

THE LEGISLATIVE ASSEMBLY OF MANITOBA

2:30 o'clock, Monday, May 13, 1968

Opening Prayer by Mr. Speaker.

MR. SPEAKER: Presenting Petitions
 Reading and Receiving Petitions
 Presenting Reports by Standing and Special Committees
 Notices of Motion
 Introduction of Bills

Before we proceed, I would like to direct the attention of the honourable members to the gallery. We have a considerable number of students with us today. We have 31 students of Grade 5 standing, from the Robert H. Smith School. These students are under the direction of Mr. Sim. This school is located in the constituency of the Honourable the Minister of Industry and Commerce.

There are 34 students of Grade 5 and 6 standing of the Queenston School. These students are under the direction of Mrs. Rigby. This school is also located in the constituency of the Honourable the Minister of Industry and Commerce.

We also have with us today 65 students of Grade 8 standing, of the Robert Smith School. These students are under the direction of Mr. Hollinger and Mr. Semenko. This school is located in the constituency of the Honourable Member for Selkirk.

We also have with us today 31 Grade 11 students from the Brooklands Collegiate. These students are under the direction of Mr. Froese and this school is located in the constituency of the Honourable Member for Assiniboia.

On behalf of all the honourable members of the Legislative Assembly I welcome you all here today.

MR. SPEAKER: Orders of the Day. The Honourable the Minister of Municipal Affairs.

HON. THELMA FORBES (Minister of Urban Development and Municipal Affairs) (Cypress): Before the Orders of the Day I would like to lay on the table a return for an Address for Papers dated April 22nd on the motion of the Honourable the Member for Portage la Prairie.

MR. SPEAKER: Orders of the Day. Committee of the Whole House.

MR. RUSSELL PAULLEY (Leader of the New Democratic Party) (Radisson): Before the Orders of the Day are proceeded with, may I ask the Honourable Member for Roblin if that is a vote for Tommy Douglas sign I see from here?

MR. SPEAKER: Order please. I must express my appreciation for the enthusiasm of some members. I hope it reflects itself through the remainder of the members but I must in all sincerity ask that they not be placed in the position that they are in now.

HON. STERLING R. LYON, Q. C. (Attorney-General) (Fort Garry): Mr. Speaker, before the Orders of the Day I was asked a question this morning by the Leader of the New Democratic Party about the progress of bills. I endeavoured this morning to get the most up-to-date report that we can because of course the situation has changed even since then with some bills having been distributed. But the last report on the situation from the Office of the Legislative Counsel was as follows; that there are still to be distributed in the House eight private bills and eleven government bills in addition to the three regular Supply bills which are brought in at the end of the session. I can tell the members of the House, Mr. Speaker, that some of the government bills still to be distributed will reach us tonight, some should reach us Wednesday and the bulk of them should be here Thursday or Friday according to the best information that the Legislative Counsel's office has now from the printers. So I would expect that they will all be in our hands certainly by the end of this week and all of them practically have been given notice of with the odd exception. Instructions were issued that they should all be put on the Order Paper and notice given of them.

I don't think there's too much that I can usefully add to this brief summary except to say that the office of the Legislative Counsel and the printers are working fully long hours, at the business of producing this material for the benefit of the House so that we can have it in time for proper consideration.

MR. PAULLEY: Mr. Speaker, may I thank my honourable friend the House Leader for his information. It appears then that there are approximately 19 bills that are in the process of coming before the House this session. Might I ask my honourable friend, did I understand him correctly to say this includes bills that have not already been introduced into the House -- such as the bill amending the Medical Services Act as promised by the Throne Speech?

MR. LYON: Yes, Mr. Speaker, that includes all of the bills that we know of and there are a handful of them that have not had first reading yet.

MR. PAULLEY: There is in that list a provision for amendments to the Medical Services Bill?

MR. LYON: Yes, Mr. Speaker.

MR. SPEAKER: Committee of the Whole House.

HON. GURNEY EVANS (Provincial Treasurer) (Fort Rouge): Mr. Speaker, I beg to move, seconded by the Honourable the Attorney-General, Mr. Speaker do now leave the Chair and the House resolve itself into a committee to consider of the supply to be granted to Her Majesty.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried, and the House resolved itself into a Committee of Supply with the Honourable Member for Arthur in the Chair.

COMMITTEE OF SUPPLY

MR. CHAIRMAN: (Resolutions 115 to 118 were passed.) This completes the Department of Urban Development and Municipal Affairs.

Department V. Education. Resolution 29 (a). The Honourable Minister of Education.

HON. GEORGE JOHNSTON (Minister of Education) (Gimli): Mr. Chairman, it is with a heavy sense of responsibility that I once again present the very large estimates of the Department of Education. I felt it would be more helpful to the honourable members if I distributed a statement on some of the highlights of the current estimates which are before the House. I recognize it's not an easy task for the honourable members to consider such huge expenditures in a short period of time and to attempt to assist the honourable members in their examination of the expenditures this year, I'm taking the liberty of distributing information material and a brief statement entitled "Comments on the Introduction of the Estimates" which I hope will be of some help to the members.

We have distributed two educational kits which I thought would give some background into some of the programs and some of the papers published since we last met and examples of material distributed by the department. I would ask the Clerk of the House to distribute comments on the estimates to cut down my talking time today.

May I first of all take this opportunity of expressing my thanks and that of my government to the staff of the Department of Education. No Minister could ask for a more willing, able and loyal staff; loyal to the people of Manitoba and to the maintenance and enhancement of the public school system.

Two of our very senior people passed away during the year: one of these Mr. Bob Robertson who was assistant to the Deputy Minister and well-known to members of the House. Mr. Robertson as some may know suffered a very long and tragic illness. And also during the year we lost our chief inspector, Mr. Jim McKay who also -- both men in their early 50's have passed on and I can only say that it's not an easy task to replace men of this ability and character in the Department. I know all members join with me in wishing the very best condolences to the families of these two gentlemen.

In my comments which are being distributed as I say in order to cut down my talking time and in order to hear the problems of the honourable members which is more important than me speaking, I wish to point out further that in addition to an excellent and dedicated staff, I would like to pay my respects to the members of the Public School Finance Board, the Advisory Board under the Department of Education Act, the University Grants Commission, the Boards of Governors of our three universities and the many hundreds of Manitobans who serve so selflessly and efficiently in our Technical Vocational Committees. Members may not be aware but there are over 400 citizens, businessmen, tradesmen and educators who sit on our committees dealing with the several courses offered in our industrial and technological sections at our Institute of Technology. Curriculum committee, members of the association of Manitoba School Trustees and the Teachers Society, all of these people are an integral part of the educational team and we owe them a great deal in Manitoba for their continued efforts on behalf of education in Manitoba.

And before touching on these remarks prepared for the honourable members may I just say that these estimates concern over 250,000 Manitobans engaged in the educational process out of a population of 960,000 people, which we sometimes I think fail to recognize the magnitude

(MR. JOHNSON cont'd.) of the numbers. The expenditures under the educational grants in these estimates have risen from \$59 million in 1966 to \$89 million in '67 and we see this year \$109 million.

Education has moved to the centre of public attention, not only because expenditures in Education have grown so significantly in the past two decades and promise even further growth in the future, but because education is recognized as one of the important factors in economic growth and this stems from its relationship to technological development.

Like the rest of Canada our educational system since the war has responded to a number of factors and not the least of these has been the population change, the high birth rate of the late 40's and the 50's sent elementary school enrollment up 50 percent in 15 years, but the increased numbers of young people have accounted only partly for the tripling of enrollment in secondary schools, universities and colleges. One must consider, I believe, the quiet revolution that has taken place in attitudes; the completion of high school and entrance to universities have changed and more and more young people have in fact been completing more and more years of school and university. And another change of course is underway as post-secondary technical and vocational institutions develop and as enrollment takes a sharp increase. The significance of this change in enrollment to the expenditure picture is simple and direct. The increased numbers of students alone mean higher expenditures; the increased proportion of students to total population suggests a higher proportion of total income going for education; but most important the shift of enrollment to the higher grades in the post-secondary institutions means if everything else remains the same the higher average rate of expenditure per student. This is because the costs per student are greater in the more advanced educational institutions.

Now all members have a copy of these comments I distributed. I would just like to thumb through them if I may to hit the highlights of what we are trying to point out to the members. One significant fact I think that we must always bear in mind is the kind of revolution that is occurring in education does affect the social patterns of the way of living of many people in our rural areas especially and sometimes makes educational change not as rapid as those for example in the area of technology, and of course our unitary divisions now cover 93 percent of our students in the schools of Manitoba.

I also make reference to the Public School Finance Board's activities, they are continuing to work closely with the several unitary divisional boards, reviewing their expenditures with them and hopefully this Board will, with experience, illuminate some of the many problems that they come across in their day to day consideration of the educational budgets of these various bodies.

I just thought we should review Vocational Education bringing out the point that since we last met as I tried to indicate this morning, the White Paper was published last October, following which we had received news from the Federal Government re the sharing of vocational schools, that the tight money situation was affecting this and a ceiling of \$200 million had been placed upon all provinces in Canada. This meant that our share was curtailed and at the time these estimates were formed, I was advised firmly that the ceiling for the province would be \$11.5 million which was already predicated in projects and left nothing for vocational high school development. Fortunately after some correspondence with the Federal Minister in charge -- after the estimates closed I received further assurance that additional monies would be available to embark on the vocational high school program that I will come to in a few moments.

I thought the members might again like to know the Federal criteria on Page 3 of this document and some comments on that. I also would like, of course, to pay brief attention to the Manitoba Institute of Applied Arts which is under construction and which will result in a student capacity of almost double its present size of around 2,500 to around 5,000 students. This Institute of Applied Art is the biggest single educational project ever attempted in Manitoba. The excavation for the Institute is second only to the Floodway in the history of the province. It's a very large complex and I think one which will commend itself to the members both in its program that is intended, the information upon which is being distributed to members in the educational kits. The relationship of our vocational programs to Federal Manpower, I've outlined this in my comments for the members. This past year as of April, 1966, members will recall that the Federal Manpower changed the ground rules from one to three years as they call it before a person would get allowances while attending industrial or vocational courses of up

(MR. JOHNSON cont'd.) to one year. This did result in some dislocation for us and many problems not only for Manitoba but for the provinces across Canada and the Ministers of Education met on two occasions during the past year to prevail upon the federal authorities for more flexibility in the programming. At the present time all those who receive allowances while training or upgrading are paid directly through Federal Manpower who buy space in our institutions for the training purposes and we do the training. This is a subject in itself but if members wish to be elucidated further during the course of the debate I'd be happy to give further information.

There is also a publication out from the Canadian Association of Adult Education which summarizes many of the factors and relates the problem which we have all experienced in the past year. I just mention the R. B. Russell Vocational School which many of you visited with me. I, as like many of you when going through the school R. B. Russell, was taken with the tailoring course that was in progress and on the basis that I would wear the vest at the introduction of my estimates the students made me this brilliant blue which was I thought very fitting. It is the colour of the right political party and the only problem I'm having is -- (Interjection) -- It's going to last as long as I don't keep "growing to beat '70" -- the way I found it. However, I noticed some other members being fitted during our last visit. I think the students get the material from some upholstery firm so it's of the brightest of colours. But it's very well done and it shows the kind of activity that I'm sure intrigued all of us to see young students who in many cases would not be progressing in the academic stream, making and embarking upon successful careers in the work world and in the trade. Again I mention the great help that the many hundreds of people associated with our trades and vocational courses are and have been to the department over the years.

Also in our university education, I'm sorry the Member for Lakeside isn't in the House, because one of the highlights of the past year was the University of Brandon was established as you know and one of the first Doctor's degrees, Honorary degrees given by the university was to an old alumnus, the Member for Lakeside. I was in attendance at that significant occasion and after he received his degree the new Doctor approached me and said he was now ready to prescribe for me. As members can appreciate I was last seen disappearing over the Carberry Hills. But, nonetheless, I thought it was very fitting that a senior member, former Premier of the Province, should be so honoured by the new university. Incidentally, during the past year the reference here to St. Paul's and St. John's, the Council of Higher Learning's work is not quite complete. Since I prepared these notes both St. Paul's and St. John's have agreed to the terms under which they become constituent colleges on campus out there with an integration of the academic staff yet retaining their own flavour of Dons at St. John's and the other particular administrative set-up at St. Paul's, and having been integrated now St. Boniface remains the affiliated college to the university under this arrangement.

The Council of Higher Learning will not be disbanding for another twelve months. I've agreed with the council they should stay in effect in case any problems come up in the coming year with respect to this community of colleges on campus to see that it succeeds and I think it's wise that they do stay in force during this period. I mention the Inter-Provincial Committee on University Rationalization where the western provinces through the Prairie Economic Councils led by the Premiers of western Canada are attempting to do more and more to bring our university people together to avoid duplication of certain courses which is very desirable but of course presents difficulties as I point out.

The Grants Commission in consultation with the universities has presented us with estimates for the required capital program this year and the ongoing activities of three institutions. I think they've done an excellent job in their first year of operation and we can discuss that in greater depth at the wish of the honourable members.

I mention in here SACU or the Service for Admission to Colleges and Universities. This is a standard test which has been under consideration for some time and will begin in January, 1969, with a general aptitude test in English and French and by 1971 they hope to have achievement tests in addition to the aptitude tests in English and French and other subjects.

At the present time I can inform the members of the House that our universities and the universities in western Canada that I'm aware of are all going along with these tests in January 1969 should be on a voluntary basis. But it is the first step in the development of what is the equivalent of the American university board where a boy or girl could write in about January - February each year, tests which would indicate their suitability and aptitude for university

(MR. JOHNSON cont'd.) and allow the universities to plan more efficiently their needs and programs. Agreement has been reached by the Senate of the University of Manitoba and the High School Examination Board whereby in 1969 a student seeking admission to university will be writing three subject areas depending on which course he will take when he gets on to university and two of the subjects can be in what is known as a general course pattern. I'm very pleased at this integration of the two university courses because the general course is an excellent course in its own right and this makes further options available to our young people in choosing their subjects in which they are more proficient and I think will lead to much acclaim by both the student and the educator.

We started our two-year program of teacher training both at Brandon and the university this past year. Our numbers were not large -- I think 70 in total in the two-year program. I think part of this is because we really got the two-year program advertised and in operation possibly a little late in the year for students to give it consideration. On the other hand, we just can't gauge it too accurately at the moment but I think we'll find more and more students going for their degree possibly in the future. We just don't know at the moment.

In the estimates I point out some of the reasons for the increased costs in our school program which have to be a matter of continuing concern to everyone in Manitoba and some of the reasons for that which we can debate ad infinitum but I think our problem is that we are continuing to look most seriously at the distribution of educational costs and trying to make our program - improve upon it within our ability to do so. The realities, however, are there.

Student Aid. I mention the combination of provincial bursaries with Federal Government loans has reached a figure of somewhere over \$3 million a year or over that and has increased markedly. We've had very excellent response insofar as this province is concerned with students who have borrowed under that Federal scheme and I so indicate. The curriculum of course continues to be the tremendous area of activity within the department involving so many practicing teachers and university people in the continuing evaluation of our programs. We have this year set up the curriculum council which I think will meet with the favour of the honourable members. Now that the basic programs have been outlined in the several subject areas, these councils can overlook and oversee the programming from Grades 1, or Kindergarten to Grade 12 and improve upon it -- add or detract as they see fit in the light of experience and also are permanent bodies which can keep the curriculum up-to-date. And certainly we owe a great deal to the several hundred people who serve so willingly on all those committees.

I think it's important also in here to have shown the response to the introduction of Sciences Sociales into the 50 percent program within certain divisions and I've given the figures. We introduced the Sciences Sociales last year into Grades 1, 2, 7, 9 and 10. We had only thought we would be able to handle three grades last year but the Department deserve a great deal of credit, and the board, for covering five grades on short notice last year and this year they're planning to extend the Sciences Sociales in Grades 3, 8 and 11. In the meantime the Faculty of Education of course at the university are offering a course in methods of teaching Sciences Sociales to teachers in training.

I think another significant step is being made this year with the extension of Ukrainian to Grades 7 and 8 and we expect that if a suitable program can be outlined in time for the coming year we might be able to put it in pilot use this fall. But in any event we would have to develop the overall program from 7 to 12 as quickly as possible. I think this will be met with favour amongst the honourable members, offering this subject area.

In vocational education, as I outlined this morning, it is our intention that as a result of our discussions and consultation with the Local Government Boundaries Commission and our discussions with people in these three areas of the province, namely the Interlake, the more northerly part of the province around Dauphin and Winnipeg East or the several divisions on the east side of the river; money is in these estimates to make an immediate start on the acquisition of a site and development of vocational high schools in concert with the divisions involved: at Selkirk, Dauphin and a site on the east side of the Red River. We've been in consultation with the superintendents in the divisions east of the river and have brought into our discussions, or referred foresight approval, or asked the Boundaries Commission and who in turn I believe have been in touch with the planning authorities to advise us on a proper site. Now we must proceed after we've passed estimates to acquire land, develop programming. Surveys have been made in these areas as to the desirability. Further discussions will have to

(MR. JOHNSON cont'd.) be held especially in the Dauphin area and in Selkirk as we proceed as ideas seem to change every two or three months. But we're off and running in these three areas and of course awaiting the report of the Boundaries Commission in the Interlake before proceeding on any manpower and vocational facilities in that particular region.

Another very significant thing that's in these estimates this year is the start on a program of two-year nurse training. As a result of the committee on the supply of nurses held by the Minister of Health and the involvement of the several disciplines such as the Department of Education, it has been determined that we should initiate immediately a pilot project which would utilize the Director of Nursing Education and staff developed in concert -- with respect to our new facility at the Institute of Technology, the Manitoba Institute of Applied Arts, where we would hope to begin as soon as possible, depending on the speed with which we will be able to bring the people together, on a two-year program for the R. N. standing at the Institute of Applied Art.

Our inspection staff continues to be -- their role continues to change with the appointment of more superintendents and single unitary divisions -- their work is changing and they have continued to examine their role in the future. I always believe that as long as we're expending these large sums of money in education we're going to have to have an external educational audit and this can best be done by teams of inspectors working regionally and going into our schools as teams which they have been doing. All our inspection at the high school level is done in this way at the present time. More and more they will be focusing their attention as I point out on curriculum, the textbooks, the operation of the department at the local level in order that they can feed back the views of schools and so on. Incidentally in this connection during the past year the certification of teachers can be either carried out by the local superintendent or by the school inspector whichever they agree upon. But we intend that he be a resource up-to-date with current events and policy within the department; up-to-date in a particular field of educational activity so he can act on a team as an inspector and give hopefully more meaningful reports to the boards of trustees and the department as it is called upon to do. This is outlined in these comments.

With respect to handicapped children this is an area of intense activity. The unitary divisions and all school boards across the province have -- as you know as of July, 1967, it became mandatory that trainable retarded within these school areas become the responsibility of the local school authorities and they are planning their building programs and operational programs taking this into account and have done a marvellous job in establishing many many more programs for the trainable retarded. The curriculum branch has worked on developmental educational matters and developed the completely new program for the educable retarded, and have been and will be again working this year on the trainable retarded program.

The occupational entrance course is proving highly acceptable to many divisions of the province. I think there are roughly 4,000 of our young people in the occupational entrance course. Many divisions have appointed job co-ordinators where these young people in this particular program starting as early as Grade 7 spend a couple of days a week on a job situation in a work experience and the other few days in school taking their course.

The School for the Deaf is becoming one of the -- I think it's the finest school of its kind in the country, and any time members would like to visit it, we'd be happy to accommodate them.

With respect to capital, in these estimates there is at the end of course the capital allotment to vocational training. I pointed out earlier this wasn't the final -- these figures were finalized at the time we were still negotiating with the federal authorities. Since then they have advised me more money is available and the Provincial Treasurer has advised me that in capital supply there is sufficient money set aside for us to take advantage of this money in accordance with the speed with which we go forward with our vocational high school development, as I've mentioned earlier in those three areas.

Also, the other capital of course, the on-going programs of our schools, is taken over by the Manitoba School Authority, wherein the funds from the Canada Pension Plan are made available to approximately \$15 million a year towards school development generally.

The Frontier Division continues to perform, and in addition to this we are making many new arrangements with Indian Affairs re the training and education of children of Indian ancestry within the regular public school system, and some of our capital projects this year will again be predicated towards this type of development where the federal people buy into the

(MR. JOHNSON cont'd.) public school system of this province, and this very desirable move is going forward very rapidly.

At the same time, I understand that members, if they don't already have them, would like to know the figures of the staff of the department. I'm prepared to table enough copies for each Leader of the Opposition and the Member for Rhineland to inform them of the exact figures of the complement of my department this year. The only increase has been in the vocational area where we are busy training more and more people in the adult force and under Manpower and so on. So we're doing our best within the department to keep our staff count within reasonable limits.

Well, Mr. Chairman, as I said, I've distributed a lot of material and made these few comments along with the distribution of the blue folder to assist my honourable members. I'm here to listen to hear what their problems are, so with these few remarks I will take my seat and hope for the best. Thank you, Mr. Chairman.

MR. CHAIRMAN: The Member for Emerson.

MR. JOHN P. TANCHAK (Emerson): Mr. Chairman, just to comment on his last sentence, I'm going to assure the Minister that our problems are going to become his problems also by the time we are through, not that I intend to be too critical, because I realize that the Minister has a very difficult department to administer and I always wish him well in his department. It's not a very easy one to administer, and dealing with people, with children, with all the people of Manitoba, you're bound to hit snags.

I notice that the Minister didn't seem to be quite as enthusiastic about all the different programs this year as he was last year. Maybe he had more reason last year. I noted some enthusiasm when he referred to his blue vest in there - a little more enthusiasm - but even that towards the end seemed to sour a little bit. I just wonder why on that.

Well, as I said, I wish the Minister well. I also wish to compliment the Civil Service staff, the personnel of the Department of Education, for the work that they're doing. I am sure they mean well. They try their best and we wish them the best. Also, I wish on behalf of our Party, I wish to express sorrow for the gentlemen who have departed from us. They have contributed to education in Manitoba considerably and we wish to express our condolences as a Party.

Now we all know that education is the highest spender in Manitoba. If we look at educational estimates it comes to roughly \$136 million, and if we divide that roughly by one million people, it meant \$136.00 per person in Manitoba and something between seven and eight hundred dollars per family of about five in a year. So you would see that it's quite a sum to be spending on education and we must be very careful that the dollar that is spent in this department brings the desired benefits, otherwise, I would say that the heavy costs would not be justified. We hear a lot of complaints now - in fact you hear it all over Manitoba - and it was expressed by a member on the government side in the House here that the cost of education at the present time is too high and it is not enough to say that anything goes for education. The money that we spend on education must bring the desired results or else a lot of it will be wasted. We know that the purpose of education is to prepare our future citizens for a better society and a better world, and in my opinion education should not simply be an instrument of means to make a better living but it should be a means to mold desirable citizens for a better society, and that's what we should strive to achieve through our curriculum, through our teachers and so on, the Department of Education, the people as a whole. I would say that this applies more to our younger people and not so much when we come to adult education, because here we really try to upgrade their education so as to enable them to make a better living, so it does not apply in the same manner to education of older people.

I'm very happy to note that education, adult education, especially that of our immigrants, is now getting more attention from the present government. But what struck me as odd was a statement in Teachers' Services, and I think it's March 1st - the Honourable Member for Gladstone likes to say "propaganda sheet" - and I'll quote. It says: "Classes in English are on the books for new immigrants to Canada." -- on the books for the new immigrants to Canada. Surely this is not news; classes for immigrants. This isn't any news because I remember 20, 30 years ago we had education for adults, for immigrants coming from Europe trying to teach them English so they could get along. Surely this isn't news, and I couldn't see for the life of me why is this news. It definitely isn't news. I remember some 20 to 30 years ago when I was teaching out in the rural areas I had classes, evening classes that I operated for the benefit of

(MR. TANCHAK cont'd.) these immigrants and some of them did wonderfully well. Without any knowledge of English at all, it didn't take them long. Sometimes through the winter months they were able to use the English language after three or four months of intensive training. So I couldn't consider this really news, but all the same I endorse the program; it is a very good one.

Now when we come to vocational schools, I would have to repeat again that the government previously neglected its responsibility in regards to the construction of vocational schools; it didn't take the full advantage of the federal government's generosity in providing grants for construction. Other provinces are far ahead of us. We know that 10 new vocational schools have been promised. During the last election they promised the people of Manitoba and we don't see too much done about it as yet.

The Boundaries Commission has been discussed quite thoroughly. I didn't take part in it but they were supposed to recommend locations. To me, it seems that the government does not care or maybe does not need their recommendations, and the honourable the representative from Dauphin seems to have all the answers and he knows exactly what should be done. Probably maybe the best thing would be to disband them and just let the Cabinet decide, because after all it is the Cabinet will decide them in the end so maybe that'll be the best thing. We could save the people of Manitoba some \$400,000, close to \$400,000 -- (Interjection) -- Well three hundred and some thousand dollars. We just got a Return here and that's what the Boundaries Commission cost us already, over three hundred. I have it right here - \$360,000. That's quite a bit of money, but it has been discussed and to me it seems that it's just a screen for the government so that they wouldn't get the blame if the people don't like something. Probably the government could hide behind the reports of the Commission and say, well that's what the Commission recommended and we can't quarrel too much with them. I would say that the Commission has wasted a lot of money, hundreds of thousands of dollars, and it's maybe a good thing - the Boundaries Commission - a good thing for those people who act on the Commission, but how much the public gains from it is another question, very very little. Even now after two years of operation the present government can't point to one solid accomplishment of this Boundaries Commission, one concrete evidence of accomplishment. There isn't anything that they have actually accomplished, so I think we're justified on this side in asking questions and asking the government to reconsider this and probably wait and not waste that much public money.

The Minister mentioned curriculum. There's an awful lot that could be said on the curriculum. It's kind of a continuing process. I don't think the studies in it, the revisions and so on, I don't think that it ever comes to an end; it's a continuing process. The strides of knowledge that have occurred in the last few years makes any curriculum that has been introduced almost obsolete before it's fully in operation. I would say that the curriculum should provide the student with a body of knowledge, ability to discover knowledge, and provide him with the idea of accepting mental discipline. These three areas - I could repeat them - body of knowledge, ability to discover knowledge and mental discipline. You have those traditional studies of facts - we used to refer to them as three basic R's in school years ago - we gave them the basic knowledge and then from there on they could have expanded it. Of course this is time-consuming. It is facts, but if the student learns how to pick up knowledge later on it helps them considerably. The inductive means of education is also very desirable, but after the student has acquired this basic knowledge of how to use it, then later on he can research, hunt, find answers for himself. But it is absolutely necessary that he have this basic knowledge, because I would say that although experimentation and inductive method is more interesting, the pupils like it, they like to research and so on, but they should also know that life is not always exciting and they should accept the fact that there must be a little bit of drudgery, memorizing facts and things and not only research and so on.

When I mentioned mental discipline, the student should be taught in the schools just as I said, that life is not all roses, that he should be able to discipline himself mentally, or in other words, he must take things as they come and be able to change according to environment.

When it comes to curriculum, we hear quite a few complaints. I have three complaints here that I listed, that I hear most frequently, and one is this : why - and the Minister did mention something about it - why cannot we have a standardization of a curriculum, a curriculum which would be standard throughout the whole of Canada? Our society now is very very mobile and it creates a great hardship on the student when he comes, say from one province,

(MR. TANCHAK cont'd.) from British Columbia to Manitoba, and then he tries to get used to our curriculum and there may be a gap in his studies, something he hasn't taken up on account of change of curriculum. So the people of Manitoba would really like more standard, or more uniform curriculum throughout Canada, and I would like to see more acceleration towards this end.

Another complaint that we hear from teachers - and this comes mostly from teachers but students suffer likewise - and this is the introduction of new courses in the curriculum every year. Sometimes one, two, three courses are added to the curriculum, and as these course are introduced, in most instances - it happened last year and I think it's just about to happen this year - there isn't even a text ready for the teachers to use. The course is introduced, the school opens in the fall - it happened last year - and many textbooks were not ready. And talking to some teachers, even last week, they expect the same thing to happen again. I don't think this is right. It isn't fair to the teachers of Manitoba because the teacher has to be familiar with the contents of the text to be able to adjust to the subject, and if the teacher even hasn't got the textbook in his hand, how can he be expected - he or she expected to teach this subject properly. I know that the Minister probably is aware - if he isn't he should be aware of this - and I'm sure he will agree with me that in many instances it creates a problem in our schools.

The third complaint is that the Department of Education - and the department is being blamed - is introducing concepts in Junior High School which should really and truly be introduced in Senior High School. They're always referring to some history which should be taught in a high grade, and the child is not ready to accept it at the Junior High School. I'm not going to delve into that too much because I don't want to consume too much time.

But before I leave the subject of curriculum I would like to suggest, and that has been discussed before, that a course in political science or political theory be introduced into Manitoba High Schools - it has been tried in other places - correlate this with history or geography, or in lieu of geography, and have it as an accepted course so that the students who -- don't make it compulsory, I would say, but on a voluntary basis, so the student would get credit for it. I would suggest about a two-year course; give them the basic training on this, so that they will understand what our governments are about at all different levels, not only the provincial but the federal, municipal, and even the government of the schools, the local boards. Our students are getting more and more interested in government and I think it would be very advisable to introduce such a course.

I have a little sheet here which mentions about the United States. We all know that in the United States they have tried this. It says: "In the United States of America there has been carried on successfully in every high school a course on Civics, and in many high schools there is in the curriculum a course in Political Science." Now there are not too many statistics, but reading the journals or the articles from the United States, we notice that this is very very acceptable to the students. They benefit a lot through it, so I would like the Minister to consider this, and see what he has to tell us about it.

One more thing before I leave this curriculum - I didn't expect to mention this at this time - but just going through the little report, the little blue book that the Minister has given us, something struck me and probably I should say a few words on that. You notice that during the last few years we have developed a multiplicity of high school courses; many high school courses. I'm not going to mention them all, just a few. University Entrance is one - we know that - Commercial, General, Vocational, Occupational Entrance - relatively new. In my opinion, I think that we should have one high school course with a core curriculum. You may not agree with me but I think it is possible to do this, a core curriculum, one that would more or less prepare a child for almost any branch that he likes to go after his high school. This should cover a lot of subjects, subject headings, a kind of basic knowledge which would enable the student to branch out after high school, because I myself believe that we are in many instances overloading the student in the high school and confusing him with too many subjects. I think there are too many of these subjects that we say a student must take, whether he'll ever make use of them later or not, he must take them; they are compulsory. There isn't enough leeway of choice; there should be more. I could go into specific examples but I don't think it is necessary at this time.

Now when we come to costs, I mentioned something about costs. You hear these complaints, that education is costing too much - and I mentioned just now how much it cost an average family, somewhere around \$700.00 per family a year according to this \$136 - but that's

(MR. TANCHAK cont'd.) not per person, it isn't the full cost. The parents have to contribute towards it on their own. There are certain things that they must buy for the student because not everything is free in the schools. The schools do not provide all the materials, they must buy others, so the cost really accelerates and I think it's time to look into these costs. They scare people. I believe that our educational dollar is not planned to the best advantage. There are too many frills, and I guess a little too much extravagance in our system at this time. The costs have skyrocketed in the last few years out of all proportions, and we can follow the different estimates year by year. They are up and up and up, and I do not think that the benefits derived, the extra benefits derived from this program warrant such a great increase. We know that the personnel, the salaries and the wages account for a sizeable portion of this increased cost, but I think the government is to blame a lot for these skyrocketing or escalating costs every year, and there I would say they could have been a little more economical by watching -- the government watching more carefully these expenditures.

As I said on previous occasions, the First Minister at a certain meeting had promised more taxation. We need it for education; we need it for health; that's what the Premier had said. Now that disturbs the people. He knows very well when I mention extravagance, waste and so on, he knows very well - that has been mentioned before - that when he went into the Consolidation program that government of the time - I'm not blaming the present Minister of Education because he wasn't the Minister of Education, although he was in the government at the time so he should take some blame - they had no idea where they were heading at the time, absolutely no idea. They had no idea of what was involved as far as costs go.

In other words, the government at that time just blindly forged and pushed ahead without properly planning the program. They didn't plan proper divisions; that was one mistake. The building program was completely out of line, and I mention that every year and I'll do it again, a lot of those buildings now costing one quarter of a million dollars and so on are becoming obsolete. That's one of the reasons that our costs have skyrocketed. When I mentioned proper divisions weren't formed, again I will blame the government for haste at that time, and if the Minister does not believe me that that's where the root of the evil is, go ahead and ask the Chairman of the Boundaries Commission, ask him why have you got so much trouble, and if he's honest with the Minister he will tell the Minister that the root of the evil goes back to the time when the original Boundaries Commission was asked to form these divisions and they did it in such haste that they were not properly set up. That's why we are having trouble. Ask Mr. Smellie, and he'll tell you that.

The government at that time permitted the construction of these buildings in a kind of scatter-gun fashion and now we have to pay for it. Of course the first Boundaries Commission is disbanded and now we have got another one revealing what the first one had done. We accuse the government of wasting money again, and again haste makes waste. The government runs short of money for educational purposes, and instead of doing what the government had promised in the first place, has promised for the last ten years, shifting the burden of taxation from the property owner onto a wider base, again the government has reversed its position and is now shifting the burden of taxation back to the shoulders of the property owner one way or another, and with some more to come.

I would say that the property tax should not be expected to carry all the present load of costs which is steadily increasing every year. I wouldn't agree to the principle that all of educational costs should be borne by the Department of Education without any property tax because we still want the people at the lower level, at the district level to have some say, some say in our education. If the government was to take it over 100 percent, then that means they would be calling the tune because they paid the piper. And I would say - this has been mentioned by the Honourable Member for Turtle Mountain - that we should have a fixed rate for educational purposes which would be taxed on the individual or on the property tax.

Now another thing that we have heard so often about is equal opportunity for every child in Manitoba - and that was the original promise - for every child in Manitoba; that is what we are going to give them. Now equal opportunity for every child - yes, I would agree that it is the right of every citizen of Manitoba to have this equal opportunity, but politicians, we use this catch phrase simply for political purposes and I don't think are doing justice to the cause. It has been used so often it's worn threadbare. It's time not to use it any more because we haven't got equal opportunity for every child in Manitoba. Some of the larger areas - maybe they have in the City of Winnipeg and some very large divisions - but we are still far from

(MR. TANCHAK cont'd.) achieving this educational opportunity in most rural areas. We know that. I live in a rural area and I know that it is. There is still a wide educational gap between the urban and the rural areas as far as education is concerned.

It is maybe a problem how to achieve this, but I would say the government took that responsibility, the government promised that to the people, and it's up to the government to keep its promise. We could give a few suggestions here, but what's the use? We suggest many things in this House from our side. The government simply ignores them, most of the suggestions by resolution and so on. It could be a good one, but just because this side introduced the resolution the government is going to throw it out or not agree to it. It happens very very often. The Minister shakes his head no. Maybe in his opinion he thinks they are all no good and that's why he opposes them, but sometimes we give good suggestions here and then after awhile we get sick of doing it. Why should we if they are not going to be accepted.

One suggestion that I would like to make at the present time is the use of TV - use of TV. I think this is one way to narrow the gap which would not increase costs too much - the television - education by television. We know that in the past the government has minimized it; they haven't sufficiently taken advantage of this means of education. The Minister nods his head, he agrees to it, takes the blame. I'm happy that he's being honest about it. Lately, some more interest has been shown in it and I'm happy about it too. And I would say, when I mentioned the rural areas, I would say that this is where it would especially help the rural areas to close this gap. This would be a weapon to narrow this discrepancy in equal opportunity because there are many courses in which television could help. The teachers haven't got all these facilities out in the rural areas at hand as in many of the larger schools in the City of Winnipeg, but I would say that care must be taken here that these programs are well chosen, well prepared, well planned, otherwise it would be just a waste of money. And we have some of them, we have some of them that are just plain duds on television; they are not worth the money that's being spent on them.

I am not going to criticize the closed TV circuit but I hear a lot of complaints from university students about the closed TV circuit at the university. They just abhor them; they hate them. Maybe I don't know if there's too much work or something else, it comes too fast, but some of them say we just can't stand them; you have a poor picture with a gray-looking part of a man talking and it seems to us that he is just reading a textbook and that's about all. The problem lies in the fact that there is lack of professional touch. Probably the writers, the operators, the producers, the technicians, and even the performers on television are not sufficiently trained to do this special kind of service. It's different; it has to be different by its nature than ordinary broadcasting, ordinary television, because this has to do with students, molding the lives of our future citizens. So these people should be - the producers, as I mentioned, and even the writers, the operators - should be specially trained for this.

One more item - I can't go through all of them because there are so many that we could talk about. I hope to be able to touch on some of them as we go through the estimates but there is another one here, the teacher shortage, and I think it is a very very critical problem at the present time. Every year we discuss that. Ten years ago, nine years ago, "we'll lick that"; that was the promise. And what was it at that time? The teachers aren't being paid enough, that's why they don't go into it. Now the teachers are paid more. Why is there still a teacher shortage, and it's as critical. Is it because of the upgrading of their qualifications? It could be maybe that. Let's do something about it. Is it absolutely necessary to have a Masters Degree in an elementary school? I would say no. Maybe we could look at that. It isn't absolutely necessary, a Masters Degree. Of course they're not insisting on that at the present time but I'm just giving that as an example. There should be a level at which a teacher teaching Grade 1, Grade 2, Grade 3 probably doesn't need as much university education or as high an education as that. Maybe they could solve the shortage in this area. I would say now that it is more critical - the teacher shortage - than it was 8, 9, 10 years ago, more critical because there are more pupils now exposed to unqualified teachers than there were in the past. Instead of teachers teaching a classroom of 25 to 35 pupils in one school, a permit teacher, that teacher in a graded school may circulate through the whole school and involve hundreds of pupils, so hundreds of pupils would be exposed to this kind of unqualified training, and that's why I say the problem is more critical than it has been in the past.

I have a table here some place which I think would be in order to put into the record - if I can find it - yes, just a comparison of permit - and I will not go to that magic year of 1958 or

(MR. TANCHAK cont'd.) '59 - I wouldn't dare. I will step it up a little farther and I'll start from 1962 - 1962, and that was well in the era of the present government. Elementary permits - in 1962 there were 57 of them; secondary permits - 82; for a total of 139 in 1962. Then I have every year - I'll just read the totals. For the next year, 1962-63, we are 160 - that's up; 1963-64, 236 - up again; 1964-65, 291 - up again; 1965-66, 337; 1966-67, 351 un-qualified teachers. So it rose from 139 in 1961-62 to 351 in 1966-67. I have no later figures. I hope it's a better picture; maybe the Minister will be able to tell us.

And there's others, the number of Letters of Authority issued in recent years, and again I will go back to 1962, there were 466 in 1962; this year, or 1967, 546; so you can see, when I say it's more critical now than it was in the past, it is. There are more permit teachers and there are more students exposed to this kind of teaching. Something should be done about it. I don't think that the permit teacher can follow the advanced curriculum, the mythology is different, it has changed and this spells real trouble and it hits the rural areas most because it is very difficult for the school boards in rural areas to attract qualified teachers. In many instances they have no room for selection at all. They have to take what they can get a hold of because teachers are reluctant to go out into areas when they can stay in the City of Winnipeg where there are better services and more places to go to. They can go to shows and even the go go girls.

MR. CHAIRMAN: The Honourable Member has about four minutes left.

MR. TANCHAK: Well I guess I could. I didn't realize it was that long. Thank you. Now when we come to merit rating, there is a lot of talk about merit rating. It has been under discussion. I'm still of the opinion that some kind of a merit rating we should have in the Province of Manitoba whether it be before the teacher -- I know there is some -- before the teacher gets the certificate or after the teacher gets the certificate because we know that there is dead wood and rotten wood in all professions and all trades. I'm not accusing the teachers' profession, I am still one of them although I don't practice at the present time but I know that there is dead wood and rotten wood in all and we must have some way of eliminating them. I know of a case that there was a hippy teacher, two of them, teaching and they only stayed there for four years, a man and a girl and they were not a good influence on those children. True, in the school they tried to behave and set an example but as soon as the school is over they just seemed to have broke to pieces and they even practiced free love. Of course -- (Interjection) -- No, I'm not going to mention the names or anything but it is serious and I think that some of these teachers should be weeded out. I asked this teacher, "Why are you doing that?" And the teacher answered that there is so many of these hippies he says I decided that if I can't beat them I'll join them. And that's exactly what he did. Well he knew that he wasn't liked and eventually he left the district on his own, and the board didn't try to hold him at all. He left the district -- didn't hold him -- and I don't agree with that. He says there is so many of the hippies that I might as well join them. It was incorrect. It wasn't true. Because in my opinion most of our high school students are very good students, the university students are also good, they're hard working people and they take their responsibilities seriously and in fact they shun the hippies. Because you talk to the better element of these people, these students - the university, they don't like that. But just because there are a few of them, and maybe the press is a little bit responsible for that, building them up in many instances and because news is news and they're after news, people seem to think that most of the high school students especially in the City of Winnipeg and at the university are hippies, and that is not true; you can call them squares if you like. I would say the greatest percentage of them are these good students. Call them squares -- what you like but I would say that they are the future builders of Canada and they're good students. Just one more minute left or two?

We have a teachers' dispute before us at the present time. In this era of inflation I would say that teachers should continue to practice reasonable restraint and show a good sense of responsibility, but the school boards on the other hand should also negotiate with good judgment and a sense of fair play. In my opinion I do not think -- in other words I can say I can go on both sides -- the teachers I would say have a right to negotiate for better working conditions, you take coffee breaks, parking of cars, where they could have parking stalls and so on. They have a right to them. They should negotiate. But in my opinion I think that the government should take a little more responsibility here and through some kind of a committee or a board, even one of the present ones, why should not the teachers negotiate with this board? They should have a board. They should negotiate with them and when the teacher has a

(MR. TANCHAK cont'd.) certificate there will be these conditions attached to that that the teacher is entitled to it. Why should the teacher come and negotiate; and on the other hand, why should the board negotiate with them. They're hiring a teacher and they expect the teacher has the qualifications. There should be rules and regulations coming with this agreement -- that's my opinion -- I think it would be better done through.

Now, I have many other things I was going to talk on drugs and so on but I know my time is up on this so I could just review some of the points that I've said: 1. Reduce the excessive rise in school costs by better leadership and better management, that is one. No. 2. Establish a core curriculum and more Canadian uniformity in curriculum; and 3. Include political science and theory in our high schools; and 4. Improve our TV education -- improve education by TV. Solve the teacher shortage - it's very critical.

One more thing I had on my list what I didn't mention - the Minister did mention something about the inspectors. I know that they're inspectors and they're supervisors, there were both of them. In my opinion I think it's time to reduce the numbers of inspectors because we have supervisors - and this is duplication. We've combined a lot of these schools, there are less schools now than there used to be before, therefore I think it is just logical to have less inspectors. Maybe have one inspector to see that rules are adhered to over a very large area. I would say maybe four or five for all of Manitoba will do, and we can save a little money. I'm sorry I can't continue because the Chairman is - I detect a frown on his forehead so for the present I'll wait and I might get in again .

MR. CHAIRMAN: The Member for Elmwood.

MR. RUSSELL DOERN (Elmwood): Mr. Chairman, I would like to first of all congratulate the Minister of Education for some of the progressive work that the department has carried out in the past year, and in particular to the members of the department for their work on behalf of education in Manitoba. They, along with the thousands of teachers and school trustees are the backbone of our educational system and the people who do the work.

Last year was a fairly interesting one in Manitoba. Just to mention a few of the highlights, there were two new universities established - Brandon and the University of Winnipeg who opened up in a somewhat independent fashion. I guess there was also a reintegrational with St. Paul's and St. John's coming back into the University of Manitoba's sphere of influence.

In the classroom we saw educational television making a bigger impact than ever before in a first colour programming coming into Western Canada.

Such other things as a new reading text and the promise of optional tests for 1968. And another progressive step forward being the high school system, placing less emphasis on formal examinations and more emphasis on work throughout the year and individual instruction.

Education is becoming a more and more expensive field. I don't think we're going to see any diminution in costs; I think we're going to see the costs continue to rise as the years progress with more people bettering themselves with adult education. I hope some day and I intend to deal with this at some length to see a pre-kindergarten introduction in the Province of Manitoba.

The Provincial Government's budget is now some \$135 million but in addition to this with all the other costs added on to it, the Free Press, for example, estimates the total cost of education in Manitoba for last year at some \$240 million. Unfortunately we only have, I guess, about eight hours to go on this department so it means that each hour is worth some \$15 to 20 million.

Mr. Chairman, when you look at the budget of the Department of Education - a budget of \$135 million - and you look at the amount of money being spent on research, which is listed under 32 (s) as \$100,000, I think this is a rather surprising and rather dismal amount in view of the very large expenditures. If you figure it out, I think it comes to something like less than one-tenth of one percent is being spent on research in Manitoba. And if you compare this to industry and organizations where they do proper scientific research as the percentage of their entire budget, I think you'll see that two or three or four percent is a more common figure. But in Manitoba we're still at the one-tenth of one percent level, which is totally inadequate.

Last year I submitted an Order for Return to the Minister and asked him to outline the kind of people and their function in the Department of Education in regard to research and I think if you look at that Return carefully, and perhaps there was one or two additions in the

(MR. DOERN cont'd.) last year, I hope the Minister will explain what kind of a research department he thinks he has. I think you can only conclude that there is very little of the kind of research necessary going on in the Province of Manitoba. It almost boils down, in terms of the present department to a few head counters and some people who are doing some arithmetic and division. This is certainly necessary and we need our statistics, and we have to know what percentage averages are, and we have to know how many passed this and how many did that but this is not the kind of research that I'm talking about alone. I'm talking about the kind where you have paid psychologists, sociologists and perhaps this new group called urbanologists. So I ask the Minister what kind of research he's carrying out, and I ask him what kind of new programs are being developed and are being scientifically tested by his department?

The Manitoba Teachers Society presented a brief not too long ago to the Minister and they deplored the lack of educational research in the province. The Manitoba Educational Research Group - MERC - they too, stressed the fact that Manitoba was simply not carrying out enough research. They said for example that they urge greater research into the problems facing post-secondary education and the co-ordination of the education and training research thrust for a comprehensive program. They were studying community colleges and so on. They felt there was a lack of co-ordination going on in the province. They pointed out what is obvious, that there are large sums spent on education but they may not be wisely spent. When you're dealing with a figure of well over \$100 million or \$200 million for all of Manitoba, then you're dealing with some pretty big money and it might be worth spending a million dollars, rather than a hundred thousand, because you might save several million. For example, there's a study I know being done with this MERC group and the Faculty of Education under Professor Peach, studying community colleges, but they're spending twelve months doing this job, which is very important, but it seems that this is eating up a great part of their budget and a great part of their time, and perhaps we're not going to get much more than this.

Research departments would undoubtedly attract graduates. We're losing Manitoba graduates who are PhD's in education, or are doing post-graduate work - they're going to Toronto, they're going to Ontario, they're going to other provinces, they're going to the United States because there just aren't jobs available for them here. So, if we want to build a graduate program, we need this kind of program. For instance, in British Columbia in 1967 they have set up an educational research institute, just getting off the ground. They have given a \$5,000 grant to a Professor of Sociology to study the organization of adolescent society and they're now considering applications for a number of other topics. Professors applying for grants - such topics as the identification and training of educational administrators, school dropouts, counselling, administration and school psychology, teacher aides and their effect on pupil achievement. Maybe we should institute a program like that. Maybe the government should consider putting up \$100,000 that would be made available to professors who wished to carry out programs.

One of the areas that I would like to deal with, where I feel there's not much, if anything, being done in Manitoba, is what you might call the head start programs that are being carried out in the United States and in other countries. These are programs for young children, in many cases children who might be as young as three or four years old, and certainly those who are prior to Grade 1. I think this kind of a program is needed, I think it could be done on a small experimental basis to begin with, it could be voluntary - I don't think that too many of us would want to see compulsory programs for pre-school children. But I think that if you look at some of the areas in Manitoba - and I'm thinking in particular of some of the slum areas of the City of Winnipeg where there are underprivileged and culturally deprived children - I think these are the type of children who need a head start in comparison to the average child in this city.

We are faced with a problem in our province which is common in all of North America of the dropout, and I think one of the reasons you have the dropout is because there's twin pressures. There's pressures beginning the day that student goes into the school, there's pressure on him all through and when he gets to high school and is considering going on in an occupation, or for tertiary education as it's called beyond secondary, then the financial crunch becomes very pronounced. Students do not start equally and if you talk to psychologists who are testing very young children - and I've spoken to some of them who are testing primary children - they are coming in with all kinds of IQs, with all kinds of skill and I think if you want a democratic society and if you want equality of opportunity, which most of us pay lip service to, then you

(MR. DOERN cont'd.) must have programs to help the poor and the underprivileged to have a fair chance of going through the educational system. If you don't have this, if you don't want this, if you don't believe in it, then you must then deal with other problems. You must deal with the problem of the dropout, the welfare case, the person who needs retraining and so on.

In the United States, at this time, their project headstart, they have something like two million children in that program, in the classroom, in the past three years who are between three and six years old. So this is becoming a big thing in the United States. We're not quite up with it in Canada and in terms of Manitoba I see little, if anything. I hope the Minister will give us some facts, figures and some projected programs. These are children who need to be put into specially prepared classrooms as well, when they come out of it; you just don't stick them into the program for a couple of years. Preferably you have your elementary system geared for these children as well.

Many of these schools are Montessori schools and I intend to deal with that as well. But the United States psychologists are challenging the traditional idea that children aren't ready to learn until they're in kindergarten or in Grade 1. I'm told by some of our New Democratic members on the School Board about the fight they carried a few years ago to get kindergartens in Manitoba and how they heard all the arguments about poor children, five years old, and all that sort of stuff. Well kindergartens today are an accepted thing. We're still putting them in. Unfortunately we still don't have enough of them and I know the Minister supports kindergartens and I know he's working for them but perhaps in the near future he can start working at a younger age on a voluntary level in those areas where they are needed. In fact psychologists tell us that they find that learning starts right in the crib and they've done experiments with very young children indeed.

New York City, in 1968, in January, announced they were starting experimental schools for slum children at age two - a rather early age but they are beginning experiments on an up-grading basis, on a head-start basis, for children that young.

A lot of the educational theory, I guess the physiological theory, the psychological theory comes from a Swiss psychologist named, I think Piaget was the way you pronounced his name - P-i-a-g-e-t. His followers believe that the key to learning is experience; it's the environment; that is the key to learning; not the age of the child. So the point is to try and arrange the child's environment to provide him with a rich enough experience. This is the problem of the poor and the underprivileged, that their environments are sterile, they're not stimulated enough, they don't have enough care paid to them, their parents don't have the vocabulary and so on. For instance they find that dealing with very young children, they can even teach young children to play the violin in the one to three age range. Maybe the Minister could whip up an orchestra and go round the province conducting these little tykes, wearing his blue vest and so on, raise tax funds and stimulate our educational program.

At the University of Illinois for example, psychologists report that they have raised the I. Q. of deprived children from below 100 when they were three to 120 and better when they entered into the first grade by intensive language and arithmetic drills and so on. So in the next few decades, pre-school education will become as widespread as kindergarten is today. And again going to the United States picture, by 1978 New York State hopes to offer pre-schooling for all three-year-olds whose parents want it, a radical proposal but it's being done now. If you look in Winnipeg and in Manitoba there is something being done in this area, not quite the way some of us would like to see it but I think it's a brilliant beginning and it's a beginning on the part of independent citizens. This is the formation of the Manitoba Montessori Association. This I think is a progressive group of citizens who are looking into pre-school training for their children. They are the ones who are breaking the ground. I think they are the ones who are leading in this area. I don't know about the department. They have for example, in the past year, sponsored lecture series with some 70 parents and teachers, they had two groups throughout the winter. I must say I myself was one of the people who sat in on that course of 10 lectures and found it very interesting. This summer again they're offering a similar course which is being carried on right now, some 25 people who are studying the Montessori system. I might say we are honoured at this very time in fact by the teacher of the St. Mary's Montessori School who is in the gallery listening to the educational debate.

They also considered at that time setting up a teacher training course for the Montessori method, this is inertia coming out of this private citizens' group on the Faculty of Education on

(MR. DOERN cont'd.) campus, but the man who was lined up for this program from California passed away so those plans are now changed and are now being re-examined. It was hoped that the Faculty might begin something. So there are two existing schools at present in Winnipeg which started in September 1967: the Winnipeg Montessori School in River Heights with some 40 students, and the St. Mary's Montessori School on Hargrave and St. Mary's which has some 56 students. They are opening two more next fall, one in West Kildonan, the Seven Oaks Montessori School and another in St. Vital, the St. Vital Montessori School. One of the problems is cost, of course. They find that they are charging some \$250.00 per student for a half day. In 1967 the cost will go up to probably about \$300.00 in the coming year. So last year there were about 100 students in the Winnipeg area at least in the Montessori system; this year there'll be probably about 200.

These schools are not unique to Winnipeg. There are similar schools in Victoria, Vancouver, Calgary, Edmonton, Toronto, Ottawa and Montreal. Here in Manitoba I guess it'll be a little time before the Montessori system goes into the primary grades. At present it's simply up to before Grade 1 but in Toronto they have schools which are approved for the first years as elementary education by the Department of Education.

These schools are all over Europe and the United States. There are varying estimates as to how many there are in the United States, some guess in the low hundreds, one guess would run as high as a thousand. They are also well known all over the world. They are particularly strong in Holland and Italy, because it was in Italy that the founder of the system, Dr. Maria Montessori, who lived from 1870 to 1952, was a very remarkable woman, studied philosophy, psychology, medicine and she did work with children who I think had mental retardation problems and then she worked in the slums of the big Italian cities and established her program there with great success. As a result of that, starting in the early part of the Twentieth Century, particularly in the 1910 to 1920 period, and particularly in the last decade there's been a revival of the Montessori system throughout the world. I think anyone who goes to see one of these schools in action will realize that it's not a question of children going to an unpleasant activity but children taking a great thrill and delight and looking forward to each day. There's quite a different philosophy and quite a different approach in the Montessori system where the children are allowed to, in effect, do what they want; they choose their activities, they work on them as long as they want and so the element of freedom and the element of inner direction is very strong. Anyone going there would be amazed at the joy and the interest of these little children who are taught to do all sorts of things by their teachers and work to the largest extent on their own.

But the problem is, of course, that the Montessori schools in Winnipeg are only available to those who are willing to make a sacrifice financially or those who have the financial means to participate in them.

The Winnipeg schools are excellent but to a large extent they are used by the children of wealthier and professional parents; there are average parents there too but these of course are doing so only at a tremendous sacrifice. I might point out also in this regard that if you look at our present school system it has been criticized a number of times in terms of curriculum in the elementary level and so on, that the schools are middle class oriented and that it's very difficult for children who come from the socially and economically deprived classes to feel involved in this program and to do well in it. For example, D.H. Lawrence who is a Director of the Neighbourhood Services Centres of Greater Winnipeg spoke at a youth conference and this was his conclusion. He said, "The present school system almost ensures that the child from a culturally deprived background will meet with frustration and failure." He says, "We believe that there should be a real effort made to inject far more relative social content into the curriculum of schools serving economically deprived areas." And again he said, "Our school system transmits a standard of values and aspirations that while perhaps valid for the majority of students are totally invalid and unattainable by a growing lower socio-economic group."

So, Mr. Chairman, I think that the department and the Minister should look into the Montessori system, particularly as a system that would be useful in the poorer areas of Manitoba. Perhaps they could regard it as an upgrading program, one that would provide equal opportunity. I think that the most striking results one can obtain are in these areas, as compared to children who come from a better off region.

I'm happy to note that there is at least one student, perhaps out of some 75 or 80 who are

(MR. DOERN cont'd.) in the system now, that is at the Montessori School downtown and is paid for by the Department of Welfare - I don't know if it's the provincial or the city - but this one student alone, out of I don't know how many thousands, is actually taking the Montessori program.

I have a number of areas to deal with but I think I'll only be able to fit in a couple in round one. I wanted to look next at this question of university students, in particular, and students in the high school system, etc., and their chances of progressing and some of their financial problems.

I think there's a current myth which we hear expressed in the legislature, among many other things, that any student can go through school and university if they really want to, and of course this ignores a number of factors like family size, distance from the school, for example, whether you live in the country, it's much more difficult if you live a couple of hundred miles from Winnipeg than if you live in Winnipeg if you're going to university. If you have six or eight children in your family, this makes it extremely difficult and so on. But the great myth is, of course, if you really want to, you can make the sacrifice, you can work 16 hours a day in a job and then you can go and study for the other eight. Or you can say, "Well, I know so and so he did it or you did it or I did it and these are examples. But if you look at existing studies, if you look at the economic problems and the economic pressures on students, you will find that there are many people who drop out as a result of financial pressure. You will also find many of the people who are in the system are there because they never have to consider the financial question. They never have to spend time, which could be spent reading and thinking and relaxing as well, to devote to their studies. All their time is spent on worrying about where they are going to meet their bills and going to their jobs and so on.

If you look at the number of scholarships and prizes and bursaries and so on, it's usually a figure of five to ten percent of student income, and anyone who has ever applied for a scholarship knows that to get a scholarship you have to be in at least in the top one percent. If you come fourth or fifth in a lot of areas, you may as well forget it because only the top two or three with the high high marks are the ones who get these types of awards. Bursaries, you have a better chance, but again I don't feel that we're giving anywhere near the amount of financial assistance to students.

If you look at statistics, you find out that in many cases that over a third of student income comes from the family. Now that's the way it works, on an average of course, but some students get nothing and other students I guess get two-thirds or a hundred percent of their university expenses paid for; but at least on a broad basis, over a third get their income from their family, from gifts or loans and so on. Another third the students earn from their jobs. But there's always this gap, there's always this so many hundreds of dollars that the average student has to worry about, that he has to hold that extra job for, that he has to drop out of school for, that he has to delay his graduate studies for, that he sometimes never completes his education because of.

If you look for example at our neighbouring province - I don't have the comparable statistics in Manitoba - students from lower income families drop out. They did a study of Grade 13 in Ontario and pointed out that more than a quarter of those who did not go to university, some 1,400 out of 5,000, had better records than nearly half of those who did. So you always get that situation, the 25 percent or better, 30 percent who drop out are actually better students, have better marks, have better IQs than half of those who do go. Well anyone knows from, say personal experience, of all sorts of people you went to school with or young people you know who left because of economic pressures. I always think back to when I was in high school in the north end of Winnipeg, all the girls that went to our high school, it seemed like about 98 percent of them quit after Grade 11. Most of them did as well or better than the boys, but with very rare exception, just a few that I can recall, they all dropped out and went to work.

If you look at the whole Canadian system and so on, not surprisingly you find that if you look at the total labour force, and then you look at the classes of parents and you look at the percentage of their children who go to university, you always find it highly disproportionate at the higher income levels and the reverse on the lower. So, for example, if your parents are in the managerial class, then three times as many students as parents will go. In other words, if that total class is eight percent of the labour force, and if you look at the student population, 25 percent of the student population comes from that class, because you've got three times the chances or a 300 percent better chance. Professionally, the same thing; 25 percent of the

(MR. DOERN cont'd.) students come from professional homes whereas their parents only make up seven percent and so on.

I just wanted to read a paragraph from a book that I studied not too long ago called "The Verticle Mosaic" which was a study of Canadian society, and not surprisingly they found out that Canada is not as much of a mosaic as some people think it is. It's a mosaic all right but it has verticle aspects. In other words, if you look at the various groups in our society you find certain nationalities do way better than others out of proportion and certain religions do better than others and so on and so on. People with a certain kind of background are privileged in our society, and if people who think that there is equality of opportunity, upon closer examination will find out that it's still pretty tough to climb to the top. I'd just like to read a paragraph which I think symbolizes this. By studying the top hundred men, those on the boards of directors of the biggest corporation who hold various portfolios and so on, if you look at them and examine their backgrounds, you find the following kind of backgrounds: 30 percent had fathers, or in a few cases other relatives, in the economic elite, and when those whose fathers were in other elites or whose wives were in elite families were added, the proportion with the least connections rose to 46.6 percent, and a few more had fathers who were in substantial businesses bringing the proportion of those who started out at or fairly near the top to 54-1/2 percent. When those who went to private schools were added to those already considered, the proportion reached 67 percent; and when those with parents of professional or middle-class backgrounds or those who had been to university were added, a total from upper or middle-income classes became 85.2 percent, thus only 15 percent of those at the very top appeared to have achieved a considerable degree of mobility.

So that's the picture. When you look at the top economic elite and you look at the various top branches in our society, you find either the people who come from the professional homes or the ones who get sent to university to a large extent because their parents can afford to send them, they don't have any financial problems, they have the advantage of home and all sorts of advantages in terms of -- their parents maybe are more fluent, possibly more interested, possibly have a better education and more materials, more books and magazines and so on. So it's very difficult for someone to come from the bottom up to the top.

Similarly the civil service itself. Everyone thinks the civil service in Canada is the great wagon to equality because anyone can get in and anyone can rise to the top. But there too again if you look at the high civil servants, 80 percent of them are university graduates, so the problem is, if you want to rise you have to have the university education to even get into the race. The problem is to get the university education.

So Mr. John Porter, Professor Porter who worked on this study "The Verticle Mosaic", concludes not surprisingly in the following words, and he says: "Canada has a long way to go to become in any sense a thorough-going democracy." And I think this is one of our jobs, that if we can't have a democratic society we have to try and have the next best thing to it in terms of opportunities, and this would be at least equal access to people to go into these elite groups which play such a powerful role in our society.

Just to go back to the department specifically, if you look at the student aid program in terms of bursaries and loans, I think it looks impressive in total but I think on closer examination it's nowhere near adequate. I think it should be at least double or triple, if not much more. I would go as high as ten times as much because this is the area in which a lot of people are stopped. The area of the bursary, which is to the needy students, this is the region I think we need a lot more loans. The Federal Government has promised us all sorts of scholarships; those 10,000 that we never saw. Maybe it will be revived in the election campaign and maybe it will be revived in the one after, but the Liberals promised us 10,000 student scholarships and unfortunately they never came. However, Manitoba did have something like 4,000 loans in the past year and these were of great value.

Mr. Chairman, could I ask you how much time I have because I know I'm running -- (Interjection) -- Pardon? -- (Interjection) -- Thank you.

If you look at the bursaries in Manitoba for 1966-67, there was a total of some 1,879, and that's a fair amount; but if you put that against some 250,000 students or some perhaps total of 15,000 university students, it's not quite as impressive. Out of those 15,000 university students there seems to be, as I read it from the program, about seven or eight hundred bursaries for entrance and for undergraduates; but if you look at the post-graduate bursaries there are only 37 given, and this I think is a very small amount indeed. Similarly, there are

(MR. DOERN cont'd.) all sorts of bursaries given for secondary school - Metis bursaries, teacher training bursaries, technical education, agricultural and so on. When you add it all up and break it all down, there aren't that many really. I would assume that on the basis of our total student population, about one out of 125 students get some kind of bursary; or if you look at the secondary university about one out of 50; and at the university itself, perhaps one out of 20, about five percent. It probably sounds pretty good, but I'd wager to say that there's a far greater proportion of students who require assistance over that.

Well, Mr. Chairman, I'll stop at that point and make some remarks later.

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MR. CHAIRMAN: (a)--passed? Oh, I'm sorry. The Member for Turtle Mountain.

MR. EDWARD I. DOW (Turtle Mountain): On the estimates of education, I would like to bring to the Minister's attention something that I think he'd be quite happy about because one of my suggestions is not going to cost him any money. About eight years ago there was an International High School Music Camp started in the Peace Gardens as an experimental project. This started with one week, two weeks, and now it is the largest international music camp in North America bar none. This year it's running from June 16 to August 4; 300 students per week. These students come from Canada and the United States. They have band, chorus, piano, orchestra, chamber music, theatre arts, musical drama, twirling, dancing and so forth.

Now, Mr. Chairman, my purpose in bringing this into the discussion of the committee, a few years ago I brought it up and there was no consideration taken of it. This camp is run in a very high type of instruction. The best instructors in North America attend this camp; they have very strict sessions; and they do issue certain certificates that in the United States have merits towards advancing their musical education in the universities of the United States. This year the University of Brandon has now undertaken that with the Honours Course that is given at the International Music Camp - it's a two-year course - that certain merit marks are given towards the Bachelor of Music Course in the University of Brandon. And my suggestion is, Mr. Chairman, that this is something that we can give encouragement to our high school students, particularly in Manitoba, that if they're working for a musical degree and it they can take advantage of what is now recognized as one of the better types of music camps in North America and can meet the requirements by getting their certificates, it certainly would possibly give them a better understanding of music in the university. So I would again plead with the Minister to take under consideration that the other universities of Manitoba give the similar considerations as the University of Brandon.

Now my next thought, Mr. Chairman, is something that might cost the Minister some money, but on the type of money that he's speaking this may not be a very major item. Following along the lines of music in Manitoba, Saskatchewan have adopted a few years ago a supervisor of music for the high schools in Saskatchewan. The outcome of this has been that they have produced many high school bands in Saskatchewan, and we well know that the United States high schools throughout the United States have high school bands that don't take second place to anybody. While we have a few in Manitoba sponsored by various service clubs, by municipalities and so on, I'm suggesting to the Minister that this would make a wonderful contribution to further the education in Manitoba by having a Supervisor of Music, that he could extend the courses, organize, and have music in their high schools to the degree that they could follow through to get their various degrees of music in universities.

I will be putting in the mail boxes tomorrow a full schedule of this International Music Camp so that all members of the House can see the activities that have moved on. I might point out that there will be this year roughly 2,400 high school students that will be taking the courses there this summer, so we're not talking of a little isolated section. They come from many many states and several provinces in Canada, so it becomes a big educational feature for the summer months that give the students that are wishing to further their musical education a wonderful opportunity under instructors that they wouldn't normally have. I think that the brochures that will be in your mail boxes will give you this idea, and I would hope the Minister would give some consideration to it.

MR. CHAIRMAN: The Member for Seven Oaks.

MR. SAUL MILLER (Seven Oaks): Mr. Chairman, I want to join with some of the others who congratulated the Minister, and particularly the members of his staff who I know are very hard working and very sincere in their efforts to improve the educational system in Manitoba. I know it's a very difficult job that they have to do, because they are faced on the one hand with the demand for education, which I think is unsurpassed in our history and a demand that is not going to diminish but is going to grow because of the emphasis placed on our society upon the need for education to achieve success, both culturally and financially, and is recognized I think by all - and it's been proven by statistics and studies that were made by the Economic Council of Canada and other research organizations - that unless Canada and Manitoba does emphasize education, then our opportunities for growing and staying in the race in this world are going to be very limited.

I'm not going to cover the whole aspect of education, I think that the Member for

(MR. MILLER cont'd.) Elmwood did a very good job in that regard. I'm going to limit myself to one area of education which came up in this House earlier this year, the matter of financing of education and the Foundation Program which we have in Manitoba.

Now last year when the Foundation Program was introduced in this House, it was brought into this House and the main purpose of it was that, in the words of the Throne Speech, it was "to enable the province to take over a large portion of that part of the cost of education now supported by local taxation," and this was in line with the general philosophy which the Conservatives in the last provincial election emphasized, that they must shift the burden of taxation. Well we heard a lot about it and this was the first step in that direction.

Now there's a justification for imposing the five percent sales tax. The government leaned very heavily on this new shift in taxation in shifting the burden from the local taxpayer to the provincial level, and yet here it is barely 12 months, just 12 months now I think since the Foundation Program was introduced and passed in this House, just barely five months since the five percent sales tax was imposed, since the \$50.00 rebate was cancelled, and within a short 12 months we're faced with a very sharp rise in the mill rate imposed by this government on the municipalities.

Now what does the government say about this increase? Earlier in the session there were questions before the Orders of the Day, and during a debate on a matter of urgency the Minister did say that the equalized assessment did not rise enough in the year 1968 to cover the increased costs of education, and both the First Minister and the Minister of Education said that there was no change in policy, that the legislation last year was to remove the majority burden for education from property owners and that as far as the First Minister was concerned this was still the policy. Well, let's examine what happened. Obviously something happened; you couldn't have a 45 percent increase in the foundation levy just in 12 months unless there was some reason for it.

Now what could increase the cost of the Foundation Program? What are the things that could have increased it? I noticed in the reports tabled today by the Minister, he makes a few suggestions as to why the costs have increased, but basically it would be this. Since the Foundation Program covers 100 percent of construction in Manitoba, then certainly new construction would certainly be an area where an increased cost in the Foundation Program would immediately be reflected.

But then let's face it, The Foundation Program was introduced in 1967, only 29 unitary divisions were created I think - I think it was 29, a lot of them rejected it - so that any new construction in 1967 in any case wouldn't be paid for, the first payments on the debentures wouldn't come due until 1968 at best, and there was very little new construction which the government undertook last -- which the Foundation Program undertook last year. There's also of course the fact that additional buses would be required to transport students to these larger unitary divisions, and again I would point that there weren't all that many new unitary divisions created because last spring a great number of them chose to stay out; they did not get into the Plan. So it couldn't be due to that, this sharp increase of four percent that comes in.

The other of course is the revision of the Foundation Program itself, and certainly when the Foundation Program was introduced it was put in by the Minister as a standard of education to be made available throughout Manitoba, and this is something that was required, there's no question. So revision in the Foundation Program could affect the Foundation Program, and this year was their revision. There was a slight enhancement, the enhance - ment amounted to two items of \$50.00 per authorized teacher, \$100.00 in total, and the cost would run about \$950,000. So approximately \$1 million was added to the Foundation Program and this is a legitimate reason why the costs of the Foundation Program rose, there's no question.

But any other costs such as increases in administrative costs, new programs, higher salaries over and above the Foundation Program, these are reflected in the special levies; these are not part of the Foundation Program. The Minister said on numerous occasions that where a school board requires a program somewhat richer than the Foundation Program provides, they have a special levy, and last year in 1967, despite the predictions of the Minister, every unitary division in Manitoba did have a special levy over and above the Foundation Program. In other words, the Foundation Program was not realistic from the beginning.

(MR. MILLER cont'd.)

But allowing for that, let's differentiate between Foundation Program and foundation levy and between special levy. Any increase over and above the Foundation Program, whether it be in salaries or so on, this is all part of this special levy, and this year's school board levies to the municipalities reflect that the special levies are on the way up. In other words, the Foundation Program no longer really reflects the true cost of education in Manitoba. And so the special levy has nothing to do with the Foundation levy on local property at all; it has nothing to do with it at all. So really what happened in 12 months that required the Provincial Government to pull the rug out from under the very White Paper which it introduced and the major theme which it introduced with it, and that is to shift the burden of taxation from local property taxation to the broader revenue base of the Provincial Government.

Now the fact is that if the estimates of the cost placed before the House last year when the Foundation Program was brought in, if those costs and projections were correct, we would not be in the trouble we are today and we would not have been faced with the problem we are today. Despite all the protestations of the Minister of Education, Mr. Chairman, the fact is that the 4.1 mill increase this year is being levied to compensate for an incorrect calculation. This incorrect calculation was made in the first place in the initial projections, in the initial estimate of costs and the initial estimate on what 9 mills and 33 mills would raise. And there I think is where the problem lies, because this year the little booklet, the green booklet that the Minister tabled as the Annual Report of the Public School Finance Board, shows clearly that the Public School Finance Board found itself short \$1,845,000. In other words, there was a shortfall of \$1,845,000 which the 9 and 33 mills failed to raise. So whoever did the projections in the department, whoever estimated that 9 and 33 mills would raise the \$33 1/2 million which the government estimated was wrong; 9 and 33 mills could not raise that amount of money.

So what we're faced with today is a double problem; (1) the government has to make up the \$1,845,000 that the Public Finance Board is short - and they are short because they show a shortage in their financial statement - they show it as a deficit, an excess of expenditure over revenue. Now they can operate at a deficit under the Act just as they can operate under a surplus, so they're legally within their rights to do so. But what is important is that the estimates placed before us in the White Paper that 9 and 33 mills would raise \$33 1/2 million, which was supposedly the 35 percent share which the municipalities have to pay, that was wrong, and whoever estimated it was wrong.

Now I'm not saying this to expose anyone because I think you can make a mistake and it's legitimate to make a mistake. Why the government refused to acknowledge that a mistake was made, I don't know; that's their business. Frankly, I think if they admitted that an error was made I can't see anybody shooting him for it because this can happen. So what we have this year is that we have to raise enough to equal the amount we raised last year plus a shortfall of \$1,845,000, and in addition we have to raise the mill rate, or the government has to raise the mill rate enough to make sure we don't get into another deficit position this year. So we have to cover the \$1,845,000 shortage last year plus the \$1,845,000 which would have continued as a new shortage if the mill rate had been left at 9 and 33 mills. Now this is the way I see the thing.

Now this year the government estimates that the municipalities, the foundation levy would have to raise \$34 1/2 million. Last year they estimated 33 1/2; this year one million more, and the one million more, as I explained, is due to the enhancement of the Program by that \$1 million - slightly under \$1 million - \$34 1/2 million; and we are told that an increase of 4.1 mills is required on all municipal ratepayers.

Now it's obvious that this shortfall developed due to miscalculation, because if they were correct last year, if 9 and 33 mills would raise \$33 1/2 million, the addition of \$1 million more - and that's all we're talking about because \$34 1/2 million is what the Minister now says is required for 1968 - if that was valid, then all we'd have to do is raise one million. Well the one million is there because the equalized assessment in Manitoba alone in 1968 is in the neighborhood of one billion dollars which would bring us that million we need, because there's been a \$94 million increase in the equalized assessment - not quite a billion, \$94 million - that would bring the necessary \$950,000 that we need. So it's obvious a mistake was made and the government, despite its protestations, are trying to deny it. I don't think it's doing justice to itself; I think it is doing an injustice to the Department of Education and the

(MR. MILLER cont'd.) program that they're trying to introduce.

But I do want to say this, to argue that we approved and we voted for the Foundation Program is correct as far as it goes, but I can say this, Mr. Chairman, that if members of this group on this side of the House had been aware that this miscalculation has been made and that therefore the foundation levy was a very temporary nine mills, that in fact we would be faced with a 45 percent increase within 12 months and that the actual levy should have been something like 12 mills if it had been realistic, then, Mr. Chairman, I don't think members of this group would have accepted that the shift which the government is talking about from the municipal shoulders to the provincial shoulders was adequate, was not enough of a shift.

We in this Party have felt, and have felt for some time, that the foundation levy being the standard minimum base for education in this province - and that's what it is - should be carried entirely by the province. We were prepared to go along as a first step, and just as a first step towards this goal, by saying all right, let's charge the municipalities 9.1 mills and let them carry this special levy, but when you have a situation where it's now 13 mills, a 45 percent increase, and on top of that the special levies are on the rise because they've now outstripped the Foundation Program and they've now enhanced their own programs beyond the foundation levy, beyond the so-called standard of education, once that happens then we on this side have to protest that we are simply going back to the situation that prevailed before 1967. I said earlier in the debate on the Municipal Affairs Department that education is not properly a charge on the municipalities. It might have been 50 years ago when the little red school house existed, but today when the fruits of education and the benefits of education are spread throughout the province and throughout Canada, then to call it a local problem is ridiculous.

As a first step, I would seriously suggest that this province has to recognize, and this government has to recognize, that it must assume the full cost of a Foundation Program. Now the Minister may throw up his hands and say, well this is ridiculous, it's going to cost so much money and how are the taxpayers going to pay for it? They're paying for it now but they're paying for it in a much unfairer way; they're paying for it now because the province has the power to simply send a letter to a municipality and say: You shall henceforth increase the municipal levy by "X" mills. We had it this year and there's no guarantee it won't happen next year.

And parallel with that is the other problems of the school board having to run its school system, having to enhance its program to keep up with the requirements of a modern school system, also raising their levy. As a result, between the foundation levy and the special levy, we are back where we started from where education is taking a very large portion out of every municipality's total financial budget. And so we are partners in education whereas at best - and this is at best - we should only supplement the educational costs in Manitoba. The municipalities should not, should not really be asked to participate to the extent they do.

I'm really wondering whether the Minister of Education, if he himself had know last year that the estimates he placed before the House were incorrect, that the calculations were based on wrong computation, whether he himself would have gone along with a ratio of 9 and 33 mills; whether he himself would not have recognized that the 65-35 formula was not adequate enough. If the proper figures had been placed before him, I suspect that he himself might have said something more like, as a first step, let it be 80-20 - and although we on this side would have accepted that argument with the idea that the goal that we're aiming for is the total payment by this province through its broader tax base of the cost of the Foundation Program, with the special levies to be left at the school board and local municipal level - to simply stick to the 65-35 formula because last year this is what he said it would be, is not fair because a 65-35 percentage was based on figures that in the light of facts, in the light of experience, just don't stand up.

As I say, they don't stand up and they haven't stood up even for the 12-month period, because within the 12-month period we have - and fortunately, incidentally, not all the unitary divisions were created - fortunately a lot of them turned it down and the Minister must be very very happy really because it saves the bacon of the Public Finance Board, because with even the smaller number of divisions that came into being and with the fact that the operation of the new divisions in many cases didn't really start until September 1st which is the beginning of the school year, even though the vote had been taken earlier in the year, that even with that short period of time, four-tenths of the school year, and so many unitary

(MR. MILLER cont'd.) divisions opting out or not going into the plan, there was a shortfall, as I say, of \$1,845,000.00. We're paying the price of that today. We're paying for it, as I say, because we're raising the 4.1 mills to cover our deficit last year, to avoid the deficit this year, and to carry the program on.

But for the government to insist that we bought on this side the 65-35 plan, what we bought was a plan given to us based on certain figures. Now that these figures have not stood the test of reality, then I think those figures have to be revised and I think that the government has to recognize that 65-35 based on the known costs and based on what the mill rates will raise on the equalized assessment in Manitoba, just isn't enough. They have to look at it again and say, perhaps it should be 80-20, a more reasonable figure, with again the eventual goal to have the province take over the basic cost of education which is the Foundation Program.

And it goes without saying that a Foundation Program is not a document that is simply tabled and then left to gather dust. A Foundation Program has to be enhanced and has to be revised every year. There was a slight, very miniscule adjustment this year; next year there has to be a much better one because the schedule of salaries of the Foundation Program and the actual salaries paid to teachers are no longer related. There may be some relationship but the spread is becoming greater. In many other areas too, the method of computing the number of teachers in a school or in a school system which will be recognized for grants. You know a teacher is not a teacher; it's the number of students in a school divided by the total enrollment.

And where you have a system, a Department of Education which is urging and encouraging schools and school boards to take on more guidance teachers, more guidance counselling, to have more varied programs, inevitably the number of teachers that are not covered by grants continues to grow. And this is an area that I think the Department of Education has to recognize, that where it is urging or it is itself creating through its emphasis on programs, and encouraging programs, it is urging school boards to go into programs, then it must recognize its responsibility that the Foundation Program must start reflecting and must continue to expand to reflect the growing programs that are developed within the school system.

So, Mr. Chairman, I hope the Minister accepts my statement that what I've said is not an attempt to expose - this is not an expose - or to try to expose or criticize anyone. A failure can occur, an error can occur, but when you get an error such as this and the error has to be paid for by the local taxpayer, and the government walks away from it and says, "Well, that's a problem; we're sorry it happened" - although they don't even admit it happened - "but it happened; we are still paying 65 and the municipalities are still paying 35", it just isn't good enough, because the 35 percent the municipalities are paying plus the special levies which are now being levied against every ratepayer in every unitary division, when you add these two together, within another 12 months we're going to be right back to where we were prior to this whole Foundation Program coming into being.

So I would urge the government to give this real consideration. I suppose it's too late to do anything this year, but I would caution them that next year they had better come in with a far more flexible program that can keep pace with the times, and certainly the residential and farm taxpayers and the commercial and industrial taxpayers of Manitoba shouldn't be penalized because the government failed or erred in the way it did its calculating. And this is really what happened this year; we are paying the penalty for improper estimates, improper calculations and projections by the Department of Education.

MR. CHAIRMAN: The Member for Rhineland,

MR. JACOB M. FROESE (Rhineland): Mr. Chairman, I've heard what some of the other members had to say in respect to the Department of Education and the estimates that are before us for the current year. The sums are quite high and they have been increasing annually now for several years, and I think most of the years that I've been in the House. Whether it's well-founded to increase these amounts the way we do annually, I think it's a measure for us to decide and also to really scrutinize and consider them before they're being passed.

I listened with great interest to the Minister's opening remarks and also to the remarks or the matters that are contained in the blue pamphlet that was distributed on making his opening remarks, and I certainly will take a good look at them before we are finished with the estimates of the department.

(MR. FROESE cont'd.)

I notice that we are making considerable moneys available to students in student loans and that this amount is growing. I feel that this is quite in order and that those that wish to take on higher education, university education and degrees and so on, that they participate in bearing the costs that are involved. I think this is the area that we should gradually get into in peeling off so that when the costs get to a certain point that this is the area that should help pay -- burden the cost of education in the Province of Manitoba. I think there are limits as to what we can do and what we should do. I always feel that if people participate in bearing a part of the cost that they will appreciate it that much more too. No doubt those that are going for medical and so on, this requires a lot of money and before they come out they will need a lot of money to finance themselves through to the end. So we should look after this aspect as to making the moneys available and see to it that they will be available, and I think at reasonable interest too if interest is being charged. Interest costs have gone up very much since last year, ever since the Federal Bank Act was changed, and I think they're out of bounds completely in my opinion. So when we can do something in this area for these students of higher learning, we should do so.

I am also interested in the matter of the RN, the registered nurses training, that they now contemplate a two-year term. Up until now it has been three years and this has been a hard and steady grind for those that went into it, because these trainees did not get any compensation for the work that they did while they were in these institutions, and learning at the same time, and if this can be shortened and if they can get the same type of training, I think this would be preferable and that we would probably have more applicants as a result. Mind you, I think they did a good job, because during the years that these students are in training, those that do not meet the requirements are dropped off each year as they have to go through the exams. I think that it is well to drop them out during the early stages than after two years - as it was before - and not have to continue for a longer period and then finally just have to give up anyway. So it's better I think to have them drop out at an earlier point.

I'm not sure whether I understand it correctly, but the way I understand it is that they will have more of the textbook learning during the first year and probably more throughout the course, and that the practical end of it will be dealt with later, or they will receive instruction on that part later on in the course. If I am wrong on this, I would like the Minister to correct me. I feel that in this area we should probably give these nurses something so that they would be compensated for some of their time, because I feel they do a lot of work and they give a lot of assistance to the city hospitals where they get this training. Those hospitals in the rural area don't have this opportunity of having these nurses in training and getting this help as do the city hospitals.

The matter of the Boundaries Commission was already discussed this afternoon and I certainly don't want to go into it in great detail at this point. Probably we will be discussing it later on. I note that the Member for Emerson already spoke on it and I intend to discuss some of the points later on when we get to the individual items.

Curriculum was also mentioned, and here a lot of work has been done over the last number of years. I recall having the department setting up many committees to look into the various aspects of curriculum some years ago and the report that we received. It was also mentioned that we are short of textbooks almost every year during the first part when the school term starts, and I just wondered, can we not do something about this so that these textbooks will be ready and available at an earlier date so that students need not spend probably two or three weeks in the school without having a textbook to study from. I think here is an area that we can definitely improve on.

The teacher shortage was also mentioned and I think this is one thing that we should take a much greater or a careful look at, because we find that so many of the rural areas are not getting the necessary teachers. I don't think it's a matter of salaries because they offer the same salaries. In some cases I think more, because in some areas they offer isolation pay and so on. So I don't think it's a matter of salary but it's a matter of those teachers that want to be in the urban area where they're accessible to - oh well, recreational facilities and so on. And also, if they want to further their education, that they might take special courses at night school and so on to improve their standing as well. This might be, and I'm sure it is, one of the reasons why they will prefer teaching in city schools or in urban areas, and I feel that we must do something to bring about and get a greater and a more plentiful supply of

(MR. FROESE cont'd.) teachers.

When you take a look at the Return that was tabled the other day and some of the information I requested last year, you find that there are a number of schools that engage considerably more teachers than that they are qualified for as far as grants are concerned. And particularly in the greater Winnipeg area we find that in 1967, for instance, they employed 2,202 teachers and the authorized teachers were 2,043. It was considerably less than the amount that were employed. This is also true for some other divisions, so that they will employ more teachers than they are actually getting grants for, and I think this in turn deprives some of the other areas of having any teachers at all and certainly with less qualifications.

How to correct the situation is a very difficult one because we certainly want to leave the teachers the right to choose and have a choice in the matter of having freedom, but maybe we could have a requirement for those that do come out of Education I (a) for the first year, that these schools had to be filled and that because they are getting assistance or a subsidized education, that this be taken into consideration. No doubt the department and the Minister will have given consideration to this whole matter, and if he has any views to give to the committee on this, I would appreciate hearing from him.

We have the item of grants in the estimates totalling \$71,323,000 for this year. This includes - I think it includes the tax rebates - yes, last year the figure was \$61 million; it's up 10 million roughly for the current year. Could he tell us how much of this is set aside for tax rebate purposes? I note in 1966, \$10,723,000 was paid out; in 1967, \$11,687,000; the amount increased by roughly a million. What sum have they set aside for that purpose for the coming year?

Also, I would be interested in connection with the university grants, we now have a University Grants Commission that will distribute the amounts that we normally set aside, or are allocated individually to the University of Manitoba and so forth. Now the whole figure is lumped and that figure too has increased, I think by roughly \$10 million, from 26 to 36 million. Could he give us the basis for the distribution of these moneys? Is it on a per capita basis? On what basis are these universities getting these grants? Then, too, is it for operational support only or is capital included in here, and have we established equality in this whole matter? I think this is of great importance because here we have a new Commission and I have not seen a report from the commission itself. Maybe there is one, but I can't recall getting one. At least I would like to know just what the situation is in this matter here and how we are fairing, and just what these individual universities will be getting to meet their requirements. Are we giving them sufficient amounts to cover the cost of their operations, or are we increasing the amounts in that the amounts that they will be using might be increased as well? Once we have the figures, we'll be able to determine.

When you take a look at the Department of Education report for the past year and take a look at the increase in enrolment or the so-called increase in enrolment that has been talked about, you don't find this to be the case. Apparently if we have not got the enrolment, then it's all a matter of cost increases and it's not a matter of additional students enrolled, because on Page 104 of the report, at the bottom of the report you have for Grade 10, you have an enrollment of 14,826 in 1967 and 14,956 in 1966. This is actually less than a year ago. In Grade 11 for 1966 you have 13,880, and for 1967, 13,822; it's also less. In Grade 12 you have 10,852 in 1966 and the same number in 1967. I don't know how come it is exactly the same. There are some differences in the lower grades but we were talking before mainly of the high school costs and the increased costs of high schools, and certainly according to that table it would not be a matter of increased enrollment but mainly a matter of increased costs of running our schools and educating these children.

I noted the other day that we had a new Bill brought before this House having to do with the Examinations Board, and I wonder if the Minister, while we're on education, could tell us just what this will mean. Are we going to have different examinations or are we just changing the membership of this Board?

Mr. Chairman, I haven't got too much time left. I was going to discuss some other matters but I think I will leave some of the other items for later on.

I would briefly want to speak on the matter of private schools. We know that the private schools in Manitoba are in a very precarious position, that the costs of education of running these schools is increasing annually just like the costs of running the public school system,

(MR. FROESE cont'd.) not, I don't think, at the same speed, or percentage-wise probably not quite as much, but nevertheless the cost of these schools is increasing too. As you know, Mr. Chairman, we are not giving any support financially to these schools. The only assistance they are getting is through the Shared Services program, and when you talk to the people, especially in the city here, and ask them how the program is working out, they say it is not working out, that it is more or less a failure and is not accomplishing what it was set out to be.

I cannot personally vouch for this because I have not personally been in these schools and I couldn't say so, but this is what people who are in the supervisory area have told me. Apparently the Shared Services program is not able to fit them in properly into the various operations and in this way it is not a success. What are we doing if we are not giving assistance to these private schools and to the students that are attending these schools, and we certainly have a considerable number that attend these schools. In other years it has been, I think, well over 10,000 students that attend these classes. I have one in my own area and certainly the performance of that school I think is good. The passing rates are good and the quality of education that these students get is good. So as far as that is concerned I certainly have no complaint, but I feel that some assistance should be provided for these schools.

I have here a report of the Saturday Review of March 16, 1968, in which there is an article on the New York private schools and I would like to read a few paragraphs from the article headed "Panic Among the Privileged". It reads this way, and I quote, "While New York's public schools and their state of chronic crisis are of deep concern to the city's political, intellectual and civic leadership, few children of this elite group attend these schools. Mayor Lindsay's children are enrolled in private schools as were Mayor Wagner's; so are most of the children of the Board members of the Public Education Association and virtually all those of the Faculty of Teachers College, Columbia University, as well as the children of most prominent negro and white civil rights leaders. The major exception in such exalted circles are the children of commuters who are likely to be enrolled in the public schools of their parents' communities". Apparently there definitely must be a reason for them enrolling their children in private schools. And then later on the article goes on to say, and I quote again from the following page, "Public school apologists charged that the criticism of the city's public education has been prejudiced by subconscious anti-integration sentiments, but this claim is not sustained in fact. Increasing numbers of parents who have sent their older children to the public schools have in recent years lost confidence. They insist that the quality of teaching has declined and that their younger children, especially in comparison with friends who attend good private schools, are not getting the best schooling."

Maybe I should read a few more paragraphs because I feel this gives a further explanation, "It is quite possible, as public school educators often insist, that in absolute terms teaching in the public schools today is better than it was 40 years ago, but such claims and comparisons are not very meaningful. College-educated and education conscious parents today are far more concerned with educational standards and achievements. The only valid yardstick is one that compares; not what used to be acceptable but what is presently available. The comparison is not of course fully fair. A first grade teacher in a good private school is likely to be responsible for fewer than half the number of children her public school colleague must teach, and the children furthermore have been screened and selected. Not all of them come from perfect home care. The neglect of affluence can occasionally be almost as devastating as that of poverty, but more of them come from homes, which having agreed to run the admission gauntlet and foot the bill, are ready to back up the school's educational demands.

"Apart from educational quality, there is a vital matter of atmosphere. Many parents, long sincerely devoted to the public schools in principle and even in practice, object to the dehumanization of the system, as do some of the best public school teachers and administrators themselves. In recent months one father, who shifted his son from a good middle-class public school in an all-white neighbourhood to a first rate private school, reported 'the change in Johnny's attitude is incredible. He has to work much harder but he loves it.' Another father whose son also made the switch, this time from a public school in a middle-class section of Brooklyn, said of his son, 'All of a sudden he can hardly wait to go off to school in the morning.' Several sets of other parents echoed these surprised sentiments in similar situations."

Mr. Chairman, I do not want to denounce the public school system as such at all, but I

(MR. FROESE cont'd) feel that we have to take care and to maintain a good education system within our schools. We can build all these new schools under this new setup and have all the facilities, and if we do not have good teachers and that the parents at home will support the system, we are bound to failure, and I for one cannot quite see the government's attitude toward private schools in Manitoba. Certainly the performance of these schools is nothing to be complained of, otherwise you would have had complaints from the government and the department long before this. In my opinion, they operate at less cost, they are less costly, and certainly if we do not assist them at all the cost is next to nothing for the department and the government, and certainly they need much less supervision. The department does inspect these schools and gives reports of their operations no doubt to the department, and I don't feel that there is anything wrong with this. I figure that they should meet certain specifications and the curriculum as it is laid down by the government. I certainly have no objections in this area, but I feel that today in Manitoba that we have situations where we're not getting the results that we would like to see with the new facilities. It's as though we have a nice rosy apple but it's rotten at the core, and I wouldn't like to see this develop any further. What is the reason behind this? I think it's not just the education department to blame, or the teachers, I think society as a whole is to blame to a certain degree because of the attitude that is being taken nowadays and . . .

MR. CHAIRMAN: Order please. It's 5:30; I wonder if the honourable member would like to continue at the next sitting. Committee rise and report. Call in the Speaker.

Mr. Speaker, the Committee of Supply has considered a certain resolution, directed me to report progress and asks leave to sit again.

IN SESSION

MR. J. DOUGLAS WATT (Arthur): I beg to move, seconded by the Honourable Member from Springfield, that 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, I beg to move, seconded by the Honourable Provincial Treasurer, 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 8:00 p. m.