

THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock, Thursday, January 26, 1967

MR. JOHNSON: I believe I was just trying to complete some questions here when the bell rang for the dinner hour.

I think in substance the White Paper, as a paper dealing with government intent, I would hope would be fairly clear to honourable members. I hope to have the bill concerning this before the House just as soon as possible. I think in the meantime this material has been distributed to the various school boards throughout the province and also to municipal men so they may become acquainted with its provisions, and as I indicated I hope to have the kit distributed to each member of the House including all the material that has been produced to date with respect to the referendum, using this as a method to bring this program before the people. I think once the bill is passed and the regulations are developed, the regulations will follow largely and pretty well the intent as expressed in the White Paper and the ratios will be spelled out that were used to develop the program, as I said, trying to give increased flexibility and enough resources to enable these people to do the job.

I think when the Honourable Member for Rhineland spoke, he mentioned the other factor of what will the cost be at the local level; he'd like a breakdown and so on. While the general levy may be, say, seven or eight mills under the present formula in that area, he doesn't take into account the divisional levy or the school district levy which is added on to that general levy that's there now, and as the White Paper says, our best deductions in most of the divisions in the rural areas it worked out that they were some homeowners who may be paying slightly more, taking the rebate into consideration, on balance from the previous . . . but it wasn't very much; in many cases it's lower. However, I think with that -- and as I say, the mill rates may vary if they use the old assessment, the actual assessment rather than the equalized.

He mentioned also the retarded. They are, of course, included under Bill 16 of last year when the Public School Act was amended, to make provision for divisions to take over the area of trainable retarded, and of course divisions were given the power to make agreements with districts at that time for the provision of services. They get the same grants and the lower pupil counts which means considerable extra assistance as you see; the increase is the number of teachers. When they get paid for 13 they get one teacher grant - 13 over plus one. Those regulations have been promulgated since we last met and are published, and hopefully that divisions could deal with these either in groups, depending on what kind of program they want within a region, or inter-divisional agreements may be made. I think it's a step in the right direction and I think this kind of legislation before us now will assist greatly the individual divisions in planning the facilities and services for these children in the coming year. As we said when we introduced that legislation last year, it was a tremendous undertaking. There have been problems that have arisen. I've had my staff write as much information as possible and suggestions have gone out to all divisions from the head of our Special Services Branch, Mr. Wilby, outlining what the grants were and what the regulations covered at the present time, and how many children he thought were involved, and hopefully in the Metro area arrangements under this new plan will be easier to carry out.

I dealt with I think most of those other matters. One subject of interest to the honourable members has been the subject of Ukrainian and the present status of Ukrainian with respect to the University and its status with respect to university admission. I would like to review with the House, just to put it in capsule form. As you know, after pilot use, Ukrainian was introduced into Grade 9 in 1962-63; the following year into Grade 10; the following year into Grade 11 and in 1965-66 into Grade 12, and in this past year the Correspondence Branch began writing the Grade 9 course for possible instruction this fall in the correspondence area.

At the university level the department - after the resolution of the House, and during the development of this course we've had many discussions - requested the Senate approval with the 300 Grade 12 as a matric subject and the Senate studied the course and requested certain amendments, and in May of 1965 the department submitted a revised course to the matriculation committee of Senate; in May of that year the Senate gave approval to the course. The department was able to advise students in the spring of 1965 that Ukrainian would be accepted as a matriculation subject starting in the 1966-67 session, so that students wishing to take Ukrainian 300 Grade 12 when it was first offered in the high schools commencing in September, 1965 would know of its acceptance.

(MR. JOHNSON, con'td)

Now, as a second language, while it's accepted as an option, if you recall, as a matriculation subject, as an optional subject for admission it did not have the status of a second language - has not - and at the same time in May of 1965 at which it approved Ukrainian as a matriculation subject, the Senate directed the schools and faculties to review the whole question of language requirements, and simultaneously with that the Senate and schools launched into a wholesale review of matric requirements generally, which is an extremely complicated task I am told, and faculty decisions concerning the acceptance of Ukrainian as a second language are apparently inevitably tied up to whatever new entrance requirements may be in terms of the number of subjects and the level of achievement.

Thus there is really no problem over the status of Ukrainian versus vis-a-vis French or German, Latin, Russian. The problem now rests with the individual faculties and schools to decide whether or not they will accept Ukrainian as a second language for entrance to their faculty, and I am advised that great progress is being made at that level in revising the university entrance requirements for all faculties and all subjects, looking at both the General Course and the University Entrance Course, different patterns for admission to university - recognizing certain patterns of combined General and University Entrance Course subjects and looking at the language requirements.

For example, each faculty is going to have to say just whether it will accept a second language for admission to that faculty, and they have advised me that on that basis Ukrainian will enjoy the same consideration as other subjects, but obviously this leads to a whole pattern of admissions. In Science they may say you have to have three university entrance subjects - sciences for example - you may be able to have two General Course subjects, one may be French, German, Ukrainian, but it depends on what course you are intending to take at the university level. They have been getting into the major minor pattern at the university. For instance, major minor languages, you may be able to get into university with - I'm just conjecturing - a loading of the languages at the high school level, and sciences, and go into a major minor program of a certain type at the university. But they are looking at this in a very enlightened way, looking at the whole ambit, and the last meeting my staff informed me that Senate has been pursuing this again with the individual faculties as to their status.

Now I think the university have been giving encouragement - I should point this out to the House - I understand to - the Ukrainian language. Any Arts or Science student, even though he hasn't studied it in high school can begin Ukrainian at the university, and any Arts student can elect a major - he can elect five courses in Ukrainian even to a maximum of seven. The new major minor pattern of course, as I said, has made it easier for a student to elect Ukrainian today at the university than was ever the case in the past, and practically all science students in the General Course, for example, can elect as many as four courses in Ukrainian, one more than a minor.

I also have found out, and this should be of interest to the House, that the Department of Slavic studies has a far richer staff student ratio than most other departments. Also, I am told, special timetable concessions have been made to ensure that Ukrainian 91 and 121 at the university level are taught at hours that don't conflict with the new first year or any other first year course. At the senior levels, special time tables are allowed also favouring Slavic studies. And also, a most interesting thing is that Manitoba offers more Ukrainian in this department than either of the other western provinces who for some time have had it as a university entrance admission program. As a matter of fact, we have more students studying Ukrainian at the university today than Saskatchewan, despite the fact they have had the open thing for a year.

MR. PAULLEY: We may have more Ukrainians too.

MR. JOHNSON: We probably do, I don't know - there are quite a few in Saskatchewan too. But while I haven't been able therefore to advise the House of the full pattern, I think this will indicate that a very exciting developments are underway with respect to opening up additional barriers and opening new streams and allowing each faculty to say to us what subjects at the level of Grade 12 they will recognize for admission to that faculty, and hopefully this will lead to a very happy solution. Actually, in other words, the university has done a lot to foster this in the last while.

With respect to other elementary, I haven't got the material here before me. As you know, we have German in Grades 7 to 12. A lot of work has been done on these courses and of course the French throughout - Français and French for the Conversational and Ukrainian

(MR. JOHNSON, cont'd) development is going forward. Frankly, my staff advise me that the first step in introducing Ukrainian was to get it established at the Grade 9 level and the high school level, and in developing the entire elementary curriculum with respect to possibly lowering the Ukrainian to lower grades or developing in the lower grades. Because the whole elementary curriculum is now in a state of development from one end to the other, they can give me no priority or indication of how soon we can get around to that, but generally speaking we are certainly aware of the situation.

With respect to educational television, I thought I would -- Oh, I might finish off the -- I mentioned that we were setting up a research, planning for a Director of Research in the department, combining the present staff and placing the Examination and Registrar's Office over at the Ford building where this will all come together.

I did mean to deal also with television where the Member from St. Boniface was asking what has happened now to date. To give the honourable members a rundown in the subject I found you had to take quite a bit of time out and sit down to dope this out as to what's going on. At the present time -- I should say that a year ago or more the Ministers of Education across Canada presented a constitution and structure of a proposed national commission on national radio broadcasting and television and setting up a French and English Division, and the Ministers were keen that this council have representation from the Departments of Education and it should be at the high policy level - the ministerial level - and that we may be kept fully informed of developments and so on. This constitution was finally adopted - I happen to be Chairman of that on the Ministers' Committee - and we finally got this adopted and Mr. Bateman, as a matter of fact, as the deputy at the time, chaired the first meeting of this commission that was held this fall.

Now as members may know, the so-called Fowler Report insofar as educational television, and of course there is a misnomer here in some people's minds when we're really talking of instructional television - a lot of television can be educational - but that commission, as I understand it, said that ETV, or education TV, should be beamed over very high frequency stations, public and private, and that more educational TV was really a necessity. The White Paper produced by Miss LaMarsh, Secretary of State, has stated very clearly that the object of the government must be to produce through CBC the necessary time and facilities to enable the provinces across Canada to take full advantages of the benefits to the children and adults through educational TV, and a statement to this effect, if you have the opportunity to read it, is contained in the White Paper, and of course we heartily concur in this approach that the CBC be the production unit.

Now I should explain at the present time that in radio and television we have provincial, regional and then national programs, and all programs here are produced in co-operation with CBC. The television programs are produced at the CBC studios with their producer and crews and generally the departmental responsibility and the department in these programs, is the content of the programs and the script writers, performers, and the direct costs for production - that's graphics, film inserts, and properties, etc; and the CBC responsibility covers all indirect costs, salaries of producer, technicians and so on. We're very pleased with this arrangement where we hire the performers for instructional TV and CBC produce the technology and what have you and studios, and our people put on these programs in this co-operative manner.

We are permitted actually, through CBC, officially to have up to one-half day of educational television, and at this time incidentally, in Manitoba, we're producing more instructional television and in-service television programming than any province in Canada at this time. We pay for the direct costs, as I indicated, and all indirect are paid by the CBC. Now while we are allowed up to one-half day, at this time the CBC cannot give us more time in their studios to produce more programs. Therefore, we're not using what is lawfully our own time, that is one-half a day, and I could point out that our estimated television audience this year on the programs that were put out - mathematics, reading and French programs - our television audience was estimated at 156,000.

Now we see a tremendous potential here in putting on these programs. We're doing more of this producing than anyone really, but we are awaiting the decision of the BBG and CBC and so on concerning making available more studio space and, above all, the technical help. Now you might say we feel we should pursue this because this is stated in the White Paper, and we are hoping that this will be in fact the case.

(MR. JOHNSON, cont'd)

In the meantime, the BBG asked us in a brief whether or not we wanted to carry very high frequency or wanted very high frequency and ultra high frequency stations reserved, and, as I understand it, a very high frequency channel is much like the existing Channel 6 and the ultra high frequency channels are ones that are going to be reserved for educational programming in the future. In this area the Department of Transport have communicated with us and said that certain megacycle bands, as they call it, on ultra high frequency are now available. The kinks have been knocked out and the Department of Education must approve anyone wishing to go on such ultra high frequency channels before the Department of Transport will licence them, but they are available. Apparently you can put four channels, as they call it, on one band.

The problem here of course though is that the difference between very high frequency bands and the ultra high frequency is that the latter only has a 25 mile radius and would require another set of transmitting stations around the country if you wanted to use it in that sense, unless you put a satellite up in the sky and use it. So at this moment we have written to the BBG and said in effect we'd like a very high frequency channel reserved for five years in case it becomes possible, in co-operation with the CBC, to get more of their technology time and so on and beam out more educational TV. At the same time, if advances indicate you can get into ultra high frequency, and this is possible, in the coming year we're going to experiment by getting some equipment, partly on loan, and our staff are going to experiment with doing more of their own programming, producing more instructional TV and hopefully to get more time. But the ideal situation lies in the White Paper and I feel we should pursue that and I have indicated that on the part of the Province of Manitoba we want this kind of arrangement because anyone who may be familiar with it, closed circuit TV or any kind of TV, so much depends on the technology and the excellence of the staff doing the producing, and I think many of you are aware that Miss McCance is internationally known in this area.

So I feel that we've taken those steps, tried to keep on top of this as much as we can, and we are looking forward to examining what may come out of the White Paper. It's a very complex subject. As I say, there is a limited use for the ultra high frequency in programming, certain technology which I've asked for further information upon as to what the further possibilities may be, the problem being it's now radius of transmission, and hoping all the time that the CBC White Paper will be adopted.

I might also point out that the in-service telecasts this year: *Ecouter et Parler*, seven telecasts for the Grade 7 course introduction; *Conversation in Mathematics*, 12 programs, seven to nine; and *Common Sense about Reading*, seven reading telecasts. The closed circuit TV is another thing we're continuing to examine. I am advised by Miss McCance, who is most knowledgeable, that success of this kind of programming within the school closed circuit TV was quite successful at the university, she advises me, but here again "savvy" about TV proper production is all important and this is something we'll be pursuing further.

I think at this time that most of the questions I believe that have been asked I have tried to cover in a thumbnail sketch sort of way; other matter have come up such as with respect especially to the White Paper and the referendum. I'm hoping to try and keep members fully informed as soon as we can determine just when the Minister of Education is free, and others, to get out to the hustings. I'd like to make a proposition to the House, or possibly my Leader, but other than that I should probably sit down for a moment and wait for further questions on this particular item.

MR. DOW: Mr. Chairman, the Minister of Education has been very fair in going through all the various questions but there was one questions I asked on Monday, and my Scotch nature is such that I would like him to give me an answer on, is the fact which I said that this educational policy can be sold much easier if we have the figures. Are we getting value for money? The Information Office of the Provincial Secretary publishes each year a list of marks, papers written and the percentage of passes, but my question to the Minister on Monday was how many pupils that wrote full Grade 11 passed? How many pupils that wrote Grade 12 passed? This I think would serve a useful purpose to us out in the field if we could tell them what is the percentage. He neglected or overlooked my question and I would like him to answer that if he could.

MR. DESJARDINS: Mr. Chairman, while the Minister is looking for some material apparently, I'd like to make a few comments. First of all, I would like to thank the Minister for the information that he gave us as far as television in the field of education. I don't think

(MR. DESJARDINS, cont'd) it's quite enough. I'd like to see something a little more progressive as far as television is concerned. Now the Minister gave us the story about what is permitted under CBC and so on and this is something. We are apparently not getting everything that we are entitled to because of certain complications, because of studio space and so on, but everybody is doing their best.

Now it's no use repeating and say: Why didn't you do something before this? A few years ago the former Minister of Education told us point blank in this House - in fact he was quite peeved that the Honourable Member for Emerson and myself had suggested that television was the coming thing - and I think that he kind of scared some of the people by accusing us of wanting to replace the teacher, but now the people of Manitoba and the teachers themselves know that this is nonsense and we are looking forward to seeing television play an important part in this field of education.

I would like to ask the Minister -- by the way, if the Minister and the government at the time would have listened to us we could have got at the time more than our share, the same as New Brunswick and some of these provinces were doing, because they were the only ones that had asked. There wasn't quite the demand, but as I say it's no use spending too much time talking about the past especially when we have a new Minister of Education and a new - especially also because of the new Deputy Minister who, if we are to believe, and I see no reason why we shouldn't believe some of the public statements that he's made, is very interested in education. So the only thing left for us to do from our side of the House is to help the government on this and try to give constructive criticism and forget about the past.

But I would like to ask the Minister certain suggestions that I made last year, that we think of this television in the construction of new buildings, new facilities at the University of Manitoba. I mentioned a few days ago about this new university, new branch of the University in Toronto, and I think that we should do the same thing. I'm not suggesting that we're going to have all the equipment right from the start but at least we're planning, planning for the buildings at the university and so on. We should always plan keeping in mind that television is the coming thing and that we should be ready. We might save a lot of money and it might be a lot easier to install in the not too distant future when it is an accepted part of all universities. I would like to see, and I'm sure that we're going to see the day when we have our own network at the university. I'm sure that we're going to see this, I think that this is going to help a lot. The installation might be costly but its going to help a lot in the education and it will eventually save a lot of money. And this is what I thought that the Minister would tell us, a little more of his project for the future because this will not be done from one day to the next. Then I would like to know also the education, I mean the use of Television in the schools and if they have the different facilities for the proper classrooms and if the timing and the organization is as well organized in all the schools in Manitoba so we could take the best advantage of this.

Now there's another thing that - leaving this field now, Mr. Chairman. I would like something that I feel is also very important, and I think that we have no time to lose on this at all. I would like the Minister, because this is going to be a part of education now, to tell us a little bit about the Nursing Education. I think that we have, in all the province now we have fifty nurses who have degrees, not diplomas but degrees. There is no such a thing as adequate facilities at the University for a School of Nursing, and I think that this is something that has been lacking for a long time. We'll speak more about this when we reach the department of my honourable friend, the Minister of Health, but this is in the field of Education and I would like to see the present Minister of Education who is also very well versed in the matter of health and I know that he is keenly interested in this. If he's not interested, I don't think any other Minister will be, because he knows all about the Department of Health, also being a former Minister of Health and also a medical Doctor, and I would like to see him tell us today that the University will proceed with getting the proper facilities for a good School of Nursing. This is an important thing. We want these students, I was going to say girls, but I think that they are trying to get more of the male nurses now, I think that this is a good idea, but I would like to hear the Minister bring out his plans for a proper School of Nursing, and immediately. We have waited, we are way behind schedule. We are way behind on the nurses. I will speak of the reports that we had on the Minister of Health's Committee on shortage of nurses which I think is an excellent report. Now we've been told again by the Willard report and now this report. This report gives us some very good ideas and I would like to hear, because this is education, I would like to hear the Minister unfold his plans for the future,

(MR. DESJARDINS, cont'd) because I'm sure that he's very concerned. And if he hasn't any plans I think that he should work on some immediately and we should have something decided before this session is over.

Now very shortly there is another point that I would like to make. I will not embarrass the Minister here, but I feel that it is my duty to speak about this, I think that the Minister has had a rough time already, and he's answered all the questions but one. About private schools. And I'm not going to start discussing the principle here tonight. I think that the Minister can relax, I won't try to make it embarrassing for him. But nevertheless, I'll be asked certain questions when we go on to try to sell his new plan. And I would love to be able to sell this new plan also because I think it has many things that are worthwhile. But these people are entitled to some answer. The advertising, the selling of this plan will cost money. They will help pay for it but they won't have any benefit at all from it. The cost of education will increase. They will have to pay more; they will have less benefit and it will cost more to educate their own children. I would like to know if the Minister contemplates or feels that maybe in the very -- I was going to say in the very near future, I'll even be giving a little leeway -- but in the future if these people will receive a crumb or two. Will they be getting a little bit? Half a loaf, like the former Honourable member of the NDP Party used to say. Will we see the day where at least deserving students attending these schools, at least these students will be able to qualify, those that qualify will be able to receive a scholarship for instance. Am I rocking the boat when I'm asking this tonight? Is that asking too much? Is there a single member that feels this shouldn't be? I'd like the Minister to be able to tell me if he's interested in these people, if he's doing anything about this at all. I'd like to be able to say to some of the people who are vitally interested, I would like to say, Yes, vote for this paper, because this is for the good of Manitoba. You can't think only about your own children, you must think of all Manitoba, this will help Manitoba progress. But I'd like to be able to say that they are not completely forgotten. I would like to be able to say that we are thinking of them, that this is a difficult problem politically, especially politically, but at least that they are not forgotten and that we are trying to do something. That we are trying, that maybe the Minister has some ideas about maybe bringing this group inside the public school system. If that's feasible. I think that probably it is. Because I don't want anybody to believe that because we brought in Shared Services a few years ago this problem has disappeared, this just borrowed more time and that we will forget about this. This wouldn't be right.

But there's another thing I want to ask the Minister. I want to make sure -- maybe this will not be too popular with some of our own people but I have a responsibility here in this House -- I want to make sure that these schools are properly inspected. I don't think that it's good enough to say, we leave it up to you, they're your schools, although we have a lot of confidence in the people running these schools. I want to be assured that the teaching is not inferior, and I want this - I insist on an answer from the Minister this evening. I want to be able to leave here tonight knowing that he's accepting his responsibility at least in this field, that the government is accepting the responsibility and that we have proper inspection. We know that we are getting qualified teachers -- I don't necessarily say teachers with degrees and so on because there's no doubt that it will be very difficult to compete with other teachers -- but at least that these teachers are qualified, I'm not talking about now that they have to have certain degrees, and so in, but in the mind of the Government that these teachers are qualified to give the proper education to these people, because it would be sad indeed if after all the sacrifices these people are doing, they should receive inferior education. It would be very sad indeed. And this is what I meant the other day when I said if this is the case, if we keep on like this, if we force the closing of these schools, well, if it has to be done, if we're going to have inferior teaching, I wouldn't like to see any more of these schools closed, but I think that this is the duty that this government should face. And I don't want the Minister to tell me, we leave it up to them, and they say that this is good enough. I want to know if the Minister is as sure, as sure himself that these schools are adequate for the group of people who are already, in my mind anyway, oppressed here in this province; but the least we can do is give them a little bit of hope, I guess. A little bit of hope that something will be done. As I said, maybe the odd scholarship, maybe some day we'll find a way without being afraid of being hurt politically, because there's no use kidding ourselves this is the main thing that's blocking us here. This is a political thing and I think that we're afraid of this. Mind you, I don't agree. I think that this is exaggerated but this is the main thing. I would like to be able to see that this is done and I would like to see one of these days, to see that we have maybe

(MR. DESJARDINS, cont'd) grants for the teachers, and that the teachers at least would have a chance to teach where they want. So I would like to get some of this information from the Minister.

MR. MOLGAT: Mr. Chairman, before the Minister replies, I would like to rise on a matter of privilege. I don't know if the matter concerns private schools or public schools, but I do know that it concerns the member for St. Boniface, and I didn't want to interrupt him when he was in full flight. But I would like to make an announcement to the House that the Member for St. Boniface, having been unable himself to produce a male child, tonight is the proud grandfather of a brand new grandson. A matter, I might add, of which he was not aware whilst making his plea to the Minister a few moments ago. So the announcement is to him as well and I'm sure on his behalf I can tell all members of the House that we'll be expecting cigars tomorrow. I haven't caucussed with him but

MR. DESJARDINS: Mr. Chairman, I don't really believe this. I have to see to believe. I've been trying for a boy so long. I'll make a phone call. If this is true, I'll go back and exchange the cigarettes that I had ready for cigars.

MR. DOERN: Mr. Chairman, before the Minister replies to some of those questions, I would like to add a few more. I was most intrigued by the suggestion the Minister made that the University, I believe, is considering accepting some combination of General and University Entrance courses to enable a student to get into University. If I understood the Minister correctly, it seemed that this was paving a way for perhaps an eventual standard entrance exam and perhaps a general course student could eventually get into the University even though he hadn't taken the University entrance course. I would like him to clarify that I'd also like to know whether he himself is participating in this move because I think it's a very progressive move, and it's one that I think we have got to come to.

A second question I would like to ask him is based on an article I have that appeared in the Free Press a week ago on a Monday. There was an International Students Association meeting held at the International Inn, if I may make a plug for that place, and there were several ethnic groups represented there: One in costume Japanese, other Ukrainian and a third Indian. And it just struck me as I read that article and as a former student of the University that there are hardly any Canadian Indians at the University of Manitoba, and I would like to ask the Minister if there are students from all over the world, a lot from the Caribbean, for example, from Asia and so on, Africa, hardly any -- in fact I can never recall any student when I was at University who was a native Canadian Indian. I would like to ask the Minister if he knows, in fact, how many Canadian Indians are there, or if he can indicate to us roughly how many or if he would find out.

And the final question I have is I assume -- we've been discussing educational television. I have something to say on this -- but I assume that this is coming up under the Directorate of Special Services or something. I would like to ask the Minister right now, is this a topic that is coming up, because otherwise, I would like to discuss it at this time. Can you tell me when we will be discussing television under the estimates or is now the time?

MR. JOHNSON: Mr. Chairman, television will come under Instruction in the estimates. We can go into some more detail at that time if you wish.

I meant to mention the standardized exams. The Ministers of Education across Canada have been the group who met with the Canadian Universities Admission Service, I believe it is, and have planned for a target of '68 for the introduction of a standardized examination across Canada along the lines of the American entrance exam. This is indeed an exciting development. I believe, one of our people -- we have our people represented on this committee that has been working for some time, and are of course right in on this.

With respect to Canadian Indians I can't give the figure as to whether or no how many children of native ancestry are at our university today. I can certainly take this opportunity to advise my friend, honourable member, that as I announced last year in the House, a couple of years ago we made a survey of all the children in school north of the 53rd parallel. We found something like 3,200 boys and girls between grades 1 and 12 of whom four were in Grade 12. This is apart though from some certain children who had been down into Teulon for example where the United Church ran a hostel, but by and large that was the situation. People in a high school or no high school, one room high, and of that total number I think there was something like 50 or 60 in Grade 11 and it went progressively up. That's what prompted us to take very bold action in developing Cranberry Portage and in its first year of operation, where we anticipated 150 souls we had over 200. We have made extensive renovations and additions last

(MR. JOHNSON, cont'd) . . . year and there's further monies in the Estimates this year to bring about a capacity of well over 300. And I hope when the honourable members come up on the 17th of February, as many as possible, I thought we could -- the time we go to the Trappers Festival and to open The Pas Vocational school on the 18th I believe, around 1 in the afternoon, we may go up Friday night and Friday morning we could get the bus and go up to Cranberry and I would like to show you what is happening. But over 300 - that's in an integrated school, fully integrated for all people regardless of background, in dormitories and with a program of studies from 9 to 12, and courses. So I think I can look forward to that.

I think this is where we begin to produce young people for the university and I hope that this plan that is before us, in the single district division referendum, will be a further measure which will equalize opportunity. And a third step we took, I think it was last year, was the agreement with Indian Affairs with respect to - any child of Indian background can be admitted to any public school in the province through a master agreement between the Federal and Provincial people.

Also in my estimates are fantastic sums of money for a complete integration system of schooling at Norway House where with the Federal authorities we are building bridges and what have you to bring all the children into larger schools, and there are two other centres in the estimates this year I believe, Berens and Wanipigon where we are doing everything we can to assist these young people.

I should also mention with respect to - I can't lay my hands on it at the moment - but I think these are the things that will open more doors of opportunity to these people and of course, at the present time Indian Affairs I think will pay all the costs of any child of Treaty status to go as far as he wants in school and we are giving substantial bursaries and so on to the boys and girls at Cranberry Portage.

With respect to the Member from Turtle Mountain, my own figures in the book are per subject, per grade. I'll do my best to - the staff have sent a note down from above that we'll see what we can do overnight to produce these in this way, although that isn't the pattern we follow because they too can be misleading. So it is usually done by grades. I don't know what we can produce, but we'll do our best.

I would like to emphasize on television to the Honourable Member from St. Boniface the new Grandpère- he must feel like Lalorge Baptiste at this time, and I congratulate him because it is a very happy occasion, but the University is, I am advised of course, building in TV into their programming. They are into computers and what have you and in their planning of course are making use of educational TV and trying to do more and more I understand.

With respect to nursing education, during the current year since we last met, last spring, in response to some studies which the Minister of Health had been conducting in the course of the development of this Nursing Education, he and I met with the President of the University and as a result of interim studies a further grant I think of \$140,000 was made to the University to acquire more staff and facilities to handle more students and reduce their teaching staff ratio to improve that program. In the meantime the Minister of Health has been going ahead with his nursing education study and our department have been heavily involved with the Minister of Health's staff in examining nursing education in all its aspects and I believe this report which was just tabled a few days ago is the result of that study. Basically we have been continuing to work most closely with the nursing profession with respect to the General Course, and have been for five years now, and they had some very serious problems in mapping the future of nursing education. I think they were probably justifiably apprehensive of jumping too quickly. Of course, the schools of nursing determine the level of entrance. One hospital is taking in General Course students now and one hospital has experimented with a two year program and I think that - and I am not anticipating the Minister of Health's statement in this regard in following further examination of this final brief which I haven't had a chance to read carefully. It looks very much as though, as in other provinces we will be moving towards a two year nurse program in addition to the four year university pattern. As you can understand with all the activity at the Senate level at the university and the examination of the General Course in all its aspects, that this is all tied up really in a package. You can't really single it out. But I think that a pattern for admission to nursing education probably will be approved by that and then the nursing faculty would say what prerequisites they require. So it's a very exciting time in Manitoba and my staff advise me that the progress and the speed of progress at the university at the Senate level amongst the people there and the co-operation with our departmental staff and in the past year as you know, we grafted on a number of professional

(MR. JOHNSON, cont'd) teachers on to our departmental staff - call it sort of an articulation committee working with the high school pattern and with the university people to develop a proper program.

With respect to private schools my honourable friend said he raised the matter, he didn't want to embarrass me. Well at this point I have really nothing more to say on that particular subject and I believe those were all the questions at this time.

MR. HANUSCHAK: I have one question that I wish to ask the Honourable Minister of Education. Is the course of instruction in Ukrainian set up in a manner that lends itself for teaching to students with no background, with absolutely no knowledge of the Ukrainian language? In other words, is it set up in the same manner as the course in French, which has been and is taught to students with absolutely no knowledge of French and is the Ukrainian course set up in the same way?

MR. JOHNSON: At what level?

MR. HANUSCHAK: In its first year of instruction. My question was is the course of instruction in Ukrainian set up in a manner that lends itself to teaching to students with absolutely no background in Ukrainian?

MR. JOHNSON: That is my understanding.

MR. DOERN: Mr. Chairman, I would just like to make a short comment on this question of the Canadian Indian and I would like to draw this very strongly to the attention of the Minister on this question of not being deceived by quantitative statistics. Last year for the first time I taught three Canadian Indians. They were in some of my classes at the high school level. It was the first time I encountered any students, native Canadian Indians, and what concerned me very gravely throughout the year was that even though these boys as they were, were in these classes they were not really integrated. They belonged to the class, they did their assignments and so on, but as hard as I tried to draw them out and to get them to participate in activities, in most cases they did not. So though they were in effect in a school in Metropolitan Winnipeg, and for all intents and purposes superficially integrated, or participating, they really weren't. They were there physically and no matter how hard I tried to get them to participate more, they did not. So I don't know of what value this is to the Minister, except to say that quantitative statistics alone are not enough and true integration involves more than simply placing these students in with the general populace.

MR. JOHNSON: Mr. Chairman, I am a firm believer that tender loving care and getting them into an integrated situation in say Grade IX as we are in a facility like Cranberry or integrating into the regular public school system, is so important. Well it's a social problem as well as an educational problem. And we run into this especially too in bringing these people into our -- there is a certain reluctance even with a lot of moral and other support to come into our Institutes of Technology. However, we are getting a good proportion I believe to date, coming into our facility at The Pas and you will be seeing that shortly and I would hope that with residence facilities there, and an environmental situation which is more understood by them, that we can make some real progress.

MR. WALLY MCKENZIE (Roblin): I would like to rise at this time and speak in support of the Minister of Education. I also would like to offer the support from this side to our honourable friend from St. Boniface, who I can tell by the glow on his face has become a grandfather tonight and I am sure everybody on this side wishes him every success in his grandfatherhood.

Coming from a constituency that has a predominantly large population of Ukrainian people the remarks that were placed before us here tonight by the Honourable Minister I am sure will be met with a great deal of interest in my constituency. There are many reasons but I would just like to bring to the attention of the House tonight, one that is of great importance to Roblin, and to Roblin constituency, and that is the fact that a new industry is being brought into my constituency by the Ukrainian people. You may have noticed the press release of some 30 days ago that a new private industry by the St. Vladimars Seminary is proposed for the town of Roblin. The Ukrainian people across Canada have subscribed some million dollars for this project which shall be laid out to teach the laymen and the young ministers for the Ukrainian faith at the Catholic level and this development will take place in Roblin.

The complex itself will be in the neighborhood of some \$300,000 and the buildings that are proposed at this particular time are a gymnasium; a physics and a chemistry laboratory that are supposed to be comparable to anything that we have in Canada; a library of some

(MR. McKENZIE, cont'd) great magnitude, especially in the historical Ukrainian background as far as Canada and Manitoba is concerned; and also a language library. We speak of a language library, and I understand that this lab will have accommodation for 50 students and will make particular use of all the forms of research which my Honourable Member from Elmwood has been bringing to our attention so often in this House. All the forms of research that are available in Canada today will be used in Roblin. And of course this complex, when it is finally completed, for the entertainment of the community and the people of the constituency they propose an artificial ice arena.

So having had the privilege to speak at the Canadian Citizenship Court on January 12th, which by the way was the birthday of our great friend Sir John A. McDonald, I had the privilege to speak to a group of people, 20 in number, who came from some 13 different countries. What an encouragement to an MLA from rural Manitoba to have an environment such as that to speak to.

MR. DAWSON: May I ask a question?

MR. McKENZIE: After I'm finished, Sir. And in so doing, Mr. Speaker, it was brought to my mind that we are becoming in Manitoba more and more every day a mosaic land of many peoples, and this is good, this is good for Manitoba from many different angles. I don't think I have to stand here tonight and elucidate on all the points that are at stake on that particular subject, but I'm quite sure that I will receive considerable backing in the Legislature.

But again in my closing remarks, I would like to congratulate my Minister on the fine job he's done on the White Paper; the Foundation Program is going to be terrific; and I can assure him that he'll get all the support that's needed in my constituency. I am for it and I would like at this time to congratulate him and wish him all the success in his department.

..... continued on next page

MR. PHILIP PETURSSON (Wellington): Mr. Chairman, if I might just say a brief word. It seems to be a period of self adulation for some. I think the Honourable Minister of Education mentioned the fact that there were several different language groups represented at the university. It seems to me that he did mention the fact that there was an Icelandic chair established at the university. There is also in the House an Icelandic political party infiltrating into the various other groups. This was not to have been known but somehow the leader of my group got wind of it and is now "letting the cat out of the bag".

I felt it incumbent on me to rise and refresh the minds of the members of this House who probably already are aware of it, that a number of years ago the people of the Icelandic community felt that there should be an Icelandic chair, or a chair in Icelandic in the university. It has been found very useful in many other universities, both in Europe and in the United States, in connection with the field of germanics, germanic languages, and particularly in the teaching of Old English and Old German, because Old Norse pre-dates them both and is the basis from which they in a very great degree sprang.

The Icelandic people, not large in number but large in enthusiasm, raised among themselves \$100,000, feeling that at that time that that would be sufficient to support a chair, but they had no sooner raised that than they discovered that another 100,000 would be necessary to establish it on a firm foundation. They set to work and in a comparatively short time with a great deal of energy, enthusiasm, devotion, they raised the other \$100,000 and presented it to the university for the operation and the founding of a chair in the Icelandic language. There is a library of Icelandic books set apart in the department of Icelandic - in the building in which the Icelandic section is housed and in the library itself, but set apart as a separate part of the library, numbering now into the several thousands of books. There's a special arrangement with the government of Iceland that every book that is published in Iceland is sent -- a copy of each book that is published in Iceland is forwarded on to the library and deposited there. The university and the Icelandic library benefits accordingly. There have been two professors, one succeeding the other. The present professor there is Professor H. Bessason (.....) -- the Welsh and the French are not the only ones who can speak another language. I think the Ukrainians can. Vid Íslendingar getum talad Íslenzku thegar vid reynnum ad gera thad og skiljum malid vel. If you wish to understand that, I said we Icelanders can too when we wish to try it. Even the Minister of Education is no slowpoke at speaking in Icelandic. He used to regale the people in the Old Folks Home at Gimli with his Icelandic. It wasn't always exactly what he meant to say, but they understood what he meant.

This is all that I wish to say this evening, Mr. Chairman. I felt that it should be put on the record along with the announcements that there were other languages being taught at the university. The Icelandic community greatly appreciates having the chair there and values the fact that it has a foothold, not only as one of the groups that settled in this country but the first white man who ever landed on the shores of this continent, on the shores of Canada, and our Member from St. Boniface -- I was going to say gave birth to a grandson - it's not quite that - but the first white child born on the mainland of what is now Canada was an Icelandic child, back in the year about 1003, a few years, as you realize, before Columbus set foot on a few islands down in the West Indies and thought he had discovered India.

As I say, this is all I wish to say, Mr. Chairman, just to put these things on record and to let the House know that there is an Icelandic chair in the university carrying on efficiently and well. I think I should add to that that the Icelandic government set aside money to make up a scholarship for a student interested in Icelandic and proficient in the Icelandic language and making it a specialty to enable a student to study in Iceland at the university there. The scholarship was awarded to a young girl this last fall who is neither Icelandic nor of Icelandic origin, but because of the interest that she seemed to develop at the university in the Icelandic language, her qualifications went beyond what the qualifications of people of Icelandic descent had, and so she was awarded the scholarship of \$2,500 and is now in Iceland. Her name is Judith Taylor, a most un-Icelandic name. Thank you very much.

MR. DESJARDINS: Mr. Chairman, I have a very unpleasant duty to do, especially this evening that should be a day of happiness for me, but I have no alternative with the Minister refusing to give me information at all, answer anything at all on these private schools, even as much as tell me that he accepts his responsibility of seeing to the proper inspection. I must say that the only way that I have, being in minority of course, to protest and to show that I believe in parental rights in education, I must say that I will not be available to promote this plan. I certainly don't intend to knock it. As I said - I'm not going back on my word - this is

(MR. DESJARDINS cont'd).... just a form of protest and I must take this chance that I have to protest and say that I will certainly not promote this plan because I think there is an injustice being perpetrated here in Manitoba.

MR. CHAIRMAN: Item (a) -- passed; (b) - Administrative Salaries -- passed; (c) - Supplies, Expenses, Equipment and Renewals -- passed; (d) - Teachers' Retirement Allowances' Fund --

MR. DOW: Mr. Chairman, on Item (d), would the Minister inform the House that we're still carrying on this teachers' allowance out of current revenue. We have no funded debt to take care of this. We pay the retirement out of current funds as we go along per year. Is this right? I'd just like to get this correct in my mind.

MR. ROBLIN: I hope that I give my honourable friend the right information but I believe it is as follows. For that portion which is covered by the Canada Pension Plan, that is fully funded because of the required -- well, fully funded to the extent that The Canada Pension Plan is fully funded - it's something short of that, but more or less - but the portion in excess of the Canada Pension Plan is on a "pay as you go" basis.

MR. CHAIRMAN: Item (e) - Statutory Boards and Commissions -- passed; Item 1 - passed. Resolution 28 - passed. Resolution 29, Item 2 - Education Grants -- The Member for St. George.

MR. GUTTORMSON: The government has proceeded in the Interlake with a pilot project with the assistance of ARDA funds, and consequently the government is going ahead without a -- there will be no vote in the Interlake area, in that area which is comprised of the ARDA area. I wonder if he could outline to us the differences in assistance as far as the grants are concerned to the people in the Interlake from the other areas of Manitoba. I know there are going to be some benefits in other ways to the area, but I'm referring to a specific grant. Is there going to be specific differences in grants other than outlined in the White Paper for the rest of the province?

MR. JOHNSON: This will depend on the recommendations of the Boundaries Commission as to what their recommendation would be. Should they recommend - and I expect to hear shortly - should they recommend for example the single district division plan, the present Foundation Program would be applied as far as this is concerned. The whole thing in the Interlake though is that the educational aspect of it is one part of a package deal that has been worked out with the Federal Government under the ARDA scheme. As you recall, there were three areas in Canada designated for this kind of development on a pilot basis, one was in the eastern townships of Quebec, one in New Brunswick and this is the third. The ARDA package comes under the Minister of Agriculture and no doubt he will have been negotiating with Ottawa, but there's been some changes since the ARDA meetings. They don't affect this really, but I just want to explain how this developed.

As you recall, we did an awful lot of research in the Interlake over a two year period as to what was required to bring about what the people considered the priority to bring about the necessary uplifting of the entire area. The people identified education as their first priority in that area, and as a result of this we had been working with them and they came to this conclusion. We then designed a program to assist the Interlake, a pilot program that we were going to introduce. The support for that program is pretty well identical to what's before you in the White Paper. Therefore, you may say, but you are still carrying on in the Interlake and that is true. We made a commitment; we passed the bill in this Legislature and I believe it was the right thing to do to bring about a system after the Boundaries Commission had reported.

Now I am expecting to hear from them shortly. As you recall, they may recommend some consolidations in that far-flung north-in that far-flung area; they may recommend boundary changes - I don't know, I haven't got the report as yet - but I would hope to have it very soon. If they recommend single district divisions, of course the same support program will go in there as the rest of the province. In addition - in addition, that up-grading educational program is part and parcel of our agreement with the Federal Government with respect to the total program. It includes many other requests in the agreement, which I think the officials have come close to a meeting of minds. For example, a recommendation that there be manpower counsellors in the Interlake on this pilot basis - Vocational Guidance Counsellors; that there be manpower training centres; a whole host of these developments to complement the educational up-grading.

I must also bring to the Honourable Member's attention that at the time - I don't recall

(MR. JOHNSON cont'd)..... if he was in Teulon or not when we had our wind-up meeting last Spring - as you recall, the Minister from Ottawa was present. At that meeting I stressed to him in my address that elementary and secondary education and adult retraining and manpower development was our prime target, and I hope that in accepting and in investigating and in looking at this with us he would give us assistance at that level. Since then, since our October meeting, it is quite obvious that the Federal Government is pulling out entirely from the vocational field, for example at the high school level. They've made a determination only to support some degree of secondary education. Still we put the whole package to them in this light and our officials have been working out the details.

So the story on the Interlake is, in the light of developments, the necessary Foundation Program to bring about the kind of reform we think is necessary there. The framework has been developed in the submission to the ARDA people, complemented by these other requests as part of the package deal. I would imagine as soon as this is signed that the federal officials - and I hope it won't be too long, probably before the House rises, or before I hope - that this can be made official I believe at that point. But the officials have worked out all these details and we've presented our share, and if they're not going to assist in primary and secondary level, this is what we would do and so on. I feel, and have every confidence that this will be followed through, and that we should pursue the present policy of holding no referendum because this is part of the total package.

MR. GUTTORMSON: Mr. Chairman, I am aware that there is a package program involved, that there is a drainage program; there's roads; and as the Minister suggested, Manpower; and there are a number of programs designed to improve the situation in the area. But the Minister hasn't quite answered the question that I am specifically asking, and that is that the grants itself, will they be identical - for example take Gimli - will the grants to the schools in Gimli be identical to the schools of say in Morden, Carman or whatever other area you wish to choose that are voting on this single board on March 10th. That's the point I'm making. Are they the same? I know there are other benefits but are the grants going to be identical to the other areas, assuming we have a single board division in the Interlake, and I assume that the commission will recommend that in view of the government has indicated their approval of such a program.

MR. JOHNSON: The basic support program designed under the ARDA agreement for the Interlake is similar, identical almost to many of the provisions of the present Foundation Program. If the Boundaries Commission were to recommend for example single district divisions, they would get the same Foundation Program that's contained in the White Paper. If there is other recommendations made, other variations may have to be presented to you - other variations may have to be presented to you. I don't know what the Boundaries Commission is going to say, single district divisions or not. If they do, our basic policy -- the government has come out and said that we believe in the single district division concept. I don't know what they are going to do about boundaries initially, etc., in their program, how they are going to approach it. I've been advised that I will be told shortly, and certainly I will announce it in the House as soon as I get any communication, but the basic program we originally had in the very beginning of our works was not as an enriched even at that point as this one that's in the present Foundation Program that is in the White Paper. So the ARDA agreement will contain at least the support. Will contain the support that's in the White Paper for a basic foundation upgrading.

MR. GUTTORMSON: This is precisely what I have been seeking. The program, assuming the Boundaries Commission made recommendations in line with the rest of the Province, then the grants will be the same in both areas. Is this correct? --(Interjection)-- Yes, that's all I want to know, I just wanted clarification on that. The Minister said he was waiting for a report from the Boundaries Commission. Are they in the area now working? Have they held any meetings?

MR. JOHNSON: I would have to doublecheck that. The last time I spoke to them I believe they were going to have some meetings. They've been studying the whole area, the material that had come in.

MR. GUTTORMSON: hold public meetings throughout the district?

MR. JOHNSON: I couldn't answer that. I believe they will be holding public meetings, although I couldn't answer that offhand. What their plan is, they promised to present it to me very shortly.

MR. SAUL MILLER (Seven Oaks): Mr. Chairman, I would like to direct a few questions to the Minister and perhaps he might be able to answer me. Is the government considering expanding the grant towards textbooks, the purchase of textbooks? At the present time they are supplying all authorized textbooks, however, this does not include workbooks, except for I think a very limited number. I'm wondering if the government is giving any consideration to expanding that so that authorized workbooks will also be supplied. I'm wondering too whether in the case where there are no authorized textbooks such as Social Studies, I think it is Grade 2 to Grade 6, and because there are no authorized textbooks every school is therefore allowed to choose whatever book it wishes. This creates a hardship because from one year to the next there may be changes and the parents have to go out to find these books and buy them. I am wondering whether it's the intention of the government to get down to authorizing a book for this particular study, Social Studies, and if they do, to make these books available through the usual manner.

The other question is in connection with libraries, and I mentioned this last Monday in passing. Now the present grant which covers the purchase of library books may be - and even that is questionable of being adequate for a school that's been established for some time, but surely when a new school is being built, and I believe in Manitoba once the single district division by-law passes there will be new schools built, the new schools are faced with a problem. The present grant structure is completely inadequate to fill the library shelves or even start a decent library, consequently the students who first come into the schools, at least for the first five or six years, are in the embarrassing position of not having any books to which to refer to or to use in their studies. It's only in later years, as the school budget permits and as the library grant permits, that the library builds up any sort of library stock. I'm wondering whether the government wouldn't give consideration, when it permits a school to be built, that a grant towards a library, a basic foundation library, be permitted at that time or be made at that time, so that the school when it is opened, in addition to having new chairs and new desks and new blackboards, might also have a decent library to start off with.

The third question is the question of guidance counsellors. Nowhere on the White Paper or on the subsequent discussions have I heard any recognition that guidance counsellors, being members of staff which the government recognizes must be encouraged in all schools, no recognition is made however for the fact that these guidance counsellors by their very positions will not fit into - will not have their own classrooms, their own classes, and are therefore supernumeraries and will have to be fitted into the pupil-teacher ratio. This will inevitably lead to the whole problem of having teachers in excess of what the formula provides and I am wondering whether the government couldn't consider looking into the possibility of treating guidance counsellors in much the same way as they might assistant vice principals or principals. In other words, allowing a certain amount under a special formula for schools that do provide counselling services. I know that the Minister himself is very interested in this aspect of guidance counselling and he's been on record as stating we need more guidance teachers. I think this will help the school boards provide this service and it will encourage teachers to go into this field as they realize and know that it's a recognized field which the government acknowledges through the grant formula.

The other item is one I'm not sure that the Minister of Education should answer this or perhaps the Minister of Municipal Affairs, but it has to do with the tax rebate, and since they appeared in last year's estimates under Education, I would ask the Minister of Education for the answer. Are we to assume that the taxes unpaid in 1966, or 1965 for that matter, the people who have not paid their taxes will still qualify for the rebate even though this rebate may now be discontinued in areas where the single district division is created.

Now the final question is dealing with the question of the special classes of retardates. September, 1967 is the target day when all divisions or districts - school districts - will have to take on the responsibility of educating both the trainable and the educable children. Now the government has recognized that this is a more costly affair and the present grants formula they have announced does recognize it to some extent, but surely there are costs beyond just the cost of the teacher. The problem here is that very few school districts, probably the only one is the City of Winnipeg itself - or school division - will allow sufficient children to staff a school -- or to file a school or to make adequate provisions in their own divisions. At the present time, I gather there is permission being granted whereby districts can make agreements as between each other to supply their services, but it seems to me when you are dealing with this type of problem and where you have the additional factor of different age groups,

(MR. MILLER cont'd). . . . you can't very well lump together children the age of 6 with other children of 16 years of age, so you must have large areas being serviced. The present -- as I say, the suggestion that one area can make a deal with another area, adjoining area, just isn't going to be adequate enough.

The question also of transportation, although at the present time I believe the suggestion has been made that urban areas will be permitted under the grant formula to operate transportation within their divisions, nonetheless the type of transportation which the school boards have to contend with here is going to be one of almost individual taxi service in many cases in picking up these children, because they can't be allowed or can't be left to walk over to a certain meeting point as they do now on the highway and be picked up by a bus. These children will have to be picked up and delivered to their respective homes. This is a far more costly type of pick-up service than I think the present school bus system provides for.

Now I am wondering whether the government then hasn't given some consideration or wouldn't give consideration, that within Metropolitan Winnipeg at least there be created a Metropolitan Board whose responsibility it would be to look after all these various special classes, the retardates, the physically handicapped, the visually handicapped and so on. I think this is the only way within the Metro area that it can be satisfactorily dealt with, and I think only in this way will the children really be getting an education, or a type of education which would be of the first quality. Otherwise, I am afraid it is going to be on a hit and miss basis, some school districts or divisions not wanting to spend the money may hold back; other districts feeling that they have got eight children, let's put them in a classroom, whether the teacher is too qualified or not it won't matter, and whether the age grouping is correct or whether they are grouping emotionally disturbed children with others is something that they may not know too much about nor want to get involved in. So I think it should be seriously considered by the government to consider the thought of a Metropolitan Board to look after this type of handicapped, this type of special classes.

These are the five points that I wanted to bring up, Mr. Chairman, and if the Minister has the questions now, fine; if not, perhaps he can answer them later on.

MR. EVANS: I can help with regard to one question that my honourable friend just asked with respect to the amounts of any school tax rebates that may remain unpaid next March 31st. This will be classified as late accounts. There is power under The Treasury Act to pay late accounts in the subsequent year. The situation would be about as follows, that a certain amount of money voted for the purpose will lapse next March 31st but it will be replaced in the following year by supplementary estimates, so the payments will be made and provision will be made under The Treasury Act to replace the money.

MR. PAULLEY: I wonder, Mr. Chairman, if I may just on this particular point of tax rebates, the White Paper indicates that some provision will be made for those school districts that do not choose to go in by referendum into the larger school areas. Is there any indication or can we have an indication of any specific amount which may be included in the estimates before us for school tax rebates?

MR. JOHNSON: The estimates before you would, as I understand it, cover that point. That is, if the division didn't come in, the rebates in that area would be paid out of this appropriation.

MR. PAULLEY: Mr. Chairman, can the Minister indicate how much --(Interjection)-- or what is being speculated then. If you don't know, why are the estimates this large? I want to know even if the government doesn't know.

MR. JOHNSON: While I am on my feet, I would like to answer the Member from Seven Oaks. With respect to textbooks, certain workbooks are provided in the new reading program, but workbooks, etc., we feel can best be included under the increased grant for instructional supplies. I think this is one of the virtues of single district divisions. For example, I know one division that has special instructional supplies that the teachers and the superintendent in the division decide to purchase to teach a certain program may be different from another - some variation and flexibility - and that's built into that program.

With respect to libraries, the grants towards libraries of course will be increased under the new formula in the present Foundation Program, and of course under the increased supply grants appropriation there should be some further monies for libraries. I might point - I just can't find the page in my estimates - we have already employed, to begin this spring, a supervisor of school library services and we have made an appropriation for her, for this person who has been hired, to be responsible for the visitation of the smaller schools, helping the

(MR. JOHNSON cont'd)..... smaller schools with the placement of suitable library books and an appropriation to assist there. I believe the appropriation is around \$40,000 - I will try and locate it later in my estimates under Instruction there. We used to have the Library Branch do all the mailing and posting of library books. This will now be the function of the Textbook Bureau so the Supervisor of Library Services can devote her full time getting away from this and helping the board.

With the new Enrollment Formula II under the new Foundation Program, as I have said earlier, we would hope that the new grant formula would provide more supernumeraries and give increased flexibility to the particular division to hire the kind of specialists they may wish and put precedence upon, rather than getting I think into the never-ending flow of special provisions for every type of teacher, and I would again remind the honourable member that last year the university introduced a course in guidance - and I again can't put my finger on the exact number - last year I believe we appropriated around 60,000 in bursaries or something like that for x number of people, and I have the numbers here somewhere who are now in that course.

With respect to the retarded, I would point out to the honourable member that we have been keeping in touch by newsletter and correspondence and meetings through our Special Services Branch, which comes later in our estimates. In the past year, for example, we are now in charge of all the special educational personnel in the Manitoba School at Portage, the Knowles School, the Children's Hospital, Rehab. and so on, and our appropriation has increased considerably in that area, and this summer we passed regulations following the passage of legislation last year calling for transportation grants. You may say, why is the transportation grant not higher for handicapped children. The same grant for transporting retarded as for others is proposed because apparently it has been the experience of the Association for Retarded Children that it is no more costly to transport the retarded at least in relationship to the type of transportation vehicle in operation. The more severely retarded will have to be picked up at their individual homes rather than a central pick-up point, and this may make for increased mileage. On the other hand, the more severely retarded who may only live a short distance from the school will have to be transported, so the average per pupil miles travelled could be reduced by this factor. My people put quite a bit of time into working this out and these may be somewhat theoretical and not stand up in the light of future experience, but further consideration will have to be made if that's the case. The fact is, we are now providing financial assistance to school boards to transport handicapped children in towns, cities and villages. This was the point in the regulation this year. We made provision for transportation of categories and handicapped within cities, towns and villages, and of course since notes were prepared for the estimates the new formula is before you which possibly will help further.

There is one other point the honourable member made with respect to the arrangement in Winnipeg and why not a Metro Board. I met with the eleven divisions represented in the Metro area - I don't know if my honourable friend was there or not - and they wondered if we couldn't create a commission or some instrument to group the divisions within the metropolitan area for the purposes of special education. As a result of that meeting -- I suggested to them at that meeting that we had an instrument that might, if they were agreeable to look at this, namely, the Boundaries Commission. Could they divide them say into four regions for the purposes of meeting special needs such as retarded and so on. They thought this was acceptable, that we could look at it, and I suggested that the Boundaries Commission would be in touch with them to discuss this possibility with them, but in the interim they are trying to make some arrangement for a continuation of the Kinsmen School.

But we have said from the beginning there is no quick answer to this. To me, the answer is the regionalization and the divisions getting together and using existing facilities or creating new ones in groups for central schools where they can get their graded classes and so on. But this is all before them now I think in the new program, or in the program before us there will be the resources to assist them to do exactly that. For example, in the new capital formula program, if they want one big school in Metro they have now got transportation, they have got the wherewithal, and this may be the pattern for the rural Manitoba to follow. There is nobody who has a ready solution to this. There is one division I know of that has 16 retarded and groups them 8 into one school, 8 into another, by personal decision. Other divisions would like to get together and have bigger classes. Now I think we have got all the legislation they need to sit down and do this co-operatively.

MR. FROESE: Mr. Chairman, what is the basis for assistance to schools in remote

(MR. FROESE cont'd)..... settlements? Certainly it is not the same as the other schools get. What is the basis for assistance of remote settlements, as in 2 (b) (2).

MR. GUTTORMSON: Mr. Chairman, the White Paper and the Minister have told us that in areas which don't approve of the plan recommended by the government in the vote on March 10th will receive the same grants that are in existence today. What will the grants be in the Interlake if the Boundaries Commission should decide not to recommend single division board? Will it be different than

MR. JOHNSON: made a package proposal to the Federal Government calling for a real Foundation Program, a lot of which you are aware of - in fact all of it - and that is part and parcel of an enhanced program to the federal authorities as a package deal. It is part of a total up-grading program.

MR. GUTTORMSON: You told us that if they recommend single district boards the grant system will be the same as in other parts of the province, so would it be less - - I mean, surely you must have some indication of what it is going to be if the Boundaries Commission doesn't recommend single district boards.

MR. JOHNSON: The government has indicated to the Boundaries Commission its firm support of single district divisions and we are waiting for a recommendation governing this and any other considerations that they can recommend to us at this time. I fully expect to report in the very near future. If my honourable friend would just take it from me, I fully expect that the single district division concept will come into being. Just the nature of the boundaries, if they are looking at them I don't know, but we have designed a program and advised them of our provincial policy and I fully expect that they will make a satisfactory recommendation in that regard because we have said this is government policy; we believe in single district divisions or a series of consolidations up there. In either case, I think as a pilot project and part of the ARDA deal they will need the support.

MR. GUTTORMSON: The Minister says very soon. Does that mean possibly a week or two weeks - is that what the Minister means by very soon?

MR. JOHNSON: On remote settlements that the Honourable Member from Rhineland asked about, these are in underdeveloped settlements such as Hillridge, Steadman and Falcon Beach, and also the appropriation is up \$65,000 this year. This was the buying-in arrangement at Easterville, you know where the relocation of the Grand Rapids forebay folk. We dealt with the Indian Affairs on that. We wanted to build a public school there and run it as a provincial school, and it was finally the decision of the Indian Affairs that the local people wanted Indian Affairs themselves to build it, so our share of that was \$56,000. These are for areas, a few areas in the province that don't fit in at this point into divisions, and our goal of course is to eliminate this kind of special arrangement that the province has had for many years, and the numbers of which have gone down. There are 11, I understand, of these schools in the province. Only four are staffed, and they are run through Mr. Grafton in our Special Services Branch, where he is really the trustee for the districts. There's no base of assessment here, you see there's no assessment whatsoever in these particular out-of-the-way areas.

MR. FROESE: Mr. Chairman, what I was thinking of was Pine Falls, company-operated towns or similar areas of that type. They don't come under this item.

MR. JOHNSON: I can tell the honourable member that these are called special revenue schools versus the schools in underdeveloped settlements. The special revenue schools are the radar base at Gypsumville; the atomic energy site at Whiteshell; Pine Falls, which is a paper town; Rivers and Gimli, where they have Air-Force bases; Portage la Prairie - actually, there's Rivers, Gimli, Portage, Gypsumville, Pinemuta, Atomic Energy and Pine Falls, which are special revenue schools as distinct from these schools in underdeveloped settlements. These are all that are left if we win our single district division vote.

MR. T. P. HILLHOUSE, Q.C. (Selkirk): Mr. Chairman, I wonder if the Minister would permit this question. Assuming the Boundaries Commission does not bring in its recommendation in the Interlake area by March 10th and brings in a recommendation after the new grant system goes into effect, is that area going to be prejudiced by reason of the delay, assuming that it does recommend a single division.

MR. JOHNSON: I can inform the members of the committee that the Boundaries Commission have promised me a report by February 10th at the latest, and I would hope to communicate it to my honourable friend then.

MR. HILLHOUSE: around Selkirk as to this, and Gimli wondered why they were included in the Interlake area.

MR. JOHNSON: Because they're getting a package deal.

MR. GUTTORMSON: Has the Boundaries Commission the permission to alter the present divisions that exist in the area, for example Lakeshore and Whitehorse Plains. Can they change those boundaries if they so desire?

MR. JOHNSON: If they so recommend, that is part of their duties. I've been led to believe that they would be giving us a recommendation, which I will share with you the moment I get it, which will lay out what they consider, as I understand it, a pattern we should follow in this regard. They have this power in the act, Bill 16.

MR. GUTTORMSON: For example the Lakeshore division ends at the Fairford River - that's 20-odd miles south of Gypsumville - that everything north of the Fairford River is what is known as a remote area. Could they bring -- pardon?

MR. JOHNSON: Steadman, you mean?

MR. GUTTORMSON: Steadman is on the south side of the Fairford River, isn't it, just beside the river. Yes, just beside the river, but the area that's north of the Fairford River is in what is now a remote area. Can this be brought into one of the divisions if the Boundaries Commission so desires -- like Gypsumville, St. Martin in that area?

MR. JOHNSON: I believe this is exactly what they're studying and what they're going to report upon.

MR. CHAIRMAN: (a) -- passed; (b) -- General Grants; (1) -- passed; (2) -- passed; (3) -- passed; (c) -- University and Higher Learning; (1) --

MR. CHERNIACK: Mr. Chairman, on this item and indeed all of item 2 (c), I'd like clarification of the amounts allocated for General as compared with Capital Grants. The structure this year is different from last year and it is difficult to make a comparison. I would also like clarification as to whether these capital grants include contributions from the Federal Government, and again there's a difference in form this year as from last year, where last year there was an indication of Federal Government contribution. I think we need that to get the fuller picture.

Assuming we get that, Mr. Chairman, then I would like to get some information from the Honourable Minister on the report we referred to earlier today dealing with the Council of Higher Learning. The council has been established for some time now. I remember last year we were talking about getting its report through so the Minister could act on it, and yet I don't recall that we were given the opportunity of knowing just what the terms of reference were of the Council of Higher Learning. Indeed the Minister today, speaking about the report from the Council of Higher Learning, indicated that at one stage they had received a partial recommendation accompanied with an inquiry as to direction, and I wonder just what direction it is that the council is expecting to get from the Minister and to what extent it is working under his instructions, because the whole picture of university development is of course tied in apparently with what the Honourable Minister expects to hear from the council. I would like to therefore hope that we will get the kind of information that will not be a too senseless report but something about the thinking of what goes on in the council; what sort of advice they give to the minister; does he actually get precise recommendations or does he get some meaty arguments with which he can cope, with which he can deal.

I think particularly of the debate which we had last year in the bill which became an Act wherein the Minister asked for and received from this House, over the objection of some of us, the authority to create more universities, and I recall we agreed then that the Brandon University should come into creation, and it will apparently next July. But we then questioned that the Minister ought to have, whether or not he ought to have the power to create more universities in this province, and he pointed out that he did not ask for the power beyond that of the presently affiliated colleges, and yet I thought then as I do now that there is considerable doubt as to whether this should be done or whether he should have this power based on the kind of applications that could be made from various of the affiliated colleges. I think it's important for the Minister to reassure us and to spell out for us whether the development envisioned for the University of Manitoba as it exists today is based on the development of the university as one university or a splintering-off into various other universities created from the affiliated colleges, because the problem of costs is an important one, as to whether we're going to have one large library, as we're going to have a number of duplicating libraries, as we're going to have science courses that are duplicating, are we going to have graduate studies involved which will duplicate one university with another. I think we're entitled to some assurance which we did not get last year. It seems to me we're going to get it.

(MR. CHERNIACK cont'd). . . . The Minister is anxious to give it to us and that's reassuring.

I think also we ought to hear more from the Minister on just what he is going to do to make it possible for students from the Province of Manitoba to get university training based on their ability to absorb the training, their ability to acquire the knowledge which is offered to them, and without regard to their ability or otherwise to pay for it. I think there was a recent report in the newspaper to the effect that the costs in residence are going up. No doubt the costs are going up, but should the cost be going up to the students. Will it possibly make it difficult for the students to participate fully in the work of learning in this higher field of education, or would the Minister please undertake to review again the very important platform, or part of our platform, wherein we said that we believe that the education of our pupils should be made available to all regardless of cost.

We said then and we still believe that universal education is important for progress in this province and indeed in this country, so that I would urge the Minister to deal with this. He will come to it we know, if he lives long enough, but we don't want to gamble on that. We know that this is a program, as many of our programs, which the Minister would like very much to adopt if only he would be permitted to do so. We urge him to assure us of his efforts to make it possible so that we will have the full benefit of being able to say to the children of this province, regardless of the parents' ability to pay, regardless of your own ability to pay, it is your ability to absorb which will make it possible for you to lend your talents to the building of this province, to lend your talents to the building of a better society.

I wonder, Mr. Chairman, if we can feel that with this development, and there's a great development plan for this university, that along with it will come this opportunity for learning, and let me remind the Minister that we spoke last year of junior colleges, junior colleges that could service the students from all over Manitoba including the far north, which will make it possible for them to live close to their own homes in the atmosphere and environment which they know and not bring them down into the city which may be a difficult process. I would like to hear more on the question of what the Minister proposes to do with junior colleges. The Honourable the Attorney-General is so poised, I'm afraid if I don't stop he'll shoot up and bounce off the ceiling, so that I will close with this request to the Honourable the Minister to deal with the questions that I raised so far and I hope that tomorrow I'll be able to continue to develop the theme that I've been working on.

MR. LYON: Mr. Chairman, I move the committee rise.

MR. CHAIRMAN: Committee rise. Call in the speaker.

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

IN SESSION

MR. J. DOUGLAS WATT (Arthur): Mr. Speaker, I beg to move, seconded by the Honourable Member from Springfield, that the report of the Committee be received.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried.

MR. LYON: Mr. Speaker, with appropriate congratulations to our newest grandfather and with thanks for his token of this occasion, might I now move, seconded by the Honourable Provincial Treasurer, that the House do now adjourn.

MR. PAULLEY: May I on the happy note of the Honourable the Attorney-General just prior to you presenting the motion, may I on behalf of we socialists extend to the new grand-père our congratulations, not to him but for his family, and I also want to know whether or not with my emphysema my honourable friend is trying to hasten the day when he's going to give me a free burial service.

MR. SPEAKER: I wonder if the Honourable Member for St. Boniface would accept congratulations from the Chair also.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried and the House adjourned until 10 a. m. Friday morning.