reading. Being just as brief as I possibly can, because I recognize the hour is getting a bit late, let me say first that the Royal Commission on Education gave a recommendation in this connection. I shan't even take time to read it, in the interest of brevity. I haven't the notation as to the page here but here is the concluding paragraph -- oh no, I'll have to go back before that concluding paragraph -- "If beginners in reading" -- these are the two last paragraphs; now I'm quoting from the Royal Commission -- "are taught letter sounds in isolation, the Commission believes that parents will find it possible to help their children to learn to read at home if they have need of help. Since parents generally do not understand the sight method of teaching reading -- it takes many hundreds of pages in teachers' guide books to assist teachers in following this method -- they seem unable to help youngsters who are experiencing reading difficulties. If both teachers and parents use the phonic method of attacking words, the child will not be confused by his parents' efforts to help him. Evidence that some confusion now occurs may be found in the quite prevalent notion, not wholly unfounded we believe, that teachers frown on attempts by parents to start their children in reading before they start school, and on help with reading given by parents to their children after they start school. With this change, slight though it may seem, the Commission believes that what is best in both methods will be put at the disposal of the child, who is learning what is admittedly a very complex skill. Furthermore, this change can be made without abandoning the curriculum foundation series or the guide books that accompany it. However, the use of the phonetic attack as here recommended must be taught at the Teachers Training College, and articles devoted to this topic should appear in The Manitoba School Journal for the benefit of teachers already in the field." That's the end of the quote, and I'd like to ask in that connection Mr. Chairman, is the use of this phonetic attack, as here recommended, being taught at Teachers College? And secondly, have articles on this topic been appearing in The Manitoba School Journal?

My interest in this particular matter was, not wholly, but partly whetted by the fact that I found, a couple of years ago or more, articles appearing in different periodicals on this same subject. True, the two periodicals that I noticed it in particularly were United States

(Mr. Campbell, cont'd) ones, and I don't usually pay too much attention to the recommendations re education that come from the south side of the international border, but because they continued to appear -- and I'm not going to refer to them at the moment -- because they continued to appear, I started taking more interest in this matter, and gradually I started reading the letters that appeared in the daily papers, and the articles of Mrs. Mary Johnson, or Mrs. Edward Johnson, and the different discussions that would follow those articles. I didn't confine myself to talking only to those who were on one side of this question. I have talked to several who definitely advocate the phonetic or phonic method, and I have talked to some who advocate the so-called sight method, and I have tried quite sincerely to understand the position of both.

My own recommendation -- and I profess as so many others have in here, that I'm not an expert on these matters -- but my own recommendation would be that we should follow the advice of this Commission. We don't need to throw away the present system but the two methods can be combined. Here's one place that I think we can be non-partisan about this, because I'm sure the Minister is quite willing to be fair-minded about this, but he probably even so would mention to me that this system was brought into Manitoba at a time when I was a member of Her Majesty's Government; he probably would tell me that it was a matter of some considerable discussion and perhaps even controversy during the time that I was occupying the position of Premier of this province. I had heard of it at that time. I confess I didn't take the same interest in it that I have more recently. But I think that it's time that we were taking a very definite look at it, and I'm not trying to blame the Minister in this connection at all. In fact, I'm not trying to blame anyone. I'm sure that the educators of the so-called "progressive" group in education have been just as honest in their opinion that this was a right method of teaching reading as the opponents of that method are that their system is better. But whatever the fact, when we get the Honourable Member for Burrows and many other teachers, and many parents, saying that the result of the present system is that a good many youngsters of good, average ability are reaching high school and even university, and not being able to read with comprehension, then I think we should be taking a very careful look at the system. So I would suggest to the Minister that we make at least the start that is suggested here.

I notice that there is very little attention paid to the subject of reading in the annual report of the Department of Education. There's one line on it, or two perhaps, in the part of the report that covers the Winnipeg School Division No. 1, on page 96. As it's only a line or two I shall read it. Page 96: "A good deal of study has been given to the topic of reading in junior high schools. Principals have also considered topics such as teacher evaluation, supervision, mathematics, etcetera." There's nothing more as far as that report is concerned. I've looked at the report of the superintendent of the Winnipeg School Board. There's some brief discussion there with no conclusion so far as I can see. The report of the Deputy Minister of Education, so far as I've been able to see, makes no reference to the teaching of reading in either this year's report or last year's report, and it seems to me that this is the key problem of education in the Province of Manitoba today. I'd like to ask the Minister if his department or anyone acting on behalf of his department has conducted any research in reading, in the teaching of reading, in the last two or three years.

Now Mr. Chairman, I know that it's a very unpopular pastime to be speaking at any length at this time, and I think I should follow my earlier suggestion and propose a resolution on this subject with a committee to sit and consider this question in a completely calm -- is that the word -- and objective manner, rather than discussing it any further now. But my recommendations would be: first, that we should follow the suggestions of the Royal Commission; secondly, that we should allow at least optional phonetic teaching of reading, that we should at least authorize a phonics handbook for the teaching of reading, because it's a fact, I think, that such a handbook must be authorized by the department in order to make the phonic system of teaching respectable, and at present I believe that it's not only respectable but it's actually banned so far as the regulations of the department are concerned. In spite of that fact, I am told that several good schools in the metropolitan area, in spite of the fact that the regulations do not allow it, are actually teaching reading by the phonics method. So I would say, don't ban, don't continue to ban the phonics teaching. Give it some encouragement in combination with the present system. I don't say throw out the present system in order to bring this one in.

(Mr. Campbell, cont'd)

And then I do intend to ask a few questions in connection with the correspondence course, because I think we should make the correspondence reading course -- which I'm told is a very good phonetic method course -- available more widely than it is at present.

Now Mr. Chairman, once again I say that I think this is an exceedingly important subject. I'm sorry that it happens to come exactly at 12:00 o'clock midnight. We can't expect any lengthy discussion on it, so perhaps I'd better follow my original suggestion and put in a resolution on it. I do want to make it plain that I'm not trying to attack this in a political or partisan manner because I think it's much too serious for that, but I would like to hear the Minister's comments at this time.

MR. McLEAN: Mr. Chairman, if I may just for one minute answer the two questions asked by the Honourable Member for St. John's concerning the Teachers College. Are there people who have failed at university at Manitoba Teachers College? The answer is "yes." We have discovered some who failed at the university twice and sought admission at Manitoba Teachers College without revealing the fact or presenting their university transcripts. Steps have been taken to check with the university next year in cases of all applicants who have cleared Grade 12 more than one year before application is made. We don't have at the moment a precise figure for this year, but there are some at the Teachers College who have failed twice at the university and that are there. The number of students who failed or were taken out of Teachers College -- 46 in the year 1960-61. Seven and three quarters percent enrolment in Teachers College failed or were asked to withdraw.

Now on the subject of reading, Mr. Chairman, I studiously avoid wherever possible the discussion of this rather difficult problem. My understanding is that what is considered the best method of teaching reading is a combination of the phonetic and sight reading, and that is the approach that is made at the Teachers College. There's an attempt to combine the best elements of both methods. As to whether or not articles have appeared in the Journal as recommended by the Royal Commission, I can't say that I have examined the Journal with that particular point of view in mind, but I would be inclined to say that no articles have appeared.

Has the Department conducted any research in the teaching of reading? Not since, certainly not since the Royal Commission report. That is a matter in which we have not been conducting any research. The reference to the regulations banning phonetic reading or the phonetic method of teaching reading of teaching reading by phonetics, the people who advise me continually tell me that that is not correct. I know that some of the people who are interested in this particular subject say that they've been banned, but my advisors tell me that that is not correct, and again that teachers are encouraged to use the best of both methods. The fact that they haven't been banned -- at least the contention that they haven't been banned -- is supported in my view by the fact that in the correspondence branch it's used in very large measure, and I don't imagine that we would be following two different courses. However, I appreciate that the Honourable Member for Lakeside was not speaking in a partisan sense and I'm not either. It's a difficult problem in which there are varying opinions. I have always offered the opinion that there's nothing wrong with reading that won't be cured by more reading and I offer this suggestion for what it's worth, that it seems to me that one of the great aids to good reading by children is that parents should read to the children before the children are able to read themselves. I had that great privilege. I recall my grandmother reading to me when I was a small child, and my mother and father, and I think that many people will agree that if a parent has read to a child before the child is -- when they're quite young -- that that is one of the great aids -- it sounds odd, but it is true apparently -- one of the great aids to assisting the child in himself or herself learning to read, and then to encourage the children to read, to get books from the library and read. The problem and I say this -- I am not getting over into another field -- but the problem with many children is that they're not encouraged enough to read outside of their regular school work. That is they read what they are specifically instructed to read by the teacher, their particular reader, and then they stop there. They don't go to the library; they don't get books. Now this is not a blanket criticism of everybody because that wouldn't be true, but I think what we need is a greater encouragement to children to read -- to extend their range of reading outside of the formal subjects in school, and it's tremendous the capacity which a child has if they get enough experience, get away from the television set,

(Mr. McLean, cont'd) or the radio set, or the comic books, and spend some time in the reading of interesting books, and that in my opinion is one. Now that's a quite unofficial non-technical opinion, and I want to say -- and I hope that there are others here who learned their first formal reading in school with the good old Sweet Pea Reader, and for the life of me I don't know whether that was phonetics or sight reading.

MR. CAMPBELL: Mr. Chairman, while the Minister is a comparatively young man -- at least compared with some of us, he's a very young man -- I still think that it's 99 percent certain that he got his instruction in phonetic reading, not in the sight method and he's mentioned the things that he thinks are good for reading, to have someone read to the children and then to have them read widely later on, but in between those two things, in between the time when grandma or somebody else is reading to that child and the time when that child is going to read widely herself or himself, in between those two there's that time when that child has to learn to read, and my submission is, based on what research I've been able to make, that the system that is prevalent not only here -- it's swept across Canada apparently and even more so in the United States -- that it is not producing good readers and is it not a fact Mr. Chairman, did the Minister not tell us that it is a fact that in the Winnipeg Junior High schools that remedial reading teachers are quite the order of the day, and why do they need remedial reading teachers if the children have learned to read well, and is it not also a fact that in some of the other schools, good schools, that in spite of the departmental regulations frowning on the phonetic system that these other schools use it anyway? I'm sure Mr. Chairman, I'm sure the Minister's aware of it.

MR. CHAIRMAN: (a) passed; (b) passed; (c) passed; (d) passed. Resolution 24 passed?

MR. PAULLEY: Mr. Chairman -- (interjection) -- Yes, I think you are going to listen to the voice of wisdom for a moment or two anyway -- (interjection) -- No it's not Mr. Chairman, on Item No. 4; it's on Item No. 3(c). I want an explanation from the Minister as to the provision of additional training facilities. I note that the estimates of this year set up \$100,000 of which \$75,000 will be recoverable from the government at Ottawa. Is this the commencement or the expenditure for the commencement of the building of the new Technical School in Brooklands or is it some other appropriation for additional training facilities?

MR. McLEAN: Mr. Chairman, this is the item under which we carry our teachers at Katubedde, Ceylon. This is under the so-called Little Colombo Plan that was approved last year. I point out now, that it's not the most recent one; that's not this item here under which we have 100% recovery from Canada. This is the other that we were speaking about last year.

MR. PAULLEY: Well I wonder if the Minister would be kind enough to give us a report on how this Little Colombo Plan is operating in Ceylon and whether the teachers that left here originally are still engaged over there; whether any of them found it a little tough due to the different climatic conditions, etcetera, and I'd appreciate very much hearing from the Minister as to this whole deal.

MR. McLEAN: I was hoping, Mr. Chairman, that the committee would pass a resolution that the Minister ought to visit this, in order to be able to make a personal report. At Katubedde on the outskirts of Colombo, Ceylon, Canada has built a technical institute and provided the equipment for its operation. At the moment it has enrolled about 350 full-time students and about 650 evening students. The entire staff numbers 35. Manitoba sent three of our staff -- three staff members to Ceylon last September. They were Mr. Ross, Mr. Harms, and Mr. Angood. In mid-November Mr. Angood had to be invalided home with amoebic dysentery. He has almost completely recovered, but should not return to Ceylon. I might say there that Mr. Angood is actually on our staff here in the department; one of the ones preparing the courses for the Institute of Technology. He is a former staff member from Ryerson Institute in Toronto. The other two men are still serving in Ceylon and we have every reason to expect them to complete one and probably two years of service before they return. No replacement for Mr. Angood will be sent to Ceylon until the end of the current school year, partly because it would be difficult to find anyone to take his place until then, and partly because arrangements have been made through adjustments of time-tables in Ceylon to carry on without the position being filled until that time. Manitoba pays the salaries of these men without reimbursement from anyone, but we are reimbursed by Canada for travelling and incidental expenses incurred in getting them there and bringing them back, and I might just add that Mr. Bateman, the Deputy Minister,

(Mr. McLean, cont'd) . . . visited the Institute and the teachers on his return from his attendance at the Commonwealth Education Conference in New Delhi, just -- well since the beginning of the year.

MR. PAULLEY: Mr. Chairman, the former Minister of Education used to entertain us with reading of letters and documents as to some of the sections of his department. Has the Minister received anything of an official communication from the government of Ceylon as to how this is working out after having it there for a period of time? From the official sources, rather than through the department itself.

MR. McLEAN: No I haven't. I think all government correspondence is carried on between the Department of External Affairs in Ottawa and the country concerned, and our negotiations are with the Department of External Affairs for Canada.

MR. PAULLEY: Have you had any information from them, then, in connection with this?

MR. McLEAN: Yes -- the First Minister just points out that there was a resolution of appreciation from the Commonwealth Education Conference and I did receive an extended report from the -- I am in error -- that didn't have to do with Ceylon -- I was going to say I had a report from the Secretary of the Canadian Education Association, but he didn't visit Ceylon. Mr. Bateman visited Ceylon but the Secretary didn't.

MR. PAULLEY: Mr. Chairman, I read in the Commonwealth Parliamentary Association Report, but I think that in their resolution there, or their remarks, they were directed to the Government of Canada. I don't recall reading that they were directed insofar as the Province of Manitoba's contribution was concerned. And at the time, of course, when this resolution was before this House for their consideration, it was proposed by the First Minister; the First Minister went to no end of trouble to indicate of this being a Manitoba contribution to Ceylon. And while I appreciate, and I may be in error in this, in the remarks of the First Minister on this resolution, I'm particularly concerned with the Manitoba aspect.

MR. CHAIRMAN: 24 passed.

MR. PAULLEY: Mr. Chairman, if I'm not going to get any further on that, I have another point which I wish to bring up on (d) -- on the School Journal. Now I was always under the impression that our juveniles here in the Province of Manitoba and in general under the whole British system of justice, that names are withheld in connection with a youngster who may have been in difficulty with the law, and also that it was not permissive to publish pictures of juvenile delinquents and others who may have come in contact, adversely of course, with the law. The Attorney-General can correct me if I'm not correct in making that general statement. I was quite disturbed when I received the January-February Manitoba School Journal to find a number of pictures taken at the Manitoba Home for Boys at Portage la Prairie. Now as we all know, this journal is placed in every school library. It's one of the rules and regulations that it must be, and there was quite an informative article in this particular issue of the magazine by Mr. B.R. Penman, and among other things, in his article he states, "Boys come here with a variety of charges against them, and some are welfare cases," and then a little further on in the article, Mr. Penman says and I quote, "We at the Home for Boys feel that Manitoba citizens can be proud of having a correctional institution such as this." Well I don't think that it is proper for a journal which has to be placed in every school library to contain pictures of young boys who are confined in a correctional institution. I know the Minister may turn around and say, "Well aren't you aware of the fact of the boys' band in Portage that takes part in school concerts or their musical festivals?" I would say to him, I am aware of it, but I think it's a horse of a different colour, Mr. Chairman, when any documents which is of necessity placed, by legislation or regulation, placed in every school library, and we hope that as the result of the job that is done at the Portage Home for Boys these youngsters will be rehabilitated and go back to their school chums, or in some cases into different schools and I object most strongly to the publication of pictures of this nature which reveal, if not by name, of course by picture, these youngsters that are in the Manitoba Home for Boys. I am wondering whether or not either the Honourable the Attorney-General, under whose department I think the boys are sent to the Portage Home, whether he as the Attorney-General and the protector of justice here in the Province of Manitoba, would agree with me that this is contrary to the general precept of handling our youngsters and revealing names or pictures of the individuals concerned. And I would like to ask the Honourable the Minister of Education whether he saw the pictures that I am referring to, and whether

(Mr. Paulley, cont'd) he would approve of the nature of these pictures in this particular issue of the Manitoba Journal?

MR. McLEAN: Mr. Chairman, I'm very shocked to hear this. I must say I have not seen the issue to which he refers or read the story or seen the pictures, but I agree that it is quite improper for -- I assume these are pictures showing the face and features of individual people and that is quite improper and I shall see that it won't happen again.

. continued on next page

MR. CHAIRMAN: (d), passed. Resolution 24, passed. Resolution 25. 4. Student Instruction, (a), passed?

MR. MOLGAT: Mr. Chairman, in this regard the Minister indicated when my colleague the Member for Lakeside was speaking on the phonics, that there was no opposition on the part of the department to the use of phonics, and that in fact it was used in the Correspondence Branch. Now it's my understanding, and I was sent a copy of the letter that was sent originally to the Member from Osborne constituency on this matter, of a person going to the Correspondence Branch and seeking to purchase copies of the Grades 1, 2 and 3 course in phonics, and the lady wanted this material, which she thought was excellent, to teach her own children using the methods outlined in Section D Conclusions and Recommendations, Paragraph 56 and 57, Page 138 of the 1959 Report of the Manitoba Royal Commission on Education. She proceeds to say that the Correspondence Branch declined her request. She was given no explicit reason except that it was not a policy of the department to let parents buy this material. Now could the Minister explain what exactly is the policy of his department, and if it is prepared to encourage, as I understood him to say, why is it that they will not make the material available?

MR. McLEAN: Mr. Chairman, we're talking about two different things. I was saying that I didn't feel that we had any policy of -- what was the use of the word? -- of banning the teaching of reading by the phonetic method and I illustrated that fact by saying that apparently in the lessons that are given out, used by the Correspondence Branch, that the phonetic method was that that was used. Now, I think it's pretty obvious that we couldn't have the Correspondence Branch that was making these lessons available for sale to everybody. The Correspondence Branch is established for those who are unable to attend school, and for just anybody to be able to walk up to the Correspondence Branch and buy a set of lessons would seem to me to be improper. However, in the case to which the Honourable the Leader of the Opposition refers, the lady in question received the set, as I'm sure he knows and has seen. We did stipulate that it had to be at the request of the principal of the school, and if it's a matter of life and death with somebody that they get one of these sets, why we're willing to accommodate them, but we don't make them available for general sale. I gave a set of the correspondence -- reading in correspondence I think -- in three grades for the Honourable Member for Gladstone-Neepawa and it was a great big box about this high, and it's a pretty expensive proposition to reproduce them, and I just don't think we could have any policy where they would be generally for sale.

MR. CHAIRMAN: (a), passed; (b), passed--

MR. MOLGAT: Mr. Chairman, the Minister's statement in this regard, I frankly don't see why he says they shouldn't be for sale. After all, if they're printed, once you've got them set up, the same cost has been done, then I would presume the more he sells the lower the cost is going to be per unit and the better off the department will be, and the better off anyone who is using this. I simply cannot see his logic. It seems to me then -- he says they don't discourage the use of phonics -- it's a very grudging encouragement in that case that he's giving it, because I well recall the work that my colleague the Member from Neepawa had to go to to get the set from the Minister in the first place. It was certainly a very involved procedure. If my honourable friend says they're willing to give them out, I would hardly recommend a more difficult way of giving them out than the one that he's following in his department right now. There certainly won't be too many people in Manitoba who will be sufficiently persistent and determined to obtain the material, that he needn't have any worries that he's going to have added costs of additional copies. But I would think that he might consider having them available for sale if they're good -- and I presume that they must be good or he wouldn't be using them in the Correspondence Branch. Surely if they're good enough for the Correspondence Branch then they should be good enough for anyone who wants to purchase them.

MR. CHAIRMAN: (b), passed?

MR. ORLIKOW: Mr. Chairman, I would like to say something on (a). I'm not going to repeat the speech that I made on the general course. I'm sorry if the Minister thought -- came to the conclusion on the basis of what I said that I -- I'm not going to quote exactly what he said -- but I think as I remember it, he thought I said the course was so bad that I would really recommend to people that they not take it. That was certainly not my intention and I tried to make clear that I support the idea of a general course. I did question the procedures which we have followed in establishing it. The Minister gave us some considerable detail as to the work which

(Mr. Orlikow, cont'd.) . . . has gone into it, and I know that a good deal of work has gone into it. I did question whether enough had been done. Now that was last Friday. Surprisingly enough, on Saturday morning I received the news letter which is published by The Manitoba Teachers' Society -- I don't know whether the Minister gets it or not. It's dated March 30th, and if the Minister hasn't got it, I want to read him one paragraph which appears in the centre page. It's headed, "How Teachers can help with the General Course" and I quote: "Although the experiments with the new general course have been under way in some schools in the Greater Winnipeg area and Neepawa since the fall of 1961, it appears that very little is known about the purpose and expected results of this latest development in Manitoba education." End of quote for the moment, Mr. Chairman. So that the Teachers' Society, which the Minister told us proposed this course and which co-operated very extensively in the development of this course, said this week that "very little is known about the purpose or the expected results of this latest development" -- so I think, Mr. Chairman, that the suggestions and criticisms which I made were not entirely unfounded.

Now the Minister said that the principals are in support of this course, and I think I said nothing which would indicate any different, but he said they, the principals, foresee some difficulties. And that's precisely what I said. Now the Minister read us some comments by people who are now teaching the general course in the experimental classes which have been set up, and one would expect that they are quite favourable, that they are quite enthused. After all these are picked teachers who are doing this because they want to, and because -- I assume they are working very hard. But when this course gets into full -- and it won't be into full swing the first year -- but we will have a very large number of classes for a new course, and there's quite a substantial number of teachers who will be teaching this course for the first time. Now, Mr. Chairman, I wonder if the Minister, if the department has given consideration to a seminar -- a few days, a week long -- for all the teachers who will be teaching this course, so that they will -- not so much, Mr. Chairman, on the subject matter, because I don't suppose the subject matter will be that different to what they have been teaching -- in any case a good teacher changes the work they do from year to year -- but if this course is to succeed, I think the teachers have to know in some detail, have to know and have to have discussed with other teachers and with the departments and with the people who have begun the course, have to know a good deal about the purposes and objectives of this course. And I'm wondering if the Department has given consideration to a seminar for every teacher who will be teaching this course.

And one more matter on this course, Mr. Chairman. I go back to that newsletter I was talking about and I want to quote the rest of the item, because it deals with a somewhat different matter, and I quote again, Mr. Chairman, and here's what they say: "It is good news that the Curriculum and Public Relations Committees of the Manitoba Teachers' Society have suggested division associations; organized a series of meetings to inform parents, trustees and the public at large about the general course. Such meetings will be of particular value in those areas where pilot projects will be introduced this fall. The aforementioned Committees have announced that they will be pleased to assist in the organization of these projects in every way possible." Well, Mr. Chairman, I think the Teachers' Society is to be congratulated for offering to undertake this work. It certainly shows that they are interested in education and not only in their own salaries or working conditions; but I don't think, Mr. Chairman, that the Teachers' Society has the facilities; has the staff to do this kind of public education work. Surely if the general course is to succeed, the work of educating the public as to the course -- as to what will be offered; who will be eligible; what they can expect after they complete the course; all the matters which we discussed last week -- surely that is the responsibility of the Department. I think that the assistance of the teachers is required, and we should welcome the offer of the Teachers' Society, but it seems to me that that is -- what the Teachers' Society is suggesting be done in this newsletter should really be done, undertaken -- not in detail -- by the Department. And I make these suggestions with regard to the general course, Mr. Chairman.

MR. McLEAN: Mr. Chairman, I might just remind the Committee that when I made my initial statement I pointed out that we are holding just such a seminar at the Manitoba Teachers' College on Monday, April 23rd, and there will be 175 people in attendance. That will include all of the teachers and a number of the principals and supervisory staff that will be associated with the general course. Then in addition to that, local briefing sessions will be held at

(Mr. McLean, cont'd.) . . . Brandon, St. Vital, Flin Flon, Ethelbert and West Kildonan in the period May 5th to May 15th, and to these centres will be brought in again teachers and principals and others who are associated with the course.

MR. ORLIKOW: Mr. Chairman, how long will these seminars -- the first one I presume will only last one day -- how long will the local seminars last?

MR. McLEAN: They will only be evening seminars. The first one will be one day.

MR. ORLIKOW: Is it expected that all teachers who will be teaching will be expected and encouraged to attend? I'm not saying that you have to keep an attendance record. But is that the intention?

MR. McLEAN: Yes, that they attend.

MR. CAMPBELL: Mr. Chairman, I don't want to continue the discussion with the Honourable the Minister on the phonic system unduly, but I understood him to say that the department did not ban, or did not frown on teaching reading by the phonic method. I would just like to ask him to check on this because I'm sure he wouldn't have given that information if he knew the answer to this other one. Is it not a fact that the authorized text and guide books of the department stipulate that letters shall not be sounded in isolation, which I understand is one of the hallmarks of the phonics system? Is it not a fact that the authorized texts actually discourage, or prohibit the teaching by the phonics system? And then further than that: is it not a fact that the Department of Education Act says that any school where teachers use unauthorized texts, or words to that effect, can have its grants withheld, and is it not a fact that these two or three things in combination actually do mean the prohibition of teaching the phonic method. I'm sure that the Honourable the Minister thinks that is not a fact or he wouldn't have said what he did tonight, but I'm just asking him to check that further, unless he's received the information in the meantime.

The question that -- and I think this will likely be my last question at this time on this matter that I would like to get answers to, and I don't expect the Minister to be able to answer these tonight, but I would appreciate it if he would get them at his convenience. Page 30 of the annual report, this year's, gives the numbers of courses that were sent out by the Correspondence Branch in Grades 9, 10, 11 and 12. Now I recognize that these are high school grades and you wouldn't expect that ordinarily many of these courses would be for reading when they're in Grades 9, 10, 11 and 12, but on the other hand the paragraph just before the tabulation there on page 30 mentions that many teachers and students make use of the courses prepared by the Correspondence Branch. "Courses are supplied to students in attendance at school only on the recommendation and written approval of the classroom teacher or the principal of the school they attend. During the past year the following courses were supplied," and then it gives a listing. The Minister will note, Mr. Chairman, that in the courses of single subjects that two-thirds of the total were courses in single subjects. The question I would like to ask is: how many of this 1,497 single courses were the reading course? I don't expect the Minister to be able to answer that now, but I'd appreciate it if he would get the information. Then the same report -- I'm sorry I don't have the page in this connection, but some place in the report it mentions that there are 55 permit teachers in elementary schools. I would appreciate knowing how many of these 55 permit teachers were making use of the correspondence reading course.

MR. McLEAN: Mr. Chairman, I think that, if I answer the first question here, the table on page 30. None of those would be reading because it refers to Grades 9, 10, 11 and 12 and there are no reading -- the subject of reading is not one of the subjects in those grades, so that the answer would be of that 1,497 there would be no courses in reading, if I understand the question that you're asking me about that particular table.

MR. CAMPBELL: I think you do understand the question, but even so I would still expect that some of those would go out to either the students or their teachers, or parents of students who are eligible to receive them. Now I know that the first impression would be that these are courses for the students and perhaps that is the case, but I would think some of them might be -- would not the ones sent to the teachers be included in those?

MR. McLEAN: Well yes, if, for example, there was a Grade 9 history subject sent to a teacher, that would be included in that group, but the point I make is that this refers only to the courses sent out -- that is, the course is either Grade 9 course, or Grade 10 course, or

(Mr. McLean, cont'd.) Grade 11 course, or Grade 12 course. That would not include any reading. The reading comes in Grade 1, 2, 3 and so on, and that's not shown in that total there. -- (Interjection) -- Yes, these are the students' courses.

MR. CAMPBELL: Thank you, Mr. Chairman, and the other part of the question regarding the 55 permit teachers; I think some of them would be getting the reading course, wouldn't they?

MR. McLEAN: Well they might. I'm not too certain, Mr. Chairman, whether I could give that information or not. Perhaps I just might make a small correction -- 42 permit teachers as of this current year -- but your question is how many of the permit teachers would be getting the reading course from the Correspondence Branch? Well, we'll do the best we can. I don't know whether any record of that sort is maintained. I do want just to come back to the earlier part and say I am certain I can tell the Committee the answer that I would get by discussing this matter with the senior officers of the department; because I've faced them with it a dozen times since I've been the Minister of Education, when I get these 'phone calls, people telling me that the teachers will lose their jobs if they as much as utter the word "phonetics" and all this sort of thing; and I have placed the question squarely before these people and I've said, "Is this the case?" And in every time they have assured me that it is not. I understand from the officials of the Winnipeg School District that there's no restriction or no compulsion placed on the teachers preventing them from using the phonetic method, or as they say -- they always end up by saying, "Now, a good teacher uses a combination of both," and this idea that there's some legal prohibition against the use of the phonetic method I am assured by the officials of the department is not the case. Now I give that answer now because there would be no object in my maintaining it over. I've asked it often enough myself and have had the answer often enough to know it quite well. I confess that I have not made any study of it from the legal point of view. That is, I'm only now saying what I have been advised.

MR. CAMPBELL: Mr. Chairman, I understand that my honourable friend the Minister is too busy with other matters to have made a study, and of course he simply must depend upon the advice that he receives from his senior officers. I hope that he -- in fact I know he was not trying to convey the impression that I had said that any teacher who so much as uttered the word "phonics" was apt to be dismissed. If someone has said that to him I am not responsible. I have not said that; but what I do say, and say to him once again, is that if he will check the authorized text and the guide books that accompany them and read them carefully, I think he will find that they not only discourage but prohibit the teaching of reading by sounded phonics, and then if he will consider further that clause of the School Act -- Public Schools Act, I think I should have quoted rather than the Department of Education Act -- the Public Schools Act, if he will consider the section of it that says that if any teacher or school that uses other than the authorized textbooks is liable to have its grants withheld, I think he will discover that there is a prohibition, an actual prohibition. Now the fact that no teacher loses his or her job because of teaching phonics or uttering the word is borne out by the fact that I have mentioned that some of the best schools in the area are already doing that -- some of the private schools, I believe, and some others -- pretty generally the St. James School Division, I believe, so that's the proof that they don't lose their jobs over it. But I still come back to the fact that as I understand it, and I've looked into this pretty carefully, the Department's own authorized text and guide books have a distinct prohibition against the teaching of sounded phonics.

MR. CHAIRMAN: 4. (a), passed? (b), passed?

MR. MOLGAT: Mr. Chairman, I have some questions on examinations under 4 (a). Last year, in fact in May, there were some newspaper items that some of the school trustees were objecting to the increase in the examination fees. In fact the executive-secretary of the Manitoba School Trustees Association at that time said that some high school students had been prohibited from writing final examinations because they could not pay Department of Education fees. I wonder if the Minister could indicate to us what change was made in the fees; when the changes were made; what exactly the situation is in that regard.

MR. McLEAN: Well the changes were announced here in the Legislature. I just don't -- I'm under the impression that that full information was gone into when the fees were increased. Now I don't think that there has been any case of any person not able to write the examinations because they couldn't pay the fees, because the Department of Welfare in cases of need

(Mr. McLean, cont'd.) . . . provided the funds in the regular way for the student. I think only one case was drawn to my attention and it was looked after.

MR. MOLGAT: Mr. Chairman, did they receive some complaints from the School Trustees Association in this regard?

MR. McLEAN: Oh, several organizations passed resolutions objecting to the increase in the fees. Oh, yes. Everybody objects to increased fees, or increased taxes, or anything that costs more money.

MR. HRYHORCZUK: Mr. Chairman, a little while ago I asked the Minister about comparing the failure rates in the districts that were not in divisions as compared with failure rates in schools that were within divisions, and he sort of pooh-poohed the idea as if there was nothing to it. Well I haven't found the information I was seeking, but I did find something interesting in the report of the Department of Education for the year ending June 30th, 1961. It makes interesting reading, and I'm quoting from the top of page 31: "The failure rate of Grade 12 correspondence students was somewhat lower than the provincial rate in all subjects except in Latin in which it was identical, and in Chemistry in which it was 2% higher." Could the Honourable Minister explain to us how the correspondence students -- which we always thought was the poorest way any child could get an education -- have a better standing at the end of the scholastic year than those who are trained by teachers right in the schools?

MR. McLEAN: Mr. Chairman, I think you must remember that the correspondence students, many of them only take perhaps one or two subjects a year, and certainly anyone who is energetic enough to take the Grade 12 subjects by correspondence is likely to be a fairly able student, that is have a good deal of native intelligence, and I am not surprised that their rate of passing would be quite high. Remember that these are folks who are doing this because they have some physical disability and can't get to school, or they're in some very remote part of the province. I think that's the only answer.

MR. REID: Mr. Chairman, I believe this is some sort of a filibuster so I might as well get into the mood and get into the game. We're going to stay here until the wee hours of the morning so it's no use just sitting here and falling asleep, so I might as well get up and have my say too. We've heard, Mr. Chairman, the pros and cons on the general course, and matriculation, examinations, grading, types of books, methods of teaching, so forth, so I won't elaborate on all that again. But I believe that we've missed a very important point, and we've overlooked it here and I'll try and make it now, even in the wee hours of the morning. I think one of the best curriculums that I know of would be one based on an educational system that would prepare students with the sound fundamental base of knowledge. Thus they would -- (Interjection) -- well that's it -- thus they would be properly prepared to enter a field of their chosen vocation to earn a living. But I think it is very important that they get assistance and guidance at an early age to determine what they would be best suited for in adult life, and I'm going to suggest, Mr. Chairman, a very simple plan -- and I believe so simple, it's just as simple as A, B, C, and that's some surprise. Maybe that's why it hasn't been tried. To implement this plan, Sir, it won't cost the Department of Education one cent. All it will be is the regular part of the examination system that the students write now, and what we lack most now in our present system, Sir, of education, is a merit rating -- by this I mean a student merit rating. Students should be tested and examined as to their general abilities, their aptitudes and mental capabilities as to what they would be best suited for to earn a living in later life. The plan I have in mind, Sir, should start at the age of ten years old. By that time they have had four years of schooling; they've become accustomed to school routine and should have a fairly basic knowledge of education. Thus I am sure that with regular examinations and an aptitude test, such students, even at this age, could be identified for higher education and courses could be planned for them accordingly. And they should have a similar test again in another four years at the age of 14 to check their normal progress as to personal abilities and general knowledge on a practical basis, naturally as to their own capabilities. And then finally, Sir, they should be checked in their last year of high school which would definitely show their aptitudes and their abilities and their natural inclinations as to what they're best suited for to earn a living. Thus they could be advised whether to attend Business College, Technical School or universities. But of course, as I mentioned before, our universities will have to have free fees because the people of normal -- an average person can't afford to send this

(Mr. Reid, cont'd.) . . . student, their pupils and their families, to universities where, as I mentioned before, people with means, they send their children to universities and we're using public money to subsidize their education, and I don't think it's fair to the public at large that we're using public money to subsidize the education of the people that are fortunate. Now, Mr. Chairman, with that idea and also with the idea of financing education on a federal and a provincial basis and not on a municipal field, not on real estate taxes, I think education would be equal and available to all that wish to avail themselves of it. -- (Interjection) -- Carry on? Ask a question? Sure, go ahead.

MR. CORBETT: Do these four-year tests cease at 84, or sooner?

MR. REID: Pardon?

MR. CORBETT: Do these four-year tests cease at 84, or sooner?

MR. REID: Oh no, no; children. Children. Well you could take a test too, Bert. Then, Mr. Chairman, not only the province but the municipalities would have available funds to do much needed work. We hear the Minister say that he hasn't got money for research. If he only has to pay half the cost of education and the other half paid from the federal level, then the Minister could set up a Research Council which would help very much in his job. Municipalities who have no money for libraries -- we're always talking about, "we've got no money for schools; we have no money for this." Well, Sir, if the municipalities at this present time where they're spending 60 to 75% of their budget just to finance schools, if they'll finance on a federal and provincial basis, they'll have available funds to do all these things. So as far as education, Sir, we've got a long way to go and many different ways of looking at it, and that's why I'm surprised that we're just talking about the same, same ways where we should amend the B. N. A. Act as I said before; take the responsibility of education away from the province and make it a federal jurisdiction and to be shared by the province. The way it is now, every province is responsible for education and the federal government has more means and ways -- (interjection) -- oh, we're going to stay here all night, so I'm going to talk all night -- (Interjection) -- why not? I'm speaking education. Do you want to stay here all night? You want me to sit down. Okay, adjourn the House at 1:00 o'clock and I'll sit down. You want me to stay up here and talk, carry on. I'm speaking on education -- (Interjection) -- On the item, I'm speaking education, general education; that's the item.

MR. CHAIRMAN: You're talking about the B.N.A. Act--

MR. REID: That's the item, Mr. Chairman, on student instruction. -- (Interjection)-- I'm speaking on student instruction, Mr. Chairman, and examinations. As I said before, we should change our system of examinations. I'm going to repeat it, yes, and examine them in a four-year period, not the way we have it now. You get now, Mr. Chairman, students write exams; they write on the topic; they write on just general topics; it's not preparing them for life's work, because half of them are writing -- they don't know what they're writing about; and the other half they don't pass anyhow. That's true. And if we were really interested in education, Mr. Chairman, we'd have a curriculum in our schools which would train pupils. They go in there now, they get a course and it's not training them for anything. After they've finished high school they're not trained for anything. They have to go to either Business College or Technical School or university and start all over again -- (Interjection) -- Pardon? No, no, no politicians. So I think, Mr. Chairman, the Minister should take it seriously under consideration of changing this whole system in our schools, because -- it may be "hear, hear" and may be comical, Sir, but many students after they finish high school, they never enter school again, and if they haven't got the basic knowledge and training by the time they've finished high school, they're not much use in this life. And in our high schools, after a student has been going to school for eleven or twelve years he should know something. They should know something, and you hear in this House -- as I mentioned, after they finish high school they can't even read -- (Interjection) -- Well, Mr. Chairman, if that's the kind of system of education we got, that after pupils finish high school they can't read, well there's something drastically wrong with it. So the Minister, he has many advisors. He has a large staff and he spends about one-third of the budget -- the provincial budget -- on education, and I am sure that we should get better results for the money that the Minister spends and intends to spend in the future, because at the present time, Sir, we're turning out pupils far beneath the calibre of an educational system which the Minister proposes he has here -- (Interjection) -- and I'm sure

(Mr. Reid, cont'd.) . . . that with his staff and his advisors, and paying attention to school teachers -- I wouldn't say school trustees because they're just average fellows -- but school teachers, I think you could get a course, and possibly on the general course -- I'm not too familiar with it -- that would prepare students in their high school years, to go out with a fairly decent level of knowledge, where they can go out and earn a job, because right now I understand, even if they go out with a high school education and they apply for a job, it's not very easy to get a job. They must then go on these other schools -- technical schools; business college, or university--

A MEMBER: Make lawyers out of them.

MR. REID: Universities, Mr. Chairman. The majority of people can only afford them -- the wealthy people. Technical schools -- if a person has the aptitude and the mechanical knowledge they're not much use in a technical school. Business College -- you go to Business college; it costs lots of money, and if a person hasn't got the aptitude for Business College they're not much use there. So in our high schools we should train them, possibly in this general course, how best they can earn a living in this highly competitive world. -- (Interjection) -- Lots of time? do in the House -- we've got to talk all night.

MR. CHAIRMAN: the question.

MR. REID: Well, Mr. Chairman, if we're going to stay here all night we might as well--

MR. CHAIRMAN: Order. Order.

MR. REID: I know it's a very important subject. Somebody said, Mr. Chairman, education is a very important subject, but I don't think the members in the House here realize how important it is. In fact, they think it's a laughing matter. Well it may be a laughing matter -- (Interjection) -- no, no, I'm not -- you fellows that sit there -- you are. If your constituents could see you here, sitting here when you're discussing education and just laughing as though you think it's a big joke, how much money you're spending, then you would find out different -- yes, sitting there, laughing away.

MR. CHAIRMAN: Order. Order.

MR. REID: So, Mr. Chairman, the Minister with his staff of advisors and inspectors -- and he must have quite a staff -- should come out with some different ideas on education. It's every year -- if you look at last year's grant and this year's grant there are very little changes in here. In fact some of the departments are cut and others may be added, but I don't know what use they are, so I'm sure, Sir, with the basic knowledge that the people in his department have, that they could devise a better means and ways of educating our children than we are doing at the present time for the money that we're spending. True, the money is put to a good use, but nevertheless I think we could get more value for our dollar and the public's money if the Minister would get busy with his staff and devise a different means and ways of a plan and system, because at the present time, Sir, the people are paying about 75 percent of taxation for education, and the majority of them, Sir, they're not getting their money's worth because their children don't go on past high school. -- (Interjection) -- Well, can't read -- somebody says, can't read, can't write -- and the majority of them still go on to university. These people are subsidizing them and paying taxation the rest of their lives for educating pupils of wealthy parents where their own children are denied a basic education.

MR. HUTTON: Can I ask the member a question?

MR. REID: Okay, go ahead.

MR. HUTTON: I was really enthralled on your theory of -- I just wanted to ask a question. I just wanted to know how many of us would qualify for this House on a merit basis.

MR. REID: Well, Mr. Chairman, I'm not an expert on that. I wouldn't know, but as I mentioned before, the Minister has people in his department that are supposed to be experts in the field of education and I think they could devise a plan and means and system far beyond my scope and I'm sure that that would answer the gentleman's question. I'm just speaking, Mr. Chairman, from a layman's point of view. I'm not an expert on education, and as I said before these are my ideas and the average ideas of people -- working people that are trying to educate their children, and I'm sure if money that's wasted -- on a federal level especially -- were used to finance education with the assistance of the provincial government then we'd have an educational system that would be available at a reasonable cost to every student and pupil that wished to avail themselves of it in Canada. Not like at the present time, Sir, the only pupils

(Mr. Reid, cont'd.) . . . who can get a decent standard of education is if their parents are economically able to do so. -- (Interjection) -- Right -- it's the dollar bill that counts. But the unfortunate part, Sir, is that many of these students that go to universities that their parents are able to pay for them, they're a poor calibre of student. They just go there because their parents have the means and ways and their daughter or son had to have a university education; where there's many pupils of the average family if they were given that same privilege they would contribute much to the welfare and being of our society which at this time is denied to them. So, Mr. Chairman, with these few remarks -- and I think somebody else should get up and follow -- because if we're going to sit here all night, like I said, I think it's a filibuster. We should just stay up here all night and talk and keep each other awake.

MR. PREFONTAINE: Mr. Chairman, I have a speech of one hour that I would like to make in French at the present time but I wonder if the Leader of the House will not have pity on those who do not understand French and maybe ask the Chairman to rise and report at the present time. I think we have used this day quite well -- yesterday I mean. We are not doing now any useful work. After having worked two hours more than the ordinary quitting time, I believe that it's reasonable and that we should ask the Leader of the House to call it quits for tonight and ask the House to rise and report.

MR. EVANS: Mr. Chairman, I think that if we had spent the time on the items and had been considering the matters before us we would be at the conclusion of this department now and I think we should continue on 'till we do finish it.

MR. CAMPBELL: Mr. Chairman, a little while ago the Honourable the Minister gave what I think he believed was a correction to a figure that I had used. I had mentioned that there were 55 permit teachers in the elementary schools reported in the Department of Education annual report, and I now read from the report itself -- because I think he undertook to correct me to say that there were only 42. This is what the Department of Education report for the year ending June 30th, 1961 says on page 12: "The number of permit teachers in the elementary schools dropped from 78 last year to 55 this year." I just wanted to put that on record, Mr. Chairman.

MR. McLEAN: I think my honourable friend's figures are correct. The figure I gave was as of December 31st, 1961 -- a different date.

MR. CAMPBELL: A different year. Yes. I was quoting the report that we have before us.

MR. CHAIRMAN: 4 (a), passed.

MR. MOLGAT: Mr. Chairman, the Minister indicated to me that he had received a large number of complaints about the increase in examination fees. Is he considering reducing those fees?

MR. McLEAN: No, Mr. Chairman.

MR. CHAIRMAN: 4 (a), passed; (b), passed.

MR. ROBERTS: Mr. Chairman, I'd like to make a few remarks about the books used in schools. Now there seems to be quite a bit of difference of opinion as to whether or not we have a uniform curriculum in Manitoba and whether or not teachers teaching in the various schools throughout the Province of Manitoba are using the same courses exactly. Now in a typical school in a typical rural point, or in the City perhaps, a child cannot move from one school division or school area to another and expect to use the same books when he gets into the other area. We have to do this regularly because of the fact that we move from the City to the country and vice versa. We find that particularly in the case of work books that there is a wide variation between the work books being used by the schools in certain points in the country to the books used at points here in the city. Is there no way of arriving at a uniformity of which books are used in a certain grade or is there not an advantage to having a uniform curricula in this matter?

MR. McLEAN: Mr. Chairman, there is some problem in this field and it's a difficult thing. One doesn't want to be absolutely rigid. You can't keep everybody in step taking the same lesson, the same page, on the same day. There's a certain amount of latitude that is allowed to teachers and we're constantly between those two problems of satisfying the request of teachers for more latitude and the very natural desire to have a pretty uniform standard in every school. There's a problem. It's not solved by any means, but -- it's true that you can move from one school to the other and find that they're using a different texts, still within the

(Mr. McLean, cont'd.) authorized group, but a different one from the school that the child has just left.

MR. ROBERTS: Mr. Chairman, the things that this government brags about is the fact that textbooks are provided free to the students of Manitoba at this time but I think that anyone who has children in school realizes that they're still laying out seven or eight or more dollars a year per child for these work books, that are books which are text in a sense because they're printed books -- they're books you buy from the school book sales and they're books that you are forced to buy because the teacher insists that this is the course; and yet they're books that you write in -- the student writes in the answers throughout the work book and so the books cannot be used again in another year by another student. Now is there not some way that these books, too, can become part of the free textbook setup of the province? Is there not some way, for instance -- I was looking in one of these work books the other night and there's no reason on earth why, instead of writing the answer in right on the book beside the question, that you couldn't write the answer on a scribbler and carry it with the book and then the book would be of use to another child in the following year which would constitute hundreds of thousands of dollars of savings to the parents of Manitoba. Is there not some purpose here?

MR. CHAIRMAN: 4 (a), passed; (b), passed --

MR. PAULLEY: Mr. Chairman, on (b), I have a few questions that I would like to direct to the Minister of Education. I note that in the annual report a considerable amount of space is given to the Directorate of Vocational Education. Mention is made throughout the report of the co-operation that the federal and provincial governments apparently have, and of course which we haven't here in this assembly, but considerable mention is made of the agreement between the two jurisdictions in the field of vocational training. I note with great interest on page 79, dealing with schedule "M", the training of unemployed persons, the article reads as follows: "During the year training was provided for 1,417 unemployed persons, of whom 1,002 were men and 415 were women, who were registered with the National Employment Service as unemployed. These men and women were selected jointly by the provincial officials and the National Employment Service and given short intensive courses of training for occupations which offered a reasonable opportunity of regular employment. I would like to ask the Minister how these individuals are selected; what must be their qualifications in order to be selected; have they, to reach certain educational standards, are they of any particular age category; and I would like to hear the Minister give the committee a report on how many of these individuals, both men and women, who took this training under the Schedule "M", obtained employment after these short intensive courses of training for occupations. I will leave him with that one for the time being. I have about half a dozen more in connection with this department.

MR. McLEAN: Mr. Chairman, the persons are -- one perhaps can't properly use the term selected -- but they are generally referred to this type of training by the Unemployment Insurance Commission, the Employment Service of the Unemployment Insurance Commission because people under this particular type of training are persons who are unemployed. They don't have to have any particular qualifications other than, and this ties in with the next question about the educational qualifications. Generally speaking we like a Grade 10 standing for any person taking a trade or vocational training at the Manitoba Technical Institute, but then the committee will bear in mind that we have the arrangements for pre-employment training to bring their standard up if it's too low, and again, these people are treated on the same basis as Schedule "M" people. We don't have a rigid -- when I say grade 10, we don't -- if a person happens to have grade 9, oftentimes they are admitted in. That's just a general sort of category. Now I can't -- oh, age category; we take them at all ages. And how many took the training obtained employment? We would have no figures on that because they're dealt with on that matter by the Unemployment Insurance Commission.

MR. PAULLEY: Mr. Chairman, I am interested in the Minister's remarks and particularly his remark to the effect that these are not selected but apparently are referred by the Employment Service, and I naturally would make this observation, because after all, this is his report or the report of his department, and makes the firm statement without any qualifications at all, and I quote again: "These men and women were selected jointly by provincial officials and the National Employment Service." Now then, surely to goodness, Mr. Chairman, those of us who read this report have this before us and yet the Minister stands up and tells us

(Mr. Paulley, cont'd.) . . . that they're not selected. Now that naturally poses the question: either the epistle that we have before us is incorrect or the Minister. And then again, I would pose this question in reply: the Minister states that he doesn't know how many, if any, received employment or obtained employment after this intensive short course. Now I ask him, in all fairness to the taxpayers of the Province of Manitoba and also to the taxpayers of the Dominion of Canada -- surely the Minister of Education should have figures to indicate as to the value of this training, because it would appear to me that it would be of prime importance. Now what type of courses actually are they? Short intensive courses of training for occupations. One of the facts of the situation insofar as employment and unemployment in Canada today is because of the fact that we haven't sufficiently trained personnel. Now I would like to hear from the Minister more details as to what types of courses, because after all, if these are just going to be short courses of a nature that's not going to end up with regular employment, then I question the advisability of continuing the program. And surely to goodness, the Minister should have this information or his department should have it.

MR. McLEAN: not too clear on what the problem is. The courses taken are -- if there's going to be any argument about selected -- all I was trying to say to the honourable member was, this isn't a case where somebody has to pass or surmount some great hurdles in order to get into the course, but once they're in, what courses can they take -- well here they are: auto body repair; auto repair mechanics; barbering; bricklaying; carpentry; commercial; cooking and baking; diesel mechanics; draughting; architectural draughting; mechanical, electrical appliances repair; electrical construction; hairdressing and manicuring; industrial arts; machine shop; painting and decorating; plastering; plumbing; practical nursing; radio operators; radio servicing; refrigeration; sheet metal; television; upholstery; watch repair; welding; electric arts; welding oxide acetylene; woodworking; pipeline welding; stationary engineering; heavy duty mechanics; and hydro electrics. Now all of those courses of training are available to these people depending upon their wishes and I presume also their background and the nature of their interest. As to whether or not we should be spending this money, I'm certain we should because it must be obvious that many of these folks receive employment otherwise the Government of Canada wouldn't be contributing 75% of the cost of giving it to them.

MR. PAULLEY: But my main point, Mr. Chairman, is that we should have facts and figures so that we can assess the value of this. Now the report of the department says that this is a short intensive course. I happen to be familiar with one of the trades that my honourable friend just mentioned, that of upholstery, because that happens to be my own trade. It took me a good five years to know as little as I know about that particular trade. Now I ask the Minister what does he mean by short intensive courses to turn out an upholsterer, or an auto body man. Exactly what does this report mean? Does it not mean anything? We should have more information on the basis of this and the expenditures that are made in this field.

MR. CHAIRMAN: (b), passed --

MR. PAULLEY: No, Mr. Chairman, I have a few more if the Minister is unable to answer the points that I have just raised in reply to him. I have one or two others in connection with vocational training which I'm going to ask.

MR. McLEAN: quite an intensive course of training. It varies all the way from two months to ten months depending on the experience of the person concerned. This is not a complete course of training in some cases, but rather a preparation for those who will enter, presumably apprenticeship or work of that sort. That's what's meant by this term "short intensive," as distinguished from a three or four year course. We don't have any of that length of training at the MTI in the trade or vocational courses.

MR. PAULLEY: Well, Mr. Chairman, I would leave that -- I'm not satisfied with the reply because I certainly cannot conceive of how a course of four or ten weeks duration, or ten months duration, excuse me, will turn out a tradesman. It's an absolute physical impossibility and I'm rather amazed at the answer that the head of the Department of Education has given me in respect of this. Now then, further to this, there's another in the same section dealing with "M", Schedule "M", of the dominion-provincial arrangement. It mentions that the program is making a definite contribution in the upgrading and retraining of unemployed persons in the province. "Excellent co-operation is received from the staff of the regional office and those responsible persons in the six local offices in this province." And yet here we have

(Mr. Paulley, cont'd.) . . . the statement that this program is making a definite contribution in upgrading and retraining of unemployed persons and yet the Minister cannot indicate to us as to the degree.

I want to pass that one for a moment and deal with the next item on page 79 of his report dealing with the training of disabled persons. The report states that during the year 141 disabled persons, being 94 men and 47 women, received training under this program which provides for the vocational training of physically handicapped persons with continuing disabilities who require training or retraining to fit them for gainful employment. Such disabled persons are selected by the provincial schedule "R" selection committee -- and then mentions a Mrs. W. Gerrie who was appointed to the selection committee as a representative of the federal government. During the year a total of ten thousand-odd training days was given at a cost of sixteen-odd thousand dollars. I again ask the Minister, how many persons, as a result of this training and retraining program in respect of our physically handicapped persons, obtained employment as a result of this.

Now then the second paragraph of this particular section is rather intriguing because it says that this is the only program providing for university training under the federal-provincial agreement other than student aid. Disabled persons have studied engineering, education, pharmacy, architecture and journalism. Then it goes on to say "training is provided in regular provincial and municipal schools, in private trade schools or by on the job training." I ask in connection with these two questions -- one I have already asked insofar as obtaining employment as the result of this training -- and I would like to hear from the Minister as to how many of these citizens of the province received university training as suggested in the report of his department where it says that this is the only program providing for university training under the provincial-dominion agreement.

MR. McLEAN: Mr. Chairman. I'm unable -- and I'll just try and explain the situation as carefully as I can -- I'm unable to say how many persons who have trained under schedule "R" received employment. By the same token I'm unable to say how many students who completed Grade 12 received employment or how many students who went to the university received employment. We don't operate an employment service and have no facilities and indeed no record to provide that information. With regard to the second question, this, of course, refers only to disabled, physically disabled persons. For example, a person who is enrolled or associated with the Society for Crippled Children wishing to take a course in medicine, medical college, might receive bursary assistance, and if so it is under this program that it would be provided. It's a limited number of people who are covered by that particular category.

MR. PAULLEY: Mr. Chairman, the Minister states and facetiously mentioned about the fact that he wouldn't know how many students who left Grade 12 receive employment, or leave university and obtain employment, but I think this is a different situation entirely, because in both of these categories it's a joint program on a shared basis between the federal and provincial governments. We know exactly how many persons took the advantage of these two schedules, and surely to goodness the information should be readily obtainable in order to assess again the value of the program. I would imagine that the national employment service bureau would want to know. Surely to goodness, Mr. Chairman, somebody knows. I think that the Minister in charge of this very responsible department should be able to tell the committee how many people obtain employment after these programs are over, and I'm so very much surprised to hear the Minister sort of reply by suggesting that he doesn't know how many finish Grade 12 and obtain employment. I wouldn't expect him to know. But I would expect him to know in programs of the nature of these two that I have drawn to his attention, and I suggest to him that if he doesn't know, or if his department doesn't know what the results have been in the past, that he should make sure, in order to really assess the benefits, that he obtains the information for the future.

Now there's one other question I want to ask in connection with this section on training and that deals with Schedule "K" on page 80 of his report. Schedule "K" deals with the training of service personnel and the report informs us that six civilian instructors were employed for a period of ten months to teach academic high school subjects to the young soldiers of the apprenticeship battery of the RCSA, Camp Shilo, Manitoba. Four part-time civilian instructors were engaged for the RCAF. They were employed during the months of July and August for daytime

(Mr. Paulley, cont'd.) . . . classes and two nights a week during the remainder of the year. Now I would presume because of the fact this is contained in the report of the Province of Manitoba Education Department annual report, that an expenditure was made from the provincial treasury for this program. That would be the indication to me, otherwise I don't see any point in having a report on this particular activity before us tonight. Now I'd like to know from the Minister the amount of the contribution, if any, of the provincial treasury, because it would appear to me, it would appear to me, that this type of training of service personnel, of this apprenticeship battery of the RCSA, should be solely a federal responsibility, because as we well know service personnel at Camp Shilo do come under a little bit different of a nature than people coming into the province and then they go away. I suggest that this is all part and parcel of the Department of National Defence training of their own personnel and that these young chaps who undertake this apprenticeship training in the various military units and airforce will continue on as service personnel. Now I wonder if the Minister might be able to enlighten me and the committee insofar as this particular category of vocational training is concerned.

MR. McLEAN: Mr. Chairman, I haven't been having too much success so far but I'll try again. There are no provincial expenditures for this purpose. This is a program under which we simply carry out a function on behalf of the Department of National Defence for which we are reimbursed. We engage, through the Department of Education, the instructors. This is a situation where people are taken into the army who don't have the required standard of education that they would like to have and the teachers are employed and they give classes to the students, both the Army and RCAF people, and we are reimbursed -- paid in full the salaries expended. This, you will notice, refers to Schedule "K" and that is just a schedule in the general agreement which we have with the Government of Canada covering all items of educational services that are provided. Schedule "M", for example, being the unemployed persons; Schedule "R" the physically handicapped and so on. That is just simply a designation of the particular group in the schedule, it's all part of one sort of master agreement.

MR. PAULLEY: I would suggest to the Minister that he consider deleting that particular item from the report of the department because it is apparently no concern of us insofar as the expenditures of the Department of Education are concerned. Now again I say to the Minister that he should undertake to get the information that I requested insofar as an assessment of the practical value of these courses. I think it's very vital and very necessary that we have this information. We're going into a program of extended technical vocational training in the Province of Manitoba and I sincerely trust and hope that we'll be able to assess annually after the course has been set up and the first graduates leave our new institute, I think it's vital that we should be able to properly assess these expenditures. Now we hear so much these days of training and retraining. We know, according to the statistics that we've obtained from the Dominion authorities in many cases of the lack of fully trained personnel. I note in the list that the Minister read for our benefit of many of the different occupations and semi-professions, if you will -- but as one glances at the list of these various trades we find that many of those who are unemployed at the present time are of these very trades and occupations, and the Minister informed us that this was just a short intensive course of a few -- less than a year I think he mentioned, in any case. Well now are we helping out the situation by concentrating on those types of courses? Now I'm not in a position, Mr. Chairman -- I want to be fair -- I'm not in a position right offhand to suggest to the Minister that courses or particular trades that there are shortages in have full employment, but I think that he would agree with me that there are a considerable number of these particular categories in which there is a surplus at the present time. For instance, it's my understanding in the field of auto mechanics, for instance, at the present time -- outside of those who have real topnotch qualifications, there seems to me -- (Interjection) Yes, just a minute -- there seems to me to be a surplus at the present time of individuals who call themselves automobile mechanics. Now I suggest to the Minister that you can't take an unemployed person and inside of -- and I don't particularly care of the duration of it, but that the length of time, as the Minister suggests, is not helping the situation at all, and is only adding to the problems that we're having and I'm sure the problems that the Minister of Labour is having to face daily. -- (Interjection) -- Yes.

MR. CORBETT: Will the honourable member explain to me personally what you mean by topnotch qualifications?

MR. PAULLEY: I would suggest, Mr. Chairman, the answer to that would be somebody who had a reasonable period of training in order to qualify them for any particular trade. For instance, on that great public enterprise railroad that I happen to be employed at, the Canadian National Railways, it has an apprenticeship training program -- there's none of the trades on the railway to which an apprentice graduates until they've had five years of training. And during the course of their training they have to pass periodic examinations as to their qualifications both in the trade itself and in general knowledge of the railway's industry. Now I understand that over in Turkey the railroads there have started a new type of program which is different than ours insofar as training is concerned in that for the first three years of training under the apprenticeship system which they have in Turkey, the boys meet daily in a trade school -- they're all together. And then in the last year or 18 months of a 4-1/2 or a five year training period, then they work directly with the trade concerned.

MR. CORBETT: That did not fully answer my question. When you got over to Turkey, I lost you over there. I'd like to see it held to a plane on this side of the Atlantic and possibly in Manitoba--

MR. PAULLEY: I would be glad to, but the reason that I went over to Turkey -- I first of all mentioned the type of training for trades in reply to your question that we have here. And naturally, Mr. Chairman, the one that I'm more fully conversant with is the training program that we have on the Canadian National Railways, and I understand another industry -- other railway industry that runs in Manitoba -- I think it's called the Canadian Pacific Railway, I'm not quite sure -- they have a similar apprenticeship training period. Now then the Honourable the Minister of Education in reply to my question as to what type of training in respect of Schedule "M" -- the training of unemployed persons, said to me in reply to a question of mine that these people were trained and, in fact, indicated that after ten months of intensive training the course was over. Now I simply say this, Mr. Chairman -- (Interjection) -- Just a minute, I'll answer the next question later. The purpose of the nature of my reply was to indicate that there's no possibility of training an individual in any of these trades within ten months. And what was your next question?

MR. CORBETT: very unsatisfactory.

MR. PAULLEY: Well I wonder, Mr. Chairman, the Honourable Member for Swan River says that the answer was unsatisfactory. I don't know whether he's attempting to link my answers up with those that I received from the Honourable the Minister of Education or not, but I would like to hear from him as to where the answers are not satisfactory. I'm sure that if he would tell me where I err in my reply or explanation of what I consider to be a reasonable period of training for a trade, then I might be able to supply him with more detailed answers. I would appreciate from my honourable friend just telling me where I erred, because there's one thing that I don't like doing if it's possible, Mr. Chairman, is erring in reply to any question that my honourable friend the Member for Swan River wishes to direct toward me. So I hope, Sir, that he will accept my humble apologies if I haven't been able to fully satisfy him. Again I invite him to ask any further questions in connection with training because I think this is very very vital.

And again I say to the Minister, it's so vital that he should be in a position and the department should be in a position where they can properly assess the benefits that are being obtained from any of these programs. I couldn't for the life of me imagine that an institution like the railroads would not have readily at hand information or an assessment of their training programs. They would surely be able to tell us how many of their young lads that come in at the age of 16 and take these five-year courses, they would be able to tell us quite readily and give us a full assessment of the value of the training that they give to these young lads in industry. And again I say, I cannot conceive of any ten-month period of training that will make a mechanic or any description.

MR. ORLIKOW: Mr. Chairman, I would like to get from the Minister some answers with regard to the Institute of Technology, questions which he did not reply to when we were first discussing this. I would like to know if the director or principal of the Institute has been chosen. If not, when he will be chosen. I have had a number of principals and teachers tell me that on the basis of their experience they feel it's of the utmost importance that if they are to co-operate in helping -- and they're willing to co-operate -- with the department in this new

(Mr. Orlikow, cont'd.) . . . venture in picking the students who are the best qualified and the best able to benefit from this new course of instruction which we're going to embark on, but they feel, and I must agree with them, that if this is to be done that they need to know more about the course and that that requires the full-time work, they think, of a director of the school. So I wonder, Mr. Chairman, if the director has been chosen and, if not, when he will be. If the director is to be the present director of vocational training, I think this is very unfortunate. I think the work that he's doing in -- where has he gone? -- Malaya -- is probably very important, but the work which needs to be done in Manitoba is also important. The same person can't do a job in Winnipeg and do a job in Malaya.

The second question I would like to ask, Mr. Chairman, is where will the teachers for the Institute come from? What will their qualifications be? Will they be engineers with trade experience? Will they be teachers with some technical qualifications? I understand that at an institute like Ryerson, the teachers are to a large extent graduate engineers and technical people of that type. When, Mr. Chairman, does the department visualize that the liaison with the schools who will be helping to select the students who will be attending the Institute, when will that liaison, particularly with the guidance teachers begin? I think that's all for now, Mr. Chairman.

MR. McLEAN: Mr. Chairman, there has not been any person appointed who is known as the Director of the Institute of Technology. The director of Vocational Education, however, was given a special assignment some months ago to work on all matters pertaining to the Institute of Technology, and that began with the preparation of the building plans, advising the architects and so on, and then, of course, on into the preparation of the courses of study to be offered. He has a staff working with him in that work and it has been going on.

Now if I might take the committee into my confidence and on the understanding that neither the Member for St. John's nor the Member for La Verendrye will say anything about this down in Ottawa when they get there -- if they get there -- providing they'll promise not to say anything about this, we're kind of working a little hokey pokey here. You see this Institute over in Malaya happens to be a teacher training institution for technical teachers. So we've been very gracious in undertaking to give them some direction in establishing that institution and providing the teachers, and so we're stacking up our teachers over there in Malaya against the day when we require them over here. We've been very careful, very careful to only send these folks over for a one-year term and there they are getting experience in the training of technical teachers against the day when we'll be bringing them back here to teach in our own institutions. And you'll remember that one of the important jobs we're going to do in this Institute is the training of technical teachers. I think that it's valuable experience for the Director of Vocational Education to be over there for two months to set up that establishment and get it operating -- and while our conditions are not identical in the two countries but certainly that experience will be helpful. Now I don't want anybody to tell the Ottawa people about this because really we didn't explain to them what we were doing when we were undertaking this project.

In the meantime even though the Director of Vocational Education himself is away from Manitoba the work is going on -- the folks are -- where are they? -- across the hall here; down one flight, and they're burning away with the preparation of the detailed courses. We have some experienced able people. Now it's true that we will -- where will the teachers be coming from; that is the other people that we haven't got now? That would be a difficult, I wouldn't like or wouldn't be able to say, anymore than I would be able to say where any particular group of people are going to come from. I suppose that we'll be drawing them from other institutes of technology across the country. They'll be professional people where that is required and we will do our best. Now I make no bones about it -- there's no great surplus of people in this particular field in Canada, but we'll do our best to get as many as we can. When will the liaison with the schools begin? I think it has already begun with the issueing of the first bulletin that was passed around to the members here and there will be other bulletins followed by the detailed courses. And then we will be arranging to send people to the schools, the highschools, to speak to the senior students -- speak to all of the students, but with more particular reference to the senior students to explain to them what courses are available at the Institute of Technology, if they're interested when they graduate.

MR. CHAIRMAN: 4 (b), passed.

MR. ORLIKOW: I would like to ask the Minister -- I didn't expect the Minister to tell me what particular institutions he would get the people from and I appreciate the fact that there is a tremendous shortage. I'm wondering, if we're to get the qualified people, whether we're going to be able to get them at salary ranges which are now established or whether there's going to have to be special inducements and special salaries necessary to get the people here, or whether we're going to make do with less than top flight people.

MR. McLEAN: Mr. Chairman, I can't say. I'm keeping as friendly as I can with the Provincial Treasurer because we may need some extra money. I'm not too certain that we're really in a position to say what we will have to pay the staff. We might have to increase the salaries over the general range that we're now paying. We're maintaining an open mind and no decision has been made on that point.

MR. CHAIRMAN: 4 (b), passed --

MR. PAULLEY: Mr. Chairman, I would like to ask a couple more questions on (b) -- (Interjection) -- I beg your Pardon? I tried to find out in the epistle of the department reference to youth training agriculture and homemaking schools. I don't see in the report itself, unless I've overlooked it, any report in connection with the section number five of the Directorate of Vocational Education. I do note, Mr. Chairman, that there is a slight reduction in the amount of the appropriation for the forthcoming year, and I'd like to hear from the Minister an explanation, because that's rather unusual, an explanation of the reduction; and also, if he would give us a brief report on the activities of this particular section.

MR. McLEAN: Mr. Chairman, the reduction is because we have been consistently spending less than \$45,000 which has been the amount that was in the estimates last year and it was felt that \$42,000 would be sufficient to carry out a program of the same magnitude as last year. The courses that are given consist of a number of short courses -- not short intensive courses but short courses for people of particular interest with regard to homemaking and in agriculture, and I might just run over them to indicate the nature. Women's institute leadership; beef cattle; swine; rural leadership course; co-op feed dealers' school; agriculture chemical dealers; municipal officials' course; diesel course; livestock breed meetings; Manitoba Horticultural Association Convention; Western Canada Farm Safety Conference; farm buildings; weed inspectors; soils and crops; rural sociology; home crafts; advanced farm welding; farm welding; family living; 4-H short course; Manitoba Winter Fair and homegrounds landscaping. That pretty well covers the field that is given there at that course. I perhaps should explain that the building of course is also the headquarters of the agricultural representative for the Brandon territory and the officers associated with him. It's not used entirely for the school purposes.

MR. PAULLEY: course in general is domiciled in Brandon is it, with a possible exception of the municipal

MR. McLEAN: All in Brandon. You're thinking of another municipal course, but this was one that was carried on at Brandon for municipal councillors that wish to go for this special course in municipal administration.

MR. PAULLEY: What type of a course would that be?

MR. McLEAN: Oh, well, they have -- you know -- municipal law, procedure at meetings and that sort of thing. I've no doubt to some extent, a great deal of the same type of instruction that's given at the meetings is held at the university in June of each year, although not as much theoretical -- that is at the June meeting they have people who give papers on perhaps some of the more involved technical subjects, water control or that sort of thing. Well, that wasn't really what they were trying to do at Brandon. It was more of a basic course on conduct of meetings, The Municipal Act -- some of the practical every day problems that come up in municipal administration.

MR. CHAIRMAN: 4 (b), passed; 4 (c), passed --

MR. FROESE: Mr. Chairman, under 4 (b) (6) there's Grants of just over half a million. I would like to know where the grants go to. What are the purposes of those grants?

MR. McLEAN: Well, Mr. Chairman, these are the grants that are paid to school divisions and schools in respect of the vocational and technical courses that are given. These grants are in addition to the grants, of course, that are given to the school divisions and school

(Mr. McLean, cont'd.) . . . districts and where we were talking about them under 2 (a).

MR. CHAIRMAN: (b), passed; (c), passed --

MR. FROESE: available to -- Mr. Chairman, are these grants also available to other schools and divisions?

MR. McLEAN: Oh, yes, they're available to schools that give a course that is authorized and is given by the school.

MR. CHAIRMAN: (d), passed. Resolution 25, passed --

MR. PAULLEY: Just a minute now. I think you jumped a couple here, did you not? -- (Interjection) -- Well, I don't know. I heard so many passes over there. I figured half of them were going to pass out. I think if it was the objective of this evening to make some of us over here pass out, that it's failed miserably.

A MEMBER: Oh, I wouldn't say that.

MR. PAULLEY: Oh, I would. Now then, I would like to -- on Alcohol Education Committee -- I'm sorry, Mr. Chairman -- yes, I do require an education on that but I'm not alone in this House. It's unfortunate that due to the time of the evening, my colleague, the Honourable Member for Inkster found it necessary to leave, but I'm sure that he would like to hear an explanation, a detailed explanation from my honourable friend the Minister of Education in respect of their program on alcohol education, and the committee. I have noted a considerable number of leaflets and pamphlets that have been issued by the committee. Now I think I'm correct in this -- this has nothing to do with Nassau House. Is that so? This hasn't anything to do with that at all? Well I'd like to hear from the Minister in connection with this. We did pass an appropriation of \$30,000 earlier yesterday in respect of the alcohol educational service, and now we have this one. And I guess in the Department of Welfare or would it be in the Department of Health, Nassau House? In the Department of Health. Now if I recall, a year or so ago, there was quite a debate in the House as to the worthwhileness of a lot of these programs, and if I remember correctly at the time, it was the Minister of Education that raised some of the questions in connection with the over-all programs -- not necessarily this particular one. And I would like to hear from the Minister as I say, a report on this particular appropriation. Now I said that I have noticed a considerable number of ads, both in our daily papers, our weekly papers and over TV and radio. I also, and I presume every member of the House is the recipient of the leaflet sent out by this committee, and I find some of them quite interesting, but I do find that some of their advertisements and ads in respect of alcohol education, that seemed to me to be a little on the silly side. They don't seem to me to indicate a true picture to be put across to the people of the Province of Manitoba. So I would like to have a report from the Minister insofar as this item is concerned.

MR. SHEWMAN: Mr. Minister, I took exception to the words that the Leader of the New Democratic Party uttered here just a few minutes ago, because I think this work that we're doing here tonight is very important, and I think it's quite constructive. I think that we must have an active interest in our committee meetings for the sake of democracy and if we take to sit here a few minutes longer I think it's well worthwhile for the time and the effort that we spend here tonight, and I don't believe in anyone poking fun at politics or at the Legislative Assembly that's gathered here tonight. I think it's our inherent duty to stay here and see that we do our job and do it rightly and I just -- it's not very often I do resent any remark that the Leader of the New Democratic Party states in this House, because I have a lot of respect for him -- but I did resent the remark that he made that we were poking fun at him, or some words to that effect.

MR. PAULLEY: Mr. Chairman, on a point of privilege, may I assure my honourable friend that his nerve is a little ruffled at this hour, and I must frankly confess I don't know what remark he was referring to because I don't think that I said anything out of place at all, and I agree with him most heartily that it is -- (Interjection) -- I beg your pardon? It must be the hat that upset him, Mr. Premier. Yes, a dunce's hat, yes. It achieved its purpose once. And I want to say to my honourable friend, the Member for Morris, I don't think that he's heard any utterance from myself of objections to staying here until a quarter past two in the morning. It's true, Mr. Chairman, that I did resurrect this beautiful tam or toque that was awarded to me, or given to me, during the celebration of that great city to the east of us, St. Boniface, of which I'm sure both the Honourable Member for St. Boniface and myself are so

(Mr. Paulley, cont'd.) honoured to represent, and I suggest reasonably ably in this legislature -- so I say that it is true that I did put on this piece of equipment, Mr. Chairman, simply to indicate that it was tiring -- we were getting a little tired -- but I want to assure my honourable friend from Morris that I agree with him most heartily that it is our duty as representatives of our respective constituencies in the Province of Manitoba to give very, very close scrutiny to the expenditures that the government is making and for that reason, Mr. Chairman, I haven't protested at all -- as a matter of fact I'm perfectly prepared to continue on in any other department my honourable friend, the Leader of the House, decides to go into tonight. I'm perfectly reconciled to sit here if it's humanly possible for 24 hours every day in order that the business of Manitoba could be adequately taken care of. So I want to assure my honourable friend from Morris I agree most heartily with him that the business of Manitoba is very important, and so what if some of the members happen to be a little droopy -- I don't think that that condition can be attributed to me at this hour in the morning and I will continue to pursue what I think is my duty as a member in opposition -- but more important than just as a member in opposition, Mr. Chairman, as one of the 57 legislators of the Province of Manitoba, because I would suggest this, that while under estimates it is necessary for us in opposition to be possibly a little more critical of the government than we are at other times, it would be very obvious, if we did have any observers in the House tonight other than the departmental representatives, that they could see that it is we on this side of the House who are asking questions, seeking information, as to the expenditure of the tax dollar here. Now my honourable friends, I think would admit to me that they would not be half as conversant with the affairs of Manitoba if it wasn't for the questions that we in opposition ask of the government. I am sure my honourable friend, the Leader of the House, would not know as much about Manitoba had he not when he was over on this side of the House asked questions as we are asking here this evening and as we scrutinize the various departments under consideration. So I say to you, my honourable friend -- and I appreciate the fact we are friends -- that one of the joys of being a member of the legislature, that invariably you can say a word or two to each other and still be friends. So I appreciate his remarks and now I'd like to hear the report on the committee on Alcoholism from the Minister of Education.

MR. SHEWMAN: I'm glad that the Leader of the New Democratic Party has restored my faith in mankind. For a moment or two he had me guessing and after his explanation of his duty I recognize his duty and I'm quite happy to see that he fulfils that duty.

MR. FROESE:, Mr. Chairman. I had a question on (b) (9) - Recoveries from the Government of Canada. There's an item of 923 thousand. I just wonder what agreement we have with the federal government under which we get these recoveries.

MR. McLEAN: big agreement under which, for example, we recover 75 percent of the cost of those Schedule "M" courses that we're referred to; 50 percent of the Schedule "R" courses; 75 percent of our expenditures for example on the construction of the Institute of Technology as far as we've gone; 50 percent of the grants that are paid to school districts and school divisions for the giving of vocational courses. And if I may then now answer the question raised by the Honourable the Leader of the New Democratic Party on the item of the Alcohol Education Committee, may I just say that first of all the pamphlets to which he refers are not put out by the Alcohol Education Committee but they come rather from the Alcoholism Foundation, the Nassau House people. You will recall that we have two groups -- the Alcohol Education Service, that's the one we were talking about earlier who provide instruction in demonstrations to school children and other groups with their staff. They do direct work with groups of students and others.

The Alcohol Education Committee is the group who are responsible for the advertisements that we see in the press or on the television stations urging moderation, etcetera, with respect to the use of alcohol. This committee arose, or was appointed, some years ago under the previous administration, as a result of a recommendation of the Bracken Commission that studied the matter of alcohol and they recommended that there be such a committee. It was appointed and is functioning. You will note that they were asking for \$67,000 -- that is the same amount as they had asked for and were granted last year. I might say to the committee that they had asked for a considerably larger sum of money for the coming fiscal year but we didn't feel that we were able to recommend it to the House. There are five members on the

(Mr. McLean, cont'd.) committee. They receive an honorarium. The chairman receives \$1,200 a year and the members receive \$600 each per year for their work as members of this committee. The balance of the money is spent on the actual publication of the advertisements and I find that they have used 65 weekly publications -- meaning weekly papers -- two metropolitan daily publications, four secondary daily publications -- I'm not just too certain what that means -- I suppose it's the daily paper at Portage la Prairie and perhaps at Brandon and others -- and university, farm and non-English publications. The bulk of their expenditures would appear to be in the newspaper field, but in addition they have taken time, or whatever you call it -- space -- on the television stations and they do outdoor billboard as well as radio advertising as well, and also some streetcar advertising. It's not necessary for me to make any comment as to the type of material they publish -- we've all seen it and know generally what it comprises and I have no comment. The committee operates independently in that sense -- that is to say they make their own decisions on the material they publish and where they publish it.

MR. PAULLEY: Mr. Chairman, I think this will be my last question. I notice that the Minister has reported -- I also notice that there isn't a section in the report of the department that we have before us. Now I presume that they make an annual report to the Minister. I'm not aware as to whether or not I have received a copy of their report. I wonder if the Minister could inform me whether they're available, because they're not contained in here.

MR. McLEAN: That's an interesting point, Mr. Chairman. They don't make an annual report -- quite frankly I'd never thought about it. Pretty near everybody else does but they don't. The only information is the information that I get in order to present the estimates.

MR. PAULLEY: Possibly, Mr. Chairman -- I'm sorry, I said I wasn't going to ask another question but because of the answer I think that it would only be proper for me to suggest that possibly if they're not giving an annual report as indicated by the Minister, for an expenditure of \$67,000, I think possibly he should check into the matter and that we should be informed of all of the expenditures of the money which we approve here in this legislature.

MR. CHAIRMAN: Passed.

MR. FROESE: One last question under item (d) (3) - Tuition Fees. Just what does that contain under directorate of special services and then we have tuition fees and we are allowing \$120 thousand. What is it for?

MR. McLEAN: fees that are paid in respect of the children that go to the School for the Deaf at Saskatoon and the blind children that go to the School for the Blind at Brantford, Ontario. It covers tuition fees paid to the institutions, board and room, transportation to and from the respective schools.

MR. CHAIRMAN: That completes the estimates of the Department of Education. Do we move to the Department of the Attorney-General?

MR. ROBLIN: I thought that I heard the Minister move that the committee rise, Mr. Chairman and if I am right in that connection I'd be prepared to vote for the motion.

MR. CHAIRMAN: Committee rise and report. Call in the Speaker.

MR. MOLGAT: Could the Minister indicate what Department we'll be going to after --

MR. ROBLIN: I've already advised the House three times.

MR. MOLGAT: Yes, I know -- Attorney-General -- but after Attorney-General.

MR. ROBLIN: I can't say anything at the moment. -- (Interjection) -- Oh, I'll let you know --

MR. MOLGAT: Mr. Speaker, then I want to express my disapproval of the reply I just got from the Leader of the House. I think we're absolutely entitled to know what department we'll be moving into now that we have completed one and we're moving into another. My honourable friend tonight has insisted the House work 'till now -- that is his privilege -- quite his privilege -- that's fine. We on this side asked the questions that we needed to ask; we attempted no obstructionism of any kind. We made the suggestion to him earlier today about the work of the House. If my honourable friend wants to be a little king in here that's fine. He can go round and -- he's got his majority -- that's perfectly all right with us.

MR. ROBLIN: that my honourable friend's remarks are called for, Mr. Chairman. After all he is the one who urged us earlier today to get on with the Committee of Supply, and I would point out that we have not obstructed the work of the Committee of Supply.

(Mr. Roblin, cont'd.) We took him at his word and we're here to do the business. We're not objecting to the questions. We're glad to do our best to answer them. I think my honourable friend is quite out of order in raising an objection in the attitude in which he has done. I would like to remind members of the House that we agreed on the 65-hour rule because we found that the average experience for the past four or five years indicated that 65 hours was enough, and we had a perfectly free and amicable understanding on this point that we would sit for 65 hours on the 11:00 o'clock rule and after that we would sit later. There was never any misapprehension on the part of my honourable friend or anyone else that that would be the course that we would follow. And we've followed it; we've answered all the questions as well as we can and I don't think my honourable friend has that much cause for complaint. I think the only cause for complaint we have is the fact that we've mislaid the Speaker and if he doesn't turn it up pretty soon we'll have to put somebody else in the Chair, Mr. Chairman, and ask you as Deputy Speaker to perform the

MR. MOLGAT: I asked the Minister a very fair question as to where we are going to after this department. I think it's perfectly fair; I think that the House should know. If my honourable friend wants to be stuffy that's his business.

MR. ROBLIN: Mr. Chairman, I'm not the least bit stuffy and I'm not nearly as bad tempered as my honourable friend. He probably is recalling the picture that was taken with the horse today. I thought that was well suited to both partners in the photograph. I think that he can possibly make do with finding out which department that we're going to deal with next tomorrow, after the Orders of the Day if he likes, or before them, just as well as he can at this time of the night and I'm quite prepared to deal with that matter tomorrow.

MR. PAULLEY: Mr. Chairman, just before the committee rises I must join in support of the point raised by the Honourable the Leader of the Opposition. I think it is most unfair. As I indicated a few moments ago, I haven't raised any objections to being here. As a matter of fact, I said that I was even prepared to go on to the next department if it was the desire of the Leader of the House. But I do suggest this, Mr. Chairman, in fairness to the committee that the Honourable the Premier should know now what department will follow the Department of the Attorney-General. I think it's a legitimate question. I think it was asked of the First Minister rather politely and the answer wasn't quite as polite, and I'm not touchy because of the lateness of the hour at all so don't attribute any remark to me regarding that. But I do say in all fairness to the committee of the House that the Premier should indicate where we're going from the Attorney-General's Department. After all, I never entered into the discussion on the ministerial salary insofar as education is concerned. I kept out of the debate until we came on the various items on the agenda. And I ask the Honourable the Premier of the House if he were on this side of the House would he not ask and expect from the Leader of the Government an indication of where we went after finishing the next department.

MR. ROBLIN: I just would like to have this last word if I may. It's a perfectly legitimate question and it deserves an answer and it will get an answer, but there's a perfectly legitimate reason why I'm not in a position to give that answer at this moment, and I'm not able to give it. But I shall be able to give it tomorrow first thing and no one will be any the worse off. I'll have to ask my honourable friend --

MR. PAULLEY: Okay, if you had done that, we wouldn't have had this last little bit of an argument.

MR. CHAIRMAN: Mr. Speaker, the Committee of Supply has adopted certain resolutions, and directed me to report the same and ask leave to sit again.

MR. MARTIN: Mr. Speaker, I beg to move, seconded by the Honourable Member for Swan River the report of the committee be received.

Mr. Speaker presented the motion and after a voice vote declared the motion carried.

MR. LYON: Mr. Speaker, before the motion for adjournment is put I would like to raise the matter for the attention of the members of the House with respect to the committee meeting of Law Amendments tomorrow morning -- this morning, in approximately six or seven and a half hours. There are a number of bills which have been committed to the Municipal Affairs Committee, the Agriculture and Conservation Committee, the Public Utilities and Natural Resources Committee. If that was the approval of the House, Sir, I would suggest that those bills be committed to the Law Amendments Committee and if any person who might wish to

(Mr. Lyon, cont'd.) speak to any of these bills feels that there's insufficient notice about their going to Law Amendments, we could naturally hold them in that committee tomorrow. But if that meets with the general approval of the House, I would suggest that we put those on Law Amendments agenda tomorrow morning and deal with only those that we're reasonably sure no public submissions will be made upon.

MR. SPEAKER: Are you ready for the question?

MR. ROBLIN: Mr. Speaker, I beg to move, seconded by the Honourable Minister of Industry and Commerce that the House do now adjourn.

Mr. Speaker presented the motion and after a voice vote declared the motion carried and the House adjourned until 2:30 Friday afternoon.

French Speeches - Monday, April 2nd, 1962

English translation of French speech by W. B. SCARTH - Page 1304

MR. W. B. SCARTH (River Heights): Mr. Chairman. In Canada where there exists two official languages there is nevertheless misunderstanding between English-speaking Canadians and their French-speaking compatriots. Let us recognize that this is mostly the fault of us English-speaking Canadians. I lived during many years, this is over forty years ago, in a Canadian village amongst people who spoke French. I observed that these people, although reserved and shy, were very friendly, extremely hospitable and staunchly honest. If you go even one-third of the way to start a conversation with them, they will go the other two-thirds and co-operate whole-heartedly. But there exists, and this has existed for a good number of years, a lack in our educational system; our public schools have been unsuccessful in teaching the students to express themselves and converse in the French language. In my humble opinion, it is useless to ask an English-speaking teacher who cannot speak French fluently to teach students to understand and speak that language. They can teach the rules of French grammar, that may have some merit but does not have the desired results. I want our Department of Education to make a sincere effort so that from the very first grades the children will be taught to understand and speak French. If we can manage to really teach French, our children will at the same time learn their own language, English, better; and the misunderstandings between the two groups will disappear and we will have a more united province as well as more culture.

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MR. EDMOND PREFONTAINE (Carillon): Monsieur le Président du comité plénier je crois que mon devoir est de dire quelques mots en français en réponse et en remerciements au député qui a si bien parlé dans un si bon français. En outre de son bon français les belles idées qu'il a exprimées m'ont fait plaisir et je vais me permettre d'exprimer certaines opinions dans la langue anglaise que la majorité ici vont comprendre.

Mr. Chairman of the Committee of the Whole House. I believe it is my duty to say a few words in French in reply to the member who has so well spoken in the French language to thank him. Besides having spoken so well in French, the wonderful ideas he has expressed please me greatly and I will in turn take the liberty of expressing certain opinions in the English language which the majority here will understand.

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MR. STAN ROBERTS (La Verendrye): Monsieur le Président, je veux aussi offrir mes félicitations très sincères à l'honorable membre bilingue de River Heights.

Mr. Chairman, I also want to offer my sincere congratulations to the honourable bilingual member for River Heights.

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MR. GILDAS MOLGAT (Ste. Rose): Mes félicitations sincères.

My sincere congratulations.