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THE LEGISLATIVE ASSEMBLY OF MANITOBA
8:00 o'clock, Friday, February 21, 1964.

MR. CHAIRMAN: Department IV, Resolution 23.

MR. STEINKOPF: Mr. Chairman, again I was asked a few questions just as we were closing off there, one with regard to the total cost of the Emergency Measures Organization for Manitoba. The total total total cost is \$333,000 and included in that is the amount of \$92,000 for Metro, and there is no other cost of Metro. With regard to the number of employees in addition to those listed for us, there are five in the employ of the Metropolitan Corporation and their salaries are paid out of the \$92,500. Insofar as what we plan to spend of our last year's vote, which was a total \$270,800 of which we were to recover \$217,600 or a net of \$53,200, it looks like we will spend very close to the \$53,200 -- certainly not over it and not very much below it. I think that those were the only questions that required direct answers of that type.

MR. CHAIRMAN: Resolution 23--passed. Department V, Resolution 24--1. Administration--(a)

MR. JOHNSON: Mr. Chairman, my introductory remarks will be brief. It is a very real honour and pleasure to have the opportunity to share the estimates of the Department of Education with the members of the committee, Mr. Chairman, and I would point out that in the rather short time that I have had an opportunity, or the honour to serve as Minister of this department, I have come to appreciate the surprising scope of the activities which the department is engaged in. They are complex, and over the past several weeks I have been trying my best to meet the people in the educational field and to try and gain an understanding of the many functions the department serves.

I just want to say as we start these estimates that the department are going to try during the next week to find some suitable time at which the members of the Legislature may come out on a conducted tour of the new Manitoba Institute of Technology. I just wanted to say that at this time, and to say to the members of the committee, frankly and honestly, that in so short a time I may not be able to answer the questions or all the questions that are asked, but if I don't know the answer, Mr. Chairman, I will do my best to obtain the necessary information.

I would say to the members of the committee that this year in the estimates of the department, in very general terms, one finds the building program of the school divisions has levelled off, and school boards, in the main, have met their major requirements for space. The department is now engaged in the problem of devising curricula courses best suited to meet the changing needs, that is both in curricula, vocational training, etc., and both the department and the administration are concentrating their efforts on these lines. I would hope that this would serve to introduce you to the estimates on this occasion and that they will gain a ready passage.

MR. TANCHAK: Mr. Chairman, I hope that I do not spoil the spirit in which the Minister introduced his department. I also will be very very brief. It's not going to be a speech and I assure I'll try not to be any longer than the Minister himself, but I assure you that the amount of Hansard that my speech will consume will be insignificant to what the Minister will have to say in answer to all the different questions in here. Our group wishes to pay tribute to the civil service connected with this department. We have always found them courteous and willing to help us. Their Minister now since he has been--I will not say promoted-- but since he became the Minister of the new department he can boast of being the head of the department having the greatest of greatest appropriation for this year, \$41-1/2 million. That is almost twice as much as the department that he headed last year. Now if monies involved were to be considered as an indication of promotion or demotion you would say that it was definitely a promotion for the Honourable Minister, but in my opinion the two departments are of vital importance and I hope that the Minister will do just as well in this one as he did in the previous one.

You have heard not so long ago about monuments. I think I'll quote -- it was one of the Ministers who made this quotation and I think it was some time this week, and I think the quotation was almost word for word like this: "Every man in office of any administration likes to build monuments to the administration he represents so that the administration could be remembered by." Well I hope since the department is in control of so much money, I hope that

(Mr. Tanchak, cont'd)... it does not mean like once the Premier said "The schools replace elevators as landmarks," although I would say that any amount of money spent in this department is worthwhile. But it seems to me, and I'm not blaming the present Minister as he wasn't the Minister then, it seems to me that he could have saved an awful lot of money if actually we didn't try to build monuments to the administration.

When I say this I am referring to the fact that this administration chose not to follow the recommendations of the Royal Commission on Education. I don't mean did not follow them altogether, but not to the letter, and that's the choice that the department probably in their wisdom thought was best, but in my opinion I still say that if we would have accepted the recommendation in this report to centralize high schools, especially in the rural areas in the country, we would have been able to save millions of dollars. By building larger school buildings centrally, we could have saved an awful lot of money. Getting back to the Minister, I wish him well again. He had to do with the welfare of the body and now he has to do with the welfare of the mind, so I again wish him successful passage.

MR. CHAIRMAN: The Honourable Member for Logan.

MR. LEMUEL HARRIS (Logan): Mr. Chairman, on the 13th of February here I might have made a few derogatory remarks with regard to students in the schools. It was never meant that way at all. It was never meant against the teachers. It was meant against us all in fact to make greater schools, to make whatever we have got to work. Now if some people feel that I have said something that I shouldn't have said, I am extremely sorry. As the say-goes, "If there is a limb on the tree that is not producing properly, you cut that limb off; you don't put a crutch underneath." What I was trying to do was to take the crutch away, so I thank you.

MR. SAUL CHERNIACK, Q. C. (St. John's): Mr. Chairman, I don't have any extensive questions or comments to make on this department. I feel as new as the Minister does in relation to the work of the department but I am interested in getting a short of a progress report on what has been going on in the department since a year ago when there was a great deal of talk of curriculum review, of revision of the university entrance course, of the entire attitude of the department in terms of the changing requirements in curriculum, and the fact that Grade 12 will be becoming a prerequisite to university entrance.

I would hope, and I am bringing it up at this point because I am not sure just where it fits into the estimates, but I would hope that we can look forward to a fairly extensive report on the work of the Advisory Board. I looked at the report which was filed with us last year for the period terminating June, 1962, and I find very little said about the Advisory Board except that it is being reconstituted and will be doing some work. This year's report consists of some three pages, 98, 99, and 100, and indicates that work has been done, but there's no real report on what has been done and I presume it's because the report itself is some eight months old. I would like to know from the Minister whether the regulations regarding patriotic exercises and religious exercises are now ready and available for us to see; I would like to know whether any progress has been made in connection with suggestions and recommendations dealing with physical education and smoking; I would like to know what has been done in relation to the Bureau of Research; all of which have been mentioned in the Annual Report of the Advisory Board.

I would also like to comment, Mr. Chairman, on the impression I received from looking at these estimates to the effect that there does not appear to be any change in policy in regard to any of the items of the budget. As has been mentioned, there's a lot of money involved, some \$41-1/2 million, something less than a 10 percent increase over last year, but nothing seems to be appreciably changed. I'm assuming, therefore, that the grant formula remains the same; I'm assuming that, for example, the increments recognized in the grant formula continue to be \$50 per year per teacher as compared to the \$200 or \$300 increment which is the actual case in many of the school divisions; and it seems to me therefore, that unless I judge these estimates wrongly, that the government is continuing to permit a discrepancy to grow as between its contribution to the cost of education and that of the tax division, because as I understood it to mean last year, the increase in requirements by the school divisions and school districts is growing and the government's contribution is not keeping pace.

I suppose that the government will reply that they are waiting for the Mitchener Report,

(Mr. Cherniack, cont'd)...and this may be very well, although I don't quite agree with the Honourable Member from Emerson who spoke about the fact that he is sorry that the government did not follow the report of the previous commission. Well I'm not sorry it didn't follow it but, by the same token, I am sorry that the government seems to be ready to wait for reports from commissions; and, in this regard, the indication that the government is not doing anything along the lines of alleviating the tax burden on the real property owner in this province is an indication that the government of itself does not have the responsibility, or has not assumed the responsibility of recognizing this burden on the real property taxpayer of the province and may be just waiting to see whether or not Michener Commission comes up with some magic formula. If that formula is some other form of taxation, I don't know that the government had to wait this long to devise that means. Everybody else seems to have suggested to the government that they won't have any trouble finding it, and I suspect very strongly that when the government does find it, it will be one which will not be suitable or acceptable to this group and indeed to many people in this province. But I would like to hope that the government will recognize the burden of taxation on the real property ratepayer and do something about alleviating the burden. Unfortunately, I don't see it in these estimates. I would only hope that the Honourable Minister who has shown his progressive attitude in the fields of health, will acquire sufficient knowledge of the problems in education to begin to recognize the needs of the people in terms of progress in education and in the method used to pay for the cost of what is really one of the most important developments of natural resources that we have in this province, that is the development of the resource which have in the children of the province who are growing up and will quite soon take the leadership in the building of this province of ours.

MR. ELMAN GUTTORMSON (St. George): Mr. Chairman, I mentioned this problem briefly the other day and I think it's worth mentioning again when we can stress the matter more thoroughly, and that is the matter of taxes in some areas of the province. As I pointed out the other night, the school costs to the Municipality of Coldwell have jumped 52 percent since this government came into office. Now nobody is going to quarrel that a lot more money has been spent by the government on teachers' salaries and schools, but the fact remains that this heavy increase in taxes is becoming quite a burden on the municipality.

The mill rate in many of the school districts is extremely high. I have a list of districts here and I'll mention some of them. The School District of Abbeyville has a school tax of 107 mills; the School District of North Star has 107 mills; Morning Star has 67 mills; ----- has 77 mills; and the others are around 50, some are 60, and I think the lowest one is 37. I discussed this problem with the officials and they are becoming quite concerned about it. They feel that the government should give every consideration to try to implement a plan whereby there will be a uniform mill rate for schools all across the province. It is generally felt that unless -- there isn't uniformity of school costs -- unless we do have a uniform mill rate, and the councils feel that the districts in their municipality are being subjected to a very heavy load.

I am also advised that the union of municipalities passed a resolution unanimously urging such a recommendation, that there be a uniform mill rate. I wonder if the Minister would elaborate on -- if any consideration is being given to this matter because, as I say, it has become a very critical situation in some of the areas and, as I say, he knows the area that I'm speaking of and he knows many of the people that are in that area and that are concerned with it.

MR. JOHNSON: I wonder, Mr. Chairman, if I can try and answer some of these questions at this time and those that I can't answer, I would certainly take under advisement.

First of all, I too, may I say, realize how lucky we are in the Province of Manitoba with the calibre of staff which the province enjoys in the Department of Education. One cannot help being grateful, having been in the Health and Welfare Departments, to see the tremendous calibre of staff uniformly throughout the service and of course we all should, and we all do, I know, pay our respects to these people who work very long hours and are completely dedicated to the school system of this province.

There has been -- I have sent to the printer a 75 page treatise on curriculum which I hope all members of the House will be familiar with. I'm sorry I haven't got it before I had come to my estimates, but this reviews in great detail the tremendous amount of work that I don't think we realize has been done in curricula since 1960. This year and as of now, the

(Mr. Johnson, cont'd)...outline of the general course for grades 10, 11 and 12 has been finalized in the past year. Last year the general course was offered in 29 Grade 10 classes in 25 schools in 21 divisions. This year there are a total of 73 classes -- 27 in Grade 11 and 46 in Grade 10 in 37 schools and 26 divisions. These represent an increase of 17 Grade 10 classes in 12 schools and in five school divisions using the new course. Not only is the number increasing, but the course is gaining in popularity with student teacher and the general public.

The reports received during last spring from students, teachers and principals, indicated clearly that the course is meeting a definite need in our educational pattern and living up to our expectations. During last fall, two inspectors travelled throughout the province visiting teachers and classes working with the general course, and accepted a number of invitations to address meetings of trustees, parents and businessmen and service clubs, discussing this topic. And certainly the department has expressed to me their appreciation, that is of the teachers, principals, home and school people, and everyone in the educational field who has promoted the general course. The general course will be ready to go into full operation in the fall of next year, that is in Grades 10, 11 and 12.

Last summer, after much spade work the first seminar in the university entrance course was held in Winnipeg with a two-week course where all the committee came. I hope to distribute this material to you in detail and give you the composition of the committee and of the university entrance course seminar, that is those who attended. A very broad range and cross section of our educational community met for two weeks and drew up sub-committees. The sub-committees have reported and they have met with the people from the physical sciences curriculum group from the United States where a tremendous amount of work was done on the physical sciences, that is biology, physics and chemistry, and I'm extremely impressed with these courses, some of which have been in on a trial basis this past year and has been recommended as part of the university entrance course. The general syllabus of these courses has been outlined and I hope to pass them around to you in this treatise that I am having the department prepare, and they give in general terms the decisions of the committee. There are certain decisions that will have to be made of a policy nature of course before the university entrance course is finalized for next fall.

I am also very happy to report that in the same treatise are a summary of activities re curricula -- that I am going to be forwarding to you -- and is an indication of the considerable amount of work that has been done over the years and is continuing to be done with respect to elementary curricula. I think members will be surprised that this amount of work has been going on and has been done. I am further advised that never in the history of the Department of Education in Manitoba has so much time, effort and staff been involved in curricula development and research into our changing courses. Of course the commercial vocational course with the introduction of the general course should be offered in most divisions in the coming year, and the vocational course itself is being outlined. I think when members have had a chance to read this document, which is easy reading -- rather voluminous -- but I think important for all of you to see, just to see the tremendous amount of work that the staff has done. I think this all spells well.

As to the involvement of the Advisory Board, I will find out from the staff just what is involved here. I wouldn't like to answer it at this time.

The regulations re patriotic exercises I have available and you can get this information.

Re physical education, again quite a bit of work has been done as will be found in the curricula treatise that will be distributed. This went on -- I think in 1961 it first started, when a cross section of representatives of the teaching community in Manitoba began to develop the syllabus on physical education.

With respect to smoking, the Director of Curricula has been working with the Director of Health Services for the province, Dr. Morrison, who is the Director of Health here, in the very closest collaboration with respect to the smoking problem, and how it should be handled in the health course in our schools, and what the role of each respective department should be in tackling the smoking problem. In that connection, I had the pleasure last fall of being in Ottawa at the smoking conference with Dr. Morrison, Dr. Medovy, the Professor of Pediatrics, and they assured me of their closest co-operation with the Department of Education of the province, so there's no duplication of effort. Also in this connection, the

(Mr. Johnson, cont'd)... department have distributed material passed to them from the Manitoba Medical Association throughout the schools and are certainly going to play their role.

In the field of research again, we are again adding to the staff this year in curriculum research and curriculum activity, and I hope this will continue.

There is no sweeping changes in policy with respect to grants as the member mentions. If you note in the estimates when you add in the reimbursements from Ottawa -- the total expenditures here are really close to \$44.5 million -- where you note the reimbursement under the Vocational Training Agreement, it gives us a net expenditure of 41.5.

With respect to the remarks of the Honourable Member from St. John with respect to waiting for reports, I think that he is aware, as I am, that this matter is under review and we'll just have to see what evolves in the next several months with respect to the Michener Commission.

Certainly with the member from St. George, I certainly must say that I sympathize with him. I think we are both familiar with the large areas in the Interlake and the low assessment that the member from St. George, Fisher and Gimli must contend with in bringing modern education to the boys and girls of the Interlake. However, I think we can all be very heartened by the tremendous increase in secondary enrolment in our area. These taxes, it's true, have gone up, but the tremendous amount of educating and the tremendous enrolment of students has of course been one of the main reasons for this explosion in local costs. However, that particular part of Manitoba has very definite problems which I think are not faced elsewhere with such a large number of boys and girls coming forward. However, this is again something that will have to be examined at the time of the re-examination of our taxation structure. I really don't know what else I can comment on at this time, but those questions which I have left I have marked and will try and gain this necessary information for the honourable members.

MR. GUTTORMSON: Mr. Chairman, has the Minister given any consideration to a uniform mill rate for schools?

MR. JOHNSON: This is the job I believe of the Royal Commission that is now sitting. I have no further comments on that at this time.

MR. GUTTORMSON: You mean the Michener Commission?

MR. JOHNSON: That's the only one that I know of going now.

MR. TANCHAK: Mr. Chairman, the Honourable Minister mentioned the university entrance course. I had some thing to say on that but I was going to leave it until the item came in under estimates, but since he mentioned it I think I should draw attention of the members to some complaints that I have received. I am not condemning this course, the university entrance course, because I know it's just an experiment for the coming fall, but there are a few considerations that we should consider right now. Am I to understand that in order for a student to qualify for entrance to university, say starting this coming year 1964-65, the students must enroll into the university entrance course. Right? That's the question. I presume that that is correct.

MR. JOHNSON: Grade what?

MR. TANCHAK: Pardon?

MR. JOHNSON: Grade what?

MR. TANCHAK: Grade 11 and 12, they must. Am I correct in that?

MR. JOHNSON: Give me that again please, I'm not sure if I ----

MR. TANCHAK: In order to qualify for university entrance, the student -- any student who desires to go, they must take the university entrance course starting say in Grade 11 next year. In other words, there's no alternate course for him to qualify for university in grade 11 and 12.

MR. JOHNSON: Grade 12 will be necessary basic minimum for university entrance in the coming year. Now you're saying if we go into the university entrance course in the fall, the child will either then take a general course, a commercial vocational course or vocational course or he'll take university entrance. Now the university entrance course, a child can either go on to university or not, but it would be hoped that if the university entrance course which is now being set out by the committee, if it's adopted, there are certain decisions that

(Mr. Johnson, cont'd)... will have to be made. We haven't had the full opportunity to as yet finalize all the details as to its actual operation, but I would imagine in the coming year the high school student would have to decide if he's going to take one or the other courses.

MR. TANCHAK: Well that's just the point that I am trying to make. In many schools -- rural schools -- the student probably will have a choice of general course or university entrance course. I'm correct in that? Now many schools in the rural areas, high schools, even schools in divisions and I come back to what I just mentioned before, they were not centralized -- many of these schools cannot afford to offer the general course, therefore, these students will not be eligible to enter vocational schools after they're through because they haven't got a general. Now they will be required to take the university entrance course before they can enter university. That's the contention that I am making. Now some feel that this is an extra load on the students just as well as the teachers, and any high school that cannot offer the university entrance course because they're not large enough will not be able to prepare these students -- that's the information I got from some of the teachers -- prepare their students to go on further to the university. They think that it adds to the load; the student wouldn't be able to master it; and that eventually the standards of entrance to the university might have to be lowered, maybe the marks have to be lowered -- the passing marks. I'm not too familiar with that but that's the complaint that I did get, that this will be a hardship on the schools, the smaller schools throughout the country, on those schools that cannot offer the general course and would have to resort to the university course. I may be wrong in this because I don't

MR. JOHNSON: Well, Mr. Chairman, on enquiring from the department, my understanding is that very few divisions, if any, would not be able to offer the general course in the coming year. I believe that the content of these courses can be readily handled by the teachers concerned. There may be the odd division where general course activities would have to be centralized in one school in the odd division, but by and large I'm told it should be able to go forward.

With respect to university entrance and the questions raised by the honourable member, there is no doubt that in the larger high schools the opportunity through the university entrance course would appear to be much greater, and again the department are planning at the moment -- it has been planning this summer at the university to put on this PSSC Course, that is this highly successful and highly touted and highly recommended physical science course of studies which has been adopted by the American school system that teachers would be introduced to this during a seminar at the university during a course that would be given to high school teachers at the university this summer. I don't know just to what extent the problem will crop up as the Honourable Member has mentioned. Of course it just points out so very clearly the absolute need and the wisdom of the divisional system. It points out the need for the larger school if these boys and girls are to get the opportunities they deserve and have a right to. And of course it will be easier where there are more teachers. With respect to the individual problems that would arise in very small high schools this is something of course that is facing us in giving final approval to the university entrance course.

MR. TANCHAK: Mr. Chairman, these complaints came mostly from the smaller high schools and as the Minister is aware, part of my area, about a good third of it, is not in the School Division and they have high schools -- I don't think this speaker carries too well; I see the Minister And that's what I am concerned about; so are the school boards and the teachers in my area. We are not in a division and we have schools but not large enough to provide the General Course, and I know quite a few schools and divisions who are not. True, you could transfer the students, say, if you have two small or three smaller high schools in a division you could probably bring them into one school and there teach them the General Course, but then again I think that would be very expensive. But this is what I am concerned about. What about those students who do not get opportunities to qualify through these smaller high schools for university and they also can't take a General Course. They'll just fall by the wayside, if I'm correct. Of course it's a problem I suppose that's not quite resolved yet.

MR. SCHREYER: Mr. Chairman, I would like to make a few remarks in this department. I take it that over the course of the past several months there has been some rather extensive

(Mr. Schreyer, cont'd)... work done with regard to curriculum revision and of course this is a big job, and because of the size there will be a good deal of discussion, wonderment, even criticism. This particular department has had its troubles over the past several months with the choice of texts for the new courses being offered and so on. However, improvements have taken place. It is particularly with regard to the university entrance or the academic or the matriculation curriculum that I want to say a few words to the Minister.

The Minister is aware that last summer there were some fairly prolonged discussions taking place among the members of this Matriculation Committee, Curriculum Committee, and according to preliminary reports they have decided upon a change in that course so as to have one additional course, or subject, rather. This is a decision which is met with mixed feelings by high school teachers whom I know. Some tend to favour this, some tend to oppose it. In any case, the danger here is that the Curriculum Committee, the Matriculation Committee, will not really come to grips with the problem. I have been given to understand that they are trying to settle on a curriculum for matriculation purposes that will be demanding on the one hand, and yet which will enable a high percentage of 75 percent of the student body to cope with the demands of that course. Now this is clearly a dilemma and it is clearly impossible. I wish I knew what the solution could be; I don't. But I suggest to the Minister that if he is not aware of this dilemma, this problem, that he should, because if the Committee succumbs to the temptation to draft a curriculum that is going to lend itself to 75 percent of the student body being able to cope with it, it is going to tend to be not demanding enough and goodness knows in this day and age matriculation curriculum should be as demanding as is possible, so we have this problem.

I would also like to suggest to the Minister that I hope that during his tenure in that department he will provide to the maximum of his capacity the leadership and the guidance to the various elementary school boards with a view to encouraging them to go for consolidation. In fact, I think consolidation is only the second best solution. I think it would be better if it were possible to arrange for the larger school areas. However, human nature being what it is and so on, it is very likely that any attempt to go for larger areas will be met with considerable resistance, so consolidation is obviously the next best. At the same time, while the Minister is attempting to do this I wish he would also look into the problem of transportation. I don't know how many members are aware of or have met this problem in their areas, but the school division buses which travel up and down various school roads, in the course of the past few years they have been picking up elementary school children if they happen to be walking along that particular road. But in recent months in at least one or two divisions there have been by-laws or motions passed at secondary board meetings instructing the drivers not to stop for elementary school children. Now administratively it might seem like a sensible or at least a defensible action, but it really doesn't make much sense to have a bus that is virtually empty or half-empty pass by elementary young school children walking on a gravel road in the dead of winter when the weather is 10 or 15 below. Now what can be done here, again I don't know. The school board, the school division board can take the view that they are responsible for administering the affairs of the division and spending the money in the way that is their clear responsibility. But on the other hand it would seem that common sense would dictate that some sort of a policy of co-ordination should be attempted again with the department here trying to offer some guidance.

I don't want to make any extended further remarks, Mr. Chairman, except to point out that on Page 108 of the report I see that we have adopted the rather surreptitious practice of masking the number of permit teachers we have in our elementary and secondary schools, whereas up until 1960 it was the practice to show in the report the number of teachers with collegiate, first class, second class and permit certificates, certificates and permits as of 1960, at least in this year's report we show collegiate certificates and then others, 5,000 others which could be certified teachers, which could largely be permit teachers. I don't think it's a good practice since this report is intended to be information and it's not very informative on this particular score.

MR. PAULLEY: Mr. Chairman, I hate following such a learned individual in the question of education as my colleague from Brokenhead, but I thought that it might be possible for the Member for Transcona to say a word or two in connection with education. And first of all may I say to the Minister that I wish him well in his new venture in the Department. He has a supreme task ahead of him, a task which the years have not resolved in the Province of Manitoba. Now I can appreciate the fact that my honourable friend must, by virtue of the estimates that are before us, be waiting for a commission to make a report in order that they may make up their minds on the other side of the House once again in the field of education. It has been pointed out already by a number on this side of the House that this is very, very obvious because of the fact that there is no material increase in the provisions for education in the Province of Manitoba insofar as finances are concerned in the municipalities.

My colleague I believe it was, in St. John's, pointed out quite properly to the Minister that insofar as school grants were concerned there is no change whatsoever. As a matter of fact it does appear from the amounts of money provided for school grants that the local rate-payers will be having to be called upon to pay an ever-increasing proportion of the cost of education in the province. It seems to me as I look at the total estimate for the department that here again is the lustreless lack of vision which I attribute to the government opposite, and I do hope, I do really hope, Mr. Chairman, that Mr. Michener may be able to give them some suggestions to put them on a track once again.

I have in my possession at the present time a report of that poor province to the west of us, Saskatchewan. That poor province to the west of us, financially, this province that has always been considered one of the most retrogressive, one of the back provinces of Canada so far as my honourable friends generally speaking opposite attribute their adjectives to that province to the west of us, I do happen to have however, Mr. Chairman, the budget of that (interjection) Pardon?—I admit this, Mr. Chairman, I must agree with my honourable friend the First Minister. He is beginning to love them more and more. As a matter of fact, he is beginning to emulate their forward-lookingness; he is beginning to adopt more and more of the policies of the New Democrats in Saskatchewan and we here I agree with all the rest that he is getting (interjection)—oh definitely. I will say this, I think he is more of a Socialist and less of a reactionary than my friends on my right. Now I do, I do and I have said this. Yes, the Honourable Member from Lakeside says that's for sure that we're reactionaries, and I agree with him most heartily. As a matter of fact, he is sitting where he is at the present time because he continued to be a reactionary in the light of human progress, and the people of Manitoba just said: "Now look Mister, it's time you got off of your horse and got back on the whipple tree or wherever the devil it is that you belong. So this happened.

A MEMBER: Get off the horse and ride on the whipple tree - that's pretty good.

MR. PAULLEY: But I will say this, Mr. Chairman, I say to my honourable friend the Leader of the Opposition that they are not all Socialists yet, but I will say that they are advancing and that is more than I can say for you and your group.

However, what I wanted to point out, that I happened to have the Budget Speech that was delivered in the City of Regina this afternoon and I was particularly pleased to note that in this province that the Liberal Party, particularly in Saskatchewan and its leader Ross Thatcher, the door-kicker in Saskatchewan, attempted so often to slough off as being the province where free enterprise is dead, where there is no progress at all, this year in their budget have an item of some \$56 million, almost \$57 million set aside out of their Provincial Budget for the purposes of education. Whereas here in this prosperous so-called province in accordance with the vocabulary of my honourable friend the Minister of Industry and Commerce, we are so well advanced that we're spending \$15 million less, here in Manitoba on education than they are in this poor little province to the west of us. --Interjection-- Oh yes, my honourable friend talks about the five percent sales tax and this is the point that I have started out to make, Mr. Chairman, that my honourable friend is just waiting, just waiting for somebody outside of the ranks of government to come along and say, "Now look Duffy, old boy, you put on a sales tax, then you can have this revenue," and my friend is just sitting back anticipating and hoping and praying that somebody outside of the ranks of government will tell my honourable friend, so that my honourable friend will be able to say to the electors of the Province of Manitoba, "Look I didn't do this, Michener did it," and he wants to "swing along with Mitch",

MR. PAULLEY, Cont'd). . . insofar as this is concerned. And I wonder, Mr. Chairman, after my honourable friend has swung along with Michener whether the electors of the Province of Manitoba will "swing along with Duff," and I have grave doubts whether this will happen.

MR. JOHNSON: He's been listening to the Beatles too much.

MR. PAULLEY: Pardon?

MR. JOHNSON: He's been listening to the Beatles too much.

MR. PAULLEY: Could well be. However, as I read the speech of my honourable friend the First Minister the other day --again I must confess I have read it quite thoroughly-- I notice that my friend in his presentation of the Budget, laid great emphasis on the question of education for the Province of Manitoba. I admire him for doing it, and I think that he is right except that the fulfilment of what he said is still a far distant matter insofar as the young men and women of Manitoba are concerned. What he said on Page 8, "since assuming responsibility for the affairs of the province we have emphasized the importance of education and a balanced program of modern development." Then he went on to say, "In order that the opportunities to acquire a full education" --and I emphasize a full education in order that the opportunities to acquire a full education-- "will be available to every young person on an equitably high level of facilities and instruction, we have been continuing major expansions of school curricula and general financial support over the full range of study."

Now I say, Mr. Chairman, that this sounds very, very good in the Budget Speech of my honourable friend the First Minister but it doesn't mean too much to the young men and women of the Province of Manitoba who are still being deprived of the rights of a full and free education at all levels in the Province of Manitoba.

How better it would have been if my honourable friend the First Minister had been in a position to say, or would have said, that we are going to make provision in this year 1964 for an expansion into the university levels of the students who have the ability to take up further training. I know that the Honourable the Minister of Education has plans in mind for the changing of the curricula; has plans in mind for various changes, but I want to say to him, Mr. Chairman, that no matter how many plans you make, and how many changes you make, until you make adequate plans so that each and every student in the Province of Manitoba can enter into the portals of the university without the necessary qualifications of finance, that you are still far short of what is desired in education.

I realize when I say this, Mr. Chairman, my honourable friend can turn around and say that there are scholarships, that there are bursaries, that there are some provisions for higher academic education in the Province of Manitoba, and I accept this, but I say there is still not enough. May I refer, once again, to the province to the west of us, this year again they have made provision for an additional \$2 million in interest-free student loans for the students desiring a higher education, a university education in Saskatchewan. I think when we compare the figure that we have here in Manitoba, the Manitoba figure is peanuts by comparison. We often hear in this house reference back to our old dear departed friend C. D. Howe about, "what's a million?" I say in this particular instance Mr. Chairman, what's a million means a lot and it means a great difference to the individual who is seeking higher education. I don't think I need to say to the present Minister of Education of how much it would mean to some young potential doctor who wants to enter into university in order that he may eventually turn out to be just as educated and just as progressive as my honourable friend in the field of medicine, but we haven't done this in Manitoba --so let us not be complacent. And while I appreciate, at least to some degree, the necessity or otherwise of the Provincial-Treasurer having to wait for Mitch, or somebody else, to come along with a solution to their problem, I do say that notwithstanding this, the Government of Manitoba should have made some concrete proposals so that we should enhance the advancement of education in the Province of Manitoba.

Now having said this, Mr. Chairman, I have had an opportunity just this last two or three days to read a volume called the Sessional Papers of the Legislative Assembly of Manitoba, dated 1915, which is, of course, fifty years ago and I guess governments were almost the same then, they were faced with the same problems insofar as education is concerned. I respectfully suggest to my friend the Minister of Education that he get a hold of this volume

MR. PAULLEY, Cont'd). . . because I am sure that he will find it most interesting as well, because many of the points that we on this side are raising to him today are points that were raised 50 years ago insofar as education is concerned, the cost of education, high taxes and the likes of that. I was particularly intrigued --somebody mentioned a few moments ago about the problems of transportation, and I'd like to read just a paragraph about the problems of transportation at that particular time as listed in this book. "Roads throughout the division are either very good or very bad according to the age of the settlement and according to the nature of the district. In the level country the driving is pleasant. In wet weather the friable soil will not clog the wheels of the buggy or bicycle. In the bush or sloughy district, however, we often find that the distance between schools is much greater than the map indicates. Moreover, in a growing and improving settlement we often come suddenly upon a wire fence obstructing an old and well beaten trail. A few year's familiarity with roads, bridges, fords, hill-sides and marshes makes for economy of time and travel. The missing of the trail or the misjudging of a bog may prevent the second school inspection for the day."

Then as I look back we find we had problems with our curriculum at that time, too, Mr. Minister, and we find "that in School Division No. 1 or District No. 1 with few exceptions the teachers have been conscientious and painstaking in their work. Many of them have done good work in school gardening while others paid special attention to the different phases of the playground. I am pleased to note that the teachers' interest is increasing along these two lines."

And they had salary problems and tax problems 50 years ago, too, and I note that the average school teacher's salary, the average salary in the graded schools was \$763.00 a year, and the ungraded schools \$613.00. They also had troubles insofar as consolidation of school districts are concerned and in Elkhorn, I believe it was, there was a by-law passed to bring about consolidation and then the school board said, "well we don't want it just now, we are going to defer and wait for a little while."

Then the other day my honourable friend the Leader of the Opposition was talking about the question of geography and, if you recall, about the necessity of bringing it down to a local level, and they had this problem 50 years ago, too, for I find that in Inspectoral Division No. 5, reference is made to geography. It said: "Geography on the whole is poorly taught. The most widespread error in connection with the teaching of this subject is the attempt to get primary concepts from textbooks rather than from nature. Without careful systematic and fairly extensive exercises and observation, and the explanation of geographical conditions and phenomenon, the pupils take no real interest, nor will they take any real interest in the subject. We need more home geography." Now I don't know if my honourable friend the Leader of the Opposition got his statement the other day of bringing Africa back into Manitoba or not, but possibly he was reading this. Then again, Mr. Chairman, we had trouble in those days apparently, too, in the field of bilingualism, and I really didn't know this and appreciate it until I read this book, but in that particular time there was a slightly different aspect of bilingualism, and I think the historians can appreciate this so I just want to read one little paragraph. "In the bilingual schools, more especially in the Rutherian, Polish and German bilingual schools men teachers are generally employed. There is always the problem of supplying suitable accommodation for such of these teachers as are married. The problem has been solved in seven districts by the erection of a neat cottage upon the school site to serve as a residence for the teacher."

I merely point out these things, Mr. Chairman, as I glance through this book to illustrate that these problems, generally speaking, of fifty years ago were almost the same problems as we talk about sometimes in this Assembly --the question of bilingualism; the question of teachers' salaries; the question of accommodation and roads and the likes of this. Certainly we've advanced insofar as the accommodations are concerned in the fifty years. There is no doubt, or no question about that, but the basic problems may be somewhat similar. However, I know that I have taken too long on this particular subject, Mr. Chairman. I do want to re-emphasize to my honourable friend the Minister of Education, as I said in my opening remarks, the estimates of the Department of Education lack lustre, vision or any indication of material gain for the well being of the educational enhancement of the Province of Manitoba.

MR. CAMPBELL: Mr. Chairman, and my honourable friend calls me reactionary. He's dealing with 50 years behind the times --49 I made it but he calls it 50.

MR. JOHNSON: Well it's pretty tough when he has to back that far to draw a parallel with today, but, of course, I'm sure underneath he shares with every member of the House, the tremendous advancements in education-- for heaven sakes, from 20,00 to 50,000 kids in high school, --the road problems-- I thought he was talking about 1956, when he was reading out of that 1915 Journal, because you know it was only in the last few years that we had roads that we could get to school on (Interjection)

MR. HILLHOUSE: Tell us about your trip to Iceland.

MR. JOHNSON: Nothing but jewels in the ocean.

MR. HILLHOUSE:hear about the social customs.

MR. JOHNSON: No, Mr. Chairman, that's the Hillhouse phenomena, we'll leave that for another day.

MR. CHAIRMAN: Now, we're still on the Item of Administration.

MR. CAMPBELL: How can you tell, Mr. Chairman?

MR. MOLGAT: And, I would appreciate, Mr. Chairman, if the Minister could give us his views while on this subject, because I think it comes under this Item, insofar as the two trustee associations in the province. His predecessor had some rather vigorous views on that at one stage, even threatened to cut off the grant to the two associations unless they got together, and he was speaking in a very forthright definite manner, and I wonder if the new minister has the same views in this regard or whether he intends to work with the two associations as they now exist.

MR. JOHNSON: Mr. Chairman, I know these two associations are autonomous units, but I am most happy in the meetings that I have had with these two groups to see the tremendous calibre of person that we have concerning themselves with the problems of the province in education. I believe that these groups are most cognizant of the problems that are facing them, and the fact that there are two such associations, and I understand they're talking over their problems, and that's where I think it should be left at this time.

MR. SCHREYER: I would like to follow up just a bit, the matter of the curriculum revision as it pertains to the university entrance course. Now I have a memorandum here. I received it; I did some checking on it and I am satisfied that most of what's contained here is true, and it doesn't paint a very rosy picture insofar as the prospects of success are concerned on all this work on curriculum revision, pertaining to university entrance work.

We are trending toward two basic courses at the high school level --the general course and the university entrance course. It is wished that the university entrance course will be demanding as to contents, but we don't seem to have worked up the fortitude yet, sufficient to cause this committee to recommend a course that will be suited for those who are capable of coping with such a demanding content. The result is that they have tried to compromise; they are recommending a course which they think will be demanding and yet will be well balanced so that those who do not intend to go to university, will be able to take that course. Now, this is clearly impossible. What does the committee foresee? It sees that they're going to offer this new university entrance course; they're not going to put any bars in the path of anyone who wants to take them, but because the course will be a little more demanding they are expecting and anticipating a failure rate of as high as 60 and 70 per cent --that's for example in mathematics. Now I suggest that this is not an honest way of going about it. It's not fair to the children, the students, to let them take the course in the full knowledge that 60 or 70 per cent will fail at year's end, because it seems to me the honest and proper way to go about it is to say, "Now look, according to various tests in your past academic record you are suited to take this course, so proceed." On the other hand, if the past academic record and tests indicate that the student will very likely fail, he should be encouraged to take the general course. If this is done in a consistent way then the university entrance course can be maintained at a very demanding level. But if it's the intention to let 75-85 percent of the high school population attempt the university entrance course, the failure rate will be so high as to make the situation alarming. In which case there will be a tendency to water down. I offer this, not in the way of criticism since this is not a present practice, but it is criticism of what is intended and according to my information it seems that what is intended here is just not quite forthright.

MR. CHERNIACK: Mr. Chairman, there are still a few items that I would like to deal with - (interjection) - Pardon - (Interjection) On the salary, yes. One was the matter that the honourable minister had already mentioned. He had spoken about Dr. Morrison, the Director of Health Services, and Dr. Medovy in relation to smoking and I was reminded and was able to find quickly a report or reference to a report, made by these two gentlemen, together with Mr. Gordon T. McDonald the Assistant Superintendent of the Winnipeg School Division, on smoking. Might I just draw to the Honourable Minister's attention their recommendations, which was to the effect that legislation prohibiting the sale of cigarettes to minors be enforced more rigidly; that cigarette vending machines be banned in places where minors are allowed entrance; that advertising of cigarettes be prohibited within civic buildings and on civic property; and that non-smoking teachers, parents, health workers and student leaders set a positive example. I mention that because I had occasion yesterday to suggest, not as the newspaper reported that cigarettes be put on a "poison" list but rather that consideration be given to cigarette packaging having to carry on it a warning that they are dangerous to minors. The Minister of Health did not feel that there was any occasion to do this yet because of certain studies that were going on. Well, in view of the fact that the Honourable Minister did refer to two-thirds of this Committee which has made this report, I would draw to his attention the value of the report in terms of usefulness in the school function.

I also would like to ask the Minister, and I think it belongs here simply because I can't find it elsewhere, about the manner in which his department administers or reviews the work of the licensing of trade schools. I understand that trade schools which operate within the province, or which appeal to students within the province, must be licensed in some way through his department and I have had occasion to draw to the Minister's attention certain means whereby one of these trade schools approached the public in a manner which I felt was misleading in that it appeared to offer a job but really was offering a course in some job training. It seemed to me, and still does, that if the department licences a trade school it has the responsibility of reviewing and supervising in some way the manner in which the trade school approaches the public for business. And the third point is that I looked ahead in the calendar and I wondered if there is any doubt and if there is, whether the Minister could clarify for us the beginning of the school term next fall. I notice that August 31st appears to be a Monday and I am wondering whether school then would start on August 31st, September 1st or September 8th, and those of us who like to plan ahead might appreciate being informed as to when that day might be.

MR. JOHNSON: Mr. Chairman, I think I can answer some of these quickly. With respect to the Member from Brokenhead, the high 60% failure rate that he referred to is someone's opinion, not the committee's statement or the plan as we know it to date, and I would hope that this would not be the case but this is in the area of speculative percentage I'm afraid.

With respect to the last member I think the Minister of Health will have a fuller statement on smoking at the time of his estimates. With respect to the meeting held in Ottawa and follow-up meetings since and the fact that I know in the Department of Education, the Director of Curricula as I say has been working with the medical profession and the Department of Health and other authorities in this area. I would point out that the submission of this province to the Smoking Conference pointed out that the very best educational efforts at this level and within - we actually took down the resolution of this House as passed at the last Session and read that resolution to the committee and I might say that I think we in this House can be happy that it was the only such resolution coming from any Legislature of Canada to that conference. It was a very definite recommendation and we pointed out to them at that time, that no matter what we did within the four borders of Manitoba unless the tobacco industry recognized that it too had a responsibility in this field, that our efforts and that of any federal authorities would be diluted considerably and the effect lost. However, I think our jobs in the educational department is to give what support we can to the health experts in this field so far as curriculum development is concerned and ensuring of their final attitude.

With respect to trade schools, the department -- I don't think the word is licensing. I think the department, as I understand it, the department registers certain trade schools. In registering whether it is legally the same as licensing I am not sure, but the department are required under an Act of the Legislature to register these trade schools in the province so that they are identified. As to their advertising practices and approach, as I understand it, this

(Mr. Johnston cont'd) is not their responsibility. Trade experts or advisors from the department do not go in, review and supervise the courses given. This is what my honourable friend could refer to as free enterprise educational system. I think that such schools vary in, as I understand it, in content and vary as to the type of training and grade of training given. Some apparently are very excellent, such as one referred to me by the honourable member, and some are not so -- more and more of course as we offer trade training and basic skill development within our technical educational program -- but apparently couldn't begin to cope at this time with the volume that is handled by such trade schools.

With respect to the opening of school in the new year, I haven't heard of the opening date as yet. I will hasten to notify my honourable friend as soon as I look into that matter.

MR. MOLGAT: Mr. Chairman, last November there appeared a news article on the Gonor School. The headline was: "Gonor School overcrowded -- government has slipped badly, says district board chairman", and then he details the problems they have because of the floodway workers settling in the area." The chairman said that the government at its preliminary talks on the floodway promised it would take care of schools affected by the floodway. This has not been done and we found ourselves with more students than we have textbooks." He goes on to say that the school district had applied to the Department of Education Text Bureau more than a year ago for the books." Our school inspector informed us that the textbook bureau has run out of books." He goes on to say that the school board has suggested to the Department of Education that a mobile classroom be brought onto the school property to house the overflow of students. The chairman of that board explained that the district had lost some \$100,000 in assessment because of the floodway, but nevertheless had received a very large increase in students because of floodway workers. This is the reason that he was asking the government for assistance in mobile classrooms. The government, however, said that there were no mobile classrooms available, in spite of, I gather, their previous promise that they would take care of the schools affected. Then the teacher in the school concerned gave some description of the problems involved. She said that she had a class of 40 students and the desks were so close together that she could hardly squeeze her way down between the rows of desks. She said that the class of 40 had to share 20 social studies books, that for homework the students had to take the books home alternately and in the class the students had to sit together and share the books and often the students sharing the same book are working on different pages.

MR. ROBLIN: They're making it tough.

MR. MOLGAT: Apparently the situation was so difficult insofar as space, that even for recess the 144 students couldn't find enough room in the playground in the recess period.

MR. JOHNSON: Mr. Chairman, my honourable friend didn't cut out the piece of Joe Palooka

MR. MOLGAT: No, Mr. Chairman, this is in the Province of Manitoba in the era when everything is well in education according to my honourable friends across the way. They're the ones who claim that all is well; there are no problems; they've taken care of all of them. Now this I'm quoting directly from the Winnipeg Free Press, 16th of November 1963. I'm not going back 50 years like my honourable friend the Leader of the NDP. This is a current situation and I would like to know from the Minister if this is a situation that exists and what has this government done about it, because according to the chairman of this school board he had assurances from the government that they would act upon this before the problem developed.

MR. JOHNSON: Mr. Chairman, I don't know what that article is referring to in this story but I will certainly get the whole story. It just so happened that very recently we have been in touch with the Gonor School District who are anxious to come and see us about another matter, but I can advise the Leader of the Opposition that with respect to the disruption of the schools in that area by the floodway, arrangements were made for transportation to the end of June in the coming year, at which time a rearrangement will have to occur. There is also some squaring up to do. With respect to conditions referred to in the classroom, this is news to me. I will be pleased to take it under advisement and get a full report.

MR. MOLGAT: Well it is extremely regrettable, Mr. Chairman, that the ex-Minister isn't here at the same time as we are discussing these estimates and I would suggest to the government that in future the ex-Minister and the present Minister, when we're discussing departmental estimates, should be present. It's all well and fine for the Minister to say that

(Mr. Molgat cont'd) he doesn't know and I can't blame this Minister. He can't be expected to know. He was not the Minister in that department at that time and he can't in the short time that he has been there, be able to grasp all the details. However, these are serious matters, Mr. Chairman. If the government did make a promise to this school board that they would take care of these problems and they foisted this on the school board and left the situation which this article describes, this is certainly a far cry from the promises in this particular case and the statements that my honourable friends make about all being well in education in Manitoba. So I would recommend that in future both the ex-Ministers and the present Ministers be present when we discuss these estimates.

I would like to go on to another subject which is of more recent vintage and which has occurred, or at least the news notices came since my honourable friend has taken charge of this department, and I am referring to segregation in the schools in the province on the basis of white and Indian. This refers to the Island Lake situation where, according to the news reports, the government established a separate school for white students, originally expecting apparently some 14 students to be there and only six students came. Now I'm not nearly as concerned, Mr. Chairman, about the fact that there were less than the number required under the act. I'm very much more concerned about the principle involved in this matter. I think we have been making attempts here in the province to integrate the Indian schools with the regular schools in the various areas. I know that there are two bodies of opinion on this subject, whether there should be the Indian Residential Schools as we have known them in the past and, undoubtedly, in certain quarters we cannot do otherwise because we have to bring the students in from outlying reserves, but wherever these reserves are close to regular establishments where we have regular schools, it seems to me that the government should be making every attempt to work with the local school boards towards the integration of these students into the regular school system. I believe that this is an example of the very reverse of the trend that we should be encouraging in the Province of Manitoba.

In my opinion, Mr. Chairman, the Minister has not been sufficiently active in this field. I know of many areas in the southern part of the province where there are schools presently established in school divisions but no real attempt is made at the moment towards any move in integration. Now one cannot expect the local school boards to take the initiative in this matter because they already have serious problems of financing. They've got problems of space, the problems of providing teachers, and all the other difficulties of handling their own schools. Surely the initiative must come from the department itself. Unless the department is prepared to work in certain cases with the Federal Department of Indian Affairs and in other cases with its own special schools division which is a provincial group, work in direct contact with the local school boards -- and this will have to be done on an individual basis because the problems will vary across the province. The problems will vary according to distance, according to geographical location and all of this, but the department must take the first step. They cannot expect the local school boards to do so. The local school boards don't know what assistance they may expect, either from a capital standpoint or from an operating standpoint. Particularly is this so when they're dealing with Indians from the treaty group who are the federal responsibility.

I would like to hear from the Minister exactly what are the policies and the views of this department in the matter of the movement towards integration. I would like to know particularly in this case of the Island Lake School. This, apart from the principle, is another example of sheer waste on the part of this government. Establishing this school -- I don't know exactly how much it cost, but it meant flying the teacher in; it meant flying officials in subsequently to find out what was going on; it meant establishing an individual school -- this is a special school -- and presumably it was operated strictly out of provincial funds and not out of local taxation. So I would like to know from the Minister the particulars of the Island Lake problem and then the general philosophy and what the government proposes to do in the matter of integration.

MR. JOHNSON: Mr. Chairman, I hasten to reply to my honourable friend the Leader of the Opposition, in this instance, because the avowed policy of the Department of Education is one of integration. Following that article in the newspaper concerning Island Lake, there was a very wonderful article, and I refer the Leader of the Opposition to the article by Mr. Douglas Smith of a week ago Saturday talking of the tremendous strides that have been made in

(Mr. Johnson cont'd) the last few years in the integration of our people of Indian ancestry into a common school.

Specifically with respect to the Island Lake, it was suggested in that newspaper article that our school at Island Lake catered only to white children in a community where there were also Indian children and to this extent it was a segregated school, and of course this is quite untrue. The school was established at the joint request of the white and Indian people who lived on the island and, after the school went into operation, the Indian children determined of their own free will that they would continue at the Indian school on the mainland. It had been our understanding before this school was established that they would be in attendance at the school we operated, and at that time or now or at any time in the future while the school operates they will be welcome to attend it if it is more convenient for them than to attend the established Indian school.

I would point out to the Leader of the Opposition, in discussing this with the department, when this was brought to my attention -- I've prepared a few notes here. There are peculiar conditions there with respect to freeze-up -- or break-up rather, where at certain times some of the Indian students, as I understood it, couldn't get to the Indian Residential School, and when there was enough of a count with the white children on the Island to create a school, such was done, the objective of the department being of course to guarantee an education to these children.

Now with respect to the general overall policy, if you look at 2 (b) in the estimates here you will see an increase this year from 389 to \$618,000.00. This is calling for new classrooms and teacherages at many many points throughout the province: a new teacherage at Moose Lake; two new teacherages at Pelican Rapids; a four room school at Easterville -- two teacherages there. These are all provided for in these estimates. I might point out that at Duck Bay the school will have a staff of 11, although the staff was only one teacher when the Special Services Branch took it over. Moose Lake was a one room school. Beginning this September it will have a staff of eight. Pelican Rapids will have eight teachers. Most of the schools, Indian, Metis and white, are educated together. In a number of cases where treaty and non-treaty attend the same school, the province builds and operates the school but the federal government pays an agreed share of the capital costs and a pro rated share of the gross cost of operation, depending on the number of treaty Indians attending the school.

Now in general broad overall policy, I would say to the Leader of the Opposition that I find the tendency in the province is to build and operate these schools, the Indian Affairs paying in certain instances and in other instances I find the opposite to be the case, the Indian Affairs building and we paying a pro-rated share, and the department have on schedule some discussions coming forth between Indian Affairs and the province in this whole matter. It seems that where we have the predominant problem we tend to build the school and vice versa. However, in either case we are both dedicated to a policy of integration and I would hope that this would not be otherwise. The special schools this year are exploding and being developed at this rate because of the rapid increase due no doubt, Mr. Chairman, to the increasing health which the people of our Canadian North are enjoying.

MR. MOLGAT: I know that there was an article recently regarding the moves in integration. Unfortunately, I don't see this actually practised sufficiently in the province. I agree with the Minister that some steps have been taken but I don't think we should be moving towards the development of more special schools except in those isolated areas where we have no other choice, but in those areas where there are settled groups close by, I think the department should take a very vigorous move toward approaching those school boards in the vicinity and seeing what can be done with them moving towards integration.

Now, Mr. Chairman I do not minimize the problem. I know there will be resistance on the part of many of the school boards. There will be resistance on the part of some of the people in those areas, but this means all the more that the department must take an active step and speak to them and work out with them the details and in this case the financial details are going to be very important.

Mr. Chairman, I speak here by personal knowledge because in my own constituency I have a very large reservation at Sandy Bay and adjoining it the usual Metis settlement. I have another reservation at Ebb and Flow on the shores of Lake Manitoba and adjoining it another

(Mr. Molgat, cont'd) Metis settlement; and in the Crane River area, which is partly in my constituency and partly that of the Honourable Member for Rupertsland, we have the same thing again. Now in each of those cases, Mr. Chairman, in the case of the Sandy Bay Reserve to begin with, it is located within five miles of the village of Amaranth and yet we are operating there a separate special school at Westview. This is a special school strictly for the people in that vicinity, and I suggest to the Minister that we should be taking steps towards speaking to the people in Amaranth. It happens in this case to be under Official Trustee, but nevertheless there is the local group and we could take steps and make arrangements with them for this integration.

Moving further north to the Ebb and Flow reservation, at the present time the Indian Affairs operate I believe two schools on the reservation itself and the Province of Manitoba, under its special schools arrangements, takes care of, well actually it amounts presently to about four classrooms, four or five classrooms in the Hillridge-Komo schools. Now we couldn't possibly integrate all of these because some are elementary, but certainly for the high school section being located within a reasonable distance of the division route, I think we should be speaking to the next closest high school to see what arrangements could be made with them. I submit, Mr. Chairman, that we can't wait for the local school boards to approach the department on this. The steps must be taken by the department itself. It will mean sitting down with the local school board in each case and explaining to them the purposes of all this and having a clear-cut arrangement insofar as the financing, because you cannot expect those other school boards who have to operate off the local taxpayers to simply accept these people who are not paying taxes at no charge. But I submit, Mr. Chairman, that in the long run this should be a saving to the provincial government because at present they are operating those schools in any case, and they are operating them in most cases completely at provincial government expense, so I urge the Minister to take more vigorous steps in this regard, to sit down with the school boards in those areas where this is feasible and to see what can be done to move this along.

We speak a great deal about community development with the people of Indian ancestry and I agree completely with the project, but we also I think admit that education is a very important aspect, and surely if we can get them to come to the same schools as the other students, to get to know them, to work with them, our community development and our whole process of integration will work out very much better than if we isolate them as we are presently doing by the establishment of special schools. So I would recommend to the Minister that in any case where we can get away from the special school and handle it through the regular school system, that this is what we should do and the grants should go to the regular school in the vicinity.

MR. SCHREYER: Mr. Chairman, the Leader of the Opposition said that when he speaks of special schools he speaks out of personal knowledge of the matter, and that could well be. I daresay when he spoke of the situation in the Gonor School District he wasn't speaking out of personal knowledge, but what he had to say was for the most part correct although it is rather unfortunate because that particular article did I confess rather overstate it a bit, but not much. The fact of the matter is that for two years now the district board had been at a loss to know what to do to cope with the special situation caused by the construction of the floodway nearby. I don't know what in the same hill the Department of Education was doing in the meantime, but the fact of the matter is that for several months the children had to walk to school, to detour to a considerable length to avoid crossing through the floodway excavation site. They couldn't have gone through it because there were signs there "Danger, Dynamite Blasting" so they had to detour on a makeshift road that had large fresh gravel on it, large stones, trucks going, big gravel trucks and so on. That particular problem was finally resolved because a special bus was provided, but after a good deal of coaxing I might add and after some delay.

But that hasn't solved the matter satisfactorily because there is still the matter of overcrowding caused by the attendance of children of workers working on the site. Some special attention will have to be given to that and, in addition, we are still faced with the problem: what is the district to do or to expect regarding the loss of taxation in that area? The School District of Gonor has lost approximately \$75,000 -- \$75,490 in taxable assessment because of

(Mr. Schreyer, cont'd)the floodway. What is the policy of this government in that respect?

Now the Minister tells us that he is going to be meeting with them in the matter of two weeks or so. I'm not asking him to reveal intended policy but I would think that after two or three years that they have arrived at a policy, in which case I want to know what their present policy is. Are they going to compensate for loss of assessment on a complete basis, that is the assessment loss of \$75,000.00? Will they compensate to that level? It would seem the reasonable thing to do. In the meantime, and for several months the board there has been waiting and wondering and I would hope that this can be settled quickly.

MR. MOELLER: Mr. Chairman, I would like to invite the Honourable Leader of the Opposition to come to Teulon and see integration in action. We have 225 students enrolled in our collegiate and 30 of those students are Indian, and we hope by the next fall term that we have about 40. We have them housed in two homes owned by the United Church. Before the divisions came in there was children from all over the province, from all over Canada, but since Manitoba had divisions, every child is in a division more or less. Those homes were empty and today we use them for Indian students. The people of the town are very well pleased with the behaviour of those students; the teachers are well satisfied with them and they give our white students a very good run.

MR. CHERNIACK: Mr. Chairman, I didn't want to interrupt this discussion, if there is going to be more on that I'd rather wait.

MR. SCHREYER: Mr. Chairman, I asked I think a perfectly reasonable question. I'm not asking for future policy. I'm asking what policy this government has now with respect to the loss of assessment that the Gonor School District has suffered.

MR. JOHNSON: Mr. Chairman, it is under study by the Department of Municipal Affairs and the Department of Agriculture who are involved in this, and I have received a communication within the past week to meet with the Gonor School Board. The department are hoping to have the necessary information together in the near future and as soon as they do -- in fact I have advised the Gonor Board we hope to have this ready by the middle of March. Certainly I hope this will be resolved in an amicable fashion. The former Minister of Education advised me that transportation in the meantime is all being paid for with respect to the children and I understand that they did walk for about a three week period as far as he knows. With respect to the prime condition though that we have to look forward to, and that is the adjustment with respect to the land and the floodway and so on, this is under consideration and that's all I know at the moment.

MR. CHERNIACK: Mr. Chairman, I would like to come back for just a moment to the question of trade schools. The Honourable Minister spoke of the free enterprise system of education. I wasn't sure whether he spoke of that as being something praiseworthy or otherwise, but I did understand him to state that his department, which I think he said did not license but did register trade schools, I think he stated that it was not charged with the responsibility of inspecting or checking their solicitation methods. On the assumption that I understood him correctly, I would like to point out to the Honourable Minister that there is an Act called The Trades Schools Regulation Act, under Section 10 of which it gives the Minister the power to inspect the business of books and records and all circulars, pamphlets and other materials used for advertising the trade school and the instruction afforded therein. Section 14 of the Act gives the Lieutenant-Governor-in-Council the power to make regulations and sub-section (e) deals with the prohibiting the use within the province of any advertising relating to any trade school that may tend to mislead, etc.

Now, the case which I brought to the Honourable Minister's attention some time ago, which he says is the case of a school which is highly regarded apparently was a distribution which I received at my home unaddressed in a blank envelope and not mailed, so I assume it was a door-to-door or house-to-house distribution. The letter read in part - it started as follows: "Dear sir: We are seeking several men from this area to train for some excellent jobs in one of Canada's top fields of opportunities. This is no ordinary opportunity. Those accepted will train, etc. etc." and it goes on inviting a questionnaire to be completed and returned without any cost or obligation and it states: "That if it appears that you are the type we are seeking, you will receive valuable information." Now if ever I saw an advertising gimmick this was it; and if ever I saw a solicitation for business by a school, this

(Mr. Cherniack cont'd) is one which I consider to be the most questionable in terms of coming along and saying, "We have a course we would like to offer it to you for your advancement." This is an attempt to involve people in the hopes of getting a particular job, and there are only a few available according to this letter, in order to rush right in and stand first amongst those who are able to qualify for the job. I think this type of solicitation is one which is the responsibility of the department under the Act which I have referred to and I would hope that as the Minister settles more comfortably in the seat of his new department he will look into questions of this type to see to it that the Act is enforced and that methods of solicitation by correspondence schools which are open to question are very carefully looked into.

MR. JOHNSON: Mr. Chairman be good enough to give me a copy of that material that I might pursue it.

MR. CHERNIACK: I'll be happy to do so and remind the Honourable Minister that on December 6, 1963, I forwarded the originals addressed to the Minister of Education, Legislative Building. I have a photographic copy which I made and retained. I wonder if I should send him the photographic copy, or a photographic copy of this photographic copy.

MR. HILLHOUSE: Mr. Chairman, I'm glad the Honourable Member for St. John's raised that question about trade schools because I have intended for some time to raise the question of the refund of fees payable under contracts made with trade schools. Now I understand that there are certain trade schools that are registered with the Department of Education. They are permitted to sell courses in the Province of Manitoba. Now some of these people who do sell these courses use the most high-pressure methods of salesmanship that I ever run across in my life. And there is a provision in your Regulations respecting a refund of fees where they cancel the contract. Now that provision is most unfair for this very reason: it's based upon the number of courses that that school sends out to that child or that individual. Now these courses are sent out, they may send out four courses in one mail. The following week they maybe send out another four courses and yet the individuals who are receiving these courses are absolutely incapable of mastering one of the courses in a period of one month and the result is that when the individual goes to cancel the course-- which he may have contracted to pay as much as \$250. -- he finds that in spite of the fact that he hasn't even successfully mastered one lesson, he owes that trade school almost three-quarters of the total amount of the course. Now I think that our regulations should be gauged according to the intelligence of the individual who has bought the course and place the onus of proving that intelligence upon that trade school.

In some of these courses that are sold, they are absolutely absurd, and some of the individuals who buy them -- I've seen them -- by kids with a Grade IV education who are absolutely incapable of reading the literature that is sent out to them, and yet they will send these courses to them and they will plug up the mails, maybe four courses a week -- then when the poor little devil tries to cancel the course he finds that he owes them about three-quarters of the total value of the course. Now I think in view of the fact that we are controlling that by regulations we should look into it and look into it very carefully.

There is another matter with which I'd like to deal, Mr. Chairman, and I have before me here the Department of Education Report for the year ending June 30, 1963. I find that there's three pages in that Report, pages, 63, 64 and 65, concerned with the directive of special services. One page deals with special schools; another page deals with special classes, including the deaf and blind and other handicapped. Now the matter concerning with which I am particularly interested is that of the hard-of-hearing. Now I would like to know from the Minister whether or no, any survey has yet been made by the Department of Education to determine the number of hard of hearing children in the Province of Manitoba. I have been asking for that survey to be made for the past four years. Last year there was a Resolution brought into this House by the Honourable Member for Inkster, regarding the establishment of a deaf school in Manitoba which I amended to include a survey and investigation to be made into all handicapped children in the province, which was subsequently amended by the then Minister of Education, which amendment read "that the Government of Manitoba continue its studies." Now that amendment was passed in this House last April.

Mr. Hillhouse (Cont'd)

Now I wonder what studies the Province of Manitoba has continued since that date till now in respect to those matters and I wonder whether the Province of Manitoba has decided on any policy in respect of the educating of the hard-of-hearing children in this province. It is my understanding that the only place where hard of hearing children can receive any education is one school in the City of Winnipeg. In other words, the Mulvey School. The children in rural Manitoba have not been provided with any facilities whatsoever for education if they are hard of hearing and I think the time has come when something must be done towards giving to these children the educational opportunity to which they are entitled as a matter of right. Now I know that the present Minister of Education is a humanitarian by nature and I hope that he will carry into the duties of his present office those humanitarian instincts which are so necessary, and so essential if the children of this province who are not normal in all respects are going to receive the equal opportunity with the children that are normal.

MR. JOHNSON: Mr. Chairman, just in respect to that last matter raised by the Honourable Member from Selkirk, Mr. Christianson is at present carrying out a very full study on behalf of the government in the whole area dealing with all areas of handicapped children, including the hard of hearing and the retarded, etc., and quite a bit of research is going on with respect to his survey. I believe the department have sufficient information and no doubt will receive more from the Commission in due course but I have a pretty good idea as to what they are up against with the numbers of hard of hearing in rough terms, and of course the Pre-school Development Centre operated by the Society for Crippled Children and Adults last year is carrying out more screenings. We are planning, of course, going ahead with our plans for a school for the deaf which certainly will be a tremendous step forward in this area.

With respect to the trade schools, I am going to try and get more information on this whole matter. I guess we will never stop people answering ads on the back of comic books to grow hair on billiard balls and what have you, but nonetheless we do have an obligation to the public and will certainly look into it.

MR. HILLHOUSE: -----was instructed to commence these duties. The letter I have here is dated November 15, 1963 which says a detailed survey would provide information for an overall government program for the education and training of handicapped children in Manitoba is to be undertaken by former Welfare Minister John A. Christianson. What I'd like to know is when he started in on his duties and what he has done to date.

MR. ROBLIN: Mr. Chairman, we have been on government business for three hours today which is our normal quota. We got through Private Members this afternoon pretty briskly, gave us an hour of the time then so I am prepared to move that the Committee rise and the adjournment of the House.

MR. CHAIRMAN: Call in the Speaker.

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

MR. W. G. MARTIN (St. Matthews): Madam Speaker, I beg to move, seconded by the Honourable Member for Springfield that the Report of the Committee be received.

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

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

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