

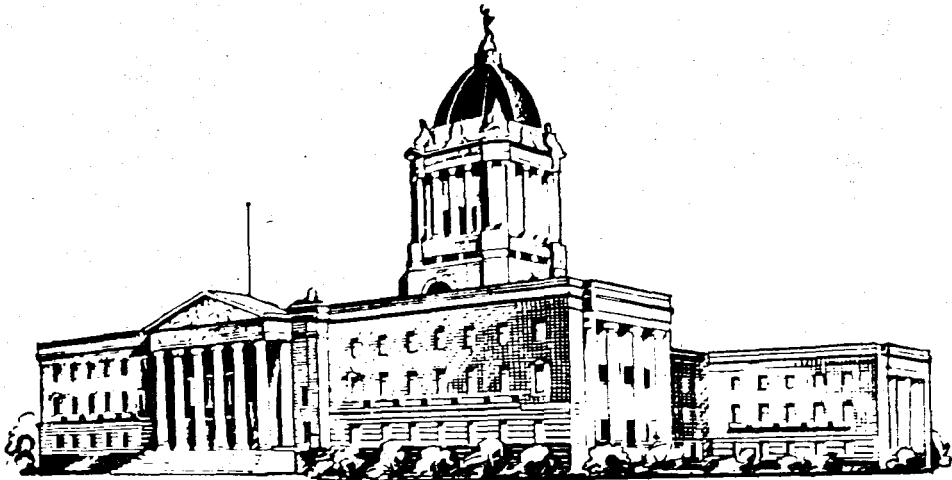


Legislative Assembly of Manitoba

**DEBATES**  
and  
**PROCEEDINGS**

Speaker

The Honourable Peter Fox



Vol. XVIII No. 71 8:00 p.m., Thursday, June 10th, 1971. Third Session, 29th Legislature.

Printed by R. S. Evans — Queen's Printer for Province of Manitoba

## THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock, Thursday, June 10, 1971

COMMITTEE OF SUPPLY

MR. CHAIRMAN: Resolution 104 and amendment thereto by the Member for Rhineland. The Member for Emerson.

MR. GABRIEL GIRARD (Emerson): May I start by saying that I was a little taken back yesterday when I heard some talk about the Minister's salary being reduced and among the shuffle I heard also that they were going to reduce the Minister, and so at that moment I had made up my mind, and I want to assure the Minister that if that kind of resolution came up there is no way that I would support it.

There are a few items, however, that I would like to ask the Minister about, and I want to assure him that I appreciate it, I thank him for the answers that he was giving this afternoon. Some of them maybe not quite complete; some quite thorough and others I suppose that could have been done otherwise. I'd like to deal first of all with some of the items that the Minister chose to indicate in his introductory speech. Throughout his speech he reiterated that the teachers will have to assume more responsibilities, because they have been in the past too traditional and they will have to somehow bring about some changes in their methods of teaching.

I want to suggest that in my opinion the most traditional people in education are not the teachers, but rather the Department of Education; and probably secondly, the Faculty of Education. If you look at the innovations that have taken place in the past few years in education you'll find that they have been brought about by the teachers in most part. Now to suggest that the teachers should be even more progressive might be correct, but we might first of all concentrate on making the department a progressive one.

I still want to indicate to the Minister that I'm not satisfied that four people appointed to the department for the purpose of implementation of Bill 113 is a realistic effort. I suggest that if you're going to provide courses that are to be taught in French, be it science, mathematics or otherwise, you are not going to do it with four people - you're not going to do it with four people, Mr. Chairman. I suggest that we can think of that portion of the department being improved to include people who will be able to research courses, textbooks and so on. I suggested before that I am in full agreement with the Minister when he says that we must be more sensitive to cultural matters. I again think that we can all agree with the Member for Churchill in his contribution this afternoon, but it must be more than words we're expressing; it must not only be a lip service, it must be put in actual practice; it must be put in actual practice, not only in the northern parts but in the province as a whole, and you can't do that, Mr. Chairman, you can't do that with four people.

It's odd in a way to hear a speech that sounds so progressive coming from the Minister of Education, who urges flexibility in schools and yet when we look back we find really no very significant change in the last year or two, and one area that we specifically pointed out last year during the session was that of religious teaching in school. I might not be the strongest advocate of religious teaching in school, Mr. Chairman, but I'm one who believes that it is ridiculous, for administrative reasons if not otherwise, to insist that that particular section be held to the 3:30 period of the day. I go further and suggest that what we're actually doing is compelling schools to break the law - and it's known. But the Minister at that time had an answer. He said, I am studying the possibility of revising the curriculum so that that can be included as an option and given credit. I approve of this wholeheartedly; I think that's the step we really need, but we need it now, not more than one year later after it was said. We don't need it five years from now, we need it now, and I suggest we get some action on it.

One other item that the Minister pointed out in his introductory address was that we are now at a stage in our education when we should start wondering what students are wanting in terms of courses, in terms of curriculum; what kind of philosophy should schools adopt; what is the purpose of education and consequently what kind of education should we offer; and it is time now that we looked at this problem very seriously because the old system of the teaching of a history course, or a biology course or a chemistry course is not good enough. We should consider implementing new courses based on new values, and we should consider removing from our curriculum those courses that are not effective or not of a priority nature and can be put aside. We have in the past had the difficulty of adding course after course to change

(MR. GIRARD cont'd.) . . . . the program by making it better and more all inclusive, but we've forgotten to remove a few of the courses as well that might be less valuable, sometimes redundant, and consequently we have a jumble of courses in some areas.

I can remember not very long ago when we taught Canadian history approximately four times in the space of 12 years. We've improved it because I think now we're only teaching it three times in different age grade levels, and I'm wondering maybe that's one area, as an example, which we could look at. But one thing we must do is look at the whole program and be able to pick from it the things of less importance and add to it items of more importance that are pertinent today.

The Minister spoke of individualization, more choice of options, continuous progress, and I caution the Minister when he throws these terms out too loosely. First of all, when you speak of individualization and the fact that teachers ought to be more sensitive to recognize the handicaps of certain students being hard of hearing or shortsightedness or emotional difficulties and so on, this is desirable I admit, but it is not more possible now than it has been in the past, when you consider that classrooms now house in many cases 30 and 40 students, and as long as classrooms are loaded with 30 and 40 students and with the present system of teaching, you cannot expect individual attention to the same extent as it is desirable. So we'll have to make a choice; and the choice is whether we teach this system or whether we improve it.

There are a few points that have been made by previous speakers with reference to the use of school facilities and I think that this item should be underlined. There is in the Province of Manitoba, there is in the province a great waste of capital outlay that is dormant for months of the year; but I suggest it's even worse when you consider the situation at the University of Manitoba. There we have buildings equipped with expensive equipment that is not operating during the summer months, and I think with reorganization it can be; I think we should consider the semester system, not only give it lip service but consider it in truth; it's been done elsewhere and I see little reason why it couldn't be done in Manitoba.

When we come to an item which the Minister felt was maybe a little unjustified, I'd like to reiterate some of the things that I probably have said in the past. I think that education is one department where we have to be non-political; I suggest that the appointments made to the department have to be based on ability and qualification and not be political. I'd be very interested, and I appreciate the offer that the Minister made this afternoon of tabling some of the requests that might be made in that area. I would be very interested to see the Minister table all the appointments made in the last year, indicating which are ministerial appointments and which are Civil Service Commission appointments. I'd also be very interested in having submitted the chain of command that exists in the Department of Education. I think the people of Manitoba have a right to know when they're speaking to officials of your department who exactly they're speaking to in terms of office of responsibility and to whom this person might be responsible. I think that in this department as in others it's only fair for Manitobans to know just exactly where or to whom they are addressing themselves.

One item that was not commented on was that of teacher qualifications. I wonder if the Minister has some information or some thoughts of what will be the plans in the future as far as teacher qualification is concerned. Considering the teachers' supply now we cannot argue, we cannot argue justly that because of a lack of supply we must not insist that teachers become more qualified. I think we're at a position now where we can insist the teachers become more qualified and we should do so.

I would like to hear comments from the Minister if possible with regards to the Brandon auxiliary project. How successful has it been, because it has been criticised publicly; and I would like to know if it's going to be continued and if so at whose expense.

I would like to know about the Pelly Trail experiment; how successful and is it going to be continued at how much expense.

What about the Director of Administration. It seems to me that school building projects are being delayed more than they have been in the past - although this is a criticism we've heard under the past administration as well as the present. I'm wondering maybe if it was not delayed a little because of the fact that the Director of Administration does not have an assistant, or what might be the real problem why we find jam-ups and delays in having projects approved. I can quote you in our specific case where we requested an 8-room addition to the building we're now in, in December, I believe, of last year, and it's June 14th now that we hear maybe we'll get a hearing. That's not quite good enough; I suggest that that

(MR. GIRARD cont'd.) . . . . is too much delay. Are we saving money: What is the real reason why such delays occur?

I'd be interested in the same area to know how much money we have committed to capital projects and school building. I'd be interested to know how many letters of intent are delayed and what amount of money this delay, or the delayed sum would include.

With regard to the suggestions made this afternoon by the Minister on the matter of aid to private schools, I agree that he is saying now what he said in the past and he is consistent; but what the people of Manitoba are saying is, how can the Minister of Education be saying one thing and the Premier be saying another, and the Minister of Mines and Resources again a somewhat different story. You know, we've got the whole spectrum; we've got the Premier that assures the people - especially of St. Vital - assures the people, you know, we'll have aid to private schools; if he doesn't do it directly and publicly he certainly does it privately. Keep your hopes up, boys, it's coming, you know; I'm prepared to stake my political life on it. Then you have the Minister of Education who says, well I've always been opposed to it; I can't say that now; I'm just going to say no, it's not existing now and I don't know what the future holds. And then you've got the Minister of Mines and Natural Resources who says: "Over my dead body; it's not going to occur." Now I suggest that's not good enough for the people of Manitoba; let's get a policy that is clear and one that will spell out the terms that will be followed by the administration, if it is a matter of policy. If it's a matter of policy, it should not be a policy from day to day, but one that we can count on at least a little in the future.

One area that I find has lagged behind for many years in our grant structure is that of library grants. I'm not talking about library services, but rather I'm talking about the \$60.00 per authorized teacher that is going into our libraries in terms of grants. I think it would be fair to say that that kind of grant is probably some 15 years old and has hardly been changed in the last long while. I think it's insufficient, and if we're talking about flexibility, if we're talking about individualized study, if we're talking about continuous progress, I suggest we start by looking at our libraries to know if we have facilities in our schools to provide students to do some learning on their own, and I humbly submit that if an analysis were taken, you'd be surprised at how little we have in the Manitoba school libraries at present. In some areas, I would go so far as saying it's surprisingly shameful.

Just one other matter I'd like to bring up and that is the matter of the \$18.00 per student grant. The Minister argues that this is not harmful; it's only in addition to the Foundation Program and anything that's given in grants anyway is called Foundation Program. But that's not quite so. The Foundation Program is based on a philosophy and it sets out grants in certain areas because those areas are to be granted in such a way, and by adding \$18.00 per student you're adding another totally different item, an item that did not exist before in the Foundation Grant and it's a change in the philosophy on which the Foundation system was based. It is not true, Mr. Chairman, to argue that if you paid a straight per student grant instead that you would destroy the philosophy on which the Foundation grant is based now. And I suggest it's not true because the Foundation grant is so much below the actual expenditure that it bears no relationship anyway, and so if you put it in block form, I really doubt that there would be any great effect on any one of the expenditures - and I say this because the grant is not near enough to the total expenditure.

The last item, and the one I want to emphasize the most, Mr. Chairman, is that of the inequality of taxation for the support of education in Manitoba. The Minister seemingly does not understand, but I believe he does understand. He understands full well that he can argue that the province has put more money in the kitty this year - you know, they've increased in proportion from 70 to 75 of the provincial contribution and they've done several other things that he indicated this afternoon. But that is totally beside the road, Mr. Chairman; that's not what I'm talking about at all. I'm talking about the disparity that exists in the school divisions of Manitoba, not what the province gives to the Foundation Program.

But let's look at the specific areas in Manitoba where we have placed people in a position where they're almost unable to support the expenditures they are expected to pay, and those expenditures are less than other areas are paying much more easily on a per student basis. If the Minister had taken the time to study the Manitoba Teachers' Finance Education study, he will notice that in some areas of the province, in some school divisions of the province the per capita expenditure on education for their student is somewhat below that of other school divisions. I go further and say in some areas you can take the expenditure plus the transportation, and even the capital expenditures and it will still be below the amount paid

(MR. GIRARD, cont'd.) . . . . in operational costs for other school divisions. What I'm saying by this is that in some areas of the province we're getting a Cadillac kind of education and we've got a Volkswagen at the best in other areas.

Now, considering that kind of disparity, we want to go one step further and look at the kind of taxes those people are paying - and don't look at the dollars, look at the mill rate, because that is the thing that will be difficult to pay because the assessment in some areas is low, and if the assessment is low the mill rate is generally high and the end result is trying to obtain from those people as much money as you do from industrialized areas in other parts. I suggest that in some areas of the province where the expenditure per student is low, you will find that the mill rate in those areas is high, higher than areas where we have a high expenditure per student, and the reason for this, Mr. Chairman, is simply that where you don't have the assessment to bring the revenue based on property taxes, you have no choice but to levy a higher mill in order to bring that revenue in and you are actually strangling people to the point where they are just unable to keep on.

Now, if you lower the general mill rate you are not helping those people at all. You're helping them by one or two mills, and those one or two mill decrease in their general levy in the final analysis will appear as a four or five mill increase on their special levy. This is not going to be helpful to them at all, Sir, and I suggest that if you think of this problem as one you can brush aside, you're wrong, you're absolutely wrong because we are now at a point that is crucial and I suggest that you make this one of your priority items in 1971, study it carefully and let's get a remedy.

Just one other item I'd like to question you on, Mr. Minister, and that is a matter which has very recently been brought to light. I wonder if you would be kind enough to express your comments with regard to the problems that are now existing in Gypsumville. I take it that the Minister is aware of the situation in Gypsumville and I know that the people of Manitoba concerned about this kind of thing would like to know what you have in mind for a remedy there and how soon can it be brought about. If you tell us what you have in mind is a beautiful new \$750,000 school, it's meaningless unless you tell us when, and I'd appreciate very much your comments in this regard.

MR. CHAIRMAN: The Member for St. Vital.

MR. JAMES WALDING (St. Vital): Mr. Chairman, I just have a few comments to make and they seem to be further from the comments of the Member from Emerson who was just speaking. He was speaking about school costs and the relative costs between different divisions, and I've done a little research into some of the costs facing school divisions within the Greater Winnipeg area. One of the best ways to judge or to assess any program, if it can't be done on its own merits, is to make a comparison with other programs of a similar nature and to come up with some form of comparison. But in looking at the school divisions throughout the Greater Winnipeg area we come up against a problem as to how you compare a total budget of Winnipeg with its \$40 million to, for instance, Norwood with its 2 1/2 million dollars, or the enrolment in St. James of 19,000 or in St. Vital at 7,000, or the number of teachers employed in St. James, 947 last year as against Seven Oaks, 315.

Now one obvious method of comparison would be to work out these costs on a per pupil basis. Some of the figures that you come up with for instance, doing it in this manner, are Winnipeg, \$789; St. James-Assiniboia, \$647 - those are the top two - down to Seven Oaks at \$704; Norwood \$672; and Transcona, \$626 at the bottom.

However, this doesn't take into consideration the fact that different services are offered in different areas, and so I looked at it from the point of view of the number of authorized teachers for each division and this seems to give a much fairer and a much more comparable assessment of the differences. Just to give you, for instance, in figures, Mr. Chairman, on those Greater Winnipeg School divisions the operating costs, total operating costs per authorized teacher varies from a top of \$15,846 in Winnipeg; Fort Garry, \$14,690; down to a low for Transcona of \$12,308. It can be seen from that that Winnipeg's figure per authorized teacher is something like 25 percent higher than that in Transcona.

If we look then at the assessment on which local school taxes are to be raised to pay for this, we find that the assessment per authorized teacher for Winnipeg is \$307,000, and Transcona is again at the bottom with \$147,000. Thus for Winnipeg it's double that of Transcona. Norwood is the second highest at \$238,000; River East is the second lowest at \$158,000. Thus one mill increase in Winnipeg would bring in twice the amount of money per authorized teacher

(MR. WALDING, cont'd.) . . . . as one mill in Transcona.

Similar figures that I've come up with along the same lines, Mr. Chairman, the cost of administration per authorized teacher, and while this might not be of direct interest to the Minister, it could be of interest to the school trustees within the Greater Winnipeg area since I understand there is no interchange between them of this type of information. Administration per authorized teacher for 1970: Fort Garry, \$706; River East, \$684; down to a low of St. James at \$354. Thus the top one is practically double that of the bottom one of St. James. The amount paid or spent for maintenance in those areas, again on a per authorized teacher basis, Winnipeg, \$2,128; Fort Garry, \$1,589; down to a low of Seven Oaks at \$1,265 and Transcona, \$1,171; thus a fairly wide gap between them.

Having given those figures, Mr. Chairman, I'm really not quite sure what conclusions to draw from them except that it seems to present a pretty good case for some averaging out of mill rates or assessments across the area, some balancing effect. A second possible conclusion shows that St. James, which is considered by some to be an ideal size for a school division, does seem to be operating very efficiently from these. A possible area for further research could be an amalgamation of two or three or more of the smaller divisions. St. Vital, St. Boniface and Norwood, for instance, seems to be a natural for such amalgamation.

These figures that I've come up with are I hope accurate, but I mentioned before, they do not totally reflect the differences in the types of education that are being offered or the range of education offered for instance by Winnipeg compared with some of the smaller divisions, and I would hope that the Minister and his department would institute further research along these lines to give a much fairer education to all of our children.

MR. CHAIRMAN: The Member for Emerson.

MR. GIRARD: I wonder if I could ask a few questions, Mr. Chairman. First of all, I would like to know if your figures, when you speak of expenditures per authorized teacher, include capital expenditures. If they don't, then they become more credible; if they do, they're not very significant.

Secondly, I would like to know if in the honourable member's mind it is desirable to provide the kind of education in an area that a particular area desires, or rather, should the kind of education provided be general throughout the Metropolitan area.

And thirdly, I would suggest if the honourable member wants very much more interesting figures, he should have considered the rural area versus the urban areas, because if you want to compare Volkswagens and Cadillacs, that's what you have to do.

MR. CHAIRMAN: The Member for St. Vital.

MR. WALDING: Just to answer those, if I could, Mr. Chairman. First of all, the capital costs were not included in the first figures that I gave there. As for the last question that you mentioned, this covers about nine divisions within the Greater Winnipeg area. I didn't go any further than that, but I understand that there is a report from the Manitoba Association of School Trustees which is doing a study, I believe something like this, on a province-wide basis. If it's not completed, I understand it's nearing completion.

MR. CHAIRMAN: The Member for Roblin.

MR. McKENZIE: Mr. Chairman, I have a few remarks I'd like to bring on the resolution of the Honourable Member for Rhineland at this time, and while many of the points that I had hoped to bring to the attention of the Honourable Minister have already been discussed, I would again ask the Honourable Member for St. Vital to take a look at the problem between rural school divisions and city school divisions if you want to get a real story; compare the City of Winnipeg with Duck Mountain, for example, and you'll get a real story of the problems that exist in trying to equalize education in the province.

Mr. Chairman, there's a few questions I'd like to ask of the Honourable Minister, and I congratulate him for what he's done. In my constituency the educational system is functioning reasonably well. The Camperville area, which he well understands and maybe he has some remarks he'd like to give me on that regard, is rather a ticklish situation because it partially involves the speech that was made by the Honourable Member for Churchill earlier this afternoon and it's partly in the jurisdiction of what's known as those who are not part of the north.

There's one other question that I'd like to draw to the attention of the Honourable Minister, Mr. Chairman, and that is the university costs. I was looking at some figures the other day which was the budget of the University Grants Commission, and I think the figure was some \$31 million as their budget for 1971 but they projected \$89 million for '75, and with the Ottawa

(MR. McKENZIE, cont'd.) . . . . agreement, the agreements on education between the Federal Government and the Provincial Government coming up for renewal - I think next year if I'm not mistaken - I wonder if the Honourable Minister would care to comment on what presentation he's anticipating to bring forth to that table when we meet that problem.

The next question I would like to ask of the Honourable Minister of course is news on the Core Report. I sat in on several of the hearings of the Core report and I well recognize the problem of secondary education in the province. I think our primary and kindergarten system is as good as anything in the North American Continent and I well recognize as he does that we have many problems in the secondary aspect of our education, so I'm wondering what portion of the Core report is he planning to implement, if any, or would he consider some of the recommendations that were made at some of the various hearings that were held around the province. I found that in my jurisdiction the fact that physical education was not included was a concern to many. Also, the musical courses are not included and that again was a concern.

I also found it rather interesting in the course of the hearings that the computer cards that are filled out at those meetings, the teachers' computer cards were not put together with the taxpayer or the parents. They were kept separate for some reason, I don't know why, and I found it very interesting. I was a layman amongst a bunch of teachers and my card couldn't go in with the teachers for some unknown reason, mine had to go with the taxpayers and the parents.

And the other thing, Mr. Chairman, is the aid to private and parochial schools which concerns me, somewhat similar to the remarks that were raised by the Honourable Member for Emerson. I happen to have in my constituency a parochial school. St. Vladimir's College I think is one of the finest institutions that one could ask for in the field of education - excellent school, fine teachers, excellent students, and everything is of a very high calibre, I daresay, Mr. Chairman, that St. Vlad's College turns out students that's comparable to anything in the North American Continent. In fact these are students I think who would be an asset to any free society, who would strive and try to make this world a little better place than it was when they arrived.

The other thing on the library policy that I would like to draw to the attention of the Honourable Minister, Mr. Chairman, is libraries are being established around rural Manitoba, and as I understand it, in the meeting held at Dauphin at the local Development Corporation they are looking for locations for these libraries and I would think the No. 1 location would be the school. There was a lady, I can't recall her name, that was on staff there at that meeting and spoke to us very briefly, but she came to me and asked me my wisdom on that matter and I thought it would be automatic that the library would go into the school.

The other one, the last point that I want to raise, Mr. Chairman, is the one on taxation of course, which is a problem. The person today that owns property is over a barrel; the guy that doesn't own any property is getting off reasonably scot-free. I want to only ask the Honourable Minister if in fact he has read the address that was made to the Saskatchewan annual convention of the rural municipalities last year, what's known as the Wilkinson Report on tax on basic income to meet the cost of education, and what his opinion would be on that paper. Thank you, Mr. Chairman.

MR. CHAIRMAN: The Member for Brandon West.

MR. MCGILL: Mr. Chairman, my few comments are related somewhat to the area in which the Member for St. Vital and the remarks of my colleague from Pembina in respect to costs. I noticed a few days ago that when the Minister introduced his Estimates, in indicating an increase of approximately \$19 million in the appropriation for Youth and Education, he at the same time was aware of the feelings generally that are growing in the province that there is a real need to control these costs, and in his press reports he was warning that while these were the increases which he had to approve this year, he still felt that school boards should be told to reform or face some scrutiny from his department. I think the heading was "Miller Warns of Education Cost Control", and in this article in the Free Press he says, "If it seems impossible for school boards to do this" - meaning control their costs - "I see no alternative to the imposition of controls. The reason seems clear enough."

Mr. Chairman, I think really school boards are having this problem because they are having to answer and appease the demands of their ratepayers and those people in their divisions who really don't quite understand how school financing is accomplished. It's a somewhat complicated area and I'm not entirely sure that everybody in this Assembly is quite clear on how the

(MR. MCGILL, cont'd.) . . . . grants are established, how the Foundation grants work, and what the levies amount to. It seems to me, Mr. Chairman, that there is a decided lack of public relations between the department and the taxpayers in Manitoba. If there was a better explanation of the way in which school costs are arrived at, I think the ratepayers would be less inclined to put the pressure upon their school boards to approve expenditures in the field of education.

One of the reasons there's confusion and one of the reasons that there's a continuous pressure is that these people really have no way of comparing the efficiencies of their school boards and their divisions, and as the Member for St. Vital pointed out, it's rather significant I think to compare per pupil costs in divisions. I would suggest, Mr. Chairman, that the Minister should consider a full disclosure, publicly, of the per pupil costs division by division in Manitoba. Now it's quite true that there are variations in the costs of transportation and in other fields and that these figures are not always easily comparable, but it might be possible to arrange classifications of divisions so that people in roughly the same general area would be able to compare their performance, the performance of their school board with those of the other division working under somewhat similar circumstances.

Mr. Chairman, I think this is really an important consideration and one that might produce the kind of assistance which these school divisions need in controlling costs. Let the ratepayers look at what it costs per pupil to educate their children in their division and let them then compare it with other divisions that are operating under similar circumstances. This is just one of the areas that I think good public relations, good education on the part of the Department of Education for the taxpayers would be helpful. It would not then perhaps be as necessary for the Minister to threaten to impose complete control upon the autonomy of the local school divisions.

Another area that would be of interest to the taxpayers would be to know, division by division, how many teachers over grant they are operating with. This is a contributing factor to total costs, and if certain divisions are operating with an impressive number of teachers over grant, then I think the taxpayer should be aware of this. It's also been suggested that the role of the school inspector in the education system in Manitoba is gradually being phased out, that there is now some duplication in the role as it was originally contemplated for school inspectors and the function now of the non-teaching principals and of the supervisory staff people. There might be some useful alternative occupations that these inspectors could now perform during the period that they are still being employed in the school system.

I think, Mr. Chairman, that the other points that I had in my mind have been covered in previous questions, but I would ask the Minister finally to very seriously consider some more public information on the cost per pupil in divisions so that the taxpayers can be encouraged to exercise some restraint in the pressure they are putting upon their division boards. Thank you.

. . . . . Continued on next page



MR. CHAIRMAN: The Member for Rhineland.

MR. FROESE: Mr. Chairman, I asked a number of questions on the previous occasion when I commented on the Minister's salary in education, and while some of them were answered others were not, and this is my point in rising again. I know the Member for Emerson has commented on some of the same points and one had to do with the matter of teacher training. The time has now been lengthened; it's two years now that they require before a certificate is issued, and I understand this will be increased or lengthened and I would like to know just what the case is. How long will it be before we will only licence degree teachers? Is this on the drawing board? And how many more years are there to go?

Secondly, I also inquired before as to what this will mean in increased costs to the school divisions and districts in this province. Presently we have a considerable number of teachers who do not have a degree. Maybe the Minister could tell us how many, I don't know, but certainly there are still a very considerable number, so that we could somehow gauge when we lengthen the period of teacher training what this will mean in increased costs to the taxpayers of this province, and after all, these moneys have to come from the people by way of taxes. Certainly if we are going to go to the point where certificates will only be issued to people who have obtained their degree, this will then mean that we will have to pay more money and I don't think we can afford it. Presently people in rural Manitoba certainly cannot afford further increases in costs. I think we have to look more toward paring costs than towards increasing costs, and I know that the divisions in my area certainly have been paring costs as much as possible and I think they are the ones that are operated most efficiently in the province.

There is no report in the Public School Finance Board as to what the various divisions are getting in the way of grants, and I feel this should be contained in the Public School Finance Board Report. The total grants for each division that have been paid, I think we should know the pupil count for each division and we should also know the teacher count so that we could have some way of gauging the costs per division and within the division as to what the actual costs are and how they compare, because I think right now our areas compare very favourably, and when the Member for St. Vital gave his figures I am sure that many of our district schools are operating almost at half of the cost of Greater Winnipeg, and yet we find ourselves in a very bad situation because we are not getting the financial support from the government. I don't want to dwell on that part too much longer, but certainly the Minister knows full well that this cannot go on indefinitely, and when they brought in the \$18.00 per pupil grant a month or two ago, that was actually further discriminating against these very people and these taxpayers, and certainly he should have a more logical explanation than what he has given to the House so far.

I would also like to know in connection with the higher qualification of teachers, how many of the teachers are now out of a job. Is there no list available? Is there no way of obtaining this information? Because, from what I am told, many of the highly qualified teachers are not getting jobs as a result. They're working themselves out of a job because of acquiring greater qualifications.

I would like to know, in addition, the number of teachers that graduated this last year. The report that we have is of a year ago.

MR. GREEN: . . . interrupt my honourable friend but I'd like to confirm that we all agreed this afternoon that we would carry on until 10:00 o'clock, and I take it that that is acceptable.

MR. CHAIRMAN: Under the new rules, this would be by leave.

MR. GREEN: We did agree this afternoon but I just want to confirm that we did so that there is no problem.

MR. CHAIRMAN: The Member for Rhineland.

MR. FROESE: Before I leave that particular subject about teacher training, I hope the Minister gives us a fuller explanation and also that we do get the necessary information that I asked of him privately before, and that I feel should be contained in either the Department of Education report or the Public School Finance Board Report. In fact, I would like to see it in the Finance Board Report. After all, they are dealing with the financial aspects so that the information should be in there. Certainly when we talk about paring costs and trying to economize, just what does the government have to offer in the way of having further economies take place? Are there any avenues that bear exploring at the present time, how to economize more

(MR. FROESE cont'd.) . . . . . in the way of educational costs? Surely we should hear about it from the Minister.

I notice from the report that on Page 30 the matter of languages is reported on, and the report mentions French, Ukrainian and Latin. What about German? Where does German come in, and how much work has been done in providing textbooks that will be authorized for the instruction of German in our schools in the province? We have a large population of German people in the province, and also the Dutch who more or less speak the German language in various areas, and we have a number of schools who are giving instruction in this language. I would like to know from the Minister just how much work has been done in this past year, to what stage they have reached, and whether authorized texts are now available, whether both for the elementary and the secondary level.

I think on previous occasions we have discussed the matter of time tabling, the unitary schools and the secondary schools at least. I think this would be to great advantage. The Member for Emerson raised this point and if we're operating outside the law by doing so, I think the regulations should be changed so that this would be possible. In fact, I think they were changed, if I'm right. -- (Interjection) -- In connection with time tabling so that language instruction can be given at different times of the day. -- (Interjection) -- Well, I would also like to comment in connection with religious instruction. How many of our schools in the province have religious exercises? Is there a record of this? Surely enough when we call ourselves a Christian nation, I think we should recognize God in our schools. Certainly we don't want to bring about a generation of heathen people in a country that is Christian and recognizes God. And what encouragement is given in this direction, if any?

On the matter of the technical schools, we have none in our area but certainly I would like to know just in what way are they financed, who pays for the operational costs. We know the capital cost arrangement but who pays for the operational costs? Is this strictly on the division? Does it strictly rest on the division in which the school is situated, or do surrounding divisions participate toward the cost of operations? What about outside students coming in to schools of this nature? Are they assessed a tuition fee? Are the neighbouring divisions assessed for allowing the pupils from these areas to attend? I certainly would like to have more information on this very matter.

Private schools have been mentioned certainly since the resolution was passed last year and accepted by this House. I feel that the matter should have been taken into hand by now. I would have hoped that this would be fact before the dissolution of this Legislature this session. It doesn't appear that way now but I feel that these schools will find it very difficult to operate at the present time, need assistance, and they need it now. They can't carry on indefinitely and I don't think that they should discontinue their service because, if they do, this means that we will be paying the full cost and not only a portion of their cost as presently, so I think the government, the members on the government side, should support a measure of this type and bring about an earlier conclusion to this and bring in a measure at this session to provide assistance. Certainly, after the last session, I happened to be in Alberta at the time, and looking into the Edmonton Journal I saw a write-up by Doug Fisher who was a former member of the NDP Party in Ottawa -- (Interjection) -- He was a member of the House of Commons at the time, or previous to that, and he is no longer a member of the House now, so he may be, and I take your word that he's still a member of the Party, but certainly when he interviewed the Premier, as the record showed, the Premier definitely made the statement that this would be a matter that would come up at this session and yet we have nothing before us. I feel that this matter should have been tackled by now.

A MEMBER: That was before the Selkirk nomination.

MR. FROESE: The Minister thought the other day that I had exaggerated the matter of this government's discrimination against the multi-district divisions. I don't think so. In fact, I thought I should have made the case much stronger, because we need the money; we need it badly and in the worst way. Our mill rates are the highest in the province; not only the mill rates, the assessment was increased to an all-time high in '66-67; since then property values have gone down but the assessment is still the same. When I take a look at the new bill, Bill 36 about Greater Winnipeg, I note that land will be valued at the going rate but buildings will be at a lesser rate, and I don't think this is the case in rural Manitoba that you have two types of evaluation, yet this is what they propose in Bill 36 for Greater Winnipeg, so the farmer is going to be hit harder again.

(MR. FROESE cont'd.)

We were also told earlier this year that there would be a tax revision in the province, yet the farmers in my area have had no relief thus far, and will be getting no relief as far as tax revision is concerned, yet this government told us outrightly that this would happen; and when we find that this is not the case, that we've been led to believe something and it doesn't materialize, it's deceit, and this is what this government did. It deceived the people in my area and in other areas of the province that tax relief would come their way, and I feel that this Minister, the very least he could do is provide the \$18.00 per pupil grant to the multi-district divisions, and I appeal to him and to members of the government to reconsider and to make the \$18.00 applicable to all students in this province attending public schools. Why do you discriminate in this way? Are these pupils less important to the government? Are they less deserving? Certainly the schools that they are attending are trying to do their best. The teachers are as qualified and are doing as hard a job as anywhere else in trying to give these students an equal opportunity. Yet this government is denying this by withholding, and not only withholding support but denying it in ever greater measure.

Mr. Chairman, I had one further matter that I would briefly like to discuss, and this has to do with the Teachers' Retirement Allowances Fund and Teachers' Pensions. Mr. Chairman, I think teachers should have the right to retire at an earlier date. I think we're expecting too long a period of service before they're entitled to a pension. Why cannot the years be cut down? If they only contribute a certain number of years they have the right to withdraw, but I feel that teachers should be able to get a pension at an earlier date. How long are they to serve at the present time before they are entitled to a pension? Is it still 40 or is it 45 years? Thirty-five? At any rate, if a teacher starts off and teaches for 35 years, I think this is too long a period in one stretch. I think they're entitled to a pension at an earlier time, and certainly if they contribute the greater portion of it, why shouldn't they be able to retire at an earlier age or at a time not having to teach that many years?

When you take a look at the report and the Teachers' Retirement Allowances Fund Report, we find that, according to the latest report we have, of June 30, 1970, that there were 1,357 teachers on pension and these same teachers were drawing \$3,261,000 a year. This comes to less than \$200.00 a month. The pension may vary. Some teachers will be getting higher pensions; others of necessity must then be getting a much lower pension; and I don't know, it seems to me by the amounts that are being paid in, that there's substantially more than what is going out, whether or not greater benefits could be afforded to these teachers.

I would also like to know from the Minister seeing that a considerable amount of the moneys invested by the Teachers' Retirement Allowances Fund is in provincial securities, how much do we, as a government, have to pay for these moneys that are being invested by the Teachers' Retirement Allowances Fund in provincial securities? I think this would be of interest to know. The report gives some information as to the net yield that they get but certainly we must be paying considerably more because of the expenses involved and so on. I find that there is a balance sheet and then there is a statement showing the accounts (a) and (b). Personally I would like to see a little different statement. I would like to see a Statement of Operations. The statement that we have on Page 90 is Statements of Accounts (a) and (b) established under Act.

Mr. Chairman, these were some of the points that I wanted to raise, and I have one final matter and that has to do with the situation in the province in general. I feel because of the division system and because of the centralization system that many of our communities are slowly dying out. Once you remove a school from the community, a village, or even probably some of the smaller towns, I'm not sure, but the villages for sure, that once the school is removed these centres are dying out, and I think this should not be allowed to happen. I feel that where we have larger villages the schools should be retained, and while we do not have separate school boards for this purpose under the unitary division setup, here again I feel that our larger towns should have a school board of their own to look after the matters in the immediate area. However, that is not the case under the present administration but certainly we should make every effort to retain the schools in our larger villages in this province, to keep them going, because these people, if the school goes out, the value of property decreases, buildings have to be moved out, and there is very considerable losses that these people as a result have to bear, and this is caused because of government policy in removing these schools from those areas.

MR. CHAIRMAN: The Minister of Youth and Education.

MR. MILLER: Mr. Chairman, I would deal with these questions that were put, I guess starting with the Member for Rhineland because I have his notes right before me. You know, he poses the question of how long before we only have licensed degree teachers and he says he poses it and suggests that this too is of concern to the Member for Emerson, but I don't think they share this concern in quite the same way. I suspect that the Member for Emerson would not follow the suggestion which is implied in the Member for Rhineland's question, that we should lower the standards of our teachers, lower the qualifications, and in this way reduce costs, because he's very, of course, obsessed about cost and this is natural because we all are concerned about costs. If he had read the speech that I made when I gave my estimates, I voiced my concern and I said we had to recognize that costs are a problem shared by everyone and that we have to look for new ways to deliver the educational system without just increasing costs out of hand, and I think it can be done if we come up with some innovative and new methods of doing it. But I don't think it can be done by turning the clock back and suggesting that just anybody should be allowed to teach.

I recall that the first time the Member for Rhineland spoke, he said that he questioned the academic qualifications of teachers and so on, and I think he used the phrase "teachers are born." And it's true, there probably is a certain person who is born to be a teacher, but if we had to wait to staff all our schools with only those who are born to be teachers, I'm afraid the teacher shortage in Manitoba would be fantastic; I don't think we could fill any of the schools with staff; and I question, really, his suggestion that we should try to lower the standards rather than increase them.

I can't tell him at what rate the change is going to take place. I don't fear the day - I have to say that honestly - I don't fear the day when I can get up here, or someone else, some other Minister in the future - and I know it'll take a while - to get up here and say that we have the best qualified, the best trained teachers that we possibly can. I think that's the best thing we could do for our children. This will only add to impossible costs if we, as I say, stick to the system we have, and we don't use such things as para-professionals to back up the teachers so that the teacher can handle 40 students and you don't have to resort to a lowering of the teacher-pupil ratio which is extremely costly, and which of course is the traditional way of doing it. I maintain that the most educated and the most capable should be teaching.

He asked the question, how many teachers are out of a job? I can't answer him that. We don't have these statistics. Perhaps Canada Manpower does; we don't. Many people who have teaching degrees who aren't teaching, aren't necessarily looking for jobs. If they were there, they would perhaps teach, but they are married and if a job was there they might take it but I don't know whether they're in the job market. There is no doubt that the shortage of teachers which prevailed across Canada as recently as two years ago has now disappeared. In every province there are now enough teachers to go around, with the exception in certain fields, certain specific fields, perhaps in mathematics, chemistry, some of the sciences at the senior high level where there's certain expertise, subject requirements, and there a shortage still exists, but in general the pressure is off and I don't think we want to go back to the day when the shortage was so severe that anyone could become a teacher and anyone could be certified to teach. I think it's perhaps a healthy manifestation and it's healthier, certainly, I think for the children and for the profession as a whole, that the faculties of Education can more carefully screen their applicants - because they have so many applicants, more than they can accept - they can screen them, they can evaluate them, so that the end result is that we get a better teacher for the training that's given.

The member enquires about the teaching of German and other languages, and he may recall at the last session we introduced legislation which made it possible for any language, no matter what it is, to be taught in Manitoba schools, whether it be Cree or Saulteaux, or whether it be German or French or Ukrainian, and so long as there is a request for it, so long as there are enough pupils to form a class, and if the Board so desires and is agreeable to it, then it can be taught. Insofar as the curriculum, I don't believe that every book and every text has to be designed in advance by the Curriculum Branch. I think, particularly in the teaching of languages, we want to free the centralization and the controls or rigidity of the curriculum as laid down in the past, and we've done this. We are now making it possible for . . .

MR. CHAIRMAN: The Member for Rhineland.

MR. FROESE: I think in order to have the grants be paid for textbooks, they have to be

(MR. FROESE cont'd.) . . . . . approved. This is the reason I asked the question.

MR. MILLER: The grants -- this is true; the authorization must be approved; but you'll find that a board can now request authorization of a textbook, and whereas before, the authorization was difficult to achieve and the textbooks had to be not only evaluated but usually written by the Department or put together by the Department, boards are now encouraged to propose textbooks and material and I think the member will find that those proposals will be approved and will be authorized. In other words, we're going, as I announced earlier, into a multi-choice which didn't exist before. There is far more flexibility in the programming and that's made possible by, as I say, the use of a broader range of curriculum, a broader range of textbooks, a broader range of learning materials which the teachers can require or can ask for, or the school boards on their behalf. I don't think that will be a problem.

I don't know, I can't give him the figure on how many students are taking or studying German. I don't have that particular figure in front of me. I don't know whether that is readily available. I don't know if we keep this type of information because, as I say, it's up to the Board to offer the subject in their schools.

He mentioned the question of the Finance Board - the Annual Report of the Public School Finance Board - and it should give more information, and in a sense it's very similar, the questions that he posed are similar to the question posed by the Member for St. Vital and the Member for Emerson, when he talked in terms of the information to be made available - and the Member for Brandon West too. They all talked in terms of the information that perhaps should be made available so that comparisons can be made as between the expenditures in various school divisions. The Finance Board looks at a budget and at the present time, in speaking to the school boards, can only advise them with regard to their total budget. Its scrutiny consists really of that portion of the budget which comes under the Foundation Program and which, in the final analysis, the Board will advise the school board how much it will pay towards their total budget under the Foundation Program. As far as the other costs are concerned, the Finance Board is really at arm's length. The school board, after it receives the information from the Finance Board, can do what it wants. It can enhance that program; it can cut it - that is, anything above the Foundation - it can expand it; it can do all these things without being answerable to the Finance Board in any way, shape or form, or to the Minister for that matter. They are free to do as they will.

Now, I'm expecting that, with the research and planning capacity that we're developing and that I announced in my estimates, that we will try to scrutinize budgets, come up with some method of comparing budgets so as to make this information available to trustees so that they themselves in a more meaningful way can question why their cost in a certain area, whether it be maintenance or supervision or administration, is perhaps higher than in another school division which is very similar both as to enrolment or the geographic size of the school division, because the only way you can compare it really is to have to take into account the geographic size, the programs offered, and so on. But I think there is some value and there will be value once we can break out these figures and make them known to the school trustees that this kind of information will be of value to them in questioning their own budgets, and if the information is to be made public it will perhaps, as the Member for Brandon suggests, make it possible for the public generally to question some of the costs, and this may ease some of the pressures which citizens, because of the lack of understanding, place on school trustees and school trustees, being human, respond to that pressure. So that I do hope that we can come up with, as I say, through our research and planning capacity, some method of evaluating the programs of schools and to come up, as I said in my introductory remarks, with a more effective cost benefit and cost effectiveness and performance budgeting methods in the operation of the school system.

The member asked me about the technical schools - I assume he means these regional vocational schools, the composite schools - and who pays for the operation of it, and he mentioned that there are none in his area. I'm aware of that and there is a problem in that area because it is an area in which there are a number of non-unitary divisions. The problem, of course, is that the way these things were set up - and this precedes my day in office - when these schools were first conceived and the idea behind them is excellent, I think that they open up a vast new area for training for students. However, I don't find that there was too much thought given to the operation, the operating of the schools, in the sense that they were regional, they were called regional, but there was no commitment, except perhaps a verbal one, on

(MR. MILLER cont'd.) . . . . . the part of the division where the school was going to be located. The commitment was verbal and many -- I gather, I know now, that school divisions said oh yes, they would like to see a regional school at Dauphin or one at Brandon or one at Swan River, but when it comes to sending students there or helping to pick up the cost of the school, at the present time the cost is on the home division -- that is, the division where the school is located. There is no method, up to the present, to spread that cost around a larger area, and this is one of the concerns that of course we have, because if it's a regional school and it's serving a region, then perhaps the region should contribute towards the cost and the cost shouldn't be solely upon the school division which is the host division.

To recognize the extra burden and the extra costs we did, as you recall, last year raise the grants for vocational education to \$325.00 per student over and above the Foundation Program, but I don't know because none are in operation as yet; we don't know as yet what the residual costs will be. Later on in the session, I'll be bringing in legislation which I think may be a step towards correcting this problem, where students from neighbouring divisions should be able to attend these vocational schools because, if they're going to serve any purpose at all, it's to serve a region rather than a local community.

Again the member has raised the point about discriminating against the non-unitary divisions and I really can't add very much to what I said in the past and which other Ministers have said before me. I'm referring to Ministers in previous administrations on the subject. I can only express the hope that these non-unitary divisions will become unitary divisions so that they can share in the Foundation Program and at the same time give the students in their division all the benefits of a unitary division. At the same time, of course, they'll be contributing towards the Foundation levy, which they do not at present contribute to and they haven't contributed to since the inception of the unitary divisions, that is back in 1967. So for the last five years, including this year, there has been no contribution from the non-unitary divisions, or the residents of non-unitary divisions, at all to the Foundation levy and so therefore they don't share in the Foundation Program. So really, I don't want to, as I say, go through the exercise I went through the other night on the debates with Bill 13 -- I think it was Bill 13 or Bill 14 -- and say again what has been said many times in this House, because until they become unitary divisions we feel that they should not be part of the Foundation Program. Only when they become unitary divisions can they in fact offer the kind of programs that unitary divisions do, the vocational facilities, the industrial, the home economic facilities that the children need, the special education facilities, which can best be offered on a larger unit basis than the present fragmented basis on which it is done in the non-unitary divisions.

He asked a question about the Teacher Retirement Fund and asked whether teachers should be able to retire earlier, and he may recall -- if he doesn't I'll remind him -- that last year we introduced legislation whereby the very severe penalty which teachers suffered from in the past was somewhat relieved. They, I believe, for every year of retirement prior to age 65 there was a penalty of seven percent imposed on their pension. That was changed, if you recall, to a quarter of one percent a month, and some teachers last year, and more this year I understand, are retiring somewhat earlier, and for someone who is so very concerned about costs -- I commend the member for bringing this up, but for someone who's so concerned about costs I'm wondering whether he realizes what the implications were if we were to suddenly drop the retirement age by five years, let's say to the age of 60, and give them full pension which they'd have to have in order to live. He may also recall that we increased the pension for the teachers who had retired years earlier, that is a superannuation fund, and they last year also received a benefit which had not been available in the past.

The Member for Roblin asked me a question about the Core Report and what is going to come of it. He mentioned the fact that he attended hearings so therefore he knows that hearings were taking place until very recently -- I think the last one was just held within the last ten days -- and as I understand it, all the records of the hearings are being compiled, they're being assessed, they're being studied, the inputs from the various meetings that will be evaluated, and then a final report, because the Core Report was an interim report or preliminary one, a final report is to be prepared and then presented. What its final shape will take, I really don't know. I don't know whether there are going to be any great changes or just a few slight changes.

He asked about the computer cards at the hearings and why they were separated. I am afraid I can't give him that answer; I really don't know; but it intrigues me so I'll try and find

(MR. MILLER cont'd.) . . . . out. I don't know how they know whether you're a teacher or not when you fill out the computer card but maybe they do. There may be a system. And he does ask a very pertinent question, the one about the libraries which are being established more and more throughout rural Manitoba, and the thought, the question of where should they be established. Now I have said publicly that I favour the greater utilization of schools and we have been moving in that direction, as you know. The school buildings are utilized far more than ever before, and in rural communities in particular I think that it makes great sense that a public library should perhaps be combined or attached to the school itself. It may perhaps not combine - in other words, I don't mean that it should be one operation because a school library fulfills a different function and meets a different need than a public library, but certainly by combining or by adjoining the public facility with the school itself or the school facility, I think there could be a saving in plant and in operation, and the fact that the students could use it at the same time. It could be open at hours that the school may be closed but open to the public at the same time, so that it could become more readily used by the community, and there's no inhibition on that now. The changes in the legislation we introduced last year now makes that possible, and the schools and municipalities can work together to create this kind of facility. There are places in Manitoba where municipalities are joining with schools, school boards, to try to develop this kind of capacity, not just for libraries - I think it's in Selkirk that there's a plan to have a swimming pool built in conjunction with a school and this is a municipal plan but they can now work together on these things and there's no longer the requirement that because the school doesn't own the land, or the municipality doesn't own this particular piece of property, that they can't jointly use it.

With regard to the universities, I will be making a statement on the universities and the member perhaps could -- if he'd wait until we get to that part in the estimates, I'll deal with it.

He mentioned Camperville as an area which is sort of out of his division, out of the mainstream. Camperville is one of the communities that I didn't name but I referred to earlier this afternoon in response to the Member for Churchill's remarks as one of the areas where a Headstart program is going to be operated, and Camperville is one of those areas, so he can rest assured that we are not overlooking Camperville because we recognize there is a need there and we think this type of Headstart program will be of considerable use. -- (Interjection) -- They're expanding it.

Again the Member for Rhineland asked the question - I didn't respond to it - on aid to private and parochial schools, and I didn't respond because I answered the question this afternoon. I don't know whether he heard it or not, but when I responded to the Member from Emerson I stated at that time that when a policy is struck, then it will be brought into the House, but not until that policy is struck.

The Member for Emerson made the remark that the most traditional people in teaching today are not the teachers but rather the Department and the faculty. Well, I have to agree with him to some extent that the teachers, particularly the young teachers, are less tradition-bound and they are certainly trying to be heard and it is due to them that a lot of the changes, a lot of the re-structuring and a lot of the loosening of the strictures that existed in the past are being loosened. But I question when he says that the Department is the inhibitor, because I have in the last eighteen months, and particularly in the last year, I have tried as much as possible to loosen the rigid controls that existed in the past, and we have tried through the Department to give more and more flexibility and allow more and more choices in programming to the schools themselves insofar as even the school term. We now make it possible that if, for example, in Northern Manitoba, where it may not make sense to have the school open in the dead of winter, in January or February, they can so adjust their school term if they want to, on request, so that perhaps it makes more sense there to have the school open in August and closed in January. I don't know; but we are trying to meet the needs, not on a blanket basis because that's one of the problems. I think that what we tried to do in the past, and I'm not being critical but this was the tendency in the past, that everything had to be the same throughout Manitoba. I think we have to recognize there are regional differences, there are cultural differences, and therefore, in order to meet those differences, we are loosening the controls to the extent that where school boards come up with proposals we will look at them, and the likelihood is, unless they're completely out of line, that we'll grant them whatever they require to run their school system.

(MR. MILLER cont'd.)

He mentioned the question of faculty and he says they're the most tradition-bound there, and I mentioned in my opening remarks to my estimates that that is one of the areas that we do have to look at, the teacher training facilities at the university, and the faculty, and I'm confident that we will do so. Of course this is the University of Manitoba and the University of Brandon, and they do -- they operate the school, not the Department, but I know that I'm confident that they have the same interests that we all have and that they are and will be examining their programs of teacher education so that they too can introduce new programs which will more fit in with the kind of problems that the teacher will encounter in the classroom and which will meet the needs of the teacher when the teacher moves from university into the classroom itself.

The Member for Emerson questioned the fact that there -- as I said, there were four people in the Branch dealing with the development of French programs. He says it's not realistic. I mentioned there were four plus three clerical backup staff. He says that's not realistic and I don't agree with him. I don't think you need an army of people. I think that we have to -- again, it's the traditional thing that we have followed in the past, that it was somehow a compulsion that we had to develop everything in Manitoba. After all, there is Ontario who have been doing this for many years. New Brunswick had been in the field for many years.

I think that it would be very uneconomical and very inefficient on our part to simply say that we have to develop everything within Manitoba. We can take from New Brunswick, we can take from Ontario, programs that have been developed there, that have been tested and tried; we can adapt them to the Manitoba scene; and to say that there are only four people dealing with curriculum of a French language program isn't quite true, because when you're dealing with a program in mathematics the people who are in the French Language Branch can certainly, and will certainly be able to consult with and use that personnel that are dealing in the mathematic curriculum, not only the people on staff but teachers in the field who are always consulted, and whenever a new program or a new program of studies is being developed, as the member knows, traditionally we call on teachers who are in the field to lend their input and their expertise and their advice, their practical know-how, so that the best kind of programs can be developed. And the same would be done in the case of developing programs in French or mathematics or any of the sciences. And some of the school divisions have already submitted programs of studies to expand their Français program, and they will be getting approval to do this without the need for the program to be developed entirely within our own system. Certainly our people will look at their proposal but you'll find that there will not be the requirement that everything has to be written by the Department and every "I" has to be crossed and every "I" has to be dotted, so that the program that a school division wants to put in because it has the teachers, it has the knowledge, it has the experience, then they'll be able to do so and get authorization for the program.

The Member for Emerson talked about the need for new courses based on new values, and I spent about five or ten minutes in my speech on that very thing, and removing redundant programs; and certainly where there are redundant programs they should be removed and I think this is one of our problems, that we have piled programs on programs and curriculum on curriculum without really evaluating what we're doing, and if he feels, as he mentioned, that there is some progress, that a few years ago Canadian History was taught in four different grades, now there's an improvement - it's only taught for three grades, perhaps this kind of restructuring has to be done. I think it should be done. And again, with the assistance of the Research and Planning Department working with school divisions who have ideas, who have innovative programs, who have new concepts that they want to put forward, you'll find that the Department will be very receptive to any proposal which emanates either from his school division or any other in Manitoba insofar as curriculum flexibility is concerned, insofar as widening the choices and making multi-choice programs available for students.

However, he does fall into the trap - I can't blame him; that's his profession - of again using the argument that you can't have individualization if, as he puts it, you load the teacher down with too many students. And this is what I tried to tell him this afternoon when I made reference to the MTS study because it's the traditional approach again of having a teacher dealing with "X" number of students as the only way to impart knowledge, as the only way to deliver education to students, and surely we've gone beyond that. There are para-professionals. We should use them. There are people in the community, resource people



(MR. MILLER cont'd.) . . . . . who, if made welcome in the schools, would gladly come into the schools, and this is happening in some communities where they are using people within the community who, by virtue of their own education, are glad to share, are glad to play a role within the school, and this is how you bring people and the public and the parents back into the school system, not only because they have children there and they're interested only because they have children, but because they have something to contribute to the school itself, which brings me to the question of auxiliaries that he asked about Brandon.

The auxiliary program was started last September. It was an experimental program which I approved; it was an attempt to see what would happen if we allowed high school graduates, or B.A.'s for that matter, anyone who might be interested in going into teaching, to be hired by the Brandon School Division. They could under certain conditions, the conditions were that for two months they would be assigned to a specific teacher and would be working with that teacher, and for those two months they couldn't be used to substitute or to do anything of that nature but that after two months that they could be used as substitutes for limited periods. The complete evaluation is not done. I know the Manitoba Teachers Society has already requested that the program be discontinued and that's their prerogative. However, I have to tell the member that until I get the evaluation that was originally proposed, and that is an evaluation by the University of Brandon, Faculty of Education, by the teachers, by the school board, and by the Department of Education, it is not my intention to destroy that program or to discontinue that program. As a matter of fact, it is in my estimates for the coming year because I think it may have merit, and I'll put it to the member this way.

If two of the auxiliaries that were hired decide that because of their experiences last year in Brandon teaching is not for them, is not their bag, that this isn't the sort of career they would like to follow, or that because of the exposure that they've had, the recommendation from the teacher to which they've been assigned and the school to which they've been assigned is such that the recommendation is poor, and if that person wants to enter the Faculty of Education and the recommendation from the school is not a good one and the student therefore is rejected when they apply to enter the Faculty of Education, then that program has proved itself, because if we have prevented two students out of ten who might have gone into teaching who shouldn't, then I think we have in the long run saved not only themselves from careers which they'd be very unhappy in, but perhaps saved countless of hundreds of students from being taught by somebody who went into the wrong profession and the wrong career, and I don't think it's fair to suggest that some have. "Well let them; if they don't like it they can quit." But after putting in perhaps three years to get a degree and another year to get your B.Ed., to get your faculty degree, at that point in time to say, "Well, you made a mistake; you don't like teaching; now turn around and do something else," is not very practical. There has been too much time and money invested and, like it or not, the likelihood is that person will stick to teaching because that's the career they chose and they're in it. So I think there is some merit in continuing the program at Brandon, at least until we see what the evaluation is. The MTS position was made known to me but I don't think I should make the decision just based on the one evaluation.

The member wanted me to -- he wants all appointments which are civil service and which are ministerial appointments. I think I can give him that without any reference to any records and I'll do this from memory. I think the one ministerial appointment . . .

MR. CHAIRMAN: I wonder if the Minister could speak up a little, I'm having a little difficulty hearing his argument.

MR. MILLER: Oh, you don't want to hear -- there's only five minutes. The one ministerial appointment that I can recall -- (Interjection) -- Okay. Gentlemen, I have 38 hours left and I intend to use every hour, so forget it.

A MEMBER: We believe you.

MR. MILLER: Right.

MR. LAURENT L. DESJARDINS (St. Boniface): Are you going to say it in French after?

MR. MILLER: Oh yes, of course. Then we'll come to the Ukrainian translation. I believe -- and as I say this is from memory and I hope I'm right -- the only ministerial appointment was the appointment of Dr. Orlikow as ADM. The transfer was made from his position in Planning and Priorities where he concerned himself a great deal with educational matters and -- (Interjection) -- that's all right, eh?

The other appointment was the appointment of Jay Kauffman which was made last year

(MR. MILLER cont'd.) . . . . and whom I stole from another department of government, the Centennial Corporation, much to the annoyance of the late Maitland Steinkopf who, when he heard of this, came storming into my office as only Maitland can, those of you who know him, and threatened me with quite a number of things and made me promise that although he couldn't prevent me from taking Kauffman who was anxious and eager to go into my department, that he was on one condition, the condition would be that he would continue to look after the arrangements for the July 1st activities which Jay Kauffman had been assigned to and which he was in complete charge of, and Maitland Steinkopf felt that to have somebody else take him over at that point in time would have been too difficult so I agreed.

Those are the two ministerial appointments that I've made that I know of. If the Member from Emerson knows of any others or he thinks that he knows of any others, I wish he'd ask me and I'd gladly tell him.

He asked about a chain of command and I'm not quite sure what he means by a chain of command. The chain of command is very simple. It starts with the Minister, goes to the Deputy Minister and from there on whatever avenues are taken is dependent entirely on the Minister and the Deputy. So when people are talking to -- when the public wants to know who to speak to, they can phone either of the two offices to get the information they need. There are branches established, those are known branches and both the public and people in the profession know who they are.

The member was concerned about library grants and he said they were too low. He has forgotten what I told him the other day, that the \$12.00 grant has now been changed so that library books are part of that grant. I suspect that this year that quite a number of school divisions, this year and the coming year, quite a number of school divisions will be able to spend the per pupil grant of \$12.00 on library books and other materials because they are well stocked with textbooks -- the pipeline I suspect has been well stocked in the last few years -- and this is one of the reasons why we changed the grant system so as to make it possible for the teachers and the schools to order what they need and which will best serve their purpose.

Now the member asked about Gypsumville, and I gather there was some talk about Gypsumville in the press recently. And there is a problem. Gypsumville is not in any division, it's in what is known as a special school. It's not attached to any division. The Boundary Commission did recommend that Gypsumville should be attached to the Lakeshore Division. We are looking at that possibility and whether that will resolve their problem or not I'm not quite sure. There is a problem of distance, and whether it's attached to Lakeshore or not you still have a problem of getting students to a high school of any reasonable size. The high school would be Ashern. It's I believe over 50 miles and so there is a problem there. The enrolment at Gypsumville is very very light as the member probably is aware. There are about 155 students all told in the entire school from Grade 1 to Grade 12, so that in the high school level, Grades 9, 10, 11 and 12, what they consider high school, there are very few students.

MR. CHAIRMAN: It nears the hour of adjournment. I wonder if the Minister would care to continue his remarks the next time we meet. Committee rise. Call in the Speaker.

#### IN SESSION

MR. SPEAKER: The Honourable Member for Winnipeg Centre.

MR. J.R. (Bud) BOYCE (Winnipeg Centre): Mr. Speaker, I beg to move, seconded by the Member for Gimli, that the report of the committee be received.

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

MR. SPEAKER: The hour being 10:00 o'clock, the House is now adjourned until 10:00 a.m. tomorrow morning.