

THE LEGISLATIVE ASSEMBLY OF MANITOBA

2:30 o'clock, Monday, March 18th, 1963.

Opening Prayer by Madam Speaker.

MADAM SPEAKER: Presenting Petitions

MR. D. M. STANES (St. James): Madam Speaker, I beg to present the petition of The Trafalgar Savings and Loan Association, praying for the passing of an Act to amend an Act to incorporate The Trafalgar Savings and Loan Association.

MR. JAMES COWAN, Q. C. (Winnipeg Centre): Madam Speaker, I beg to present the petition of The Community Chest of Greater Winnipeg, praying for the passing of an Act to incorporate The Community Chest of Greater Winnipeg, and the petition of Leonard B. Ryman, praying for the passing of an Act respecting Trustees of The Apostolic Temple Congregation of the City of Winnipeg in the Province of Manitoba.

MR. ELMAN GUTTORMSON (St. George): Madam Speaker, I beg to present the petition of the Mother Boniface Sloboda and Others, praying for the passing of an Act to incorporate the Holy Family Nursing Home.

MADAM SPEAKER: Reading and Receiving Petitions

Presenting Reports by Standing and Special Committees

Notices of Motion

Introduction of Bills

The Honourable Member for Turtle Mountain.

MR. P. J. McDONALD (Turtle Mountain) introduced Bill No. 15, an Act to validate By-law No. 32-1962 of The Town of Killarney and By-law 12-1962 of The Rural Municipality of Turtle Mountain, and to add certain lands to The Town of Killarney.

MADAM SPEAKER: Orders of the Day. Before the Orders of the Day I would like to attract your attention to the gallery on my right, where there are seated 30 Grades 7 and 8 pupils from the Starbuck School, with their teacher, Mr. Hunter. This school is in the constituency of the Honourable Member for Morris. I would also like to direct your attention to the gallery on my left, where there are 70 Grade 11 students from the Charleswood Collegiate, with their teachers Mr. Nicholl and Mr. Thiesen. This school is in the constituency of the Honourable the Attorney-General. We welcome you here to the Legislative Assembly this afternoon. We trust that your visit will be enjoyable and that it will be beneficial to you in your studies. It is our hope that you will be inspired to follow the proceedings which take place daily here, and possibly some day take your place in this Assembly. Come back and visit us again.

MR. S. PETERS (Elmwood): Madam Speaker, before the Orders of the Day I'd like to direct a question to the Minister of Labour. I wonder if he could tell us at this time when he expects the Minimum Wage Board to make a report.

HON. OBIE BAIZLEY (Minister of Labour) (Osborne): Madam Speaker, the honourable member, I believe is aware that the Minimum Wage Board is still meeting and I would expect a report in due course.

MR. PETERS: In the next Session.

MR. BAIZLEY: They're still meeting.

MR. ARTHUR E. WRIGHT (Seven Oaks): Madam Speaker, before the Orders of the Day I would like to direct a question to the Honourable Minister of Public Works. The reason I ask this question is because of an accident I saw this morning on the piece of sidewalk which flanks the provincial power-house -- the sidewalk between York Avenue and Broadway. Is this the responsibility of the provincial government; and if it is why hasn't it been maintained?

HON. WALTER WEIR (Minister of Public Works) (Minnedosa): Madam Speaker, I'd like to thank the honourable member for giving me some notice of this question although I didn't realize the purpose of this question and didn't realize that it was for maintenance that he was asking it. The answer is that it is the responsibility of the Department, and I wasn't aware that it wasn't being maintained, but I'll look into it as soon as I get an opportunity this afternoon.

MADAM SPEAKER: The Honourable Member for St. Boniface.

MR. LAURENT DESJARDINS (St. Boniface): Before the Orders of the Day, Madam Speaker, this year again it is my privilege to invite the Members of this House, as well as the Deputy Ministers and the heads of the departments, and the members of the press, to the now famous Pea Soup Night in St. Boniface. It will be held on Wednesday, a week this Wednesday, March 27th, and as the committee is endeavoring to obtain a larger hall, all I can say is, please keep the 27th open and we'll inform you later on as to the time and place. Thanks very much.

HON. GEORGE HUTTON (Minister of Agriculture) (Rockwood-Iberville): Madam Speaker, before the Orders of the Day I would like to announce that a limited quantity of the seed of Tanka, a new variety of rapeseed, is now available to farmers in Manitoba, Saskatchewan and Alberta through the Soils and Crops Branch of the Manitoba Department of Agriculture. Tanka was developed by Professor B. R. Stefansson of the Plant Science Department of the University of Manitoba by individual plant selection from the rape variety Golden. Tanka has been thoroughly tested at some 20 research stations across the prairies and has performed extremely well in all locations. Tanka's chief attribute is its high seed yield as compared to the two popular varieties Golden and Nugget. The size of the seed of Tanka is 17 percent larger than Golden and 25 percent larger than Nugget. Growers can expect more pounds of oil per acre from Tanka than from the other varieties. Feed manufacturers will find more protein content per pound from meal containing Tanka rapeseed. In addition to these characteristics, Tanka shows more seedling vigor and has been noted to possess more resistance to shattering than other rapeseed varieties. Foundation seed of the new variety is being distributed through the Soils and Crops Branch of the Manitoba Department of Agriculture and Conservation. The cost of the seed is \$1.00 per pound. Seed will be sold in 50-pound lots with a maximum of ten lots allowed to each applicant. Cheques and money orders can be made payable to the Honourable Provincial Treasurer of the Province of Manitoba. According to our special crops agronomist, Mr. Dave Derksen, who was a recent member of the Manitoba Trade Mission to Europe, Tanka may well replace the varieties Golden and Nugget and could play a major part in fulfilling European demands for Canadian rapeseed. And I made this announcement in the House, Madam Speaker, because this is an outstanding example of the kind of dividends that investment in research on behalf of agriculture pays off. I have also, Madam Speaker, a sample -- I guess it's about a dollar's worth -- of this new rapeseed variety, and I'm going to pass it around to the members in the Assembly and let them have a look at it. I hope that they don't drop it because they may have to do a lot of scrambling to find a dollar's worth of seed.

MR. GILDAS MOLGAT (Leader of the Opposition) (Ste. Rose): Madam Speaker, I'd like to ask a question of the Minister on the statement he has just made. Could he indicate to the House what quantity will be available and whether it will be on a quota basis or open to anyone who wants any quantity.

MR. HUTTON: Well, I'm happy to announce that the amount that is available for distribution is such that we are making the seed available to elite stock growers in the three prairie provinces for the reason that we don't have enough growers who can accommodate all the available seed, and secondly we want to get as widespread an interest and market created as possible so that when the natural increase takes place in 1963 we will have built up a demand for this seed right across the west.

MR. MOLGAT: Madam Speaker, a subsequent question; is this only to elite stock growers?

MADAM SPEAKER: Orders for Return. The Honourable Leader of the New Democratic Party.

HON. DUFF ROBLIN (Premier and Provincial Treasurer) (Wolseley): honourable friend and asked if he would be kind enough to allow this matter to stand over. There is a great deal in it that we are still trying to sort out to try and ascertain what is exactly required. I'd appreciate his courtesy.

MR. RUSSELL PAULLEY (Leader of the New Democratic Party) (Radisson): Agreed, Madam Speaker.

MADAM SPEAKER: Agreed.

HON. STERLING R. LYON, Q. C. (Attorney-General and Minister of Public Utilities)

(Mr. Lyon, cont'd) (Fort Garry) presented Bill No. 5, an Act to amend The Court of Appeal Act, for second reading.

MR. HUTTON presented Bill No. 10, an Act to amend The Department of Agriculture and Conservation Act, for second reading.

Madam Speaker presented the motion.

MR. MOLGAT: Madam Speaker, before the question is put. I don't rise to oppose the bill. We had some discussion on it the other day in committee stage. The Minister had indicated at that time, in reply to a question from the Member for Brokenhead, that this would be sale by tender, and I see nothing directly in the bill at the moment that makes provision for this specifically. Possibly it's in the general act. However, we can see that when we get to the committee stage, also the question of the length of term of leases which will be available. Last week we had some objections to the value that is available, that is, within the Minister's hands insofar as long-term leases, and we will have some comments, some questions at the committee stage when this is discussed.

MR. HUTTON: Madam Speaker, I believe I could clarify this matter a little bit. At the present time, oddly enough, the act gives the Minister the authority to dispose of personal property which has a value not exceeding \$500.00. Oddly enough, it does not give the Minister the authority to dispose of real property nor to lease real property. I think that it is probably the result of an oversight in the original drafting. I would also like to point out that the act provides for the eventual movement of the authority over these lands from the Department of Agriculture and Conservation to the Lands Branch of the Department of Mines and Natural Resources. That is, after an initial period during the construction of a project we retain control, but once the project has been completed and if the department hasn't disposed of the lands in one way or another, they are transferred to the Lands Branch of the Department of Mines and Natural Resources for disposition.

Madam Speaker put the question and after a voice vote declared the motion carried.

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

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

MADAM SPEAKER: Would the Honourable Member from St. Matthews please take the Chair.

MR. ROBLIN: Mr. Chairman, I just have an announcement to make first. I promised members that if there were any change in the order of calling the estimates I'd give as much notice as I can. I can now say that the Department of the Attorney-General will be called after the Department of Education. I just don't know where yet Education will come back into the stream, but I'll let members know as soon as that is cleared up. -- (Interjection) -- What'd I say? Agriculture. I'm sorry, Agriculture will be deferred, and Attorney-General will follow Education.

HON. STEWART E. McLEAN, Q. C. (Minister of Education) (Dauphin): It's always been a puzzle to me, Mr. Chairman, to know what one should say in the way of an opening statement on the estimates of the Department of Education. There are so many things that one can talk about, and to discuss one may perhaps imply that that feature has more importance than some other, which is not really the case. I thought, however, this year that rather than following the form which I have done for the past two years -- perhaps three -- in which I dealt at some length with the statistics, sort of the business side of education, that I might take another part of the work and dwell on it during the time that I will devote to this opening statement. This is not to suggest that the other things are not important, and indeed as we proceed through the department I'm certain that there will be many questions asked and opportunities afforded to provide information about all branches of the department.

I have indicated, on previous occasions, some pride in what has been accomplished, or what I thought had been accomplished, and invariably during the course of our discussions one of the members on the side opposite has got up and, pointing his finger at me, said: "Oh well, you're trying to take all the credit yourself," and that, of course, has created a bit of embarrassment, and perhaps I can just sweep that little problem away right at the start by saying that I intend no such suggestion on this occasion any more than any time in the past, and am

(Mr. McLean, cont'd) quite prepared to say that the credit for what has been done -- and I think a considerable amount has been done -- belongs to all the other folks to whom I shall make reference in just one moment. I also want to make it quite clear, Mr. Chairman, that while I believe that some accomplishments have been made, that not everything that can or should be done has been accomplished. Much remains to be done, and I, perhaps as much or more than anyone else in Manitoba, am conscious of that fact.

I look forward to the opportunity of answering the questions, or attempting to answer the questions, that will be placed here, and to hearing the suggestions that will be made. Because, in expressing my appreciation to the many people who deserve the appreciation for what we have been able to do and are doing in the way of providing educational services for the boys and girls of Manitoba, I place at the forefront the members of this Legislature. We sometimes are fond of saying, "You voted for it," and indeed those who were here in that special session of October, 1958, did vote for the legislation which made some substantial changes in the structure of our schools in Manitoba and in the financial arrangements for them, and so this Legislature and the members of the Legislature are first of all entitled to the credit for what we have been able to accomplish. Also, during these estimate discussions much good comes. I'm the first to acknowledge that in many instances we are driven right back by the suggestions that you make and the questions you ask, to checking on why we are doing something, or why we're not doing something else, and to revise our thinking and to make adjustments and changes, and so this time serves a most useful service and purpose, in this important work that we have to do.

I would like, as I have on a previous occasion during this session, to acknowledge the assistance of my colleagues, because it is true that in the responsible work that we have to do, they have always been prepared to give it first place, give education first place over the direct claims of their own respective departments. Our appreciation to the teachers of Manitoba. We are fortunate in Manitoba in having a fine body of trained and dedicated, able teachers, and I am happy on this occasion, as I do each year, to acknowledge their work and the fine spirit which they bring to the teaching of the young men and women of the Province of Manitoba.

On this occasion I acknowledge also the work of school trustees, and I would like to just perhaps stress this group on this occasion because we live in a time when the work of trustees, and indeed the very idea of trustees, is being called into question. It is a matter of some discussion throughout the North American continent as to whether or not the administration of our schools should be entrusted to the system which we commonly understand, that is, of school trustees locally elected either in the case of divisions or local school districts, for the administration of schools. And more recently this matter has been brought to our attention by the recommendations of the Municipal Enquiry Commission that delivered its report and recommendations just some few days ago, and in which they have recommended that in certain fields the administration of education should be taken away from school boards as we know them and transferred to municipal authorities, or even to the Department of Education or, at least, the province itself. Now, Mr. Chairman, I know not what the future may hold with regard to this important matter, and I make no prediction in that regard. These are indeed most important matters which will be discussed, I'm certain, by the Royal Commission on Local Government and Finance which is presently sitting, and by us here in this Chamber, and by people generally, until we have arrived at some agreement or consensus of opinion with regard to changes that should or should not be made, but I would like on this occasion to pay a sincere tribute of thanks to all school trustees who have served their districts and their divisions and their province with distinction and credit. It is interesting to remind ourselves, as indeed I am certain the members of this group would not need to be reminded, of the large number of men and women who find their way into public life, begin as school trustees. Over and over, the story is told of persons who have entered public life as school trustees to move later, perhaps to municipal administration, to the Legislature and to the Parliament of Canada, and many other fields of public endeavour, and that is, I think, a matter about which we may take some pride, and I express on this occasion the warmest, I'm certain the warmest, appreciation and thanks of this committee and this Legislature for their work and for their keen desire to do a good job for their people.

I would, of course, like also to express my appreciation to the members of the staff of

(Mr. McLean, cont'd) the Department of Education. I join with the others who have spoken on the estimates of the Honourable the Provincial Secretary in an expression of appreciation to the members of the civil service generally, and indeed we are fortunate in this province in having an excellent staff and one that brings great credit to themselves and performs a great service for the province, but perhaps I would be permitted to make a special word of thanks to those who are associated directly with the Department of Education. I can say this, Mr. Chairman, because not very many of them have actually come into the department since I have had the privilege of being the Minister of the Department, and to acknowledge the very able way in which the previous administration was able to recruit a staff of people with good background, with good records, and people capable of doing a good job, and I'm nothing less than thrilled constantly by the splendid way in which these men and women carry out their responsibilities.

It is a matter of personal pleasure to report to this House that the Deputy Minister of Education for the third time this coming summer will represent Canada as a delegate to an important international meeting respecting education. It was Mr. Bateman's -- he was chosen -- he was selected some two years ago, I believe, to go to Paris and attend a meeting there on education convened under the auspices of the United Nations -- to attend last year as a delegate from Canada the second Commonwealth Educational Conference which was held in New Delhi, and this coming July he will be one of the Canadian delegates to the International Bureau of Education Meeting which will be held in Geneva, Switzerland. I am certain that the fact that he has been asked three times to accept these important engagements reflects very much on his own standing as an educationalist in Manitoba and in Canada, and brings some measure of credit to the Department of Education and to the Province of Manitoba itself.

You have before you, Mr. Chairman, the estimates for the Department, and just a brief word or two to direct the attention of the members to the fact that this year we are asking you to approve proposed expenditures of some \$38.6 million as compared to \$36.5 million which you were asked to provide for this current fiscal year in which we are at the present time, and if you refer to the item of school grants, which is the largest item of the entire total, you will find that you are being asked to approve \$28.4 million for grants to schools -- operating schools, as compared to \$27 million a year ago. This emphasizes the fact which is evident to all of us that the cost of education is increasing and that the amounts that you are asked to approve each year is increasing as well. I said I wasn't going to dwell too much on the statistics. I just make one or two comments about the high school enrolment to remind you that it has increased from 30,000 in June, 1958 to 48,000 as of the present time, and this is an increase in our high school enrolment of 160 percent as compared to the June, 1958 enrolment. That percentage, I might say, Mr. Chairman, for the benefit of all concerned, has been worked out by a mathematician -- it's not my mathematics, and I wouldn't want to get into any difficulty on that score. In connection with transportation in which the statistics are rather startling, I remind you that there is now being transported to schools each day 25,000 school students throughout the Province of Manitoba as compared to 7,000 in June, 1958, or an increase of 357 percent over the June, 1958 figures.

I had something to say the other day about school buildings, and perhaps I might just remind you that we have had 90 new high schools built in the Province of Manitoba since April, 1959, and 18 new high schools are presently in the stage of actually being constructed or being planned. There are additions to some 36 high schools also either built or being built at the present time; along with that, some 82 elementary schools since April, 1959, with additions to 65 elementary schools, and 15 new elementary schools or additions under planning at the present time. These three statistics indicate the quite substantial change that has occurred in the physical arrangements for our education in Manitoba, and along with that I believe that there has gone an improvement in the quality of the education which is being given, and it's really on that I want to say a few words this afternoon.

Before doing so, however, just a word or two about organization -- the organization of our school system in Manitoba -- to tell the House that on March 29th there will be held a vote in the proposed school division of Rhineland, and I have every hope, indeed every confidence, that it will be successful, and if my optimism is well-founded we will then have only two parts of the Province of Manitoba not included in school divisions -- that is with the exception of

(Mr. McLean, cont'd) those districts which are remote and can not feasibly be placed in school divisions. I look forward to the day, Mr. Chairman, when we will have all of Manitoba in school divisions, and I am hopeful that many of the problems which have seemed to prevent that situation coming about will shortly be resolved. In the meantime, I consider the fact of having the vote on the proposed division of Rhineland an important advance, and we are doing everything in the Department of Education to ensure the success of that important venture. Along with this I am glad to report there is strong activity in the field of school consolidations which as I have reminded the committee on previous occasions, of course now relates to elementary education and it was to be expected, I think, and the circumstances or events have proven that the formation of school divisions, the provision of high school education in fewer centres, the transportation of pupils to high school, have demonstrated in a rather dramatic and concrete way the fact that the same principles can apply insofar as elementary education is concerned and that it can, of course, be done and must be done through the formation or through the medium of school consolidations, and so we have had, with the co-operation of the trustees and citizens generally, we have had good activity in that field. In fact it is possible to say that never to the knowledge of those who have been longest in the Department of Education has the interest in school consolidation been greater than it is at the present time, and we are following a vigorous program in the Department of making the services of all the folks there available to people who wish to consider consolidation and to give them every encouragement and assistance that we can, and I am certain that this will bear good fruit for the people of Manitoba. Here, I do want to acknowledge the interest and co-operation of the trustee associations, who officially are on the record as approving of the principle of consolidation and who, on many occasions, have been most helpful to the Department and to the districts concerned in this field of activity.

Now, a Minister of Education should always have some quotation to underline his philosophy of education, and my attention was directed to one, just a short definition of the aim of education given by Van Dyke, and he said that "The true object of education is to train one to think clearly and to act lightly," and this I think is essentially the problem of public education and, of course, the matter of training people to think clearly is a difficult problem in itself, but I suppose it's a good deal easier than training them to act lightly, but nevertheless this is the star for which I would hope we would always be aiming.

In the forefront of carrying out our responsibilities and dealing in this important field of what goes on in the schools, I would like to speak first about the new general course, because this has been one of the principal undertakings that we have launched during my time as the Minister of Education, in the field of curriculum revision in the Province of Manitoba, and I am pleased to report, Mr. Chairman, that we are making what in my opinion may be properly termed "splendid progress". I'm aware, of course, that there are those who don't speak as highly of it as I do, and one must remember that many people have -- we all come to any problem with our background and our -- the way in which we have been trained ourselves, and other sort of attachments to things as they have been, but I believe that this new general course is well received and has a great future for it. For those who may be inclined on occasion to worry about the graduates of the general course, I would remind the members of the committee that the first graduates of the course are yet two and a half years away, and it is perhaps a little early to be making any prediction about what they will be doing when they have finished their training in this course. Perhaps I could report to the committee that this year, which is our experimental year with the first year of the course as being the Grade 10, that we have classes in the following school divisions and schools, and I would just like to read them to you in order to indicate to the members of the committee the -- sort of the geographical distribution. In Winnipeg there is one class at Churchill High School, two at Daniel McIntyre and one at Sisler. In Assiniboine North there is a class at Westwood; in St. Boniface, classes at Provencher and at St. Joseph's -- I am in error -- just at Provencher; in Fort Garry, a class at Vincent Massey; and St. Vital two classes at Glenlawn; in St. James a class at St. James Collegiate and one at Silver Heights Collegiate; Norwood a class at Nelson MacIntyre; River East, a class at Miles Macdonell; Seven Oaks, a class at West Kildonan; South Lord Selkirk, a class at Selkirk; Transcona-Springfield, a class at Transcona. In Hanover Division, a class at Steinbach; Interlake, a class at Stonewall; Evergreen, a class at Gimli; Portage la Prairie,

(Mr. McLean, cont'd) a class at Portage la Prairie; Beautiful Plains, a class at Nee-pawa; Swan Valley, a class at Swan River; Inter-Mountain, a class at Roblin; Rolling River, a class at Crossley Collegiate, which is at Minnedosa; Brandon, Vincent Massey two classes; Turtle Mountain, a class at Killarney; and Pine Creek, a class at the William Morton High School in Gladstone.

One of the problems that we have, with respect to the new general course, is that of doing what we can to ensure public acceptance -- public acceptance in the sense that students will be encouraged to undertake the new general course, and public acceptance in the sense that those who receive their training in the new general course, as distinguished from the matriculation or university entrance course, will be accepted into employment and the work which they would like to do, and in this connection we are going to try and do one or two things and I want to tell the committee that this evening, with the co-operation and help of Mr. Norris Belton of Churchill High School, we will have a class of the new general course students here in the gallery of the Legislature, so that you may see them actually in person. I am very appreciative to Mr. Belton and to his students for their willingness to come along this evening and to watch for a short time the proceedings here in the Legislature. Then we have arranged for an afternoon on the 5th of April, an afternoon at the annual meeting of the Manitoba Chambers of Commerce Convention for the province, when we will have present a number of students, perhaps three or four, their teachers, and people from the Department who have been directly concerned with the development of the new general course, and on that occasion short addresses will be made by the professional people and perhaps some short talks given by the students, and particularly an opportunity given for the people in attendance at that convention to ask questions and to express their views, because it seems to me that this would be a most useful method to acquaint the general business community of Manitoba with the people who are undergoing the new course and with what it is attempting to do, with the general benefit to all concerned, and I am most pleased that it has been possible to arrange this and want to express here my appreciation to the Manitoba Chambers of Commerce for giving one afternoon of their annual convention to this important work. Then, when the Legislature has arisen -- be that however long it may be -- I intend to visit each of the classes myself personally to tell them of my appreciation for what they and their teachers are undertaking, and from time to time we will undertake further projects which will have as their object the job of bringing to the attention of the people of Manitoba the new general course, the type of education that is available through it, and the useful work that it may do for students and public alike in our province.

Some question has arisen about whether or not graduates of the new general course would be admitted to the Institute of Technology. This is a matter which I regret very much because I believe that some misunderstanding has been created as the result of certain views that have been expressed, and I will, when dealing with the Institute of Technology, read into the record here, Mr. Chairman, a statement which I have recently made in that connection.

All this activity in the new general course has naturally raised a most important problem and issue, namely, the question of a course of studies in matriculation, or in the university entrance course, and it is a fact -- a rather ironic one I may say -- that in many respects the text and subject matter of the new general course are regarded as being of higher quality than that which is presently in the matriculation course. This is both a blessing and a difficulty, but it certainly emphasizes another job that we must undertake forthwith, and there has been and there is a need to revise now the university entrance course or the matriculation course, and I am pleased to report to this committee, Mr. Chairman, that assuming that we are successful in getting our estimates approved by this committee and by the Legislature, we have a special sum of money to begin this year the job of revising completely the university entrance course. The detailed plans have not been completed yet. Generally speaking, we will follow the format that was followed in the establishment of the new general course by gathering together a group of those best qualified to advise us during the summer months, to work out an over-all plan; to establish a philosophy, as it were, for the course; to mark out the guide lines to be followed during the next school year by the detailed work of preparing the courses. All with a view to having the new program of studies for the matriculation course start in September, 1964 -- that is, the beginning of the school year one year and more from now. When I say "start" those of you who are school teachers will understand that there is a bit

(Mr. McLean, cont'd) of -- it's a little murky as to whether high school starts in Grade 9 or starts in Grade 10, because of the fact that we have in Manitoba in some instances the junior high school system, and when I say "start", I'm talking about Grade 9, to the extent that that must be considered as a high school grade, and Grade 10, which is in an official sense, I suppose, the first year of senior high school, and that is where we want to begin. Now you might say to me, Mr. Chairman, "Well, why are you doing this and not some other course of study or some other part of the school system or school program that needs to be revised?" and we must always remember that there is continuing need for revision -- this particular job is never finished -- and I give to this committee my opinion that this particular job is of the first priority. There will be those, I acknowledge, who might disagree with that opinion and I do not fault them with regard to that matter; I just say that we're doing this because, in our opinion, this is the matter of first priority at the present time, but with the full acknowledgment that there are, of course, other aspects of our general course of studies which require revision as well and which indeed must be looked after as we go along.

Perhaps, Mr. Chairman, I might say something about the teaching of French, which is a subject that receives attention in this House and is a matter of interest and concern to the people of the Province of Manitoba. You will recall that on a previous occasion I reported to the members of the committee that in the school year 1961-62 we carried out an experiment with six different texts in 20 classes in Conversational French in Grades 4, 5 and 6. This was the first step in determining the type of text, or the text that would be of the most help, and as a result of that experimentation the selected text series has been decided upon. I'm happy to report that it's a Canadian series and is now in use in Conversational French in Grades 4, 5 and 6. In the school year 1962-63, that is, the school year in which we are at the present time, we have introduced an entirely new program for the first year in Conversational French, and that's tied in, as you will see, with the selection of the text series, and the next year, the second year is in the course of being prepared, and the third year will follow in natural sequence after. If the members of the committee will turn to pages 43 and 45 of the Annual Report of the Department, you will see there references to the new texts adopted for Grades 4, 5 and 6 and the names of the texts are set out on page 45. On page 45 there is also included the new text in what is known as the French Option course, which have been authorized in that particular course. With the co-operation of the radio people -- that is, our own radio people who produce the school radio programs -- we were able to have special programs during the past year -- a radio series tied in with our new program of Grade 4 Conversational French. These were extra programs devoted to this particular purpose within the framework of the daily radio series that are carried on. As members have already been informed on the occasion of the first meeting of the new Advisory Board, I appeared there and left with them a request that they undertake a study, or at least to advise, with regard to extending the teaching of French into Grades 1, 2 and 3, and in that reference I have a report from the committee informing me of what they have been able to accomplish so far. The important part of the report after dealing with certain steps that they have taken, is this portion which I would like to share with this committee. The committee also requested that the Director of Curricula obtain statements from Mr. Marcel Bonneau, Manitoba Teachers' College; Mr. Robert Roy, Supervisor of French, Winnipeg School Division; and School Inspector, A. N. Corriveau, giving their professional opinions on the level at which instruction in French should be instituted in both the Conversational French and French Option courses. These are to be discussed at the April 19th meeting. And so that matter is presently under study by the Advisory Board.

At the Manitoba Teachers' College we propose to move into this field, again assuming that our estimates are approved. We have \$17,000 included for the purchase of a language laboratory for the Teachers' College, and this is one of the -- in fact the principal job that this will do will be to assist in the training of teachers of French, and I'm also happy to report to the committee, Mr. Chairman, that Mr. Bonneau, who is referred to in the report I mentioned just a moment ago and who is an instructor on the staff of the Teachers' College, has been taking special courses in Quebec at Laval University in Quebec in the field of training of teachers of French, and his course has included special training in the use of language laboratories -- one of which he will have at the Teachers' College now -- and he has been studying in this field, both in the training of teachers in teaching French to people whose mother tongue is

(Mr. McLean, cont'd) French, and the other equally important group of those whose mother tongue is other than French, and these matters are underway at the present time. In the general subject of French, one of the problems is that of having enough qualified teachers, and you will note that some steps are being taken in this important field.

When we met last time I reported on the arrangements that were made for the teaching of Ukrainian on an experimental basis in a number of the high schools throughout Manitoba, and I am pleased to report to the committee at this time that Ukrainian classes are presently being conducted in the following school divisions and schools: In the Dauphin-Ochre school area, the high school there. In Winnipeg, at the Andrew Mynarski School, Sisler and Isaac Newton. In Transcona-Springfield at the Transcona Collegiate. In Agassiz Division, at the Whitemouth Collegiate and Beausejour Collegiate. In Lakeshore Division, in the Fisher Branch Collegiate and Poplarfield Collegiate. In Duck Mountain Division, in the Ethelbert Collegiate. In the Inter-Mountain Division, in Gilbert Plains, Grandview and Roblin Collegiates. In the Pelly Trail Division, Oakburn, Angusville and Rossburn Collegiates. In the Rolling River Division, in the Sandy Lake Collegiate. There is one class in a non-division district -- in the Shevchenko School District which is located at Vita, there is a class there -- and also a class in the St. Vladimir's College which is at Roblin, and in the Immaculate Heart Academy in Winnipeg. These classes we have designated one of the inspectors, school inspector Ewanchuk, who is well-qualified for the task, to make a special -- to act as sort of a special inspector with regard to these classes, and he has been instructed to proceed throughout the province to visit the classes and check on the quality of teaching and how they're getting along. His first report is presently in my hand and I'm pleased to be able to say that he has found the students receptive, the teachers carrying out their work well, and every promise of success in this regard. There was a problem with respect to the acceptance of the Ukrainian language in relation to the university entrance course for those who desired to enter university, and I am pleased to report to this committee, Mr. Chairman, that the university senate has agreed that in Grades 10 and 11 that Ukrainian is accepted as one of the optional subjects that are allowed insofar as the university entrance is concerned. This matter of optional subjects is a very complicated one and I just report, however, that the wish of those who desire to make Ukrainian as available as possible to those students who desire to take it as a subject, has been met in a substantial measure.

I have already made reference to the Advisory Board, the legislation for which was before the Legislature in 1962. The board has been established, is operating, and has held three meetings and is engaged in a quite heavy schedule of work. This fact will be recognized when you remember that all of these matters concerning curriculum must now be examined and dealt with by the Advisory Board. This was the new function which was added to the Advisory Board as it had compared to previous times, and this will mean a very busy time for the Advisory Board. We are fortunate in having been able to enlist the services of able men and women, some of them professionally trained and others not professionally trained but with a very keen interest in education, to serve as members of that board, and I look forward to a very splendid program of work being carried out by them. In some instances the Advisory Board will itself initiate studies and programs; in other cases they will be asked to examine into and to deal with questions that are referred to them, and as wide a scope as possible will be given to them in their work.

In the field of physical education, which generally engages the attention of some of the members here, I am pleased to report to the committee, Mr. Chairman, that we are almost at the point of having our new program of studies in physical education for the high school grades approved. It has actually been prepared and developed, and it is now before the Advisory Board for their approval; and I would anticipate that within a short time the program will be coming into effect. And we are, with the co-operation of my colleague, the Minister of Welfare -- because it is through his department that the general recreation program is carried out in the province -- we are now arranging for the engagement of a supervisor of physical education for the schools. This position either is being advertised at the moment or will be advertised within the next few days.

Last year, when we were here, the Honourable the Member for Lakeside was interested in the subject of the teaching of reading and introduced a resolution on that subject, and this

(Mr. McLean, cont'd) matter was referred, as members know, to the Advisory Board. This item was brought to their attention at their first meeting and they were asked to examine into it. In the meantime some important experiments are presently underway in Winnipeg, St. Vital and Fort Garry in the teaching of reading and, as I understand it, in Winnipeg and Fort Garry they are experimenting with the series known as the "Phonetic Keys to Reading". I am not too clear on what particulars -- I have been told the name and it has escaped me and I didn't make a note of it -- it's a little different series that is being used in the experiment in St. Vital; quite a large number of classes -- the experiments are being carried out at the present time.

I have a report from the secretary of the Advisory Board with regard to the reference that was made to them of the resolution that was considered by the Legislature a year ago, and this will be of interest to the members, and I read this one portion of the report: "At this same meeting, the curriculum committee discussed a suggestion that a limited number of persons who have pronounced views on this matter, as well as persons connected with the Winnipeg and Fort Garry experiments and with teacher training, be invited to speak to the curriculum committee. The committee then requested that arrangements be made to have representations from the Teachers' College and the Faculty of Education outline the courses in the teaching of reading which are given to students in these institutions, and that some person or persons connected with the experiments in Winnipeg and Fort Garry also be invited to speak to the committee at their meeting on April 19th, 1963." And then it's indicated that there may be some opportunity afforded to members of the general public to make representations to the committee.

I'll record for the information of the committee that the Cuisenaire method of teaching arithmetic, which has attracted a good deal of attention during the past few years, is going forward and seems to be finding ready acceptance in Manitoba, and in 1962 the Department carried out a special summer school course for teachers who wished to be familiar with the method of teaching this arithmetic system and will do so again in 1963. I have seen this method demonstrated and it certainly seems like an interesting way of teaching arithmetic, and there is some feeling that it may eventually be adopted as the method of teaching arithmetic to the boys and girls in the elementary grades. At the moment it is still in the experimental stage, although growing both in interest and acceptance with both students and with the teachers.

In the vocational and industrial arts area the curriculum in all vocational courses is now under active review. I don't say that with any suggestion that we will be able to do an overall job in this particular field, although that is the next area of importance that I would like to see considered after we have satisfactorily got the university entrance or matriculation course well in hand.

Last year when the Legislature met, the members passed a resolution authorizing the Minister of Education to propose the formation of a body of commissioners for the uniformity of curriculum and textbooks throughout Canada, and you will recall that at that time I indicated that if the resolution received the approval of the House it was my purpose to bring it to the attention of all Ministers of Education throughout Canada and to present to them at their next meeting the resolution in a formal way and to ask their support. The meeting of Ministers took place on the 18th of September in Edmonton. I had previously written each of the Ministers and sent a copy of the resolution so that they would be aware of it, and I can report that we had a useful discussion on the occasion of our meeting in September in Edmonton. I think it would be possible to say that the idea received a cordial reception -- perhaps some reservation about it; however, agreement that the matter would be studied, that it was of first importance and that it would be studied. Members of the committee will remember that, briefly, the idea proposed was a rather different proposal than had been considered insofar as uniformity of curriculum was concerned previously. It was my experience that on occasions when this subject would be discussed the discussion would start: "Well, should we have a uniform curriculum?" and generally speaking we didn't get any further than that because no one was prepared to say, "Yes, we should" or "No, we shouldn't", and so while there was a good deal of discussion there was nothing very much came of it, and so the present plan which we are promoting is to go at it somewhat differently by establishing a body of what would be called commissioners, and assign to them the task of devising a uniform course of studies in a

(Mr. McLean, cont'd) particular subject, and then leaving it open to as many provinces as wished to do so to adopt that particular course of studies in their province; and to the extent that two or more provinces adopted it, you would begin to get a degree of uniformity. It would leave each province free to accept or reject as they might see fit and yet, at the same time, not stall or delay some steps toward uniformity until everyone could agree in advance that there would be uniformity. The Ministers of Education acknowledged that this was a unique, or a novel idea, although really it isn't, and I don't deserve any credit for it because in the field of law this system has been followed for many years with the body of uniformity of legislation commissioners, and it has worked with excellent results in the field of statute law, so that, in principle it was not a new idea although it was new to the people who are directly concerned there. And I thought that in approaching the Ministers with this resolution that I should also have some ideas on how this might be carried out, and so I went to the meeting in September with a fairly firm proposal with regard to the procedure that might be followed, and I would like, Mr. Chairman, with your permission, to read this as part of the record, and while some of this is perhaps outdated now, bearing in mind that it was prepared for a meeting on September 18th, it will indicate the general line of thinking which I had in respect of this matter. I entitled this, "The Proposed Establishment in General Rules of the Commissioners for the Promotion of Uniformity of School Curricula and Textbooks in Canada" and I now read them to you:

1. Each province shall decide whether or not to appoint a commissioner and participate in the work of the body of commissioners.
2. The Minister responsible for education in a province deciding to participate in the work of the commissioners, shall designate one person to be a commissioner from that province, and may from time to time alter the person so designated.
3. The Minister responsible for education in a participating province shall be ex-officio a commissioner.
4. The commissioners shall from time to time elect their own chairman and shall determine the date, time, and place of meeting.
5. The commissioner shall prepare an annual budget, and each participating province shall pay its proportionate share on the basis of student population in the province as at December 31st preceding the year of operation.
6. For the year 1963 there shall be a budget of \$40,000 allocated on the basis indicated in paragraph 5 above.
- 7 -- deals with budget and is not of any importance.
9. The commissioners shall use the facilities of the Canadian Education Association so far as possible and practicable in order to avoid duplication.
- 11 -- was a proposal that the first meeting of the commissioners be held in Manitoba in May 1963 with the Province of Manitoba acting as hosts to the commissioners.
12. The commissioners shall have the responsibility of developing ways and means of promoting uniformity of school curriculum textbooks in Canada. In discharging this function, the commissioners shall first (a) draft a recommended pattern of procedure indicating possible grades and/or subject areas for development; (b) recommend procedures to be followed; (c) recommend areas in which research would be advisable; and (d) recommend methods of supervising and carrying out the program decided upon.
- And 13 -- It shall be open to any province to adopt any course of studies or a part thereof outlined by the commissioners.

Now, the members of the committee, Mr. Chairman, will note that these were drafted with the object in view of preserving the greatest amount of flexibility while at the same time providing a sort of machinery to get on with the job to make it possible for those who would not give agreement in advance to the adoption of any particular course of studies, at least to agree to participate in the preparation of it and then to leave their decisions about exceptions or rejections until after they had seen the finished product. Well, as I say, this was received kindly and with interest, and I -- being something of a Scotchman I make this comment -- that I try to devise ways and means of keeping the cost down, and that was the significance of, for example, using the facilities of the Canadian Education Association because they already have a sort of a secretariat and a procedure -- framework in which this could very well be carried out. Following the meeting in September in Edmonton at which the Ministers asked to be given time to think this idea over, I then wrote to all of them again, sending them a copy of the original resolution, a copy of my procedure, and I'm saying this now, Mr. Chairman, for the benefit of the Honourable the Member for Seven Oaks because he was interested in the correspondence which really doesn't amount to very much -- I mean there's no correspondence of

(Mr. McLean, cont'd) any consequence. And we did have a meeting in Ottawa a short time ago, 21st of January, for another purpose, but at which this matter was raised although no action taken, and it is under consideration at the present time that the Ministers of Education and their deputies may have a meeting just toward the end of June in Newfoundland at which time the special project under consideration will be the proposal which is before them in the form of this resolution and the proposals that I have made to them.

At the discussion -- and at the risk of taking too much time, Mr. Chairman -- at the discussion in Edmonton, the Minister of Education for Alberta made an interesting observation, which underlines the problem in this whole field, because he said, "You know, it is true that there's great public request for uniformity of curriculum in Canada, and at the same time we are besieged by those who want greater flexibility even within one province." And this is true, and one can read speeches and textbooks advocating that teachers and schools should be given greater freedom in developing their own courses of study. So we do have these rather two opposing requests, and if any of the members here have read Frank McKinnon's book on -- I'm not too sure whether it's "Politics and Education" or "Education and Politics" -- it's a fairly recent book -- he makes out a strong argument there in favour of allowing each individual school to develop its own course of study, to adopt its own textbooks and in general to proceed on its own. I mention this, Mr. Chairman, only to indicate that this is a problem not without two sides, and on which strong opinions are held in both.

I just go on to speak about the Institute of Technology. I hope that some note of pride will creep into my voice at this time. Whether I'm criticized for it or not I'm really not too concerned, because I'm very pleased with the way in which this institute is proceeding. I think I did mention to the members on an earlier occasion this year, Mr. Chairman, that on March 18th -- my goodness, that's today -- the first classes would be actually starting in the Institute of Technology. These are some of the trades classes, not all of them, and we're going to move gradually and with the least dislocation to students and teachers and also at the least expense, and from now until the end of the present school year the trades classes will be moved over from the present Manitoba Technical Institute into the trades area of the Institute of Technology. This is a fine, splendid building, one of which we may be quite proud, I'm confident. I was hopeful that I might invite the members to have a look at the institute and indeed to have lunch out there, but it's really not at that stage of cleanliness where it would show at its best and so that visit will have to be deferred for the present. In September of this year we will begin the classes in the technologies. These are new to Manitoba and the courses of study have been developed by the Department and, as I say, it will begin in September.

I would just like to indicate as quickly as I can the various courses which will be offered in the institute when it commences -- when that part of the work commences in September, making this very careful note, that while these are the ones that are going to start, this is not an exclusive list and I'm certain that other courses will be added as time goes on: Civil Engineering -- and Mr. Chairman, you will recall that these are all in what are known as the technologies -- Civil Engineering, Mechanical Engineering, Electrical, Electronics, X-Ray, Medical Laboratories, Library Assistants, Teacher Training -- that's teacher training for teachers who will be teaching vocational and industrial arts subjects in the high schools of the province -- and Business Education. In all of these courses except one or two that I'll mention in just a moment the course of studies and the admission requirements have been established by the Department of Education. In the case of the X-Ray Technicians we are required, or at least we are following the requirements of the Canadian Society of Radiological Technicians, and in the case of Medical Laboratory people, the requirements of the Canadian Society of Laboratory Technicians; otherwise, the Department has set its own standards and has set its own courses, and here I would like, Mr. Chairman, to make a word of appreciation to our many advisory committees who have helped us greatly -- and at one stage I wondered about even giving the names, but there are so many, and I might omit some and I wouldn't want to do that. May I just say this, that from every sphere of activity relating to these various courses that I have mentioned, we have been able to draw the advice and assistance of men and women who have sat in with our technical people in devising the course, in order that the courses when devised would represent the latest ideas and those things most essential to providing a good training for those people who will take advantage of it.

(Mr. McLean, cont'd)

I said that I wanted to clarify the point of the new general course in relation to the Institute of Technology, and to make it quite clear where we were in that regard, and having very carefully marked the book I find that I can't find what I'm looking for here. Well, I think I remember it quite well. The situation is, Mr. Chairman, that successful graduates of the new general course will be accepted into the Institute of Technology. That has always been the case; there's never been any doubt about it, and will be the rule that will be followed. I mentioned two cases in my list in which requirements are established by the Canadian Associations, and in those cases and at the present time, they require junior matriculation, and so, for those particular courses, their requirements will be the entrance requirements so far as the Institute of Technology is concerned. We're doing this because we want to be absolutely certain that the graduates are able to get work after they've completed the course, and there would be no object in not accepting, for the present at least, their entrance requirements. Those are two exceptions, and then of course the other general requirements that, with regard to any particular technology some particular subject will be required. For example, I would expect that a person entering the engineering technology will have to have mathematics. Well, we'll have to have mathematics, but as part of the new general course, so I want to state quite clearly and quite specifically that subject only to the two exceptions which have been brought to my attention at the present time, that the graduates, successful graduates of the new general course will be able to gain admission to the Institute of Technology.

I rush on -- I've gone over my time, Mr. Chairman, just to remind the members of the committee that this year we are instituting a new system of operating grants to the affiliated colleges, and the legislation for that purpose will be before the members of the Legislature soon, and we will have a full opportunity of discussing it at that time. There will also be legislation for a new Teachers' Pension Plan, and that legislation will be coming forward. Instructions have been given for its printing and there will be full opportunity of discussing it, the principles involved and the type of pension plan concerned.

May I just make one comment about school costs. I have a friend who always reminds me that I don't mention rising costs very often, and the Honourable the Member for Lakeside probably would say, "Well, for a very good reason." But I do acknowledge that school costs, Mr. Chairman, are going up and as I said last year, I see no reason to believe that they are going to go down. I do believe that we are getting a much better value for our money, or we're getting value for our money -- let us put it that way -- but that does not change the fact that school costs are going up. This, of course, is what you would expect when, may I just remind you, that increase of 18,000 in the number of high school students, or the increase of, what was it -- 17,000 or something -- 16,000 of the number of students transported to school; all of these things are very costly matters -- and I'm certain, Mr. Chairman, that this important question of school costs -- who should pay them and how they should be paid; how they should be apportioned -- will be a matter of real concern to the Royal Commission on Local Government and Finance, and it is my hope that there will be the most thorough ventilation of problems and ideas and suggestions, because I think that it's only in that way that we can arrive at some common consensus of what action should be taken with regard to it. In the meantime, if anyone says the costs of education are going up, I say that is very true, and they won't have any argument from me.

One final comment, Mr. Chairman, on a more cheerful note; that is, just an announcement that Friday, August 31st, will be a school holiday. Now you may think that's rather odd that I should be making that announcement here, but it has been brought to our attention that if this were not done it would mean that the teachers would have to come back to teach one day at the end of that week; students would have to come in; and so by declaring Friday, August 31st a general school holiday throughout Manitoba, school may then open on the Tuesday immediately following Labour Day and carry on for what, in effect, will be 199 days in this school year, rather than the 200 that are required. Perhaps, Mr. Chairman, on that cheerful note, I could cease and wait for the questions.

MR. JOHN P. TANCHAK (Emerson): Mr. Chairman, I had almost hoped that the Minister would give us Friday off, when he mentioned Friday, but it happens to be 31st, and I don't think we will be sitting 'til the 31st of August and of course it doesn't concern us; we don't go

(Mr. Tanchak, cont'd) to school. Maybe we should, some of us. I wish to congratulate the Minister because he's still occupying the post of the Minister of Education, because as we heard there was some rumors that the Minister had other aspirations during the summer. Maybe they're not quite true -- the Minister would know better than I do -- but he's still occupying the post, and I wish the Minister well. I'm sure that he's conscientious in what he does; he's trying his best. It's a hard department to manage and he's doing the best possible. I'm glad to hear that the Minister does not take all the credit -- all the good accomplishments upon himself in this Legislature, but I must say that just before election a lot of the candidates -- I'm not going to accuse the Minister -- would like the people of Manitoba to believe that all the good that has come out of the divisions and so on, is all to the credit of the government. Probably it would be a good idea if some of those candidates and even the Ministers, when they're out in the hustings, that they mention some of the other people concerned -- trustees and the teachers and so on, and also the MLA's. I would also like to pay tribute to the eight senior officers of the Department of Education. I know them all personally -- I don't know if they all know me -- and I know that 1961-62 was a very extremely busy year, that these officials really worked very hard in the discharge of their duties, and besides that they still found time to take care of such individuals as us -- as we here, the MLA's. I also agree that the Department of Education has a wonderful and devoted, competent, hard-working staff. I always find it a pleasure to do business with them, and on behalf of our group, Official Opposition, I wish to pay tribute to them on the splendid devotion to their duty.

I think about the first thing that I should mention here, and we always get into an argument with the Minister on this -- and that's the consideration of the school grant; teachers' school grants in non-division areas. I know it's no use asking the Minister at the present time if he's considering endowing these non-division areas with extra teacher grants, because the Honourable Member from Rhineland put that question to him and he didn't get a satisfactory answer, so I don't think I will do it, but I hope that the Minister has settled a bit by now and that he'll do the same as he did in his own constituency, which is not considered a division, and allow the grants in the non-division areas, because I still think that the non-division areas are being discriminated against by the Department withholding a certain portion of the teacher grants. I don't think that that is fair. I don't think it is even democratic, because the government is actually penalizing the children of these areas and they are the ones who had and have no say in this matter whatsoever.

The Minister also says that he doesn't think that they've accomplished all -- that he's accomplished all that he'd like to have accomplished. I agree with him there; and he also did mention that any good contribution by the Opposition he'd be willing to look into it, and if in his opinion it's good -- the ideas are good, put forward -- that he'll be happy to consider implementing these. He expressed hope that pretty soon all the areas in Manitoba will be in the divisions. I share that with the Honourable Minister. I've never had anything against the divisions; in fact I've always voted for the divisions. I had some difference of opinion when it came to the way the divisions were -- the problems of divisions were explained in the first instance, and the Honourable Minister knows perfectly well where my difference was with him.

There are a lot of things, a lot of areas that could be further considered. During the Throne Speech the government was accused of indecision and procrastination and of sometimes going too fast. Some of the honourable members across come up with "Which is it, delay or procrastination or rushing, or going too fast?" I would say it's both, and it's possible. You can drive on a highway and you could be reprimanded for going too fast, but in certain areas you could be reprimanded for going too slowly, where there's a minimum speed, and I would say that the government is guilty of both here -- procrastination, indecision and also going too fast. You have a vivid example of both in this department: procrastination in matters of great importance -- should have been done -- and then rushing, going too fast in matters concerning the spending of millions and millions of dollars, thus resulting in waste of money, higher costs for taxation, and a greater burden on the property taxpayer. This. more careful planning. A lot of this could have been avoided. Now let's look at the facts. Some of my ideas have been kind of punched a little bit by the comments made by the Honourable Minister, but I still have a few left here, which proves that the government was dragging its feet. In the matter of curriculum -- I'm not going to say uniform curriculum; even there there was some

(Mr. Tanchak, cont'd) delay, but as I understand, the Minister has made a great effort there and I wish to pay tribute to him. I know it isn't possible to do this overnight, because it concerns other provinces, other Minister of Education, a uniform curriculum -- but as far as the curriculum for the Province of Manitoba, there was some progress -- one of them is the general course -- but I think the department has been dragging its feet. I'd like to make a brief comment on this. I know that it's been mentioned in the Throne Speech, and I don't know just what legislation will be brought forward, but I think the department has been dragging its feet in this matter, because as I understand it, studies are being undertaken with the different qualified, interested people of the Department of Education and a panel of school teachers who are required to come here and discuss curriculum -- interested teachers -- and this they do after hours. Usually they put a full time of hard work in school, then they are asked to come and discuss the matter of curriculum after. I don't think this is right. They come probably here -- I would imagine it would be in the Legislative Building here -- they see all the other people going away after their full day's work, and here -- they may be hungry, they may be anxious to get home, and I don't think they can do a proper job in that. I don't think this should be treated as a sideline. The teachers -- I think the department should give some of these teachers leave of absence, with salary and appoint some qualified men and women who have experience, appoint a panel of them to discuss this, for a period of time, as long as it is necessary. This way they could devote their full time and put their full effort into the subject at hand, and I believe money thus spent would be money spent very, very wisely. That's one instance where the government could have done more, as far as the curriculum. It's not only that the members in this House were asking for that but it's also the school teachers and the trustees. I notice in the brief presented to the Department of Education it didn't mention this.

Now another instance where the government has been dragging its feet, and it's in the matter of the teachers' pensions. It's also mentioned in the Speech and I don't know what legislation will be brought forward. I hope that this delay will now be terminated. They have been losing some very good personnel to other provinces. I don't know why; it may be that they have more attractive pension funds. Some of them are leaving the province. Last year I quoted figures for the year '60-61; this year I haven't got the figures with me. I haven't been able to obtain them. It has been mentioned previously that we have a very good civil service pension plan, which tends to perpetuate a good civil service staff in our services, and I again say that teachers have earned the right to a more encouraging pension plan -- something built on the plan similar to that of the Civil Service. That's another instance where the government was dragging its feet.

Now as far as the general course, up to today I wasn't too sure what students, after they are through with the general course, how they'd qualify. Would it permit them entrance to technology and so on? The Minister has explained that. I think that the Minister should have done it -- maybe he did it but I didn't hear about it -- should have explained this in greater detail. The new Institute of Technology is a chief institute of learning in Manitoba, according to what the Minister had to tell us. I think it's good. I think the general course is a good start. It seems to be gaining popularity, but the students should know where they are going. Some of them -- I know quite a few -- were reluctant to enrol in this course because they said, "Well, where will we go from there? Will we be permitted to enter the Technical School. It's not an entrance to university." And they were quite reluctant. The Minister indicated that they will be permitted into the Technical School with some reservations, some subjects, and I'm happy to hear that from the Minister.

Now another instance where the Department and the government has been dragging its feet is the matter of providing sufficient qualified teachers in the Province of Manitoba. Of course they can say, "What did you do when you were in government? You didn't have sufficient qualified teachers." But as I say now and I always will, let us live in the present. The past is gone; it is the present that we're concerned about. This government promised to remedy the situation. I've heard it myself -- that "We'll eliminate; we'll do all we can, and we'll see to it that all our teachers are fully qualified." So far the government hasn't been able to do it because, according to this report, if I'm right, I think it's something like 139 teachers in Manitoba at the present time teaching on permit, in the report by the Department of Education. I think 139, right? or 49 -- a difference of ten -- 149. So much for indecision

(Mr. Tanchak, cont'd) and delay.

Now let us examine where the government rushed headlong without sufficient planning, and thereby -- the Minister admitted himself that the cost of education is rising and it places a greater burden on the local taxpayer, on the property tax. As far as school divisions are concerned, these have their merits and I know that the division plan is a good plan, as it was recommended by the Royal Commission on Education, but I still regret that this wonderful desirable plan, as it is, was railroaded through in such a great rush. This government was in the minority, and just before another certain election -- we know that; I think it was in October of 1958 there was another election coming almost for certain next spring. They tried to impress the people of Manitoba with an image of a government of great action, so without making thorough investigations, thorough study, and the necessary planning, this plan was rushed through and, as a result, it is badly crippled now. It could have been much better. It could have been a wonderful plan. Now some of the chickens are coming home to roost. People in many areas are not as happy as they would have been if the recommendations were adhered to. Costs have skyrocketed beyond comprehension, and at one of the meetings I heard one of the Ministers himself admit that at the time when they were implementing this school division plan they had no idea of the enormity of the cost of the project. One of the Ministers at one of the meetings had made this comment. Maybe something misfired, but a lot of these costs could have been avoided by careful and sufficient planning. Money could have been saved the people of Manitoba by adhering more closely to the Royal Commission on Education. It recommended that divisions be so planned, and now the Ministers can tell me, "Well, it was the Boundary Commission who planned it," but the Minister is responsible for that and the Boundary Commission did not get sufficient time to plan the boundaries properly. They should have been given more time for that. The Royal Commission on Education recommended that 12-room centralized high schools be built in each division. In other words, they could have probably planned more divisions than the present number, make them more realistic whereby they could have built one central high school with 12 rooms or more, or where necessary or where a greater number of students, probably could have had two high schools, 12-rooms or more. What have we got now? We've got many divisions with five high schools in each, so how does the cost go up? Why does it cost the people of Manitoba more? Because where a school would have been centrally located we would have had one central high school, one auditorium, one library and one lab, and as a result of this rushing and inadequate planning and the government buckling under to the demands of some of the people who thought that they'd rather, for parochial reasons, would rather have a school in every town -- now when I'm talking I'm not talking about Winnipeg and larger towns like the cities and larger towns because they're large anyway -- so the government buckled under and indicated that they will be permitted to build more schools, not centralize the schools, but indicated that the government would go along with the idea of building more schools. So now what happens? What have we got in some divisions? Where we should have had one high school, one auditorium, we've got five. Costly. Where we should have had probably one library, what have we got? Five. Costly again. One lab -- what have we got? Five. And then the rooms, the grounds and so on cost more. So that's why now the cost of education is skyrocketing so. That's one -- one item that's contributing, and I think that if the government had taken adequate time to plan, not rush this plan through in the space of about four months, we would have had a wonderful division plan. It is good now I say; I am not condemning it, but I say that it is crippled; it could have been better. Now by careful planning -- and these are not my figures; I'll say like the Honourable Minister I had a mathematician figure that out, and the Minister may disagree with that, but he figures out that the Province of Manitoba could have saved up till now on construction costs alone about \$5 1/2 million -- \$5 1/2 million. In other words, the present government has wasted that amount of money and imposed higher taxation on the people. The people have to bear the extra cost. So much for the school divisions and I hope that this isn't interpreted as I was against school division. I told you right from the start that I think they're a good thing, and I'll also go along with the Honourable Minister of Education that the Department and representatives and so on should encourage the people to consolidate the elementary schools in our province because this is a very good system. Part of my area is consolidated -- the western is, but the eastern is not consolidated. Tolstoi tried it two years ago. I don't think it went through.

(Mr. Tanchak, cont'd)

Now here is another example of headlong rushing -- I'm not going to deal too much on that -- and that's this charge made by the Honourable Member from St. George where the government admittedly has lost \$2 million -- money that could have been saved. Of course the government will say it isn't true, but I heard one Minister get up and what did he tell us? He tried to shift the blame onto the Hydro. And another Minister got up and what did he say? He justified the waste by saying, "We had to do it on account of time element", but so far it stands, until it is disproved, so there's another \$2 million the government had wasted. Another reason for taxes skyrocketing.

Now another one where the government rushed too fast and it's in the matter of the floodway. The government could have saved a lot of money on the floodway if the Premier wasn't in such a haste to push it through and accept a compromise -- (Interjection) -- This is related to education; I'm just trying to prove where the cost of education could have been lowered because I'll come to them

A MEMBER: Tommyrot.

MR. TANCHAK: It could be if that's what you represent. We could have saved plenty of money on the floodway if Ottawa would have come across with 75 percent of the total cost.

MR. McLEAN: Mr. Chairman, I really think perhaps there ought to be a ruling on the matter of the order of this debate. We are on the Education Estimates.

MR. TANCHAK: Well, I am speaking on education. I'm just trying to prove to you how we could have saved costs on education, and again the experts have proved in this case that even on this one year there's something in the neighborhood of six million being spent on the floodway -- I'm not too sure. We could have saved about a million and a half. That's all for the floodway -- as far as the floodway is concerned. -- (Interjection) -- No, this is related to education. Very well related. Maybe it is education of the government. So I mentioned three instances here where the government had rushed headlong and wasted money, money that could have been saved. The first one -- (Interjection) -- This is rushing, not procrastination. You don't know the difference. You better go to the School of Technology. So now, let's add all this up. Savings on better planned divisions would have been about \$5 1/2 million, Grand Rapids waste \$2 million, Floodway, this one year we could have saved a million and a half. It comes to \$9 million. Now, if you had used this money and applied it on education in way of grants and so on, we could have lowered the tax burden to the taxpayer.

There's something that I was interested in tabled on page 113, Department of Education. I studied that and there's a table of comparisons on page 113. It starts with 1910. That's in the years back when everybody was still human, when even the Minister was human -- it doesn't say he isn't at the present time -- that's in the time when the NDP was still non-existent and we were not a welfare state yet. Social Credit -- I don't know just when they started -- but in 1910 you notice that the great sum of \$454,000 was spent on education.

MR. McLEAN: Did they have turkeys then, John?

MR. TANCHAK: Yes, they had turkeys -- they were Bourbon Reds. By 1920 it had doubled; that's in ten years, expenditure on education had doubled in ten years. Now we take 1920 and 1930; I'm just showing you the trend, and I'm not saying that the Department is spending too much money on education. No, it's money well-spent, but we could have worked it so that we saved money elsewhere and put the same amount of money without undue hardship on the people. 1920, 1930, again you have got almost double it. That is, in ten years, expenditures doubled. Now we come to 1930 to 1940, those are the dirty thirties, way back, and you know what brought that on. Actually in the ten years there was no increase, there was a drop. Then if we go from 1940 to 1950, in 1940 it was \$2 million; 1950, ten years later it was \$5 million, more than doubled expenditure -- almost \$6 million -- almost triple that. Now 1950 takes it by fives -- to 1955 it jumped from \$5 million to \$11 million in five years. So that's more than doubled again. Now let's consider 1955 to 1959 -- 1955, another million; 1959, that's only four years later, just about doubled, 11 to 21, just about doubled expenditure. Then 1959 to 1960, that's only one year's difference, there was an increase there of about four million something. From 1960 to '61 it didn't double. That's only of course one year. There's an increase; and then from '61 from \$31 million to \$33 million, so if you drew a graph along that, starting say from 1940 on, you'll notice that that graph would have a tangent -- a straight tangent, and

(Mr. Tanchak, cont'd.) . . . there is nothing spectacular about the way this government has been increasing expenditures on education. I say it's worthwhile, but there are other people -- other governments before, as on occasion when need arose, there was more money available, that they did increase expenditures in this worthwhile department.

I'm glad to hear that Ukrainian language in Manitoba is taking on in different schools, and I wish to thank the minister for permitting it in my own constituency although we are not in a position -- we've still got one, one class in Ukrainian at Viscount, and I'm very happy, very happy that we have that.

I notice the Minister says that the aim of education would be to train the students to think clearly and act rightly. I agree with that aim. I'm not an authority, not a philosopher, and I agree with that and I think it is a wonderful aim. It seems to me, and I've asked quite a few students in the last year, why do you want to go to the normal school? Why do you want to go and take the doctor's course, or the nurses course, or the dentist or what they tell me? They seem to think that the reason for education is one, and that is to get richer. I myself would agree also that the aim of our education is for a richer life. I'm not blaming the Minister, but it seems to me that in the last few years, say in the last five or six years when we've had so much unemployment, that we've been stressing this point so often that is the uneducated that is not employed and so on, and we've instilled into the students this thought that the only reason for education is to be able to make a better living in terms of dollars, and I don't agree wholeheartedly with that. I think that this is a very good slogan, "to think clearly, and act rightly". All of us accept that it is, that education is a fundamental stepping-stone to a richer life, but then there are two aspects of a richer life. One, the one I was talking about right now, according to my opinion is material; and another aspect of a richer life probably should be cultural and this embodies it: think clearly, act rightly.

Suppose we consider the first one, the material aspect of education, and it is to bring us a richer life. It is evident, as I said before, that the first and the most numerous victims of unemployment are those who are untrained, uneducated. You say one out of ten unemployed are those that are not trained or educated. Therefore, it's obvious that it's becoming more and more essential -- education is becoming more and more essential in the struggle to earn a living. This is only to win the material riches of the world, dollars and cents. But the material riches, according to my way of thinking, is important only to the extent that it is necessary to stay alive, in order to enjoy life.

What about the cultural aspect of the richer life? To me this implies enjoyment in various things, and if I may divert just now and say something about my experience. My first school, it happened to be in this country. You know what means? Cranberry country. The Honourable Minister of Health represents the country. It was way up north in Shorncliffe, and it was one of my first schools. I was sent up there by Dr. McIntyre from the Normal School here without even writing the examination in May. They were short of teachers. The school was closed since Easter, so I didn't write the Normal School examinations that year. I was sent up there, I didn't know for how long. I stayed until August, and one day I decided to take the children of the school -- I promised that on a Friday -- take them out on a picnic and a nature study course all afternoon. As it happened, that very same day, it was 2:30 in the afternoon, we saw a man approaching through the brush. We were about half a mile from school and the children looked at him, "That's the Inspector, that's the Inspector." Now being green, I thought, "now here's where I'm going to catch it." I didn't run away, I stood my ground and the Inspector came and introduced himself, then he took over. This, by the way, was Inspector Cumming. It was one of my most enjoyable teaching days in my life. He took over and he spent the rest of the day on the hill there, in the brush. He imitated every bird; he named every flower; and that was a very nice diversion. It was a lesson, teaching the children the material richness of life. The richness of life, enjoyment of the surroundings. To me, the more we learn about something the more interesting it becomes.

Do you notice that the first people we meet, even the members here, what are they at first? When we first meet them in the House, they are just a blob, an image. We don't know them, and we accept them as probably another person, but later on as we stay with them we get to know them better; they become more interesting to us and we really call them friends, even though here sometimes we're not such good friends in the House, but they're really friends.

(Mr. Tanchak, cont'd.) I think that the students should be guided to learn about a variety of things, subjects that later, whether he is working or playing, will tend to teach him more about our world, our universe, so that the student would find it interesting at all times -- life interesting. This should apply to the greater enjoyment of a variety of things, earthly things, the life of the plant, the animal life, probably the creations of science, work of architecture, masterpieces of art, the music one hears, and the grasp of world affairs, and all sorts of fleeting little experiences such as little sacrifices, neighbourly conversations. In short, all these things which one finds, either interesting or enjoyable, because of his informed and calculating mind. The cultivated mind becomes cultured -- a cultured mind later; and the cultured mind, which years tend to develop deeper appreciation, deeper interest, and therefore becomes still more cultured; and persons endowed with such a mind will live a richer life. I think, in my estimation, that the second aspect of a richer life, developed to its fullest, would pave the way to a better international understanding and better way of life and love. I'll have more to say later, but that's all for the present.

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MR. E. R. SCHREYER (Brokenhead): He said he wasn't a philosopher but I'm not sure that he is correct in saying so. The last few minutes at least were very interesting at this course, in philosophizing on the task that faces the teachers, and also on the goals that we should be considering in formulating the education policies here at the Legislative level.

I will not be very long in my remarks for three reasons. I think that the Minister is less open to attack this year than he was last year. Reason one being that we appear to be making progress or initiating progress in the field of vocational and technical education -- much better prospects in sight from what I can gather than there was this time last year, therefore, there's less to say in that regard. Point two -- the matter of teacher pensions is in process of legislation, so it wouldn't be timely to say anything at this point. That's the second reason for being brief; and thirdly, the Minister has omitted making any prolonged reference to education costs at the municipal level and he's also omitted using mathematics and arithmetic so there is very little in that regard that one could quarrel with. So I will confine myself to what I consider to be some remarks that are of pertinence, which I gleaned from the departmental report and other sources.

It would seem to me that even now we are not prepared to admit it. We seem to be starting on -- we're in the early stages of going to a double or a triple track system in education. By that, I mean that we are making provision in a more adequate sense for students who have other than an academic aptitude. I don't believe that we've really done this in Manitoba in past years. We seem to be starting now. This is not to say that we can go pell-mell in that direction, because we have to keep in mind the desirability of maintaining a high enrolment as possible in the academic field. It would be desirable, but whether it is practical to insist on giving priority or paramountcy to academic studies at the high school level much longer, or whether it's really feasible.

Now, if one looks through the statistical records of the report, one will find that in past years we've had simply an abysmal record in school drop-outs, and I rather suspect it's for no other reason than because we have not had adequate alternative course of instruction. So now we're moving that way, but we are still quite far behind western European countries, Britain, and even the Province of Ontario, in making provision for vocational and technical education. This is not the time to criticize the effort, however. We shall see one or two or three years hence just how the pattern starts to fill out. I think it does sort of fall on the Minister to give us a little more specific information as to what the enrolment capacity of the Institute of Technology will be; also, whether they intend to discontinue the old M. T. I., because if that's the case then the institute will not be solely and completely providing additional facilities; it will be replacing, to some extent, already existing facilities.

I wonder if the Minister is aware that, even though we are making this progress in technological and technical education, that comparison with the Province of Ontario leaves a great deal to be desired. I don't offer this in a spirit of criticism so much as in a spirit of curiosity, and I wonder if he would, in his later remarks, try to justify the following discrepancy, which is to say that in Ontario, with a population ratio of about six to one to Manitoba, they have been spending somewhere in the order of 10 or 12 to one compared to us, and they've been reaping the benefits of federal grants. I believe federal grants last year to Manitoba for purposes of technical education were in the order of three or four million. In Ontario last year they were in the order of 140 or 150 million. I say that I offer this not in a spirit of criticism but out of curiosity.

Less there be anyone in this Chamber who might disagree with this seeming trend toward offering adequate alternative facilities in technological education, I would point out that the whole spirit of COMEF, the Committee on Manitoba's Economic Future, seems to be that if we are going to really do our utmost in providing job opportunities in the next two decades, a good deal of the success or failure of our attempts will depend, in large part, on the extent to which we provide technological and technical training and skills to our young people. This is, of course, very basic.

I look at the report of the department and I see that out of the high school enrolment -- of course this is a year behind dates, but nevertheless it points out this interesting ratio. Out of a high school enrolment of somewhere in the order of 45,000 young people -- pardon me, 45,000 in academic courses -- 45,000; and in technical and vocational courses, full time, only 4,500;

(Mr. Schreyer, cont'd) a ratio of about ten to one and really it should be almost -- this is, I think the ultimate we're striving for, should be more towards parity. That's what the ratio should be, somewhere in the order of, instead of ten to one, about six to four or something like that. Well even the Institute of Technology, which the Minister is so proud of, will be filling a much needed gap, but even when it's functioning to its maximum it will be nowhere near what we will require in this regard.

I would like to ask the Minister, and I suppose I could do this under an item, but I point out to him that on page 47 of the report for the department, reference is made there to vocational courses in 10, 11 and 12, and it would seem to me that these must be the so-called 50-50's as offered in our high schools. The enrolment there is not unsubstantial but it's certainly smaller than it should be. In connection with the 50-50's, I think it's very important now that we have the larger divisions -- the school divisions -- that in rural Manitoba we start moving in the direction of providing the 50-50 type vocational academic courses in rural Manitoba. Up to now this is mostly concentrated in the Greater Winnipeg area and possibly three or four points outside. Well we have to do more than that.

The last speaker, the member for Emerson, read off a considerable number of figures and statistical data pertaining to overall education costs in this province and I confess that I don't know what the point of it was, unless it was to indicate the tremendous increase in education costs since 1920 or 1930. If you look at it strictly in the sense in which he dealt with it, I suppose one could get that feeling in the matter; but, on the other hand, in case we start to become very much afraid that we are pulling out the stops on spending in education, I would remind members or point out to them that it's really not that scary a picture, because in terms of gross national product, we in Canada are spending no more than we were spending two decades ago. We're spending no more in relation to our gross national product than we were in the 1930's, and if one keeps that in mind, it will help to restore a picture or an impression of balance. I don't think that the member for Emerson -- I'm not saying that he distorted the picture, but I do believe that it would be easy to get a wrong impression if one only relied on his remarks. Since it is a fact our GNP has increased so much and our spending on education has increased no faster than our GNP increase, I think that we can, with some justification, press forward for increased educational expenditures in those spheres where we feel there is still a gap or room for improvement.

All of this, of course, is not to say that the province is not -- or the local taxpayer is not being overloaded in a sense since so much of the municipal levy is a result of education costs. It's a matter of reallocation. The province can move up a few percentage points, and the federal government, helping as it is in terms of technological education could investigate avenues of helping even more. I think that it is the general consensus of education finance experts that the federal government, despite constitutional provisions, can do a little more in terms of sharing education costs.

A matter of detail -- I notice in reading last year's Hansard that the Minister said he would investigate, during the course of last summer, some type of central funding in Alberta. I got the inference from his remarks that he would investigate and report back, as it seemed to carry portents of perhaps being applicable to Manitoba. I suppose it wouldn't be improper for him to make some reference to that in his remarks which may come later.

The Minister made some reference to the general course, reference which seemed to give the impression that he was quite satisfied with the way things were working with the general course. He did make an admission of something which we, on this side, said was the case last year; namely, that in some courses of the general course, the level was actually more theoretical and perhaps higher than in counterpart academic courses. At that time he says, "well he certainly hadn't got that impression from what his advisers tell him", but this year I notice he made that admission on his own. Well I'm not going to argue the desirability of having general courses that have a higher merit or value or more strict standards than academic courses, but if this is really so, I think that it bears some further investigation. After all, what is the purpose of the general course? It is not to prepare people for higher academic training or education or higher theoretical capacity for theoretical investigation; it's rather to prepare young people who have not the desire, nor who have the aptitude for university academic learning, to receive fairly advanced training in the technologies. Is the Minister, despite his optimism,

(Mr. Schreyer cont'd) convinced that there will be no problem in selling the course in a larger scale to the general public? It seems that the experience in almost every other country where they have initiated a general course, or secondary modern as they call it sometimes, they've always had difficulty in the first five to ten years of convincing parents -- the public -- parents actually, that the general course has a very definite place and it should be accorded parity of esteem for the function that it is going to serve and so on. Now in the event that it does receive general approval by the public or the parents, I suppose one would assume that the enrolment would climb. The enrolment, according to the report for the general course is 384. This is a year old. The Minister could perhaps indicate what it is at the present. If he mentioned that, I'm sorry that I didn't hear it, but certainly it is a very low figure according to the information we have so far.

As I say, Mr. Chairman, I did not at the very outset intend to make any prolonged statement. I believe that all of the points which I wanted to make, I have done. Oh yes -- pardon me. In connection with the matter of teacher training standards and teacher qualifications -- this is apart from teachers' salaries or pensions. It would seem, according to press reports and editorials, the Minister was guilty of taking action which, in effect, would lower teacher standards in this province. Now I have to confess that I did not regard that particular incident -- I did not give it as much interest as apparently the Winnipeg Free Press did and some other people, but even if it is only involving a relatively small number of teachers in this province, I think the Minister has a responsibility to this group to indicate to us the reasoning behind that particular action of his. The particular action I'm referring to was last summer when he, by regulation, enabled teachers with Grade 11 academic standing to teach at a level one step higher than they had been able to previously, a very queer sort of action in light of the Minister's professed desire to take very definite steps toward up-grading teacher training standards, which in other respects he has done. This seems to be an isolated incident which, nevertheless, requires explanation.

I would also like the Minister to give us an idea as to how well the present program of teaching French from Grade 4 up -- Grades 4, 5 and 6 -- how well is it working out? I mean in terms of desirability no one will argue with it, but it is not a mandatory type of provision there, it's only permissive. I think that if all our utterings in this and other Chambers about bi-culturalism are to be taken seriously and sincerely, then let us look closely as to just what is transpiring when you have permissive legislation regarding the teaching of French from Grade 4 up. I think if we could get an enrolment figure, or how many students in Grades 4, 5 and 6 are taking this French in this province -- these French courses -- it would be helpful in enabling us to ascertain just what progress we are making.

With those remarks, Mr. Chairman, I will conclude. Of course I would very much like to deal at length with the matter of school costs at the local level, but since we have the Royal Commission on Municipal Finance and so on, I don't think it's opportune or timely at this time to deal with that.

MR. J. M. FROESE (Rhineland): Mr. Chairman, I wonder if the Honourable Minister of Education would answer my question I put to him the other day.

MR. McLEAN: Yes, I'll answer it. What was -- do you want to ask it again for the purpose of the record?

MR. FROESE: The question was whether there was provision made in the Estimates for increased grants to school districts in non-division areas.

MR. McLEAN: Mr. Chairman, no provision made for increased grants to non-division school districts.

MR. FROESE: Mr. Chairman, in speaking for the estimates of the Department of Education for the ensuing year, I notice that there's provision made for increase in grants or additional monies to be voted for increased grants for the purpose of education, and then when I questioned the Minister, there is no provision made for salary increases and grants to teachers in non-division areas. We in the non-division areas are in a very precarious state. Things have been going down over the last number of years and it's all the fault of this government. They persist in discriminating against the non-division areas regarding grants, teacher grants, capital grants, maintenance grants and what have you. This is wrong and this is wrong in principle, so I had hoped that the government by this time would have recognized that and would try

(Mr. Froese cont'd) and correct the situation

We had an election in December and the people of Manitoba elected a Conservative government and they're there to administrate the business of this province. However, it seems that they will only look after a portion of the people and not after all the people as they are required. School districts in non-division areas are definitely discriminated against and have been so since 1959 when this division plan came into effect. They are discriminating against the parents, in the first place, in that the parents exercised their vote and voted as they pleased. Apparently under this government you're only supposed to vote for the government if you do not want to be left out in the cold and not getting your portion. In my opinion, people should have a free choice without having a penalty attached to your vote. However this was not the case.

When they brought in this plan they attached inducement grants and these have been carried on indefinitely. I feel that had the plan been rejected at that time by a majority of the proposed divisions this would have been changed. This would have been corrected long ago because they then wouldn't have faced the electors under those circumstances, but now they can afford to discriminate against these people back home. The areas where the non-divisions are at the present time are densely populated areas. They contribute very heavily to the coffers of the province and to the treasury of this province. We have a very large vehicle registration in those areas and the reports of the government bears us out -- both Winkler and Altona have large registrations -- a large number of registrations. Then also, being a densely populated area, the people naturally contribute heavily through other taxes to this government and they are not getting a fair and a just share.

We also are receiving grants from the federal government which are taken by this province. Some of that money, I think, is on a per capita basis and we in our area definitely are not receiving our just share. We're discriminated against again. I think this should be brought to the attention of the federal government so at least they were aware of what was being done with the monies that they send to the Province of Manitoba.

I notice from the Estimates that the Minister -- it's all right for him to increase his salary but he won't allow a thing like that for the teacher in our area who is probably working harder than he is. The government will recognize a teacher serving a division. There they will recognize his qualifications that he has been able to achieve; they will also recognize the experience that he has been getting over the years and thereby pay him -- pay the school district where he serves a 100 percent grant. But once he moves into another district, just a neighboring district which is a non-division area, he is stripped of this recognition and he becomes a second-class teacher.

The differences in the grant scale between the division and the non-division areas are very large indeed. Under Regulation 7458 we have an approved amount for grants respecting teachers of elementary grades which vary for a qualified teacher from \$2,400 to \$8,700 depending upon the qualification and experience that the particular teacher has. On the following page, we have a graph of the approved amounts for grants to respective teachers of secondary grades, and here the amounts shown are \$3,500 to \$9,700, also depending on qualification and experience. If a teacher teaching in the elementary schools of the non-division area, his district gets \$2,500 grant regardless of the qualification and experience, and the same for the high school teacher. The district gets \$3,750 whereas we have a total of \$9,700 that he could eventually earn under the division plan. So what we see in those areas is that we're removing the experienced teachers from the non-division areas, which is a very sad case. The areas that have produced such a large number of teachers for the Province of Manitoba is now getting to the stage where they get the inexperienced teachers, where they cannot afford to pay for the experienced teachers any longer. This is not just a story, this is fact.

I have discussed this with teachers themselves and the experienced teachers are leaving for the division areas in order to obtain more money. This is very wrong for the present government to persist in this practice. It's almost unbelievable but yet it's true. They are supposed to represent all the people of the province, yet here they give special privileges to certain ones. When this vote was held it was held across the province, except for the non-division areas. They didn't have to vote on the plan. The Dauphin area voted. They rejected it, yet they received -- they received the increased grants just like the division areas are getting, but this was the Minister's own riding so he couldn't dare possibly give them the same grants that the

(Mr. Froese cont'd) non-division areas are getting.

But that's not all of it. The most important and the saddest of all is that they're denying our young people the right to a high school education in the non-division areas. I'd just like to mention one or two schools. I know that the high school at Altona is full and that they are turning away students. They couldn't take them all. The rural school districts are doing their best and trying to accommodate by way of correspondence courses and also by arranging for one-room high schools in order to take in these pupils, but even then there is a good number of youngsters who cannot acquire a high school education. The Winkler high school enrolment in the 1961-62 year was between 265-270 pupils. The following year, '62-'63, the enrolment was down to 194. This is a reduction of 71 -- a percentage of reduction of 26 percent. Now, in 1962, they had an enrolment of non-resident students of 120. The following year this was down to 40, so that meant that there were 80 pupils not going to school or not receiving the education that they would like to have. They were deprived of this.

The neighboring district, the town of Morden, I think received 30 non-resident students last year, so that part of them went down there, but that doesn't nearly offset the amount of students lost because of not having the facilities; of not getting the necessary grants, and especially the teacher grants. I know this much, if we had had received the teacher grants, which we should receive, this situation wouldn't be nearly as bad. We would be able to manage. The town schools would then not reject the non-resident students just because of space. They would be able to save part of that money that they now have to spend on salaries and put that into capital and provide facilities for the students. Some of these students are now attending the Gretna Mennonite Collegiate which is a private school and the fees are quite large in order to attend, but the pupils have to look for a place to stay, and to acquire their education, so some of them go there. If their parents can afford it, they will go there. But here again the government is shirking its duty, and by not paying the increased teacher grants, these pupils now have to go to a private school, so that the government is free from all of the load. They don't pay a cent toward that school and they're shirking their responsibility and throwing it on private schools and on the parents.

This plan was supposed to bring equal opportunity, and look what we've got -- the worst "schmozzle" that ever happened down in those areas, and it's far from equal opportunity. There's nothing of the kind. We require increased teacher grants and we require them very badly. We also require increased capital grants, but I think we would be able to manage without. The Minister mentioned the vote coming up in Rhineland, but regardless of what the outcome of the vote is going to be, we still need those grants for the other areas. This still remains wrong even if the vote should carry and that the division comes in, this practice that they're practising now is wrong, and that should be remedied and corrected, I don't know. Does the Honourable the Minister not have a conscience at all in order to stay with this year after year? In my opinion, he should resign if he does continue this way and wants to continue this way.

I have prepared some more remarks on other points in the Estimates regarding the retirement allowances fund and so on, but I think I'll wait for that till a later time.

MR. CHERNIACK (St. John's): I rise following a suggestion that the Minister resign, and I would like to say for myself, Mr. Chairman, that as long as the government which is in power remains in power, I would be happy to see the Minister remain in the seat which he now occupies.

I say that, Mr. Chairman, because I base it not only on what I've learned in the last two weeks, but because of the fact that I have had an opportunity to assess the work that he has done. A few years ago when in a professional capacity I acted in the consolidation of some four school districts into one, with the purpose and the ultimate conclusion that it would form a school division for all grades, both elementary and secondary, and I must say that I was very much impressed at that time when the Minister was both younger, fresher and presumably less experienced than he is now. I was very much impressed then, Mr. Chairman, to note how well he knew the work of his department; his grant structure; the long-range purpose in the creation of school divisions; the very need that was pointed out by the Honourable Member for Rhineland, to attempt to provide equality of opportunity for education amongst the children; and I can only conceive that the attempt could be designed in terms of a school division. But I think that the Minister, the work that the Minister did in order to sell the school division -- and he made it a

(Mr. Cherniack cont'd) point to say that he was not selling it but offering it -- but the point he made then, I think, redounded to the benefit of the children of that particular school division. I still have an opportunity to assess the work in that school division and I am satisfied that there are children today receiving an education there which they could not have received in any other way, so I think it is only fair at the outset, Mr. Chairman, to pay tribute to the work that the Honourable Minister has done.

I think there is much more to be done, as he said, and I hope that all of us will have an opportunity to attempt to guide him in the right direction. If only he would listen to us and sort out what we say, possibly we could all together take pride in the fact that, with the increased cost in education that was pointed out by the Honourable Member for Emerson, there is an increased return from the education that we offer to our children. Our quarrel I am sure, Mr. Chairman, is not with the fact that costs are increasing, and not with the fact that this is the largest spending department in government. It should be. The work that this department does is of the utmost importance for the future growth of our province and the costs must increase because even our Minister is not satisfied with the -- I was going to say with the progress he made. I'm sure he is satisfied, but he admits that there's more to be done, so that the costs must increase. The only thing that is essential is that the method of collection of the moneys to pay the costs must be rearranged so that the load be taken off the real property taxpayer.

I will not develop this further because I already had an opportunity to mention that point, and I reiterate it because I expect it will have to be reiterated a number of times before the principle will be accepted. I'm not losing hope, but I'm just saying that we will have to repeat this a number of times. I don't know that we are justified in sitting back and waiting for the Royal Commission to bring in its report because I think that we can now forecast that the Royal Commission is going to recognize the problem and is going to suggest that the burden that is now placed on the taxpayer on the municipal level must be eased and that the costs be raised another way. So that with the tribute that I have paid to the Minister, I give him my assurance, for myself, that I will try to push him and prod him to rise to even greater heights and deserve even more eloquent tribute than I am able to give.

MR. McLEAN: Talk to these fellows sitting along here.

MR. CHERNIACK: You're closer. There are a few matters, minor matters that I'd like to bring to the Minister's attention in the hope that I can get an answer to them. They're not of great significance and I'll just go over them very quickly. Firstly is the matter of teachers who are teaching with conditional certificates. I note from reading Hansard, and I have been reading Hansard with some interest, that the Minister stated that by September of '64 he hopes that he will have eliminated all teachers teaching with conditional certificates. I don't mean the teachers, but the certificates. But I do not note that the trend is very much in that direction because in Hansard, at page 1440 of 1962, there's reference to 419 teachers with conditional certificates; and in the department reports, at page 76, there is reference to what I believe is 363 teachers. I may stand correction because I'm not sure if that is the correct category, but these are teachers who teach with special authority, qualified teachers placed in positions above certificate entitlement. I assume that those are the correct analogous figures. --(Interjection)-- They're not. Then I hope the Minister will point out how many teachers there are now with conditional certificates and indicate how he plans to carry out his undertaking or expectation that by September '64 there will not be any.

Also, I note reference on page 1405 of Hansard of last year that there were 80 permit teachers, and after reading it a few times I realize that that was in reference only to secondary, in the secondary field. Actually, I believe there were 139 according to page 76 of the Department report, so that if my reading of this is correct, under the section of teacher placement, there are some 605 teachers who apparently -- and I'm saying this apparently, I'm not asserting this as a fact -- but who apparently do not have the minimum qualifications that they ought to have to continue in the work they are doing, and if my statement is incorrect the Minister will correct it, although I hope he uses arithmetic that I can follow. I do note that this figure of 600 seems to be seven to eight percent of the total teachers, and although it appears small, yet I think it means that seven to eight percent of the children in Manitoba are receiving their instruction from teachers who are not fully qualified. That ends the first question.

The second one again is a minor one. Just as the Honourable Member from Brokenhead

(Mr. Cherniack cont'd) said, it wasn't really a matter of criticism or anything else, but just interest. I forget the word he used. I, too, am intrigued by page 79 of the departmental report which reports on the students at the Manitoba Teacher's College and breaks them down into racial origin and religious denomination. I am most intrigued in understanding why it was necessary or advisable or even interesting to ascertain the information, to catalogue the information; and to report the information; and I hope that I will get clarification on that. To me, putting people in classifications of this type is too often used in a bad sense and, therefore, I raise the question.

Thirdly and finally, Mr. Chairman, at this stage finally, I am interested in the discussion which took place last year, reported on page 1256 of Hansard, dealing with the percentage of textbooks as to whether they were Canadian, American or from other sources, and the Minister at that time seemed to indicate that it was his hope that the Canadian textbooks percentage would increase. I would like, therefore, to request that we be given the information and what attempts are being made to encourage it. I don't want to make a speech about it. I think it is obvious that in many of the subjects that are taught in this country, a Canadian orientation is most important and an orientation from outside of Canada can be disturbing, to put it mildly. Thank you, Mr. Chairman.

MR. PAULLEY: I just want to say a word or two on the Minister's salary, and there's a number of items that will possibly be raised when we get down to the details of the departmental estimates. I view with somewhat alarm on what, in my analysis of the statistical information that is contained in the report of the department, that is incorrect. On page 108 of the report, dealing with the registration according to ages in our school system, unless the Honourable Minister of Education can give me a better explanation that will set me on a different track than I'm on at the present time, it does appear to me, Mr. Chairman, that there is a gradual reduction in the number of pupils in the age group from 15 and up who are continuing in school.

MR. McLEAN: What page was that please?

MR. PAULLEY: Page 108. If you take the figure by comparison for 1961 and 1962 which is in the lower table, we note that in 1961 there were 18,800 pupils in school at the age of 14. The year following, which was '62, this figure of 15 years is reduced to 16,603, and this figure of 16,603 is a reduction of a hundred-odd from the number who were in school at the age of 15 years in 1961. Now we find, Mr. Chairman, this trend, comparing the number of students still remaining in school by comparison with the year 1961-62, adding on in each case a year of age, that it seems to me that there is a general trend, once again downward, of the number of pupils, at least according to age groups, who are staying in school.

Just to illustrate, Mr. Chairman, at the age -- let us say age 18 -- and I'm just picking that out of a hat -- but in 1959 there were 3,147 in school at the age of 18. This increased to 3,830 in the year 1960. It started a downward trend in 1961 to 3,657, but in the year 1962, this took a drop down to 2,833. Those of the 19 years age group in school -- it appears to me that in 1962 a similar circumstance had taken place. A trend had taken place where there is a reduction in 1962 in the numbers attending school at the ages, pretty well across the board, Mr. Chairman, from 15 years and up. I would like to have, if it's possible, any comments that the Minister of Education may make in respect of this particular table, because it indicates to me, at least at first glance, as though the purpose -- at least what we're attempting to have as our purpose in education, a better and more fuller education for our young men and women -- the trend has started to revert down; down to where it was, using the figure that the Minister likes to use in the House, the trend that was started upward in the year 1958. In 1958 the table indicates that there was a gradual increase in the number of boys and girls or young men and women in this age group staying longer in school and getting a better education, as we say, but it seems to me, just glancing at these tables, Mr. Chairman, that the situation is beginning to reverse itself and I am sure that the Minister and the members of the committee will agree with me that this is a trend that we do not want to see occur. If the Minister can give me any information or reason for this apparent change in trend, then I would be most happy to receive it.

Now then, another explanation I would like to have from the Minister, Mr. Chairman, deals with the question of bursaries and loans. Now the other day we were not given the opportunity of having an Order for Return passed by this House to seek information that we were desirous of obtaining insofar as bursaries, scholarships and loans, the Minister having said that

(Mr. Paulley cont'd) this information was in the departmental report. I've gone through the pages, I think rather carefully, and I don't find the type of information that we want contained in the report of the Minister. He may be able to tell me what page, for instance, that I would find a breakdown of the loans which are granted or given to students. It may be that it's in here and the pages are stuck together, but I haven't been able to get the information in respect of loans.

But I want to refer, Mr. Chairman, for a moment or two, to page 49 of the Minister's report, the report dealing with the question of bursaries and scholarships. I note with great concern; university entrance bursaries -- there were 565 applicants for bursaries and the number of awards, 132. Well roughly speaking, Mr. Chairman, about a quarter of those who felt that they did not have sufficient finances to carry on into entrance into university. And then I note that the total amount awarded was \$39,750 or, if my figures are correct, an average of \$311 by way of a bursary. I don't think I need to point out to the committee that insofar as costs for university education, \$311 will not go very far. Indeed, in some faculties, it will not even pay for the tuition fees themselves.

Then, Mr. Chairman, we go on to the question of university under-graduate bursaries. We find that there was 1,098 individuals in this particular category who did not feel that they had sufficient finances in order to go on on their own in the field of education at the university, but we find here, too, the same number of awards, proportionately, about a quarter; namely, only the awarding of 279 awards for the applications of almost 1,100. And here, too, I point out, Mr. Chairman, that if my division is correct, the average is less than \$300, which is almost just the entrance fee to any of the faculties.

Now when we come down next to the list of bursaries and scholarships, Mr. Chairman, and we note that there are four different types of bursaries for teacher training. I haven't been able to find in the report a description of these types of bursaries and I would appreciate hearing it from the Minister or him pointing out again the page in which there is an explanation of these bursaries. But here again I note a similar trend. That for a teacher training "A" bursary, 106 applicants; 49 awards, or just about half -- it's less than half. "B" teacher training bursaries, there were 45 applications and only two, Mr. Chairman, received a bursary, and the sum total was \$400 which of course would mean \$200 apiece if they were each treated equally. Then insofar as "C" bursaries were concerned, 227 applicants with 123 or just about half received awards; and then insofar as teacher training "D" bursaries, 24 made applications and 12 received a bursary.

Now, Mr. Chairman, it does seem to me that one who didn't have the privilege of attending one of the higher schools of learning, that there is still too few bursaries and awards to those who are desirous of seeking higher education in the Province of Manitoba, and I would like from the Minister -- as I say we attempted to get this insofar as different faculties were concerned -- we didn't receive the information and I would like to hear from the Minister on this.

Now I note, Mr. Chairman, that it is 5:30. You're ready to leave your chair and I wonder if I could leave now on this. I may have one or two comments before the Minister replies at 8:00 o'clock.

MR. CHAIRMAN: I call it 5:30 and leave the chair until 8:00 o'clock.

(French speech of Friday, March 15th -- see page 307)

MR. L. DESJARDINS (St. Boniface): Madame l'orateur, j'aimerais profiter de cette occasion pour remercier tout spécialement les membres de cette Chambre qui ont toujours démontré une largesse d'esprit en ce qui regarde le rapprochement des deux partenaires du Canada. Mon ancien chef, Monsieur Campbell, le député de Lakeside a toujours montré beaucoup de sympathie à l'égard des Canadiens français. Grâce à lui l'enseignement du français a partir du grade 4 nous est permis. C'est lui qui a fait le premier pas. L'humilité de cet homme l'a trop souvent gardé dans l'ombre et malheureusement la population du Manitoba ne connaît pas vraiment cet homme. Ils ne réalisent pas ce qu'il a fait pour sa province. L'Honorable Monsieur Evans, Ministre de l'Industrie et du Commerce a toujours montré beaucoup d'intérêt pour notre groupe. Il a su reconnaître nos droits et nous l'a démontré à maintes reprises. Mais

(Mr. Desjardins cont'd)Madame, je serais malhonnête et bien ingrat si je ne donnais pas crédit et remerciements sincères au premier ministre. Oûi, il est vrai que dans le passé nous avons eu maintes, nous avons eu des discussions assez chaudes et mouvementées et je n'ai aucun doute Madame, que nous en aurons encore bien d'autres. Néanmoins, je tiens à féliciter le premier ministre, un homme qui est parfaitement bilingue; un homme qui n'a jamais eu peur de parler français; un homme qui je crois n'a jamais démontré de préjudice envers qui que ce soit. A maintes reprises il a publiquement encouragé le bilinguisme au Canada.

Translation: Madam Speaker, I would like to avail myself of this opportunity to especially thank the members of this House who have always shown an open mind on the subject of the bringing together of Canada's two partners. My previous leader, Mr. Campbell, the member for Lakeside has always shown a great deal of sympathy for the French Canadians. Thanks to him, the teaching of French starting in Grade 4 is now allowed. He took the first step. This man's humility has always kept him in the shadows and unfortunately the population of Manitoba really don't know him. They do not realize what he did for this Province. The Honourable Mr. Evans, Minister of Industry and Commerce has always shown great interest in our group. He saw fit to recognize our rights and proved it on numerous occasions. But Madam, I would be dishonest and most ungrateful if I did not give credit and sincere thanks to the First Minister. Yes, it's true that in the past we have had several, we had some pretty heated and lively discussions and I have no doubt, Madam, that we will have many more. Nevertheless I want to make a point of congratulating the First Minister, a man who is perfectly bilingual; a man who has never been afraid to speak French; a man who I believe has never shown any prejudice towards anyone. On numerous occasions, he has publicly encouraged bilingualism in Canada.