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CHRISTIANSON, John Aaron	Portage la Prairie	86-9th St., N.W., Ptge. la Prairie, Man.
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HUTTON, Hon. George	Rockwood-Iberville	Legislative Bldg., Winnipeg 1
INGEBRIGTSON, J. E.	Churchill	Churchill, Man.
JEANNOTTE, J. E.	Rupertsland	Meadow Portage, Man.
JOHNSON, Hon. George	Gimli	Legislative Bldg., Winnipeg
JOHNSON, Geo. Wm.	Assiniboia	212 Oakdean Blvd., St. James, Wpg. 12
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McLEAN, Hon. Stewart E., Q.C.	Dauphin	Legislative Bldg., Winnipeg 1
MOLGAT, Gildas	Ste. Rose	Ste. Rose du Lac, Man.
MORRISON, Mrs. Carolyne	Pembina	Manitou, Man.
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SHEWMAN, Harry P.	Morris	Morris, Man.
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STRICKLAND, B. P.	Hamiota	Hamiota, Man.
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THOMPSON, Hon. John, Q.C.	Virden	Legislative Bldg., Winnipeg 1
WAGNER, Peter	Fisher	Fisher Branch, Man.
WATT, J. D.	Arthur	Reston, Man.
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THE LEGISLATIVE ASSEMBLY OF MANITOBA  
8:00 o'clock, Friday, March 3rd, 1961.

MR. SPEAKER: Committee of the Whole House.

MR. PREFONTAINE: Mr. Speaker, on a question of privilege, may I ask the indulgence of the House to make a correction?

MR. SPEAKER: Does the honourable member have leave?

MR. PREFONTAINE: Mr. Speaker, I'm sorry that the reporters from the Winnipeg Free Press are not present at the present time, but I am wrongly reported in tonight's paper, and I would like to correct the error before it is too late to do so, as we will not be sitting until Monday. The Free Press under the headline: "McLean Keeps Mum," says this: "The Liberal member asked if any part of the money was for children in Roman Catholic Constitutional Schools." It leaves the impression, Mr. Speaker, that I was pleading only for Roman Catholic Constitutional Schools. Now I'll read to you the question that I have asked of the Minister yesterday. Mr. Prefontaine speaking on Page 417 of yesterday's Hansard: "Mr. Chairman, may I ask the Minister a question? I see that the amount has been raised by close to half a million dollars. It has reached now \$24,725,000. I would like to ask the Minister whether a part of this sum of money has been earmarked for the education of some 10,000 boys and girls in Manitoba who are receiving their instruction not in so-called public schools but in schools that have been approved by the Department of Education with respect to the School Attendance Act? Has any part of this been earmarked for the education of these 10,000 boys and girls?" The Free Press has me reporting that I asked for Roman Catholic Constitutional Schools and this gives a wrong impression, Mr. Speaker. At all times since this debate started I made it very plain to the House that I was not appealing only on behalf of Roman Catholics but on behalf of 10,000 boys and girls. Not everybody knows that there are only 7,000 or approximately 7,000 going to Catholic Institutions. There are 1,000 going to Mennonite Schools; there are 1,000 going to Anglican Schools, and 1,000 going to schools operated by a Jewish congregation. Now I made that very plain. Now, my religion has been quoted often in this House and the newspapers I mean. Well I admit that I'm a Catholic; I'm not sorry for that, but I do not want the newspapers, and they have reported me correctly up till now. This is the first error -- I'm sure it was not intentional but I am representing a constituency where more than 60 percent are Protestant, and I'm speaking in this House as a member of this Legislature, and I think I have a right not to be misquoted, and I know that it was a mistake and I would like the Free Press to rectify this error if possible.

MR. ROBLIN: Mr. Speaker, I beg to move, seconded by the Honourable Minister of Education that 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.

MR. SPEAKER: Would the Honourable Member for St. Matthews take the Chair?

MR. CHAIRMAN: 2 (a).

MR. CAMPBELL: Mr. Chairman, . . . . again on the estimates of the Department of Education, I was wondering if it was the intention of the Minister of Industry and Commerce in his capacity as Provincial Secretary to bring the information to the House that he promised a few days ago. It has been the custom, I think, for the Ministers to clear up the items that were standing at the first opportunity after the questions were asked, and I had one regarding the Civil Service numbers. Has my honourable friend got that information? The only reason that I'm concerned about getting it fairly quickly is that I keep bringing back and forth my material that I founded my observations on, because I would like to have it here when the Minister replies.

MR. EVANS: Mr. Chairman, the answer in respect to the question asked by my honourable friend; the information will be ready I understand almost immediately. I hope by the next time we meet in committee it will be ready. I have supplied my honourable friend from Ste. Rose with the reply to the question that he asked, and I think my honourable friend from Selkirk, with the information. I supplied it privately rather than read it into the record, but they have the information. But the question that was asked by the Honourable the Leader of the Opposition will be answered, I hope, by the time we meet next.

MR. CAMPBELL: Mr. Chairman, that is quite satisfactory as far as I'm concerned, except that I would prefer, and I think the most of the members of the Opposition would be in the same position, certainly I would prefer to have all of the questions that are asked answered so that the answers are on the record, because we hear the questions and we're probably interested in them too. If that procedure could be followed I'd appreciate it.

MR. EVANS: Mr. Chairman, I think I would agree with my honourable friend that that's the better way to answer it. We happen to be in another department's estimates. I had the information before me and I thought informally I'd slip it across the House. But if there's any preference I'd be glad to put it through the records of the House.

MR. JOHNSON (Assiniboia): Mr. Chairman, I do not wish to say anything that would in any way carry on the rather interesting debate that took place here yesterday. However, I feel it incumbent upon me to make one or two remarks, particularly so as the Honourable Member for St. John's yesterday, in somewhat childish glee, jumped up and with papers in his hands waving, here's two members from St. James sitting in here and look at the great increase in the tax in St. James! That was later settled, but Mr. Chairman, last evening in our local paper, the St. James Leader, who by the way very seldom passes up anything in the way of local news and keeps a very close check on our municipal government, the city of St. James, both council and school board, and I have here a copy of this week's Leader in which they give a quote referring to the capital cost per pupil in St. James comparing with the City of Winnipeg. I would draw to the attention of the Honourable Member from St. John's that this comparison is with two of our best cities in Manitoba and not with Russia. And I'm going to quote from the Leader. It says: "Capital cost of St. James schools per pupil are considerably lower than in the suburb to the east, Superintendent of Schools, R.T.F. Thompson reported to School Division Board Tuesday night. From a survey made of two Winnipeg high schools recently completed, in comparison with the cost of Golden Gate Junior High, Mr. Thompson said his calculation showed that the per capita cost per pupil of Winnipeg schools was roughly \$1,100 while the comparative per pupil cost of the St. James school was \$700. Mr. Thompson allowed that there were many factors entering into any such comparison of costs, but as near as he could observe, the physical amenities of the schools under review were similar. The information was received with comment by the Board members." I just would like to mention this, that apart from the very good management of the St. James School Board, certainly it is that the grants received from this government contribute largely to this figure. Thank you.

MR. ORLIKOW: Mr. Chairman, I don't know what the figures which the Honourable Member from Assiniboia have to do with the information which I gave the committee yesterday. Incidentally, Mr. Chairman, the information I gave the committee was not pulled out of the hat somewhere. I got it by the simple expedient of getting on the telephone and phoning the Secretary-Treasurer of the school district who gave me the information. He must be quite concerned, because he didn't even have to say, "just a minute, I'll get it out of the file," he had it on his desk when I phoned. And the information was what I said yesterday, that the percentage of the school costs in St. James, which the province is paying this year, has dropped .....26% from what it was last year, a very substantial decrease. That's all I said and what you say has nothing to do with the case at all.

MR. JOHNSON (Assiniboia): I differ! I differ with the honourable member. Let me just say this, that irrespective -- and I'm not going into any argument about the mill rate and the decrease from the government and increase in the mill rate -- but let me tell the honourable member this, that I am quite sure that I speak for the vast majority of the ratepayers of St. James when I say that they're very well pleased with the value they're receiving for their school taxes.

MR. SCHREYER: Last night I had the misfortune of clashing mildly with the Honourable Leader of the Opposition, and I would like to take this opportunity to clear up a wrong impression which I left with this House. I'm referring to Page 450 of Hansard where I'm quoted -- I'm quoted correctly -- as saying, "We would attempt to relieve the growing municipal tax burden by appropriating additional funds from the Provincial Treasury and to do this would necessitate a sales tax. This is our stand." The fact of the matter is Mr. Chairman, I really have no authority to speak on behalf of our group. Rather I should have said that this is my belief. The stand of the Party, as I understand it, is not committed to this extent; it's rather one of

(Mr. Schreyer, cont'd.) . . . . looking for additional revenue from non-real property tax sources which definitely does not mean a sales tax. Of course, I made this rather unintelligent reply to the honourable member, the Leader of the Opposition, and I think he can appreciate that I'm a product of his school system, and perhaps that's the reason why.

MR. CAMPBELL: Mr. Chairman, before 2 (a) passes, I think the Honourable the Minister promised to provide us with some figures as a break-down of the very large amount that we have here.

MR. McLEAN: Mr. Chairman, I have them and if the page boys will be kind enough to distribute them, I have a copy for each member of the committee. This breakdown shows the total of \$24,725,000 and the various categories into which it is divided. Perhaps I should just make a comment concerning the other request about dividing it or giving a breakdown as between elementary and secondary. I checked--I was pretty certain of it at the time, but this I regret to say is not possible. We have made inquiry of the people in the department once again, and one can understand this, when you realize that, for example, in the school division of Winnipeg where they have one administration operating all schools, and where their grants are not paid on a basis of secondary or elementary, that it would not be possible to provide that breakdown.

MR. SCHREYER: Mr. Chairman, last year this government undertook to provide the full 75% construction grants to those schools with less--those divisions where they were building schools of less than 12 rooms but where because of geography of population patterns it wasn't feasible to build the 12-room or larger schools. Could the Minister tell us how many cases--how many actual cases there are, or have been within the last 12 months, in which schools smaller than 12 rooms have been built but which received the full 75% grants.

MR. McLEAN: Mr. Chairman, I haven't the exact figure before me but I would think we've received about 20 applications, and they are now being considered by the Board of Reference. Members of the committee will recall that the legislation provides certain conditions and that they must be placed before a Board of Reference. I'm of the impression that the Board of Reference has already reported favourably upon two or three and that the balance will be in hand almost immediately. That's all of the applications that we have received. It is rather interesting that we have not received a particularly large number of such applications.

MR. DOW: Mr. Chairman, in this morning's Free Press there's a statement attributed to the Honourable Member of Winnipeg Centre, of which as a member of this legislature I don't subscribe to, and if it's incorrectly reported by the press, I hope that he would so correct. In the latter part of the paper he says that, "We find that we are having higher education costs to some extent because of the policy of school trustees." Now, Sir, as far as I'm concerned I go along with this body of people who are subscribing to our education in a gratuitous way all over the province, and I don't think, personally, that I want to be tagged with the fact that the school trustees are entirely to blame for the increase in municipal taxes due to the school costs.

MR. CHAIRMAN: (b) (1) . . . .

MR. COWAN: Mr. Chairman, just to correct that, I didn't say that higher taxes were due entirely to the policies of the trustees. I said, to some extent.

MR. PREFONTAINE: Mr. Chairman, I cannot understand why an item like \$14 million for grants towards salaries that the Minister cannot show us the salaries with respect to elementary schools and salaries with respect to secondary schools, those in the divisions and those outside. It seems easy to get that figure. It would give us a better idea what the cost is with respect to salaries at least in the elementary schools as compared with the secondary schools. The same with grants towards capital. That should be easy to divide, the grants toward capital construction in the primary schools or the elementary schools and towards construction in the divisions. And then we have nothing that indicates the grants paid in non-division schools. They might be included somewhere--I don't know where. And also in the remote areas what do these areas cost? I think that would be some information that we would like to have. I do not say definitely that we are entitled to have but I think that the Minister should open up and take us into his confidence. We have to have proof; it is our duty to have proof. These expenses--it is a huge sum that we are asked to vote, and I think in fairness to us, he should open up a little bit and give us a bit more information.

MR. WAGNER: Mr. Chairman, I just wonder if the Minister can give me the answer right now and table this thing as going back into this special 75% construction grants, and I understand there are seven schools in Lakeshore Division approved. Of course, the bylaw has to come through. Would it be possible for the Minister to tell me now how many schools would qualify in Lakeshore Division under the 75% construction grant.

MR. McLEAN: Now Mr. Chairman, I can't tell him that; all I can say to the honourable member is that under the legislation it is possible for the Division Board to make application to have two of its schools considered in that category. They must first, however, make that application; it must meet the qualifications of the statute; it must be considered by the Board of Reference, and then, and only then, would it be possible to say whether or not any would qualify.

MR. PAULLEY: The Minister replied to my colleague from Brokenhead in respect to this question of 75% grant to those with less than 12-room schools, and if I understood the Minister correctly, he mentioned that there were two or three that had been approved and there were some others that were under consideration. Would I be correct in presuming that those that are under consideration, if they have started construction, have they started construction or are they awaiting approval? If they have started construction, would it be the intention of the Minister to make the grants retroactive in this case?

MR. McLEAN: Mr. Chairman, in every case of the applications that are before us now the school buildings have actually been constructed, and the only -- their buildings on which first payment, of debenture payment, principle and interest would be payable this year -- if there is any payment it will be payable this year -- and if they are approved then the rate of grant will be based on 75% of their payment. Nothing turns on the date of approval and the date of construction. If they get approved they're approved, and they'll be paid the grant accordingly.

MR. PAULLEY: The point though, Mr. Chairman, if I may just pursue this, that it may have been that the school districts may have built schools of 12 rooms had they've not been eligible for the 75% grant. I trust that the Minister will take that into consideration in respect of this, because if they are rooms -- of less than 12 rooms, of course, they don't qualify for the 75%. If they have the appeal before the Minister for, and I sincerely trust it will be taken into consideration, the fact that they may have built 12 rooms on the basis of the 75 rather than 60 on a lesser number of rooms.

MR. McLEAN: Just to clear what, Mr. Chairman -- and without wanting in any way to appear in any way to be boasting -- I think I have discussed every individual school a hundred times with every Board, and if there is anybody in Manitoba who doesn't know the rules and regulations by now, there is no hope for either me or them.

MR. PAULLEY: It isn't a question of whether they know the rules, or whether they don't; the question is, as I understand the legislation, it is within the power of the Minister in conjunction with the Board of Reference, in respect of the geographical situation of the schools, to approve or to reject the request for the 75%, in respect of schools with less than 12 rooms. My point is that the Minister informs us some of these schools have been built and the first year debenture payment and interest, coupons..... My question was that the consideration for these school districts who came in on that, they may by building an additional two or even one room, qualify for the 75% grant, and I want to make sure that the Minister takes that into consideration. Just a question of understanding the rules and regulations isn't sufficient in my opinion.

MR. PREFONTAINE: Mr. Chairman, before this item is passed and voted I would like to clear up my stand on this vote. I think I'm supporting the vote under protest. I am supporting the vote because I believe that those who think the public schools only is the best system, should have their way. In fact in my own constituency, we have only public schools, and the program of the government has given us good new schools, and I want to compliment the Minister on that. In the Red River Division they are under construction now, and I am sure that I will have the pleasure to sit in at some openings with the Minister before too long. It's quite an improvement Mr. Chairman, and the same will happen in the Hanover Division before long. They have voted recently, and approved the bylaw, whereby they will build a very large school in Steinbach and three other schools in the Division. Now I cannot vote against it, this item, because I believe it is doing some good. I am interested in having good public schools in this

(Mr. Prefontaine, cont'd.) . . . . province, as also I believe in having schools for those who believe that God has a place in the schools, and are erecting schools that have passed the requirements of the School Attendance Act. Therefore, under protest, because not a cent will go for the education of some 10,000 boys and girls in this province, and I am not acclaiming any privileges for only 7,000 Roman Catholics, but I want them all to receive government assistance. They are all boys and girls of the Province of Manitoba, and I believe they are entitled to some assistance and should not be penalized because of their convictions or the convictions of their fathers and mothers. So under protest I will vote for it.

MR. MOLGAT: Mr. Chairman, before we leap to (a) the question was asked about the breakdown between the primary and secondary schools. Now the Minister, I think, said this was not the way it was set up in their accounting system. It seems to me, however, that in view of the fact that the divisions are today a completely separate structure from the primary schools, that there should be a breakdown within the Department of Education, as to how the grants go, because surely in considering what they are going to do, they must consider those two groups as separate groups, because they are differently organized in the local areas and the grants go to them in different ways. Now isn't that breakdown available between the two sections?

MR. McLEAN: Mr. Chairman, if I could, there isn't anything I wouldn't give the members of this committee. I can only report I am not an accountant; I can only report that I went to the Deputy Minister of Education last night and I said, "Is it possible to give this information?" and he assured me that it wasn't, under the present grant regulations and the methods followed in calculating and keeping the records of the department. Now that's all I can report to the committee.

MR. MOLGAT: Well, Mr. Chairman, I certainly accept that statement as is. Last year when the Honourable Minister gave us the breakdowns between the grants he gave us the figures and then deducted the general levy after. It makes it very difficult this year to compare last year's figures with this year's figures on the various items. Is it possible to get the comparison so that we can see the progress in the various sections of these grants from 1959 to 1960 to 1961? For example, just as a sample, last year according to the figures I have here, he gave us - Salaries and instruction - \$24,974,000, and after we totalled all these it came to \$31 million, and then there was a deduction for general levy of \$11 million leaving a balance of \$19 million. Now it is very difficult to compare this type of figure with what we have here this year.

MR. McLEAN: It is quite easy to give the honourable member a figure on which he could calculate the amount of the general levy. I could get that - the balanced assessment of the province. Perhaps I should just explain. It is my feeling that this is the type of information that the committee would want to have. In other words the amount of these all represent provincial dollars and take no account of the amount of money that's raised by way of general levy, but I haven't got here the balanced assessment of the province but I could get that; then I presume the matter of the general levy would be a relatively simple calculation.

MR. MOLGAT: I feel that the figures he has given us here this year are certainly very clear. I am not objecting to this system; in fact I prefer it to what was done last year. My only question, Mr. Chairman, is that it is very difficult to make the comparison back. I would just as soon have it that he gave us the back figures on the same basis as this, that is, without considering the general levy from the areas, just to figure what the government grant is. As it stands now, it is impossible for us to compare these figures with last year's figures and the year before, because they are on two different bases.

MR. McLEAN: Well Mr. Chairman, I again -- just subject to my limitations in the field of accounting. I'll see if it would be possible to get the figures for last year on a comparable basis, that is.

MR. PREFONTAINE: It seems that the minister thinks that our questions are not unreasonable when we ask for a breakdown between elementary and secondary. May I ask the minister whether he will look into the possibility of supplying us with this information next year: a breakdown between elementary and secondary, and the amounts spent in remote areas, and the amount of secondary education in non-division areas, something like that.

MR. McLEAN: On that point, Mr. Chairman, I would point out that there is the grants

(Mr. McLean, cont'd.) . . . . in the non-division school districts are shown separately -- grants for non-divisions, you will notice, are \$620,600. Those are the grants on the old formula of \$2,500 a teacher less the product of the general levy, \$3,750 less the product. . . . . I wouldn't wish to give any undertaking about next year. It's something that certainly could be considered.

MR. PAULLEY: Mr. Chairman, before we leave this question of grants, particularly grants in connection with capital and the building of schools. It was drawn to the attention of the committee the other day that some of the figures of percentage payments on the debentures was very high, some in excess of 7%, which the minister explained away. Now I made this request some time ago, some years ago, and I make it again tonight, as to whether or not it would not be feasible for the Province of Manitoba to issue debenture for the sole purpose of supplying school districts, school boards, with funds for capital expenditures at a far lesser, or a considerably lesser rate of interest than is being obtained on the open market at the present time. We note, Mr. Chairman, that in the Throne Speech mention was made of the fact of the Government of Manitoba following the lead of the Province of Saskatchewan. We're going to have a bond issue, a savings bond issue of some description within the boundaries of the Province of Manitoba. If memory serves me correctly I have noticed some reference to it in the daily press, which may be correct or incorrect, that the rate of interest on the savings bonds may be more in the neighbourhood of five percent. My question would be - if this is so? Has the government under consideration the use of this money at the lesser rate of interest on behalf of the school districts and school boards of the Province of Manitoba, which would result, naturally, in a considerable reduction, the debenture payments in the school districts. It may be that the newspaper reports are incorrect on the five percent base. I think, however, Mr. Chairman that all will agree with me, that when school trustees of municipalities and school districts have to pay the very exorbitant rate of 6-3/4%, usually over a period of twenty years, that it is one of the factors that is adding greatly to the cost of education in Manitoba. So I say, Mr. Chairman, that if the Government of Manitoba is successful in its endeavour to receive monies within the Province of Manitoba -- it was contemplated, as I understand it, in the Throne Speech -- at a considerably less interest, will any of this inure to the school trustees or school boards of the Province of Manitoba? This may be a question, Mr. Chairman, that the Honourable, the Provincial Treasurer may be in a better position to answer than the Minister of Education, but I think that it is very very important that the Government of the Province of Manitoba, indeed this Legislature, should do all within its power to see that the net cost of capital expenditures in schools should be lower to what it is at the present time.

MR. ROBLIN: Mr. Chairman, I would be glad to say a word on that subject, because I don't think my honourable friend and I are too far apart on this issue. One of the things that is of grave concern is the price of what is called "social capital" for schools and waterworks, and many other municipal requirements, and I hope in the course of the budget speech to make some remarks on that subject, particularly with reference to the Dominion Provincial Conference, which perhaps I shouldn't anticipate at the moment. I will say, however, that next week I hope to make an announcement, setting out the particulars with respect to the Manitoba Savings Bonds issue, at which time my honourable friend will be able to form some idea of what the cost is likely to be to the province, and I am sorry to say I don't think it's going to be particularly cheap money.

MR. JOHN P. TANCHAK (Emerson): Mr. Chairman, I would like to ask the minister two questions, or three. One, the first one: Mr. Chairman, the Minister knows himself that Piney area petitioned the Minister to recognize them as a remote area. I would like to know what progress was made there. That's the first question. Now the Boundary Commissions, Boundary Division or Boundary Commission or Boundary Board or whatever it was, had hearings in the proposed boundary division, and I would like to know if the Minister has received a report on that, and then I'll go back to the question I asked yesterday afternoon. I, too, would like to have an answer on that. The three questions, if the Minister would be kind enough to answer.

MR. McLEAN: Mr. Chairman, I am pleased to be able to inform the Honourable Member for Emerson and the members of the committee that the Boundaries Commission made a recommendation that the school district of Piney, No. 1063, be declared a remote school



(Mr. McLean, cont'd.) . . . district under the provisions of the registration. The necessary order was signed today about 11:30 this morning. That will enable the Piney School District to benefit from the grants that are payable under the school division legislation. The Boundaries Commission made no recommendation concerning the balance of the former proposed school division of boundaries; they made only the one recommendation with respect to Piney. Nothing came in the form of documents; the chairman simply informed me that they were not making any recommendation, although it is my understanding that they held some hearings in some parts of that former division and I assume that the third question is, whether or not there is any change insofar as the payment of grants to school districts in non-divisions is concerned, and I have to inform the honourable member that there is no change in that situation.

MR. TANCHAK: Mr. Chairman, I wish to thank the Minister for his answers, but there was still a further question that I asked -- is why -- I would like that explained because I have never been able to understand it -- why is it that Dauphin-Ochre, which was a larger area, did receive the grants applicable to all divisions, even though they turned the division down -- I understand they voted -- but in a similar case, the boundary division, the proposed boundary division turned the division down and the grants did not apply. I would like that explanation, and I promise not to bug the minister any more.

MR. McLEAN: Sorry, Mr. Chairman, the honourable member did mention it yesterday, although I should perhaps say that I have endeavoured to explain this Dauphin-Ochre matter previously. First, I think the explanation must begin by an understanding of the fact that the school area and the school division, as units of school administration, are quite similar. Similar in this respect, that each is a large area, a large territory. Each has a board which has the responsibility for the provision of high school education for all of the children within the territory, within the boundaries of either the area or the division, as the case might be, and for the transportation of those students to their respective high schools. Within a school area and within a school division, individual school districts continue to exist and to serve as the foundation or the unit of education for elementary school purposes. There is a distinction, however, in that under the division plan the trustees in the individual school districts have a much larger measure of control over the operation of their school than do the trustees in the school area, particularly with respect to finances, because in a school area the finances are all administered by the trustees of the school area. Then under a school division, the lands in the division serve as the basis of financial support for high school education, and up to a certain point serve as the basis of financial support for the elementary education with part of it coming from the land within the individual school district. In the school area you have one common pool of tax resources, and all of that money goes into the hands of the trustees of the area and they pay it out, so that you will recognize that in essence the school area and the school division are largely, are pretty close to being identical.

Now when -- that brings up the question, well what happened in the Dauphin-Ochre school area which as the members of the committee will remember, was formed in 1946 and has been operating on that basis since that time. It would not be correct to say that the resident electors of the Dauphin-Ochre school area turned down the school division, because obviously the issue that they had to decide was whether they wished to continue operating under the area system of administration, or whether they wished to switch over to school division type of administration, and they chose to remain with the school area. The legislation, the law of Manitoba now provides that the grants to a school area or to a school division are the same and that, of course, would apply to any part of Manitoba that chose to become a school area. The Committee will also remember that I pointed out that the legislation is arranged in such a way that the people of a school division could by petition and vote become a school area if they wished to do so. The advantage of doing so would be a matter of debate in individual cases because there might be some parts of Manitoba where there would be no particular advantage to becoming a school area; on the other hand there may be places in Manitoba where it would be to their advantage, but either method provides the two things that we want in our school administration system -- this opportunity, particularly for high school education, and a widening of the tax base and an equalizing of the tax burden insofar as the local taxpayers are concerned. Both are provided in a school area as well as in a school division.

MR. TANCHAK: Just a minute; wasn't this legislation, permits of legislation, whatever

(Mr. Tanchak, cont'd.)....you call it, wasn't it after the Dauphin-Ochre turned down the division, or was it before? I may be wrong.

MR. McLEAN: Before, Mr. Chairman, before.

MR. PAULLEY: Before we pass that I was trying to check up some figures here. I, like the Minister of Education, am no expert as far as accountancy is concerned, but I was comparing the list of the breakdown of the grants that he was so kind as to give to us this evening, and trying to reconcile them with item 2 (a) School Grants. It appears to me that there is about \$487,000 of a discrepancy between the two figures. If we note the total provincial grants on the list that the Minister gave us tonight, we see \$24,950,000 less a transfer to V-4, B-6 of 225,000, leaving the total for V-2-A account, or school grants of, 24,725,000 whereas the estimates list 24,238,000.

MR. McLEAN: That's the trouble with fellows like you and I that don't know anything about accounting!

MR. PAULLEY: O.K. fine, I've found it.

MR. MOLGAT: Still on the item of 2 (a), last year the figures that I got on the text books were as follows: for 1959 - \$900,000; for 1960 - \$285,000. I notice that this year we are back up again to \$826,000. Now it may be that my last year's figure is not correct because it was taken down from a verbal statement of the Minister. I didn't have a schedule. My question is, what is the explanation for the great drop last year and the expected increase this year?

MR. McLEAN: What did you have for last year, I'm sorry?

MR. MOLGAT: I have \$285,000.

MR. McLEAN: It was \$600,000 last year, in last year's estimate.

MR. MOLGAT: For text books?

MR. McLEAN: Text books.

MR. MOLGAT: Thank you, it is \$826,000 this year.

MR. McLEAN: And it's \$826,000 this year.

MR. CAMPBELL: Mr. Chairman, before we leave this item, because perhaps a general discussion is more in order here than on a good many other items, I can't help but point out to the Minister something that I am sure he is already aware of, a statement in the report for the year ending June 30th, 1960. It is on page 13 of the report, second last paragraph. I think it is interesting to read it onto the record here, after so many of the members of the government group last evening being quite convinced that the reason for the increase in high school attendance was the school plan that had been put into effect a couple of years ago. Here is the quotation, "There is still some cause for concern at the high school level because of the increasing high school population and consequently the greater number of classrooms and teachers required. This situation is attributable to the number of children born during the high birth rate period of World War II and immediately thereafter, many of whom are now in high school, to the fact that a greater percentage of students of high school age are remaining in school until the completion of their high school grades." I thought I heard a lot of the members of the government group yesterday scoffing at the fact that that first one of those factors was an important one at all.

MR. CHAIRMAN: 2 (a) - passed.

MR. MOLGAT: Mr. Chairman, I wonder if the Minister could explain to us in this breakdown of his here the special grant of \$100,000?

MR. McLEAN: Well, Mr. Chairman, in some of the schools where they have operating school districts but which in many respects are pretty close to the type of district that are provided with so-called special schools, we find that it is necessary to provide what are called special grants. For example, as the honourable member knows, of course, there is Hillridge School which is a special school and which is provided with all of the school facilities under the arrangements that have been in effect for some time. Up at Wabowden --this is one of the ones that I mentioned last year -- they have an operating school district, but in many respects they have many of the same problems as exist at Hillridge, so last year in order to assist them a special grant was made to provide them with a school building. Now anything of that sort I can-- there are others in the same category, Pikwitonei -- they are northern schools for the most part, where there are a large number of Metis students, and where it is considered advisable in order that there be satisfactory accommodation. Now we put this item in to give us the funds

(Mr. McLean, cont'd.)....that are necessary for that purpose. It is done, I must confess, on a sort of a "ad hoc" arrangement, that is, there aren't any very definite rules that apply to it, but I think we could say, in fact public accounts would indicate, that the money is spent where it is necessary.

MR. MOLGAT: What's the difference though then between that item and 2 (b) 2, Assistance to Schools in Undeveloped Settlements?

MR. McLEAN: That's your Hillridge.

MR. MOLGAT: But then why is this one not in with the.....?

MR. McLEAN: Pardon?

MR. MOLGAT: Why have this figure here and not have it in with the other one? What is the difference between the two? Why do we have an item here for \$100,000 and later on come to another item of \$320,000? What is the difference between the two items?

MR. McLEAN: Well, I can't explain that. I suppose it's part of the way in which these things have been reported before.

MR. PREFONTAINE: May I ask the Minister what was the grant toward capital last year in comparison with the proposed grant for the coming year? It would be very interesting. I suppose the amount of grants towards capital is increasing very rapidly. And while I am asking this question I would like to suggest to the Minister that next year he might give us a comparison for the two years so that it would be similar to our estimates. We could compare the increase from year to year, but for the time being may I ask him what was the amount last year for grants towards capital?

MR. McLEAN: Last year we estimated \$3,000,000 as compared to \$4,816,700 for the coming fiscal year.

MR. T. P. HILLHOUSE, Q.C. (Selkirk): In connection with the text book grants, the Honourable Minister told the honourable member for Ste. Rose that the text book grants for 1960 were \$600,000?

MR. McLEAN: Yes.

MR. HILLHOUSE: My question is this, Mr. Chairman, in the public accounts for March 31st, 1960, text book grants are shown as \$1,497,229. Could the Minister explain the discrepancy between these two figures?

MR. McLEAN: The figure that the honourable member is referring to was the first year we got into the text book business, and you remember we had to buy all those books. Well, now then, last year we were only providing for the replacements necessary, which is operated on the basis of four years, that is a text book is good for four years, and the same again this year.

MR. PREFONTAINE: I am very much confused now. The Honourable the Minister told us that the grants towards capital last year were \$3,000,000, this year they are \$4,816,000, so that is an increase of \$1,816,000 this year, whereas the total vote has increased by only half a million, so that means that there has been a decrease somewhere else of one million, three. Although I am not an accountant but this to me sticks out very, very clearly. Grants towards capital last year you have just told us they were 3 million, this year, 4 million 8, so there is an increase there of 1 million 8. But according to these estimates the total increase this year over last year is only half a million. So where is the reduction elsewhere, to account for the difference between half a million and 1 million 8?

MR. McLEAN: I think I can only say that I presume will be indicated in the figures which I undertook to try and get for the Honourable the Member for Ste. Rose. He had asked me for the comparable figures and I have undertaken to try and get them if that's possible.

MR. L. DESJARDINS (St. Boniface): I have a question here I would like to ask. I am not sure if this should come under grants but I can't find a better place. If this is true it would be under assistance to schools in undeveloped settlements, I imagine, but last summer a young lady was making a survey in the city of St. Boniface, and she claimed that she was working for an agency that in turn was working for the Provincial Government. Is there any truth in that at all? It was strictly a survey on education. Quite a few questions, and apparently it was only in St. Boniface.

MR. McLEAN: I never heard anything of this, Mr. Chairman. I can't answer the honourable member.

MR. DESJARDINS: Well Mr. Chairman, I know that the Honourable, the Premier certainly heard about this. I wonder if he could maybe tell us if this is so, or if anything was done to try and find out if this young lady had any authority doing that.

MR. ROBLIN: I don't know of any survey, Mr. Chairman.

MR. DESJARDINS: Well you have been informed, Mr. Chairman, the Honourable, the first Minister was informed by two or three persons. I name.....

MR. ROBLIN: I read the newspaper report as well as the honourable gentleman, and I think I replied at that time that as far as I knew the government was making no survey of the sort that he is referring to.

MR. DESJARDINS: Well, Mr. Chairman, I think this is important enough, and if it is reported, I think something should be done about it. It seems the Honourable the First Minister and the Honourable Minister of Education should be concerned about this to see -- I don't think people should go around misrepresenting themselves saying that they're working for the Department of Education especially, I think you know what I mean, especially with this question in everybody's mind. It certainly wasn't good. I think something should be done.

MR. ROBLIN: .....newspaper reports on this subject, Mr. Chairman, for which I can take no responsibility.

MR. DESJARDINS: Well, Mr. Chairman, this wasn't only a newspaper report. This actually was a fact. That young lady was going around. There's no doubt about that at all, and I think some thing should be done to stop it.

MR. CHAIRMAN: 2 (a) -- passed?

MR. MOLGAT: Mr. Chairman, on (a), I must confess that the explanation that the Minister gave me with regards to the special grants and the other item later on, 2 (b) (2), is not too clear. Now I quite understand he may not have the figures here or have the total explanation. I don't insist on an answer right now. I shall pursue this further in public accounts. I would like an explanation at that time however. But under the same schedule he gave us we have another item, Grants toward Special Revenue Districts. What are those?

MR. McLEAN: Mr. Chairman, just on the first point, I don't think we need to leave it. In what way was the explanation not clear? The item of 2 (b) (2) are schools in undeveloped settlements in which the Province of Manitoba pays the entire cost of operating the schools -- building, teacher, heat, maintenance, everything. The other item of \$100,000 is an item put in the estimates to enable the Province of Manitoba in cases where, and this applied particularly to northern Manitoba, where it seems advisable to provide special grants to assist communities that otherwise would not be able to carry on in the regular way. Since sitting down the last time, another one comes to my mind, Norway House was an instance; Wabowden, Pikwitonei, another place close to The Pas, a little north of The Pas; but they're places which are sort of in the in-between land between the school district that's capable of carrying on entirely on its own and the type of school district that requires to be maintained entirely at the expense of the Province of Manitoba.

MR. J. M. FROESE (Rhineland): Mr. Chairman, the item of \$4,816,000 toward capital grants. What is it based on? Is it based on present applications on hand?

Mr. McLEAN: Well the department has the information concerning all of the schools that have been built and they know the debenture payment dates. They will know the number of debenture payments falling due in the term from April 1, 1961 to March 31, 1962, and it's a straight mathematical computation from there. The members of the committee will understand, for example, that if a school is built sometime during this year of 1961 they will not, except in most unusual circumstances, they will not have a debenture payment falling due before March 31st of next year, so that it doesn't throw their calculation out in any way.

MR. PREFONTAINE: I'm sorry, I seem to think that there is something wrong in the fact that the government, although it estimates that it will spend \$1,816,000 more this year for capital, that the total increase in the estimates is only half a million; so there is a discrepancy of 1.3 million. Does it mean that services are lessened? Where have the savings been made? The saving of 1.3 million as compared with last year, if you figure that you quoted me right, that last year you estimated 3 million and this year 4.8 million for capital grants. I think this is a very very serious thing that we should know something about it. Maybe if the Minister is not ready to explain to us how he has been able to save 1.3 million, maybe the item should be

(Mr. Prefontaine, cont'd.) . . . allowed to stand so that he can explain what, to me, is a very large discrepancy. It should be explained to this House.

MR. CHAIRMAN: 2 (a) -- passed. (b) . . .

MR. MOLGAT: Mr. Chairman, still on the item of 2 (a), I asked the Minister a moment ago about the grants toward special revenue districts.

MR. McLEAN: These are military districts and come from the town situation, for example, Rivers; I'm not too certain, I guess there isn't a school operating at MacDonald now; Pine Falls; where the districts are assumed, and do in fact, have special revenue from one source, the Department of National Defence or the company concerned, and where they're paid minimum grants only. That item is to provide for the grants that are paid by the Province of Manitoba to those districts. That is a continuation of the policy. Gimli by the way -- Gimli Air Station is another. I don't think there have been any added in the past year. Those are the same districts as we had a year ago.

MR. MOLGAT: Thank you very much. Coming back to the question of capital, this item here, I presume, is the government's share -- the outright grant whether it's -- (Interjection) -- Yes, 75% of 66, or whatever it is. Now insofar as the capital support program, that's the debenture purchase program. Now my honourable friend will recall that earlier this year he and I had a conversation on that subject. Now could he explain to me exactly what the policy is at the moment on the matter of capital support, and this question in particular of the suggestion that comes from the, I think, the Public Utility Board, that the debentures issued by the school divisions should bear a discount. Now there has been some confusion in this matter. In fact, my honourable friend took time to make a special trip out to the school division meeting in my own constituency on this subject, and I would like to have it cleared out so that there is no misunderstanding as to where the school division stands.

MR. McLEAN: The situation is simply this, that the Province of Manitoba undertakes that no school district or school division will be required to pay more than a rate of 6 3/4% interest on borrowed money. Now if -- we'll start this way, that if a division issues debentures for the amount of money they require bearing interest coupon at 6 3/4%, and if they were unable to sell that debenture at that rate, then the Province of Manitoba would purchase. If they can sell their debentures at less than 6 3/4%, of course all to the good and no harm done. We have had naturally, and I think properly so, a sort of policy of trying to see that as many of these were sold to outside of government funds, to private investors; and in this the people in the municipal board have been very helpful to us. They, being more conversive with the bond market, have felt at times that it was to the advantage of the district or division to have a debenture issue for more than they needed in order that they could sell their bonds at a discount because evidently -- I never have any money to invest myself so I don't know anything about this -- but evidently some investors prefer to take a lower rate of interest but get a discount on the bond, so that you might pay \$98 for a \$100 bond. The point of the whole affair being, however, that the Province of Manitoba guarantees that the effective rate of interest to the district or division throughout the entire term of the debenture will not exceed 6 3/4%. Now as I say, apparently to some investors it's more attractive to have a bond that they can buy at a discount with a lower rate of interest. We have done this, and I mentioned this the other evening, that since last April it has not been necessary for the Province of Manitoba to buy any of these debentures, simply reflecting the fact that it has been possible to sell them to private investors. One of the things that we have done to assist this has been to enter into a trusteeship agreement, and apparently that has made these debentures more attractive to the investor; and really it simply means that if, for any reason, a district or division didn't make its debenture payment the Province of Manitoba would see that the payment was made by deducting the amount out of grants that would be otherwise payable to the district or division. That is a trusteeship agreement that -- in fact I would imagine that we do it in almost every case now.

MR. MOLGAT: In other words, taking the interest on the face of the debenture issued at say 6 1/4, and adding to that the amount of the bonus that they put out, as long as it doesn't go over 6 3/4, the districts are better off. If it goes over 6 3/4 then they can turn to the government and get the support. That's fine, I think that clears that situation. When was the rate of 6 3/4 set?

MR. McLEAN: It's at least more than a year ago. It would be -- let's see now, last

(Mr. McLean, cont'd.) . . . year was 1960; it would be sometime in 1959. It's been in effect, oh, a good year and a half or I would think almost two years now. It's the same rate as applies to the municipal sewer and water bonds where they're purchased by the province, or guaranteed.

MR. GUTTORMSON: Mr. Chairman, could the Minister tell us whether the government is planning to bring in any legislation to provide a school in an underdeveloped country, better known as the Little Colombo Plan. The House will remember at the last session the Premier introduced a resolution. He never spoke on it, but he did say this -- the last day of the House he said, "I dare say I will find another opportunity to deliver this." He received a great deal of publicity on it as the members can see -- front page publicity in the Winnipeg newspapers. I'd just like to know whether the government is planning to do anything on this at this session?

MR. ROBLIN: Mr. Chairman, I have no objection to answering that question. Certain negotiations are in hand in respect of that matter, and if they're completed, I expect to bring the matter before the House for discussion that we didn't have last year.

MR. GUTTORMSON: Mr. Chairman, it's all well and good to think of the underdeveloped countries, but it seems the situation in Manitoba today, with the taxes rising at an exorbitant rate, that we should think twice before we start assisting an underdeveloped country with finances when we can't properly assist the people in our own province.

MR. DESJARDINS: Mr. Chairman, did the Honourable Minister or the First Minister say definitely that the Government of Manitoba, or anyone on its behalf, had no connection with the survey I spoke of?

MR. ROBLIN: Certainly I'll say that. I've said it many times. I wish my honourable friend would take my word for it.

MR. DESJARDINS: Mr. Chairman, just a minute now. I'm told not to believe the newspapers and this is the first time it comes in this House -- it's not the first time. Am I supposed to believe the newspapers or can I ask the question here? Make up our minds.

MR. PREFONTAINE: I suggest that until we get some explanation of this apparent reduction of \$1,300,000 in the estimates in school grants, and apparently the Minister does not intend to allow this matter to stand until we get the explanation, I ask the Minister whether he will supply the information after the vote is passed; because to me it's a very serious matter, a reduction of \$1,300,000 in the school grants this year as compared with last year.

MR. McLEAN: The undertaking is to provide, if I can, the sheet showing information related to the items as on the sheet provided tonight. Now I'm not undertaking firmly to do that, I'm merely saying that I'll do it if I can. I haven't had any opportunity of finding out since I got in here tonight whether that's possible or not.

MR. FROESE: Are any of the grants, such as grants toward maintenance, applicable to closed schools?

MR. McLEAN: Oh, no. The only grant is the closed school district. The grant towards the closed school district is the only grant that is applicable in those cases.

MR. CAMPBELL: Mr. Chairman, I'm sure that the Honourable the Minister hasn't fully caught the significance of the question that the Honourable the Member for Carillon was asking, or else I'm sure he would undertake to bring in the explanation. Certainly there must be an explanation, Mr. Chairman, because the problem that we're faced with now is that here we have the large item on the sheet that the Minister has furnished us with of \$4,816,000 of grants toward capital this year. The Minister has told us that the corresponding item was three million last year. That's \$1,800,000 in round figures of an increase this year, but the total increase is less than \$500,000. Now that means that the remainder of the figures must add up to a reduction and that doesn't seem possible with the situation that we face in education. Now isn't that something that should be explained? Does the item of \$1,300,000 -- when all the estimates are going up so fast in education is it possible?

MR. McLEAN: Mr. Chairman, I think the members of the committee are entitled to come to whatever conclusions they wish. There are the figures, and if that is the conclusion that arises from them, I mean I don't think there is anything further that I can add to it. You've already heard that the school division of Winnipeg is going to receive less money, and I believe it's also been suggested that the same situation will hold with St. James; so that evidently there are certain divisions that are going to receive less money. May I suggest that the matter can be debated on concurrence if that is the wish of the members?

MR. CAMPBELL: Mr. Chairman, there are so many school districts and school divisions that will be receiving an increase that I would have thought that they would have more than balanced; but if that's the explanation, I'm quite satisfied.

MR. FROESE: Mr. Chairman, I think two years ago the transportation grants were increased from 40% to 60%, but the limitation was placed of \$100 per child, I think, if I'm right. Now as a result, some districts are getting less in transportation grants than they got before. Could we have an answer from the Minister as to how many districts would be involved?

MR. McLEAN: Mr. Chairman, I didn't know that situation even existed. Can you give me any illustration or any names of districts where that is the case?

MR. FROESE: I attended a regional meeting at Hartney, not this last summer but the previous year, and it was expressed at that meeting that they were getting less in transportation grants than they were before under the 40%.

MR. McLEAN: Do you mean less money, less actual cash?

MR. FROESE: That's right.

MR. McLEAN: Well probably they had less students being transported.

MR. FROESE: No, it was the limitation of \$100 that prevented them from getting the..

MR. CHAIRMAN: 2 (a) - passed; (b) (1).....

MR. GUTTORMSON: I would like to - I don't know where I should raise this subject, but perhaps the Minister would advise me. There was a resolution passed by the Winnipeg school board regarding hours last year. Would it be proper to raise it at this time or would you prefer to bring it up at another time? --(Interjection)-- Well last year the Winnipeg School Board, by a vote of 12 to 2, I believe, approved a motion to lengthen the school day by one hour from the grade VII to XII, and this motion was to be referred to the Minister of Education. Now my question is, did the Minister receive this motion or recommendation from the school board, and what action has he taken on it?

MR. McLEAN: The answer is 'yes'. He received it; it's being studied; and it's not proposed to take any action to bring in any legislation with respect to it.

MR. GUTTORMSON: Just one small other question. A school board wouldn't have authority to raise or entreat the hours per day without the authority of the Minister or legislation, would they?

MR. McLEAN: No.

MR. GUTTORMSON: Thank you.

MR. CHAIRMAN: (b) (1) - passed; (2)

MR. SCHREYER: Mr. Chairman, on 2 (b) (1), would the Minister tell us if the entire appropriation of \$200,000 was used up last year?

MR. McLEAN: I didn't just hear the first part of that. What was the first part of it?

MR. SCHREYER: Well the question is, was the entire allocation of \$200,000 for scholarships and bursaries used up last year?

MR. McLEAN: You'll understand that that was for the fiscal year in which we are actually now at the present time. The year hasn't been completed. The monies are still in the course of being paid out. I would say that it will all be used up if the students comply with the requirements; namely, that they continue in school. We do find that there are a number of cases where bursaries are approved but the student, for one reason or another, drops out of university or Teacher's College as the case might be, before completing the term and, therefore, doesn't ever become eligible for -- he or she may receive the first half and not the second half. There's a certain amount that is not taken up in that regard, but I would say that the indications are that it will be pretty well all taken up.

MR. ORLIKOW: Mr. Chairman, I wonder if the Minister can give us an idea of how many scholarships does this cover; what is the size of the scholarships; what grade students are entitled to receive scholarships; and what are some of the general provisions which apply?

MR. McLEAN: Well, Mr. Chairman, these are under the heading of scholarships here but it does include scholarships and bursaries. The distinction, of course, being scholarships is for scholastic achievement irrespective of need; bursaries are provided for people who require financial assistance in order to continue their education. There are minimum scholastic requirements for the bursaries, although the committee will remember that we discussed this last year and I undertook to see that perhaps a little greater weight was given to the

(Mr. McLean, cont'd.)....financial need aspect. I'm happy to report that that has been done and I believe has worked quite well. I, myself, have received no complaints this year, if that's any indication of what's going on. Now under this item, there were 912 people received one or other of the bursaries that are provided for by this money, and the amounts would vary all the way from -- I think perhaps I have noticed some going through as high as \$700 down to \$50. They are fixed or set by the committee at the amount which is considered necessary for the individual student.

MR. ORLIKOW: What grades are the students attending that apply for these?

MR. McLEAN: Well these are provided for secondary high school students, although very few, because of the fact that all students pretty well can get to high school now; university entrance and under-graduate; teacher training; post-graduate bursaries; special opportunity bursaries; and technical education.

MR. ORLIKOW: Mr. Chairman, I just wonder if the Minister has given any consideration to increasing this amount. I'm thinking, Mr. Chairman, that we have had some very -- well since the end of World War II, we've been in a period of pretty full employment and it's been possible for many students, particularly those from grade XI through the university years, to spend the summer working at pretty good wages and being able to earn a pretty substantial part of the money required to go on to school. Now this year, unfortunately, the situation looks pretty grim, and I'm not blaming the Minister for that. This is a national problem. But it would seem to me that this will certainly affect the ability of our young people to work and, therefore, to earn supplementary money to keep them at school. And I'm wondering if the Minister has given any consideration to raising that amount for that reason.

MR. McLEAN: Mr. Chairman, I think that's a very good point and I have had some discussions with my colleague, the Provincial Treasurer. I think I'll be having to have some more.

..... Continued next page.



MR. CHAIRMAN: (2).....

MR. GUTTORMSON: Mr. Chairman, would the Minister be kind enough to explain what is meant by "undeveloped settlement"?

MR. McLEAN: Well, an undeveloped settlement is generally a territory where people are living mostly on Crown land, in fact I suppose almost entirely on Crown land, and do not have any substantial means of support. They are, and I mean this in no disrespectful sense, they are usually Metis people. If the honourable member would ask his colleague, the Honourable Member for Ste. Rose, to take him to the Hillridge community, he would see an ideal undeveloped settlement within the term of this. It's a territory where there's a group of people living fairly close together. They do a bit of fishing in the winterime, trapping in the .....I mean fishing in the summertime and trapping in the winter, and sundry other activities that don't bring them in very much revenue and there is really no base on which they could operate a school of their own.

MR. SCHREYER: Mr. Chairman, the Minister said that there were a number of locations where the provincial Department of Education and the federal Department of Indian Affairs were operating schools jointly. Could the Minister tell us how many such joint facilities there are in operation?

MR. McLEAN: There are only five or six. I don't appear to have that number, but it's not more than last year. It's in five of six instances.

MR. MOLGAT: Mr. Chairman, before we leave this item, the honourable member mentioned Hillridge. He and I had the pleasure of opening the school there and I certainly agree with his comments on that community. These areas, however, do present a problem and I wonder if we shouldn't start, this is not maybe something we can do immediately, but start thinking about some of the problems that may develop in the future in those particular areas. As he knows, the majority of the people there do not own any of the land on which they reside. They are what we normally term "squatters." Now there is a danger, and this is particularly so of one further south called the Westview School, as an example, which you will also be familiar with, that this land may end up by being sold to someone. Then we will have a problem of a school and the whole area around it belonging to someone else, though I presume the school is deeded to the province, but certainly the lands around are not at the moment. They are either provincial lands, or in certain cases -- I think this is the case at Westview -- that it's private land. Now would there be any possibility of making arrangements with the Lands Branch whereby these people who reside would be given, say four-acre plots of land deeded to them, so that there would be at least some base that we could continue to develop these schools. At Hillridge, for example, the province now has a fairly sizeable investment and will be proceeding to invest some more, because as the population is increasing, there will be the need for more classrooms. In all probability next year we will have to add to it, and we may find ourselves eventually, not particularly in the case of Hillridge but in some of the others, where we have that investment, but the whole purpose of it -- that is the population there no longer have an actual residence. I would suggest this as a consideration for the future, that we establish these people on lands that belong to them. They presumably want to stay in those areas and we may as well have them located on lands where they will be permanently attached rather than in danger of setting up a school and finding ourselves with no population surrounding it.

MR. McLEAN: Mr. Chairman, that is a good point and along that line, although not directly on the point, the Department of Health and Welfare, who concern themselves about the Metis problem, have a project that is underway at McGregor where they are having plots of land, acreages set aside, providing homes for these people; and we are interested in seeing that they have a school as well. But it is the same principle, and I think it is a sound one.

MR. MOLGAT: Mr. Chairman, on the same subject, and I will be very brief, I see my honourable friend has increased the estimate by \$20,000. I hope he will consider in that an addition for Hillridge School of some secretarial equipment, namely a typewriter. They want to extend their courses.

MR. CHAIRMAN: (3) -- passed. (4) -- passed.

MR. MOLGAT: Mr. Chairman, under (3), is this where the grants to the Trustees Association come in? Trustee Associations?

MR. McLEAN: No. These grants are School of Narcotics, Manitoba Schools Orchestra, Canadian Education Association, Manitoba Educational Association, University of Manitoba Labour Institute, Junior Committee of Manitoba Curling, Canadian Association of Health, Physical Education and Recreation, and Manitoba Temperance Alliance. That grant, the Trustee Association Grant is somewhere in here, but it is not in that group there.

MR. MOLGAT: . . . . .minister wishes to discuss the Trustee Association Grants?

MR. McLEAN: That's a good question, Mr. Chairman. At the moment I can't put my finger on it, but if he wants to talk about it now, it's satisfactory to me.

MR. MOLGAT: Mr. Chairman, my question is, pursuant to a newspaper article of a little over a year ago when the headline was "Unite or else, McLean tells trustees", and at that time apparently he was in a . . . . .mood and told these people that if they didn't get together he was simply going to cut off their grants. Now due to the fact that he can't find it in the estimates, is that the action he has proceeded with?

MR. McLEAN: . . . . .and I really shouldn't be held responsible for the newspaper headlines. The grant is here as in former years.

MR. MOLGAT: My honourable friend does not propose to have any coercion to force these two groups? He has had some very fine comments to make about the two the other night, and I presume he is satisfied to leave them continue on as at present.

MR. McLEAN: I would hope that there might be a very large degree of co-operation between the two, and I have it in mind to try and bring that about, but I'm not really hopeful that they will ever unite for certain rather fundamental reasons that are, I suppose, well known to those concerned, but I think there is an area for co-operation. I have said to them that if I can be of any assistance in that regard, I would be glad to do so.

MR. SCHREYER: Mr. Chairman, if this is the item under which we are discussing grants to the Trustees Associations, could the Minister give us the ratio grants to the MSTA and the MUSTA?

MR. McLEAN: Well, there is no grants to the MUSTA. The grant is a statutory grant which is provided for the Manitoba School Trustees Association.

MR. CAMPBELL: Mr. Chairman, under the heading of Trustees in general, has the Honourable the Minister taken any official notice of the fact that there has been a question in the daily newspapers about the qualification of one of the Winnipeg School Trustees?

MR. McLEAN: No, I am just in the same position as the Honourable the Leader of the Opposition. I have read about it in the paper. I believe that there is some provision in the School Act whereby a complaint may be made in writing, with a deposit to the Minister of Education, in which case he would be required to make an investigation. I have received no complaint, no deposit, and have taken no action.

MR. CAMPBELL: Mr. Chairman, seeing that the Honourable the Minister is so generous with the funds though in the department, wouldn't it perhaps be a good idea to spare the hard-pressed taxpayer from having to put up a deposit and proceed on his own to decide whether the act is or is not clear? And if it isn't clear, shouldn't he propose an amendment to it, because if the intention of the act is that the trustee should be a resident of the district that he represents, or division that he represents in this case, then surely, if that is the intention, surely we could make that clear in the act; and if it isn't the intention, then I would think that then perhaps even under those circumstances that the act should be clarified, because apparently it is a confused situation.

MR. McLEAN: Myself, Mr. Chairman, I think the act is quite clear.

MR. CAMPBELL: Did the honourable gentleman say, if it is clear, that a school trustee in the City of Winnipeg must reside within the Division No. 1?

MR. McLEAN: If the Honourable the Leader of the Opposition will help me get an appointment to the bench, I'll be glad to decide that question. Until then, no thanks.

MR. PAULLEY: By the way the Conservatives are being appointed to the bench, it might well be very quickly.

MR. McLEAN: Do you think there is hope?

MR. PAULLEY: Yes.

MR. CAMPBELL: I'd say that my honourable friend is well qualified for the position, too. I say that quite sincerely, but acting on those qualifications he told us that he thinks the

(Mr. Campbell, cont'd.)....act is clear, so if it is clear, can't he tell us if it is required?

MR. McLEAN: Mr. Chairman, I really didn't intend to be flippant. My attitude is this, that I don't think that the Minister of Education should ever allow himself to be in a position where he becomes, on his own volition, the judge of every dispute concerning trustees, because there are many of them, as members of the committee will well realize. I just say that in looking at the act, my first impression is that the provisions of the act are clear. I am quite frank to say that I pay no official attention to what I read unless I receive an official complaint. The matter of the deposit is only -- that's always returned, except in those cases where it is shown to be completely frivolous, and I don't really think that that would stand in the way of an investigation being made if the complaint were lodged. Now I am willing to look at it again and if I think that it should be amended, I would be certainly glad to recommend that, although that was my first impression when I looked at it at the time.

MR. CAMPBELL: My only point, Mr. Chairman is that if the vast majority of the members of this House are of the opinion, I have no hesitation in stating mine, that the Trustee should be a resident of the district that he represents; and if we feel, certainly if the government feel that that is the proper method, then it seems to me that if they believe that, they should take the necessary action to see that it's made very clear that that is the case. I leave it in the Honourable the Minister's hands.

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

MR. PAULLEY: Mr. Chairman, on (4) -- let's not leave number (4). I don't know who else -- who was up first. I'd like to know from the Minister the extent to which this fund was used last year; also the rate of interest chargeable on these loans and the condition under which the loans are now given. Looking back over the estimates of previous years, I note that way back when my friends on the right were in charge of the coffers of the Province of Manitoba, this was rather an insignificant amount, which of course is understandable, knowing my honourable friends to the right. I notice that two years ago it was \$140,000. For year ending March 31st, 1960, there was a \$140,000 in the fund and it's remained constant ever since. I would like to know from the Minister, as I say Mr. Chairman, the extent to which this fund is now being used and the amount of interest that is charged and any other conditions which may be attached to a student receiving the loan. If I can have that, we may go from there.

MR. McLEAN: Mr. Chairman, there is no interest charged, except in the case of wilful neglect to pay by a reasonable time, which means after the student has completed his course of training and is employed. In the 1959-60 there were 102 loans; in 1960-61, that's the year in which we are now, there are 118 that have been authorized and vouchered, that means the money issued, and 21 authorized but not vouchered, that is the cheques have not been called for yet. The loans have been authorized, but the money actually not requisitioned. Now I don't just quite follow these figures here. It look to me like 35 -- \$36,000.00. That doesn't seem like very much but those are the figures that are here on the list. -- (Interjection) -- Well there is no -- oh, \$300.00 in the case of the University student, although in one instance, I believe, we have made a loan of \$400.00.

MR. PAULLEY: .... conditions attached to the loan?

MR. McLEAN: Oh no, just that they go to university or college or to Teachers College. It's for that purpose that the.....

MR. PAULLEY: Yes, but they don't have to remain for a certain period of time in the province, or they don't have to go teaching in any particular area in the province, or anything of that nature?

MR. McLEAN: No, that type of loan does not come under this group. These loans are made without any conditions of that sort. The only cases, and this applies to some special bursaries and some loans -- and they're really bursaries when this happens -- the grant or the bursary or loan is made and the person is given a credit for so much per year if they teach in Manitoba or nurse in Manitoba. That is one of the conditions. It's written off so to speak. That's a different group than this particular group. This group are straight loans which are paid back in terms of money.

MR. PAULLEY: And what is the repayment period? Say for instance, Mr. Chairman, if a loan of \$300.00 is granted to a university student for this current year, when must it be paid back?

MR. McLEAN: Well, the loans are repayable without interest on or before such date as are satisfactory to the department and the student.

MR. PAULLEY: Can you give me any indication as to what the terms may be?

MR. McLEAN: I assume that it's after the student has completed his course of training. I know we collected two just in the last two weeks, where one chap has been teaching for two years out in Victoria, B. C. and another chap is down in Toronto, Ontario. They have both been away for at least two years from the Province of Manitoba.

MR. PAULLEY: But I understand that there is no set policy as to when it must be paid back. It's sort of a renewal basis, pay back at any time?

MR. McLEAN: Yes.

MR. SCHREYER: Mr. Chairman, is the total amount of this fund constant? That is, what is the total amount in the fund at the present time?

MR. McLEAN: Well it's not really operated as a fund, Mr. Chairman, in the sense that one might think of it. We ask, and if it is approved, an appropriation of \$100,000, which means that during the fiscal year provided here, up to that amount could be loaned. When the payments are made they are not paid back into the fund, but paid and form part of the receipts as it were of the Province of Manitoba. In other words, each year there is \$100,000 appropriated for that and whatever comes back from previous loans made is paid, as it were, as a revenue item.

MR. PAULLEY: Mr. Chairman, the Minister indicated that a student at university could receive a loan of \$300. Does this mean during the full term of their university course or is this \$300. annually? For instance, if it is a five year course, or a four year course at the university, would the student be entitled to \$300. per year or would this be the total aggregate during his course at the university.

MR. McLEAN: Well, Mr. Chairman, that would be in the discretion of the committee who look after this. The committee comprises representatives of the university and Department of Education. I don't know that there is any firm policy. I may say that the President of the University of Manitoba, who is on the committee and who interests himself in this, does not favour the making of loans to students, except perhaps in a final year. He feels that if there is a financial assistance required in, say the first, second and third year, that it should be by way of a bursary rather than a loan. He feels that the time of making loans should be fairly close to the time when the student is likely to be in employment and be able to repay it; that it would be unwise to start him off with making loans. But it's a flexible arrangement which is at the discretion of the committee.

MR. PAULLEY: In other words, there are no set regulation or policy on this that one may be able to pick up and study? There is no set policy or regulations pertaining to this fund that one might be able to pick up and study that you have in your department.

MR. McLEAN: There are printed regulations which govern bursaries, scholarships, prizes and loans.

MR. PAULLEY: May I have one?

MR. McLEAN: I'll be glad to see that you get it.

MR. J. M. FROESE (Rhineland): Mr. Chairman, since it is not a revolving fund, what is the total amount outstanding?

MR. McLEAN: I'll have to give you these in various categories. Teachers College Loans, \$3,014. as of January 10th -- I'm sorry, I'm giving you the wrong -- as of February 10th, 1961, Teachers College Loans, \$2,189; university loans, \$2,596 plus 14 -- about 16,000 -- roughly \$17,000.

MR. SCHREYER: Mr. Chairman, in view of the fact that this is not an established fund in the regular sense, what happens with the monies left in the appropriation for the year? I notice that for the last fiscal year, \$100,000 were appropriated and only \$49,000 were used. What happens to the .....

MR. McLEAN: It lapses at the end of the fiscal year?

MR. PAULLEY: Then there doesn't really mean too much?

MR. McLEAN: I think the \$100,000 is ample to cover the requirements. It's more than has been necessary.

MR. PAULLEY: I note, Mr. Chairman, from the figures that the Minister has given us,

(Mr. Pauley, cont'd.)....that Teachers College some \$2100 - \$2200; university, \$17,000; or somewhere in the neighbourhood of a round figure of \$20,000. The \$100,000 seems rather excessive if that is the case. Now I understood the Minister's figures to be as of February 10th I believe it was, of this year. Of the \$20,000, I am wondering whether it's not giving us the correct picture when the item of \$100,000 is listed, whether it is inflating the picture of what we actually have before us.

MR. McLEAN: Perhaps I haven't quite given -- These figures that I have here are for the year '59-60. Now you understand that we are not finished the year '60-61. The amount loaned in Teachers College was \$57,325, and to university loans, \$27,526. You understand the substantial amounts of those have already been repaid. These folks have repaid the money, so you have got about \$86,000.

MR. FROESE: We would be interested to know, Mr. Chairman, how much is outstanding from past years. Could we have those figures?

MR. McLEAN: Well, the figure I gave you on Teacher College loans, \$2,189; and overdue on university loans, \$2,595.

MR. PAULEY: What security has a person to put up in order to obtain a loan?

MR. McLEAN: A promissory note -- just a promissory note.

MR. SCHREYER: Did I understand the Minister correctly when he quoted the \$87,000 total -- is that for the fiscal year ending March 31st, 1960? I don't know how we can reconcile that with the report. On page 140 of the last report it says that \$49,635 was the total of government loans. It's not precisely the same twelve month period but --

MR. McLEAN: I don't either, so perhaps we could examine it when we get into public accounts. I can't offer any explanation for it.

MR. CHAIRMAN: (b) -- passed. (c) (1) -- passed. (c) (2) -- passed.

MR. MOLGAT: Mr. Chairman, in the general grants to the university, does that include construction capital grants there this year or not?

MR. McLEAN: Not capital except for -- an item of capital is called non-recurring. It's -- well you have it there -- \$96,000; but other capital is in the Capital Bill.

MR. MOLGAT: These are strictly the operating grants as far as the university is concerned?

MR. CHAIRMAN: (2) -- passed. (3) -- passed. (c) -- passed.

MR. J. M. HAWRYLUK (Burrows): Mr. Chairman, I would like to commend the government at this particular time on the fact that they saw fit to build the new Faculty of Education Building on the campus, because it's been my duty for the past number of years to appeal to the governments in the past that something should be done to eradicate and do away with the crummy buildings that our future teachers had to attend for many many years. I think that, in my way of thinking, that I have met a number of teachers -- and particularly MTS has commended the government, and I do so personally here today for the fact that you saw fit to go ahead with this project, because there is no doubt in my mind that it will entice a lot more students to the Faculty of Education -- better surroundings, possibly a bigger faculty, and no doubt the calibre of teachers will be that much better.

MR. FROESE: Mr. Chairman, am I right in assuming that the Federal University Grants are made directly and not through the Manitoba Government?

MR. CHAIRMAN: (3) -- passed. Resolution 24 --

MR. MOLGAT: Mr. Chairman, before we pass resolution 24, I don't like going back, but unfortunately there's some misunderstanding in some figures earlier here today. I was asking the Minister about the textbooks grants for last year. I quoted the figure that I had in my record here of last year as \$285,000. They told me then that that was not the correct figure, it was \$600,000. Now the library has given me the Hansard for last year, February 12th, number 19, the Minister is speaking, this is on page 527, and he says "textbooks this year \$285,000 -- last year \$900,000", which are the figures that I noted in my copy of the estimates.

MR. McLEAN: Well, Mr. Chairman, I can't deny what's in Hansard. I can only say that the figure I have been given is -- asked for in our grants of last year, for the fiscal year 1960-1961, was \$600,000. The figure this year \$826,700. Now there it is. I've been misquoted, of course, in Hansard before, you know.

MR. HAWRYLUK: Mr. Chairman, is there any indication that there will be new textbooks issued in the fall of 1961-62? A new set of books being issued for some of the grades, because of the contemplated costs, because I believe that, for example, last year we received the books in our school and I think we were able to use at least 95% of it for the following year, and I can't understand why the extra cost is coming in. I think the life span of any textbook is given at least a minimum of three years up to five, and I'm just wondering why the excess cost, because we were told, given instructions that these books would have to be used in our school for at least a minimum of three years, so I'm just wondering why this big cost is being entailed at the present time and whether it involves a series of new textbooks or not.

MR. McLEAN: I presume, Mr. Chairman there may be some new texts, but if I may refer to my speech of the other evening -- members of the committee may remember that I reported that there were 8,000 more students in schools this year than there were as of the same time last year.

MR. MOLGAT: These discrepancies in these figures -- I don't know if the Minister was misquoted last year in Hansard or not, but this is what Hansard says. Now I don't want to hold up the whole proceedings in his department and I don't want to go back and recover all this item again, but will it be in order to ask for this item to stand until such time as my honourable friend can give us a comparative figure such as he gave us here for last year and the year before, so that we can settle this question once and for all and correct Hansard if it needs to be corrected, or do whatever is required so that we can have a comparison?

MR. McLEAN: Mr. Chairman, does anything really turn on this? The figures are estimates and the amounts required is always subject to examination in public accounts, the actual amount spent which may, as we all know, be more or less than the amount actually asked for.

MR. MOLGAT: What does turn on it, Mr. Chairman, are the question that my honourable friend the Member for Carillon was asking that when we compare, as we hardly can do at the moment, because we have not got the comparable figures, it seems that some items are up very substantially and we cannot tell which ones are down because we can't make the comparison really. All we know is that the total is up in part, and well, we're wondering where exactly is my honourable friend reducing the grants so as to show very substantial increase for example, in capital, and yet, in total, only a smaller increase. He must be reducing something. What is it? And at the moment, when we attempt to make a comparison we don't seem to be able to rely on the figures we have for last year, so that's the situation we find ourselves in.

MR. CHAIRMAN: Resolution 24 passed.

MR. MOLGAT: Mr. Chairman, I'm sorry, I can't agree to the passing of it unless we have an assurance from the Minister that we are going to get these comparable figures.

MR. McLEAN: Mr. Chairman, I can give you no such assurance. I undertook to try and get them for you and will do so if it's possible. Now, in fairness, I wouldn't want anyone to be under the impression that I had given a firm undertaking to do so, because at the moment I'm not certain whether I can.

MR. PREFONTAINE: May I ask the Minister whether he could give us the amount of money that is expected to be put in the combined grant pot, if I may use that word, for help to schools. Under the new system the municipalities have to levy certain sums of money to the general levy. Five mills at first and then depending on the assessment for authorized teachers some more money. And all this money is put into a pot. Now whether the assessment goes up, the mill rate which is set by statute will bring much more money into the pot, and in comparison, the amount of money that the government will have to spend will go down. Now if the Minister could tell us how much money was put into the pot last year by the municipalities, and how much he expects the municipalities to put in this year, then we might have an idea of the amount saved by the government through municipalities paying a much larger share into the pot, and this would bring some light on the discussions that we are having at the present time, and all the embarrassment that has been caused because we haven't got the figures. It's clear now that the municipalities are paying at least one million three, and the Minister has hinted that the City of Winnipeg, because of increased assessment, is putting into the pot much more money this year. Same thing with respect to St. James and other municipalities where the assessment has gone up, so if we had that figure from the Minister, the figure which I am

(Mr. Prefontaine, cont'd.).... mentioning is the amount of money that will be contributed by the municipalities to the general levy this year as compared with the amount of money contributed last year by the municipalities to the general levy.

MR. CHAIRMAN: Resolution 24 passed.

MR. FROESE: Mr. Chairman, I would like to ask the Honourable Minister a question. Is Brandon College a private institution, and if so, what is our obligation as a province towards the college in making this grant?

MR. McLEAN: Well, Mr. Chairman, I suppose it depends a little on what one means by the term "private institution." It is not an institution that's owned by the Province of Manitoba. I would be inclined to say that it's a public institution in the sense of being operated by a group of citizens of the Province of Manitoba. I'm not too certain. There are two members of this House, of this committee, that are members of the Board of Directors, and they would be much better able to provide that information than I am. I don't believe that either of them are here. Now as to our obligation to Brandon College, I suppose it's only the obligation that the province undertook some years ago to provide them with a grant toward their operating expenses, and that has been carried on. There is a distinction made between Brandon College and the Church Colleges such as St. Boniface, St. Johns, St. Pauls, United College, which, for the use of a name, are referred to and known as denominational colleges. The Brandon College is not a denominational college and there is that distinction. Now, as I say, I'm not aware that we have any legal obligation other than the legal obligation that arises because of the agreement between, with respect to the Mackenzie Seed firm and under which certain revenues from that firm are paid to Brandon College, and I believe there's some, perhaps an obligation that attaches to the province as a result of that agreement. But actually the amount voted is for current maintenance and within the discretion of this committee and this House.

MR. MOLGAT: Mr. Chairman, the Minister said that he would undertake to try and give us this information. I guess I can't insist on any more. Will he also try and undertake to clear up this apparent discrepancy in the textbook figures which he gave us last year according to Hansard and the ones he gave us this year? Thank you.

MR. CHAIRMAN: Item 3. (a). (1)...

MR. SCHREYER: Mr. Chairman, I was away yesterday afternoon but I was reading in Hansard the Minister's answers to some of the points which I had raised the day prior to that. I notice on page 398 the Minister makes the statement, quote, "Because the costs of the Manitoba Teachers College per student have been going down, that means a smaller payment is required to Brandon College." I fail to get the significance of that statement, Mr. Chairman.

MR. McLEAN: Well I think -- oh yes I guess it was in Hansard too -- well the amount that is paid to Brandon College with respect to their teacher-training students is the equivalent of the subsidy which the Province of Manitoba -- the amount that it costs the Province of Manitoba to educate a student at the Manitoba Teachers College. In other words, the difference between the cost and the monies that are paid by the student. For example, to take just an illustration. If the cost of educating a student at Manitoba Teachers College is \$900, of which the student pays \$400, then the subsidy, if one may use that term, that is put into the education of that student, is \$500. Now that figure fixes the amount that is paid to Brandon College, because having determined that figure as the cost to the province of educating the student at Manitoba Teachers College, we pay to Brandon College the equivalent amount. Now the experience over the years has been that the subsidy, that is the subsidy element, of the cost of training the people at the Manitoba Teachers College has been going down, and of course that means a corresponding reduction in the amount of money that's paid to Brandon College. That reduction at Manitoba Teachers College, I would think, in part, has arisen because there have been a larger number of students and the same plant has been educating a larger number of students, and in part because more of the students at the Manitoba Teachers College are coming from the Metropolitan area of Winnipeg. Not having to be provided with board and room at the college they are staying at home and commuting back and forth, and so that perhaps those two factors have been bringing it down. But whatever the factors, it has been coming down and it has the corresponding effect on Brandon College.

MR. SCHREYER: Mr. Chairman, in case the Minister was wondering what this request centred on, I think it centres on this. I would like to find out if the Minister has these figures;

(Mr. Schreyer, cont'd.)....what the cost is to the province to educate each student at the Teachers College and at the Faculty and at Brandon College -- the three teacher training institutions. What is the cost to the province per student. Do you have that, Mr. Chairman?

MR. McLEAN: I haven't that information -- no. I'm not too certain whether it could be secured but we will endeavour to secure it if it is possible. Well now just a moment, I'd have to be careful on this. We would have no figures which we could give you with respect to the Faculty of Education, because those figures are not -- we don't have that information. The cost as far as those students are concerned finds its way into the grant through the University of Manitoba; and how they spend their money is the Board of Governors -- that's their decision; so I wouldn't be able to tell you the cost per student at the Faculty. You would have to get that information from the university itself. I think we could reasonably tell you the cost per student at Manitoba Teachers College and, of course, it is the same cost at Brandon College. That's the whole object of this exercise of this agreement, that Brandon College agreed that it would never cost more to educate a student at Brandon College than it is costing at Manitoba Teachers. So whatever the figure is, it's the same cost in both cases.

MR. CHAIRMAN: (a) (1) -- passed....

MR. ORLIKOW: Are we on 3 (a)?

MR. CHAIRMAN: Yes.

MR. ORLIKOW: Well, I would like, Mr. Chairman, if the Minister could give us some information with regard to the problem of the qualifications of the teachers. I raised the question when I spoke the other day and this again is a question to which the Minister didn't reply. I am wondering of the between five and six hundred people who are at Teachers College taking the course, how many of them have a complete Grade XII. I won't now talk about the matriculation Grade XII but the complete Grade XII, which is theoretically required by the province for anybody who is taking that course. How many of them have one supplemental; how many have two supplementals; how many have more; and what are the provisions -- are there any provisions that there is a set period of time which these people will have to clear up their supplementals before they can be given -- I presume they would have to clear them up before they would be given any kind of permanent certificate -- but is there any regulation whereby if they don't clear it up that they are given to understand that they can't go on indefinitely? Because I certainly don't think that -- I certainly wouldn't want my daughter to be attending a school under a teacher who hasn't got a permanent certificate, and I don't think that the people in rural Manitoba should be second-class citizens. I want to assure -- the Minister of Agriculture isn't here, but possibly he will read Hansard and see that I have reiterated this again. I think they are entitled to the same qualifications as the teachers in the city; and arising out of this, Mr. Chairman, I wonder if the Minister could tell us -- he made a statement that the number of permanent teachers had dropped -- I wonder if he could tell us how many teachers there are with conditional certificates and how many conditional certificates are renewed each year; and how many teachers with conditional certificates have had them renewed for more than two years, or are there any, for example, that had had them renewed for more than five years. I think this is very important, Mr. Chairman, because unless the department lays down regulations covering this, and enforces them, there certainly will be no incentive for those teachers to get busy and get their standings up and so on.

MR. McLEAN: Mr. Chairman, these are the figures on the academic standing of the students in the Manitoba Teachers College and Brandon College. Grade XII plus, and I am speaking now of Manitoba Teachers College, Grade XII plus, 15; Grade XII clear, 259; Grade XII less one subject, 144; Grade XII less two subjects, 134. At Brandon College Grade XII plus, 2; Grade XII clear, 32; Grade XII less one subject, 31; Grade XII less two subjects, 39. There is nobody with any lower academic standings than that. Now about the conditional certificates, I thought I had some -- yes, I am sorry I haven't any figures but this is the note that I have from some recent discussions I was having with the Director of Teacher Training, that a survey of conditional certificates is presently underway and these are being cleared rapidly. I wouldn't want to, and I think it would perhaps be improper of me to give any date, but we have it in mind of setting a fairly early date, beyond which no conditional certificates will be recognized.

MR. ORLIKOW: Are you saying that in some future date, which will be set, nobody who has less than complete Grade XII will be able to teach?



MR. McLEAN: That is correct.

MR. CHAIRMAN: (a) -- Passed. (b).....

MR. PAULLEY: Just before we leave (a), I know that the report of the Department of Education is for the year ending June 30th, 1960. I am wondering how much the Minister takes note of the reports of the Inspectors in respect of the School districts as contained in this report, because it appears to me from reading the reports, in a considerable number of our school districts we're still a long way in supplying qualified teachers in a number of our school districts. I have jotted down a number of the school inspector's reports and it appears to me that, particularly at the secondary school level, there is much to be desired. I know that in one school district they're talking of the teaching of writing in Grades I to VIII, that there needs to be a great more attention paid to it. Me being one of the proverbial scribblers realize what this means, but throughout the report there seems to me to be continuous reference to the shortage of qualified teachers, and then there seems to be pinpointed in many cases a difficulty in obtaining teachers who are qualified in special education. I read one of the excerpts of one of the inspectors: "one of the main difficulties in attempting a special education program lies in the scarcity of teachers qualified to conduct such classes. This is particularly true in the teaching of children with sub-normal intelligence, where a devoted teacher may accomplish a good deal; but where devotion can only partially supplant thorough training. " Now I think this applies not only insofar as formal education is concerned within the public school system itself, it is also a condition, I am sure, that the Minister of Health and Welfare finds in his own department, with such children under Child Guidance Clinics and the likes of that. I am wondering, and again I ask to the Minister whether there is compiled for him, for his observation, a list of the items that the inspectors report on; and if there is, what steps is he taking, other than those announced to the House, in order to overcome what appears to me to be an unsatisfactory situation, particularly in respect to secondary school teachers.

MR. McLEAN: Mr. Chairman, I read the report of course, but I don't read the individual reports submitted by the school inspectors on all of their school inspections. I make it my business to meet regularly with the inspectors when they have their semi-annual meetings and we discuss various matters that they bring up. I can only say that we're moving as rapidly as we can to the elimination of the permit teacher problem, and there is a problem, and it is a very real one in the secondary teacher field. That's really where we have the problem shortage at the moment; and an even greater problem when it comes to the question of the specialist teachers; the teachers of home economics, commercial, the vocational and technical, physical education, and so on. Now we are hoping that we'll be able to improve that situation. The committee will remember that when I was reading what we hoped to provide at the Institute of Technology, it would include the teaching of training for that broad band of subjects that come under that general heading, and that would certainly be of great help to us. We had the special course last summer at Teachers College for people desiring to qualify themselves as teachers of physical education. So we recognize the problem, and it is a difficult one. There just doesn't seem to be people interested because, of course, even if not in Manitoba at the present, this type of training is readily available, though perhaps in other places; but there just doesn't seem to be the attraction to young people to go into these special fields and I suppose it's a matter of salary, in fact, I rather suspect that is the primary problem all the way through.

MR. PAULLEY: Are there any inducements offered to encourage teachers who may be interested in this, seeing as we haven't the facilities at the present time within the Province, to go out? Now I can appreciate, Mr. Chairman; the fact that there may be buried in the regulations provision for this, which to me isn't salesmanship unless this is brought to the attention of the teachers who may be encouraged to go even out of the boundaries of the province to undertake these courses; and not only just encouragement, but as the Minister mentioned, the question of salaries and the likes of this is a special inducement to catch up in this particular field.

MR. McLEAN: Of course, I've been apparently doing too much salesmanship before and I wouldn't want to get into that again, but there are bursaries that are available, special bursaries for people who would like to go and take this special training. And in the salary

(Mr. McLean, cont'd.)....aspect, which is always related to the problem of grants, we are endeavouring to perhaps works out some more realistic classification of the teachers in the vocational and technical fields which, I believe if we get it underway, will enable an increase in the grant and I assume a corresponding increase in their salaries which may be of some help.

MR. PAULLEY: I'd like to, if I may, Mr. Chairman, suggest to the Minister that he get the Minister of Propaganda to spread the word around and maybe it will become a little more attractive to the teachers. At least, they will become aware of it.

MR. CHAIRMAN: (1) -- passed, (2) -- passed, (3) -- passed, (b) -- passed, (c) (1) -- passed, (2) -- passed

MR. PAULLEY: Mr. Chairman, how many summer schools are in operation now and how many students are attending them?

MR. McLEAN: How many summer schools?

MR. PAULLEY: Yes.

MR. McLEAN: Well, generally I would say that there are three summer schools in the sense that there is the summer school conducted by the University of Manitoba in straight academic courses; there is the summer school conducted at the Teachers College, which is Grade XII subjects -- they are for people who are planning to go into teacher training and require a subject or two in Grade XII to complete their course or who have already been in Teachers College and want to finish off their Grade XII; and then there are the summer schools that the teachers are required to attend in order to complete their certification. These are in professional subjects. That's conducted in Winnipeg at one of the schools and at Gimli, which is really part of it, in the sense that that's a summer school operated by the Department of Education.

MR. PAULLEY: About how many would attend on the average? You don't need to break it down.

MR. McLEAN: Excuse me just a moment here. The enrollments at the summer schools in 1960 -- 123 at Gimli; 466 at Tuxedo, that's like the Manitoba Teachers College; 610 that was held at the Technical Vocational High School, that's sort of a general one; and I have overlooked one I am sorry - the Manitoba Technical Institute, 145. That's a summer school again in the Technical Vocational -- summer schools in those subjects held at the Manitoba Technical Institute, 145.

MR. PAULLEY: .... at the University?

MR. McLEAN: No, we do not have the university figure.

MR. CHAIRMAN: (1) -- passed. (2) -- passed. (3) -- passed.

MR. HAWRYLUK: There's just one question and I have been going through the book from beginning to end several times, and this is very important because it had a bearing on the discussion that took place regarding salaries that were paid to the teachers. It appeared that certain members in this House felt that they kept repeating the fact that the salaries that were paid to the teachers -- kept repeating certain figures of \$7500 that teachers were earning, and in one case it was more than doubled. I just don't know why this particular information was omitted in this year's book, because in previous years we used to have a figure going back to 1950 in which the average salary of teachers were paid across the province. Now this is a very important item that's been omitted this year, Mr. Minister, and I can't understand it, because the basis of my argument would have been that I would like to have made clear to the members of the House, certain members, of the fact that the average salaries in this province has increased, but not to the extent that was mentioned last night. And I would like to get those figures for the records, for the records as far as the press is concerned, because the last figure that I have here, going back to 1958, the annual salary in 1958 in a one-room rural school was \$2,639 in 1958; and the overall salary paid in the collegiate in 1957-58 was \$4900; in first class, \$3100; in second class, \$3000. Now I would like to get those figures from you Sir, because as I said again, we are getting a lot of misconstrued figures stated in the House here, in which the public thinks that the teachers in this province are getting exorbitant salaries, especially certain members in this House have quoted over and over and over again, and I think that it should be corrected tonight, because I would like to get the annual figure that was paid in 1959.

MR. McLEAN: You mean to say that the salaries of all teachers were included in the report before? We would have to have a separate report for that I think. However, I just point out to you that beginning on page 177, and a number of pages following there, there are the names of the principals of the high schools and junior high schools and the salaries that they are paid. I am pleased to note the name of the Honourable Member for Burrows among those mentioned; and I'm not too certain, Mr. Chairman, whether it would be proper for me to give the other information. After all, it is a private matter.

MR. HAWRYLUK: Not individually -- just the average salaries paid in the various classes.

MR. ORLIKOW: The point is, I think, Mr. Chairman, the Honourable Member for Winnipeg Centre yesterday referred -- he gave the maximum which the teacher can make. I'm not suggesting that he tried to, that he did this deliberately, but the only inference which the public and this House could take was that all teachers are making \$7500 a year and that's unfortunately for the teachers, a long way from being the truth. Only those who get to the maximum make that.

MR. HAWRYLUK: Can we get those figures from you on Monday, Sir, because it's very important that we have them. It's been given every year up till this year.

MR. McLEAN: We'll do the best we can, but I am quite frankly, not too clear on what records are available for that purpose.

MR. FROESE: Mr. Chairman, could we have some information as to what is included under additional training facilities -- under (c) (3)..

MR. McLEAN: Mr. Chairman, this is the item under which the monies, if voted, will be provided for the Commonwealth Training, of which the First Minister is the originator, and I really would like to let him fight his own battle on this. He does intend to have something to say to the House, and there is a plan which is under negotiation with the Government of Canada; and perhaps if that would be sufficient, this is the item under which that plan, if approved by the committee and the House, will be paid for.

MR. ORLIKOW: Mr. Chairman, I don't want to be difficult, but I would suggest that it is not unreasonable to ask that this matter stand until the First Minister is here. We in this group, I think, will be sympathetic to what is being suggested -- I think -- but I think we have a right to have a few details of what is involved here. After all, we are not usually considered to be penny-pinchers. In fact, the Leader of the Opposition would probably say that we are pretty free and easy with money, but I think we should have some explanation of what this plan...

MR. McLEAN: Mr. Chairman, it's in the hands of the committee. I have no strong view -- I never like having things stand over because it does mean that it comes up again. I am familiar with the plan, but I think that it would not be proper for me to make the speech on it because the Premier has a resolution which he wishes to present to the House and have it discussed in a more formal fashion

That's 3 (c) (3), Mr. Chairman. Additional Training Facilities - \$45,000.

MR. CHAIRMAN: 3 (c) (3) -- stand.

MR. FROESE: Mr. Chairman, last year we voted \$50,000, also for Additional Training Facilities. Was that voted for the same purpose or is that money not being used, or what happened to that \$50,000?

MR. McLEAN: Mr. Chairman, this is like the item of miscellaneous in the club budget. In previous years there was some thought that it might be necessary to establish additional training facilities for teachers, and that item was there for that purpose. That has never been considered advisable or necessary and of course the money has not been spent, and we are using the same terminology in this year's estimates. The item, however, is intended for the matter about which we have just been speaking.

MR. CHAIRMAN: (d) -- passed. Then the Resolution will have to wait. Item 4.

MR. DESJARDINS: Mr. Chairman, I wonder if the Honourable the Minister thinks that it is proper for the Minister of Education to escort Conservative candidates to school during school hours before elections, or under what course would that be? Is that a new -- political science or something? I am not talking about private schools now, so maybe I will have an answer.

MR. McLEAN: Mr. Chairman, there are times in life when one has a very difficult

(Mr. McLean, cont'd.)..... decision to make, because there are certain proprieties that must be observed in political campaigns and I am always very anxious to observe them. On the other hand, when one receives an invitation from a charming group of teachers and the School Board, it might seem rather rude to reject it, so let us say that the visit was made under non-political circumstances as was permissible. I do understand that in the days before I was here, that that was a fairly, well traditional procedure, and, I think enjoyed by the students upon every occasion.

MR. DESJARDINS: In the days before the Honourable Minister was here, I wasn't here either, so I'm not too worried about those days. I think it is quite a coincidence that if it wasn't political, that they were the Honourable the First Minister, the Honourable Minister of Education himself, the Conservative candidate and another member on the government side. I think the invitation probably was extended probably to the First Minister, he's always welcome as he should, and also the Minister of Education, but I don't think that it included those two charming ladies that accompanied them. I don't want to start any stories with these members' wives either, that's not what I mean, but I think they know who I am talking about. And if it is an invitation, I think it would be -- maybe you could ask the two the Member for Pembina also -- and I think that if it was an invitation, it would only be proper -- I don't know if the Minister agrees with me, but it would only be proper to extend the invitation to the other candidates that are in there. Maybe this is what we heard about those extra days. Maybe that is one of the reasons why this election went as it did, but I still don't think that it's a coincidence and I don't think that you could just say that, well it was done in previous years and it's just a coincidence that we were for Conservative. It didn't mean a thing, it's just we happened to be in Somerset on that day and we thought we'd go and see the schools and see if everything was all right; if they needed anything; and we thought it would be better -- the students would like to see the ladies out there with us. It would be more charming -- (interjection) -- I beg your pardon?

MR. McLEAN: .....they wanted to see.

MR. ROBLIN: Mr. Chairman, my honourable friend has destroyed my illusions with ruthless zeal here. I thought that I was invited to this school to look at it and to have the opportunity of making the acquaintance of the Sisters who are in charge, and to speak to the students as we moved around. I really thought that I was following an excellent precedent because I remember quite well that in the by-election in Pembina before I occupied my present position, the first time the Honourable the Member for Pembina, who at that time was the late Mr. Ridley, was running, that the then Premier of Manitoba went to the school at Manitou and had a very pleasant afternoon with the students there, I understand. As a matter of fact, he enjoyed himself so much he gave them a half holiday. I didn't give a half holiday to the students at Somerset, but I think my honourable friend had an excellent idea in giving them a half holiday on that visit to Manitou. I didn't complain about it then and I don't complain about it now. I think there was nothing wrong with his visit and I think perhaps that he was justified in paying the call. I know that his visit was appreciated by the students, regardless of the fact that there was a by-election on they were happy to see him, and I don't see any reason why that shouldn't be the case -- and the half holiday was very much appreciated by the students. Perhaps I wasn't quite up on the mark of this thing or I would have done the same thing in Somerset.

MR. DESJARDINS: Mr. Chairman, the holiday -- that's perfectly all right, and the Honourable the First Minister was welcome no doubt. But it's starting to look pretty bad for him. He says it wasn't a coincidence he was invited, then I would say that if there's any report of this to their wives, what were they doing accompanied by those two ladies? That's quite a holiday.

MRS. FORBES: Mr. Chairman, I would like to inform the Honourable Member from St. Boniface that I, too, was invited.

MR. DESJARDINS: Well, Mr. Chairman, it seems that it wasn't only the First Minister. I wonder if the four of them that were invited, if they all intended to give holidays. I think we would have had to take a week off. I still think that, seeing that there was such a crowd, you could have invited a couple more like say -- it could have happened that the Liberal candidate and the Social Credit candidate could have been included there, then you could have had a real party. I feel so strong about that because my colleague here from Ste. Rose and I, we were there and it made our job pretty difficult on that day. Those doors weren't open to us like that.

(Mr. Desjardins, cont'd.)....Maybe they didn't know we were coming.

MR. ROBLIN: I'll refer my honourable friend's suggestion to the school board of Somerset who are responsible for originating the whole idea.

MR. CAMPBELL: Mr. Chairman, I think that the Honourable the First Minister has attempted to disarm me by paying me such compliments about how greatly my visit was appreciated, but I think the point at issue here is not visitors to the school so much as having the candidate there. I might remind the Honourable the First Minister that I was not accompanied by the candidate when I visited the school that he mentioned, and there's quite a difference -- quite a difference. That's the point at issue, I think, is whether the candidate in a by-election that's in progress happens to drop by.

MRS. CAROLYNE MORRISON (Pembina): I'd like to say, Mr. Speaker, that I was invited to attend that day, too, to visit the school.

MR. CAMPBELL: I've no doubt in the world that the candidate would be invited under the circumstances. My point is the propriety of accepting it under those circumstances.

MR. ROBLIN: I'd like to inform my honourable friend that I received a good many complaints from people, perhaps who were not intending to vote for the honourable gentleman's candidate, about the propriety of his visit there under the circumstances as well; but I told those that spoke to me that I thought it was perfectly in order if it was done on the invitation of the local people, and I still think it's in order.

MR. CAMPBELL: But the difference is that even when my honourable friend was getting the complaints, he was getting them because I went there without the candidate. Now what would the complaints be if I had had the candidate with me?

MR. ROBLIN: The people were aware that my honourable friend was campaigning.

MR. CAMPBELL: That's a different matter though. That's quite a different matter. There's no question about whether you're campaigning or not when you take the candidate.

MR. DESJARDINS: It seems, Mr. Chairman, that there's no question that this was just a campaign and this was what I was driving at, and apparently the First Minister had admitted that. Are we starting that? Is it understood now that, before any election, it is perfectly all right to swindle some kind of an invitation and to bring the candidate to those schools? Is that what it is, Mr. Chairman, because that's what you say now.

MR. ROBLIN: Mr. Chairman, I've made no such statement and no such implication could be taken from my remarks. My honourable friend can say and think what he likes.

MR. PAULLEY: Mr. Chairman, this is most interesting to me who is sitting here as an innocent bystander. I want to thank both the Honourable the First Minister and the members of the Liberal Party for this disclosure. Me being a rather naive sort of an individual and had just assumed the leadership for the CCF Party here in the Province of Manitoba, I want to thank all of you in the House for the instructions that you have given me as to how to win a campaign.

MR. CHAIRMAN: Item 4, (a) (1) -- Passed. (2) -- Passed. (3) -- Passed.

MR. CAMPBELL: Mr. Chairman, I think we'll have some discussion on the question of the examinations here. Have you reached item 3 (a) (3)? There's one question that I would like to ask the Minister in connection with examinations. What is the situation with regard to what is called "accreditation" of high schools? Is that the correct term for those that some of which do not have to have their students write the examinations?

MR. McLEAN: I think the situation is the same as it has been for a number of years. The same rules and regulations apply, and as far as I'm aware, there has been no change in the schools that have been accredited since I've been in the Department of Education.

MR. CAMPBELL: Can the Minister tell us how many are accredited in that manner?

MR. McLEAN: No, Mr. Chairman, I'm sorry I haven't that information, although I'm sure it must be readily available. I could get that information and give it on Monday.

MR. CAMPBELL: I'd appreciate it, Mr. Chairman, if the Honourable the Minister would get it as to the number and their locations of the high schools, please.

MR. ORLIKOW: Mr. Chairman, I wonder could the Minister explain to us, under the question of examinations, what is the organization that sets the examinations for the high schools; who are the examiners; what percentage of them are teachers or inspectors; what percentage of them are university people; and so on?

MR. McLEAN: Mr. Chairman, all examinations are set and conducted under the

(Mr. McLean, cont'd.)....jurisdiction of the High School Examination Board which consists of 12 persons, and I can give you the names of them. There's Mr. Scott Bateman, the Deputy Minister of Education, who is the Chairman; Mr. Lightly, the Director of Instruction; Mr. L.S. Bennett; E.F. Sims, who is a school inspector; R.J. Cochrane, who's principal of one of the Winnipeg schools; R.R. Robertson, the Assistant Deputy Minister of Education; Dr. Hugh H. Saunderson, President of the University; Dean W.J. Waines of the University; Dr. John M. Brown, Dean of the Faculty of Education; the Rev. V.J. Johnson of St. Pauls College; Prof. J.W. Lawson of the University of Manitoba; Mr. Douglas Chevrier, the Registrar of the University of Manitoba; and then they have Mr. MacDonald as their Secretary.

This committee arranges each year for the appointment of committees who set the papers the individual subjects. The persons on each subject committee are comprised of teachers teaching the subject for which the paper is being set, and university people, with a majority of teachers on it. Each committee has a chairman, they establish the paper which is approved, as it were, by the High School Examination Board as the examination for that subject. Then, of course, the examinations themselves, as the committee knows, are conducted in the schools under the rules that are developed by the High School Examination Board and according to the time table that's established by the High School Examination Board. When the papers have been written, still again under the jurisdiction of the High School Examination Board, the papers are marked and the markers are teachers who are employed at a per diem rate, and they work in committees again on the subjects. There will be a group of 20 or 30 teachers marking Grade XI history, Grade XI chemistry, as the case might be, under the supervision of a chairman and, I believe, an assistant chairman. I believe that all of the markers are generally teachers, although sometimes the chairman of the marking group or the vice-chairman of the marking group may be one of the people from the university. And they mark - I was describing the other day - the group on any particular subject discuss the paper, discuss what would be correct answers to the various questions, and the marks to be allotted; and then they proceed toward the marking. Does that give you the information you wanted?

MR. ORLIKOW: Mr. Chairman, I raise this, because -- and I thank the Minister for the answer which he gave me, although I say that it confirms what I thought to be the case and I think it's a situation which needs really to be looked at. I did try to keep track as the Minister read the names, that roughly half of the High School Examination Board consists of university people. I know most of them and they are very fine people, and I'm not being critical of them, but it does seem to me natural that they and the people lower down, who are also from the university, will be looking at the whole question of examinations from the point of view of the university; the examinations should be such that the students who pass to university are able to do the university curriculum when they get to the university. Now this is fine from the point of the university it seems to me, but, unfortunately, the vast majority of the students attending the high schools of the Province of Manitoba are not going on to the university and so it seems to me that it is inherently wrong -- and I'm not being critical of the university people, I think from their point of view it is a very natural point of view for them to take -- but it's inherently wrong for the whole system of examinations to be so influenced by the university. Now I do think that the universities have a legitimate complaint and they seem to make it each year, that a large number of students are attending university who are obviously not prepared to do the work which the university courses require, and it seems to me that the answer is not for them to be controlling more and more the curriculum through the examinations but rather what the university ought to be doing is what is now done in most of the American universities, and that is that the university ought not to accept students simply because they passed the matriculation course in Manitoba High Schools but the university ought to have entrance examinations. It seems to me that this would be a much more satisfactory position from the point of view, both of the university and from the point of view of the high school, because it seems to be completely wrong that so much emphasis should be put on the requirements of the university, as it must be when these people are on the Board, when most of the students are not going to go on to university. Now I am not suggesting to the Minister that he should, or that he could do anything for this year; but I would hope, I would urge him to have a look at this, what I think is a very serious problem, and to discuss it with the people in the department, and possibly with the inspector, and with some of the high school principals.

MR. FROESE: Mr. Chairman, just what are the requirements for accreditation?

MR. McLEAN: Well I wish I coul -- I'm sorry, I guess perhaps the Honourable the Leader of the Opposition indicated to me the other day he was going to ask me this and I should have come prepared. I haven't got the regulations with me. Briefly, it is that all of the teachers on the staff are fully qualified for high school teaching and for the subjects that they are teaching. I think probably that is the principal requirement and I think it also has to be a collegiate, which means at least a four room high school with a separate grade of IX, X, XI, and XII. Now I think those are the principal requirements of accreditation.

MR. SCHREYER: I am rather curious as to why the allocation of \$200,000 for examinations is so high. The assessment to each student is \$2 per paper, Grade XI and \$3 Grade XII; and I could be wrong, but it seems to me that this should almost be self-carrying.

MR. McLEAN: Mr. Chairman, it is far from carrying itself. The costs are, of course, the costs arise from the large number of markers that are required, aside altogether from the setting of the papers and the incidental costs to sending them out and all that that goes on. But you understand that there is a very large cost. For example, in 19 -- just a moment here -- in 1946 the cost of examinations were \$37,000. It's anticipated that the net cost to the Province of Manitoba will be \$252,455 in the upcoming fiscal year. I'm just trying to think -- I thought I had some figures here on payments and on the number of markers but the -- oh yes I have, I knew I had them some place here. Just to give you the increase in the number of students writing departmental examinations in 1960, in Grade IX there were 13,566 students wrote 5 papers each; in 1960, there were 60,995 papers marked in Grade IX only. The estimate in, for 1961 -- these are for the Grade XI students, 14,400 students, or a total of 67,100 papers. There has been an annual increase of 6% per year in grade -- no, I'm sorry. The estimate for 1961 of Grade XI and Grade XII papers, 86,000 papers. The increase is most marked in Grade XII according to the requests that have already been received. In 1960, there were 386 markers required for the Grade XI and Grade XII papers; for 1961 -- (Interjection) -- Pardon?

MR. SCHREYER: How many did you say?

MR. McLEAN: Three eight six -- 386 markers in 1960 for the Grades XI and XII papers. in 1961 it is estimated that it will require 425 markers for those same two grades. I think that is the explanation -- the increase in the number of papers and the consequent increase in the number of markers required.

MR. SCHREYER: Mr. Chairman, if the Minister has that information, I presume that he has information as to how much was paid out last year to the markers and how much was taken in by way of fees on the papers.

MR. McLEAN: Now 1960 -- the examination, I'm not just -- I'm sorry, here we are. Rates of pay: supervisors, \$10 per day; assistant supervisors, \$10 per day, that's one place where it doesn't pay to get promoted; chief sorter and checker, \$10 per day; sorters, \$6.50 per day; chairman of committee, \$23 per day; assistant chairman of committee, \$21 per day; Grade XI and XII markers, \$19 per day; Grade IX markers, \$16 per day; checkers and clerical workers, \$9.50 per day. Well then there follows appeal markers and so on, which are perhaps not too important. Setting examinations: chairman of committee, \$150, that is a flat rate payment; member of committee, \$125. Now I'm just trying to get here the figures on some of these folks -- chairmen in the Grade XI and XII papers, there were 20 chairmen required; assistant chairmen, 24; examiners, or markers, in XI and XII, 330; appeal examiners, 20. Then incidentally, there is an item in here, transportation of examiners, \$1,800 -- I'm speaking of 1960 because these folks are paid for coming in. Many of them come from outside the city and their transportation expenses are paid. Total employees, not including the regular staff, in 1960, 753. Now the corresponding figure for 1961 is estimated to be 879.

MR. FROESE: When a request is made for an appeal to have an exam re-examined, are the papers reread, or what is the existing policy.

MR. McLEAN: Reread -- people are appointed to examine them and they are actually reread.

MR. SCHREYER: I really don't want to bother the Minister with something that he might consider not sufficiently big enough to worry about, but I want to know the total cost to the province for the markers. This would include the committee chairmen, assistants, and so on. I don't want in this sum salaries paid out to those who set exams, simply those who work on the

(Mr. Schreyer, cont'd.)....marking of them, and the amount taken in in fees from the students.

MR. McLEAN: The honourable member is asking for the amount to be paid to the markers. All right, in 1961 it is estimated at \$98,800, and transportation for them is estimated at \$2,000. Now I think you should add to those figures 30 assistant chairmen, who will be paid \$8,190; and 20 chairman who will be paid a total of \$5,980. Those relate only to Grades XI and XII. The examiners in Grad IX, for the Grade IX papers that are written, we estimate the payments to them will be \$33,600. I'm sorry, I don't appear to have the figures on the -- if they are here they have escaped my notice, but just a moment now -- I seem to have everything else but that. I haven't got the estimated fees. I will get an estimated item on fees. They are probably here right where I can -- just missing my eye.

MR. CAMPBELL: Well, Mr. Chairman, the fees are to be again increased, are they Mr. Minister?

MR. McLEAN: Yes they have been increased -- (Interjection) -- Pardon?

MR. CAMPBELL: They have been increased. They didn't apply to this past year though?

MR. McLEAN: No.

MR. CAMPBELL: Are they practically doubled in most cases?

MR. McLEAN: The examinations in Grade XI papers, the previous rate had been \$1 per paper; the new rate is \$1.50 per paper. Grade XII examinations, the former rate was \$2 per paper; the increase is to \$2.50 per paper.

MR. CAMPBELL: Mr. Chairman, wasn't it a factor before that there was a limit put on it?

MR. McLEAN: Oh, yes.

MR. CAMPBELL: An that now the limit is no longer applied?

MR. McLEAN: The former limit was \$5 in Grade XI; it will now become \$10.50 in Grade XI. The former limit in Grade XII was \$10; it will now become a limit of \$15 in Grade XII.

MR. PAULLEY: Mr. Chairman, I would like to leave that because I have a few things I would like to say in connection with examinations.

MR. ROBLIN: It's 11:00 o'clock, Mr. Chairman, I move that the committee .....

MR. CHAIRMAN: Additional Training Facilities -- your plan -- that was standing over until you made some statement about that.

MR. ROBLIN: Which?

MR. PAULLEY: Additional Training Facilities is held over because of your absence, and then we'll take that possibly and then continue on examinations.

MR. ROBLIN: I won't be prepared to make a statement on Monday because I'm not just sure of what I'm going to be able to recommend to the House but if it's intended to spend any money for that purpose, I will be making a statement to the House and it may probably take the form of a resolution to allow full debate on it.

MR. CHAIRMAN: In the light of that, shall we pass this item (c)?

MR. PAULLEY: Well I don't think it makes much difference. In view of that, we can think it over and just leave it for the time being, I suggest, Mr. Chairman, and then.

MR. ROBLIN: I'm hoping that I will be able to. I regret I can't do it on Monday, but I'm expecting to before we're through.

MR. CHAIRMAN: This resolution will have to wait until then.

MR. ROBLIN: Well then what are we doing with this resolution?

MR. CHAIRMAN: We're just letting it stand. Everything else on that item is passed except that one.

MR. PAULLEY: The item examination is still open.

MR. CHAIRMAN: Yes, that item is still open on that one subject alone.

MR. PAULLEY: The examinations.

MR. CHAIRMAN: (c) (3).

MR. PAULLEY: Right.

MR. CHAIRMAN: Well we're now on 4 (a). That's where we are right now.

MR. ROBLIN: I'm asking the committee not to insist on holding the item on the Commonwealth thing because, as I've said, if we intend to spend any money on that I'll be making a special statement to the House, probably with opportunity for debate so we can talk it over.

MR. PAULLEY: Of course though, Mr. Chairman, the committee, I am sure, would



(Mr. Paulley, cont'd.).... appreciate it being done in committee so that rather than have the question debated with the formality of the House, it does give us a little bit more leeway, but if the Honourable First Minister tells us that he won't be prepared to do it on this item, well then I guess we'll have to pass it.

MR. ROBLIN: I wish I could be sure, but I don't think I can.

MR. PAULLEY: But you're not sure. Well because the First Minister is not sure, there is the possibility .....

MR. ROBLIN: I won't make the statement on Monday.

MR. PAULLEY: No. Well let's leave it, seeing that the honourable gentleman is not quite sure.

MR. ROBLIN: Well you won't get a statement out of me for a while yet. I can't -- my negotiations are difficult and it's going to take a little while.

MR. PAULLEY: Okay, let's go home.

MR. CHAIRMAN: Is the committee satisfied to leave it that way then? This item to stand until whenever the First Minister makes a statement.

MR. PAULLEY: Well providing it's not too long. I suggest that if he is not prepared by the time we get to the end of education estimates, then we'll pass it and go on.

MR. CHAIRMAN: It will be some time before the First Minister is prepared.

MR. ROBLIN: I'll do what I can.

MR. CHAIRMAN: It's 11 o'clock.

MR. ROBLIN: Shall the committee rise, Mr. Chairman.

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

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

MR. W.G. MARTIN (St. Matthews): Mr. Speaker, I beg to move, seconded by the Honourable Member for St. Vital, that the report of the committee be received.

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

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

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