

THE LEGISLATIVE ASSEMBLY OF MANITOBA

9:30 o'clock, Tuesday, May 14, 1968

Opening Prayer by Mr. Speaker.

MR. SPEAKER: Presenting Petitions
Reading and Receiving Petitions

MR. CLERK: The Petition of Vernon S. Rosnosky and others praying for the passing of an Act to Incorporate Banner County Racing Club.

MR. SPEAKER: Presenting Reports by Standing and Special Committees
Notices of Motion
Introduction of Bills
Orders of the Day

MR. SPEAKER: Committee of the Whole House. The Honourable the Minister of Industry and Commerce.

HON. SIDNEY SPIVAK Q.C. (Minister of Industry and Commerce)(River Heights): Before the Orders of the Day and by leave, I would like to make a short statement in connection with Air Canada, the overhaul base. In the light of the recent expressions of concern about the Air Canada Maintenance Base in Winnipeg and further to the discussions that have been in process over the past several weeks, I believe it is time we review this matter in the House.

Since the first rumor that Air Canada intended to close this base to the present time, the consistent objective of the Government of Manitoba has been to maintain and increase employment in aviation and related technologically orientated industry in this province. The inadequacy of the Thompson Royal Commission report and the government's rejection of it is now history. The purpose of the commission to make positive proposals for the maintenance and expansion of the Winnipeg base was ignored. We requested the Federal Government not accept the recommendations of the Commission. We prepared a comprehensive rebuttal to the report which was presented to the Minister of Transport when he visited Winnipeg last fall. The Members of this House were provided with a copy of this rebuttal during the debates on the Department of Industry and Commerce estimates. We have made specific suggestions as to the ways and means of increasing the level of work for Manitoba's skilled pool of labour in the aviation industry.

We have firstly suggested that in view of Air Canada's change fleet composition and size the company should overhaul its aircraft employed on a regional air service in Winnipeg. We secondly have offered to participate in a facility study to confirm the type and size of plant that would be appropriate for Winnipeg as a regional air service centre. We have further suggested that consideration be given to the possibility of such a facility being undertaken by a Crown Corporation, possibly with provincial participation. We have thirdly urged that Air Canada consider sub-contracting its repair and maintenance requirements and additionally that there be recognition of the manufacturing competence in Winnipeg with a view of having repair and manufacture of spare parts undertaken here. During and after the Minister of Transport's visit to Winnipeg last October, we sought and obtained confirmation of the Federal Government's commitment with respect to the objectives of maintaining increasing employment in the aviation industry in Winnipeg.

Air Canada was asked by the Federal Government to review its overhaul requirement in the light of changed circumstances, fleet size and composition and a Federal Provincial working party was formed to follow up on the commitments made and to insure the necessary collaboration and co-ordination between the two governments and the company. While we have been encouraged by the understanding and continuing attention given this matter by the Department of Transport, and indeed in the spirit of reassessment evidenced by the company, we are disappointed that more specific progress has not been made at this time.

As I have already stated in this House, there have been numerous discussions with the Federal officials and as recently as the week before last, a meeting was held. I must report unfortunately that there seems to be little immediate prospect of satisfaction. I should like to report that the Premier wrote the Prime Minister a week ago asking for reconfirmation of the Federal Government's position in this matter. To date the Manitoba Government has not received a reply. It is now over six months since the Minister of Transport visited Winnipeg. It was our understanding based on the assurance given by the Minister in October that within six months this matter would be well on its way to solution. While appreciating the complexity of

(MR. SPIVAK cont'd.) . . . this problem, it is the Government of Manitoba's considered view that without explicit direction from the Government of Canada, Air Canada, seeking to justify its earlier position, is unlikely to either act expeditiously or in full response to the commitments of the government.

In this light I wrote last week to the Minister of Transport reviewing the discussions that have taken place and requesting that Air Canada be directed to confirm within one month arrangements for Viscount maintenance in Winnipeg to 1973 and Turbine and Jet Component repair and manufacture in Winnipeg to the maximum extent possible. Being aware of the proven local competence in this field and the millions of dollars reportedly being spent by Air Canada in this activity in the United States, I'm competent that such an undertaking would be advantageous to Canada and to the company. I should like to emphasize as well, that in so writing the Minister of Transport I indicated a very sincere interest in being of maximum assistance in this participation and reiterated our willingness to consider any and all proposals for provincial participation.

MR. SPEAKER: The Leader of the Opposition.

MR. GILDAS MOLGAT (Leader of the Opposition)(Ste. Rose): Mr. Speaker, I would like to thank the Minister for his statement which we have been awaiting for some time now regarding this most important base for the Province of Manitoba. I'm sorry that the information he has to give us is not more encouraging at this time, but I would stress that I'm sure that all members of this House regardless of what party they belong to will be prepared to assist in every way we can to make sure that this base is maintained in Manitoba.

I have had some doubts as I have listened to various comments being made and from press reports emanating from the Minister sometime ago, to whether or not he was taking the position that we were prepared to negotiate the Air Canada part of the base. In other words, whether he was quite content to accept some alternative measure and let Air Canada itself get out of the Province of Manitoba. Now it seems to me that every effort in fact should be made to maintain Air Canada here and that simply to accept some alternative plan should not be the first goal. The first goal in my opinion must be in fact to see to it that Air Canada which started here in Winnipeg, whose original headquarters were in Winnipeg and which through a period of years has been eroding the position here, be made in fact to maintain a major base at this very city.

The development at Dorval which is, as far as I can tell, continuing and with the increasing type of aircraft, the number of aircraft, the service that Air Canada is giving, the indications are that Dorval will continue to grow. I think that the proper course for the Province of Manitoba to take is to push in fact for an overhaul base here to continue to service some of the aircraft handled by Air Canada. So I want to assure the Minister that, as I have in the past, regardless of which government was in Ottawa, whether they were so-called friends of mine or so-called opponents of mine, that my position remains unchanged and that of my group, that we will continue to assist in every way we can on a nonpartisan basis to ensure that the Air Canada base remains here and that rather than continue the erosion, that the reverse process take place and that there be development here of the Air Canada operations.

MR. SPEAKER: The Leader of the New Democratic Party.

MR. RUSSELL PAULLEY (Leader of N.D.P.)(Radisson): Mr. Speaker, I would like, too, to thank the Minister for his statement. I regret that it's not a more hopeful statement. In reference to the remarks of the last speaker, insofar as having friends at Ottawa, I regret very much that apparently Manitoba hasn't any friends of any description down east. It seems to me that there is every effort being made to concentrate more and more in the East to the detriment of Winnipeg and Western Canada itself. So I regret very much the lack of a friend and I also regret very much that apparently communications from the West to the Prime Minister go unanswered on such an important matter as the retention of Air Canada. Because as you know, Mr. Speaker, a number of us have journeyed on a few occasions and have had certain commitments made to us -- when I say us, I mean of course the delegation that went down on behalf of Manitoba and Western Canada, particularly the employees of Air Canada, and it does not appear at the present time there is any confirmation or reconfirmation of what was assured us at that particular time, maybe the retention at least until 1973 of the overhaul base here.

Did I understand from the Minister, Mr. Chairman, that he has written recently to the Minister of Transport without a reply from that department as well? I didn't note that the Minister indicated that he had received a reply from the Department of Transport and if he

(MR. PAULLEY cont'd.) . . . didn't I wonder what type of authority we have in our capital city of Canada that ignores correspondence between a government of one of the provinces and the Federal authority?

I think there has been too much pussyfooting entirely insofar as Air Canada is concerned. I appreciate very much the efforts of the Honourable Minister of Industry and Commerce in trying to obtain alternative facilities here, but that isn't the answer to me because there are hundreds of employees of Air Canada at the present time and their families that will be adversely affected, even if we do establish an alternative complex here in the Greater Winnipeg area, due to the question of seniority rights and length of service with Air Canada. It's not just simply to provide jobs for those that are trained in the repair of air equipment. There is more to it than just that. This is a very important matter as far as the present employees at Air Canada itself. I appreciate, as I say, Mr. Speaker, the efforts being made. I want to appeal to the First Minister and to the Minister of Industry and Commerce to become a little more vigorous. Now you might ask me how do you become a little more vigorous, in matters of this nature. Now we have just heard that here two of the senior ministers of the Federal authority apparently ignore our representatives here in Manitoba. We have just heard it this morning. I think I would cry that from the roof tops. And I don't mean cry it on a basis of pure politics. I agree with the Honourable the Leader of the Opposition, let's approach this non-partisan, on a non-partisan basis.

I know my honourable friend the Leader of the Liberals here has been in contact or was in contact in the past with the former Prime Minister in respect to the retention of Air Canada. I appreciate his efforts. I think we all should once again start hollering. If we are going to be ignored by the government of Ottawa I think that we should start hollering just a little bit louder. The employees of Air Canada are still hanging on here under a cloud of uncertainty, uncertainty even to the retention of the base as I understand it as promised by the former Prime Minister to the year 1973. So I suggest, Mr. Speaker, we have got to become more vigorous once again and I suggest that the Honourable the Minister of Industry and Commerce should demand forthwith a reply from the Minister of Transport, a reply to his communication of - as I understand it - about a month ago.

HON. WALTER WEIR (Premier)(Minnedosa): . . . just one word in lieu of what has been said. I think the position of the government would be that we would propose to give a reasonable period of time still to the First Minister of Canada and to the Minister of Transport - not only if we don't receive a reply, but don't receive a favourable reply - within the next few days we will be seeking not correspondence but an interview, so that we can go and face to face, once again put Manitoba and Winnipeg's position before the new Prime Minister of Canada.

MR. SPIVAK: Mr. Speaker, I would like to make one comment with respect to the use of the word alternative. Any alternative in which the provincial government has been involved and which the provincial government consider would require an input by Air Canada, either Air Canada operates the overhaul base or the overhaul base is operated in which part of Air Canada's work is sub-contracted here. This was always the consideration with respect to the alternative and unfortunately the Leader of the Opposition did not hear my full statement but one of the three proposals that was made, was based on an input from Air Canada. I'm suggesting that we have reached the point now, where unless the Federal Government gives Air Canada direction either to operate the overhaul base or to put part of its input here, the overhaul base will not continue. (2 1/2 minutes lost due to recording trouble).

MR. JACOB M. FROESE (Rhineland): is trying to interfere and I feel that perhaps this is the only way we can get Air Canada moving here in Winnipeg, that we follow a similar pattern, that we set up as suggested a Crown agency here in Manitoba and start working, do some work on our own, maybe this would then stir them up so that we would get some Federal action. We need industry here at home and very much so if Winnipeg is to be established as a major air centre and I think this has been brought home in previous discussions and previous statements by the Government and the Minister. Therefore, I feel this is probably the only way we can get action. No doubt we should try and do our best to see whether anything further can be done through the Federal Government and through Air Canada. But failing that I think we should proceed with some alternative.

MR. SPEAKER: Committee of the Whole House.

HON. STERLING R. LYON Q.C. (Attorney-General)(Fort Garry): I should give notice of, although formal notice will be appearing in Vote and Proceedings tomorrow. That is

(MR. LYON cont'd.) . . . of the intention to call Law Amendments Committee for 9.30 on Thursday morning of this week. I thought honourable members would like to have advance notice of this in the event that they know of persons who wish to make representations with respect to any particular bills. The House will of course meet at the usual time at 9.30 and then adjourn immediately into Law Amendments Committee.

MR. SPEAKER: I wonder if I may interrupt the proceedings of the House for a moment. We have some young people with us today. I've had no prior advice as to which school they are from but I want them to know that I'm very very happy to see them here this morning and on behalf of all the Honourable Members of the Legislative Assembly I wish to welcome you all here today.

HON. GURNEY EVANS (Provincial Treasurer)(Fort Rouge): Mr. Speaker, I move, seconded by the Honourable the Attorney-General, that Mr. Speaker do now leave the Chair and the House resolve itself into a Committee to consider of the Supply to be granted to Her Majesty.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried, and the House resolved itself into a Committee of Supply with the Honourable Member for Arthur in the Chair.

COMMITTEE OF SUPPLY

MR. CHAIRMAN: The Honourable Member for Rhineland.

MR. FROESE: I lost my notes. To conclude what I had started off yesterday, I was speaking on the matter of assistance to private schools and that something should be done in this regard. I feel that we are discriminating here in Manitoba . . .

MR. CHAIRMAN: Before the honourable member proceeds I'd just like to inform him that he was speaking for 25 minutes at the last sitting. He has 15 minutes left.

MR. FROESE: Fine. I feel that we are discriminating here in Manitoba against not only private schools but against other areas as well. It seems that we have divided the school system in Manitoba into four categories, or at least that we have four classes of people in connection with education. We have the private schools, we have the non-unitary, we have the unitary and we have the unitary where it was imposed without a vote. And you will note that the lesser freedom you have the less assistance you get. The private schools are getting nothing except what they can get out of shared services. Then we have the non-unitary, the people that did not vote according to the plan that the government proposed, that they want to have a certain say in education — well they were denied certain grants. They're not getting the same assistance as the people that voted unitary. Then we have the group that voted for the plan and they are getting the Foundation grants and the grants as outlined in the legislation last year. Then we have those that — where you imposed a system on them in the Interlake area. Well apparently here the Federal Government is stepping in and further assistance is being provided under the FRED agreement. Mr. Chairman, this is wrong. This is basically wrong. We should have the same assistance apply regardless of what type of system these people choose and I feel this is wrong.

Because look at the other day, we were discussing the MMS. When it comes to matters of this type our Minister certainly says, "Hands off," our government says, "Hands off, you have nothing to do with this. Leave that alone." But when it comes to education and giving assistance to these people that want some freedom then, no, you don't get any assistance. I feel we are certainly discriminating and we are not giving and doing our duty and our share. The people in the non-unitary divisions are paying the same 5 percent sales tax that was imposed with the change of legislation and when the legislation first came out it was tagged an education tax. But then later on they found out something might go wrong and so they changed it to a revenue tax. But still, Mr. Speaker, these funds are being paid in and we had over \$39 million paid in last year, of which the people that voted "no" to the unitary system got very very little. All they got was \$300.00 per elementary teacher and \$400.00 for the secondary. This is peanuts compared to what the others are getting. This is unfair; this is wrong.

Yesterday we heard the Honourable Member for Seven Oaks speaking on the matter of the increase in mill rates for the unitary divisions and more or less said that had they known certain things would happen that they would not have approved of it. Well I think this was understandable when the legislation was brought in that the 35-65 percent ratio would be in effect and that the mill rates would be the factor that would change. There was no doubt in my mind on this. The way our education costs were increasing in Manitoba that increases were bound to

(MR. FROESE cont'd .) . . . take place. However, they are going up at a much faster rate than even I had thought they would and that this little area where they are making gains will no doubt be wiped out in a couple of years if we keep on increasing the costs and the expenditures of education the way we are at the present time. I think we have to place a limit as to what we do in the way of higher education because I think this is the area that we can put limitations on. Certainly we cannot put limitations on the elementary schools because the children have to get an education and they should get one, this should be their right.

So, Mr. Chairman, these are some of the remarks that I felt should be made. I appeal once more to the government that the same grants be given to the people in non-unitary divisions as those of the unitary. This just cannot go on indefinitely. This is an injustice, an injustice to the people of Manitoba. We are classifying them, as I have already pointed out, and the more freedom you give these people the less support you give them and some of them are not getting any support. This in my opinion is wrong and we have most of the other provinces of Canada giving assistance to these schools. Alberta gives the same assistance or financial support to these schools and why shouldn't we. So, Mr. Chairman, for the time being I will let the Committee continue and I will take part in further debates as we continue on the estimates.

MR. CHAIRMAN: (a) --passed.

MR. LAURENT DESJARDINS (St. Boniface): Mr. Chairman, I certainly think that the Minister should reply to some of the questions and suggestions that have been made. I'm waiting for some answers.

HON. GEORGE JOHNSON (Minister of Education)(Gimli): Mr. Chairman, I was just waiting for some more contributions. However, I am pleased to enter the debate again. I think that much of the debate has been interesting and I'll do my best to try and answer some of the questions that have been posed. I think one of the continuing debates is concerning our vocational program as brought up by the Honourable Member from Emerson, if I could deal with them in turn.

As I said in entering the debate yesterday the problem of vocational school development continues to be one which has been a particular problem for Manitoba. I won't go into all the details, I'm not putting on the crying towel, I'm simply saying that at the time - point out to the Honourable Member for Emerson - that the Federal grants first became available for vocational education Manitoba was going through the consolidation process. We - just completing our divisional plan and the first phase of the redevelopment of educational services in the province we couldn't spend the same dollar twice and we've had to work on the vocational problem in the most realistic way possible both educationally and economically. In the meantime we did not ignore the vocational program in the sense that we take a back seat to no one in the development of vocational facilities such as our Institute in Brooklands, The Pas and Brandon. And while many provinces, from my studies, because they completed their consolidation process and had the administrative organization across their province had been able to take advantage more quickly in the vocational high school area, we in this province have been able to almost reverse the process with respect to other provinces and have developed our post-secondary facilities very well indeed. And of course we have our additions to our technical-vocational high school in Winnipeg which have participated in grants and our R. B. Russell facility, and as I announced yesterday we have the go ahead and plan to proceed immediately in three areas of our province and I would commend members to a study again of the White Paper.

In the field of Educational Research I can simply say that this is a matter receiving the continuing concern of the department. We have finally been able to locate a director for educational research who we expect will begin work around the first of July. These men are very hard to come by; it's a very competitive field; it's a very high priced field. But we've been able to get a first-class individual who is finishing his doctorate in this field and will be coming on the first of this year. During the past year we've given grants to the University of Manitoba for four or five studies, the details of which I won't recite, but in areas which are of interest and concern to the educational system, to the MERC of course and to the Canadian Council on Research in Education.

I would also mention to the House that we are the beneficiaries of some very excellent and extensive and costly research which has been going on in Ontario and Metropolitan - Toronto area in school building codes, school building architecture and so on which is through the Council of Ministers. They have generously made available to all of our provinces and our school building projects committee which has been reinforced with an architect and in concert with the

(MR. JOHNSON cont'd.)... divisions across the province this information and guidance is being applied directly to the development of our schools.

With respect to curricula the honourable member raised four points. First of all I believe the point that the — stating the curriculum is becoming too didactic. The whole philosophy of the department and our curriculum committee is one of explore, and discovery. The whole new, for example, primary science program is one which is lab oriented. It's an explore and do type of approach and as I say in the primary grades lab oriented; and of course all our vocational development which is going forward is of the practical type with uniformity of curricula which comes up every year. As you know, Manitoba raised this matter in the first instance at the Canadian Council of Ministers; the former Minister brought it up some years ago. Manitoba pursued this vigorously and through our curriculum branch worked diligently with all the directors across Canada who finally reported to the Ministers, and I've reported on this at length in the past.

We'll never get real uniformity in my opinion in Canada as long as we have two provinces with different grade levels. Grade 13 in Ontario and British Columbia is a problem. We find a great meeting of minds in the sciences because we're all adapting the new biology, physics, and chem study research which has been available through the United States who've done a tremendous amount of work in this and we've all pretty well adopted this approach so there's a great deal of uniformity in that area, in mathematics also. But in the social studies area it has been pretty well impossible to get a meeting of minds across the country. In respect to this the First Minister brought up the matter again at the last meeting of the Prairie Economic Council because we in the three western provinces especially are directors at the meeting on a regular basis but again not meeting any real uniformity in the sense that I think members think of the same course outlines in each province. Most recently as a result of that discussion that the First Minister had this fall I have been in touch with the two other Ministers and the Minister in Saskatchewan has agreed that we should come together in the near future re the possibility of at least the two of us getting together in areas of uniformity in the coming year. But while many talk of uniform curriculum, every year I get different groups who come in say, "But, we don't want you to do it this particular way, we think it should be changed some other way." The Member for Lakeside is pointing to himself. The uniformity matter is very important and we will certainly continue to pursue it to the best of our ability in this regard. It really in my opinion means the provincial leaders, the Premiers, have to say, "You shall bring about uniformity." This is really what it boils down to and it looks as though Saskatchewan and ourselves can do this possibly, but how far we'll get when the other groups within our educational programs or critics point out deficiencies whether we can change two provinces that quickly I don't know.

But another thing that's bound to bring about some uniformity of curricula are these SACU examinations I mentioned in the comments I distributed, where universities across Canada, in concert with the departments, are developing these aptitude tests and achievement tests and by '71 hope to be into three subject areas where students across Canada will write similar examinations about January each year and if they pass these examinations the universities will consider them for admission. We don't think that this will result in an abandonment of our high school examination pattern, at least for some time until we see this working, have had some experience with it, and as I said yesterday, our universities in Manitoba who have met with our department concerning these SACU tests and the word from the western provinces is they should be voluntary this coming year in the first instance. We will help with the administration of them through our school divisions but students will have to take the tests on a voluntary basis. This may move faster than we think at the moment because it's reported to me by the Minister of Education in Ontario that he has so many children in his system now he's finding it increasingly difficult to examine them and is looking forward to this universal test. In fact I think he's moving in this area for earlier testing, and a change in his examination system fairly soon.

Now mention was made by two members of the fact that in the introduction of certain texts, teachers didn't get their books on time. We were caught — we're caught between a couple of problems here, developing a course, an obsolete course, bringing in new texts, ordering them, and here we're at the mercy of the publisher, and there were two or three occasions this past year where texts which had promised by a certain date did not arrive on time and made the whole process difficult. However, we do attempt by June of every year to have the text that's coming in in the hands of our teachers before the recess and will continue to bend every

(MR. JOHNSON cont'd.) . . . effort here.

The Honourable Member spoke of political science in our high schools. The Curriculum Committee that has worked diligently for some years now on the development of our Social Studies program in our schools is coming down heavily in the area of geography and in developing a sequential history pattern which emphasizes the Canadian scene, going back to early history, ancient history, European, British heritage, American history, Canadian history and then a wrap-up in Grade 12. The concept is to try and bring the early understandings of democratic process to the child and to introduce more and more civics in connection with the course in British heritage at the Grade 9 level. I think it's frankly difficult; I'm not an expert in the field as you appreciate, but my lay understanding of this is that the people who have studied this do feel that the best they can do in these subject areas is to try and orient the whole program towards a firmer understanding of democracy and the process within our system, relating everything that happens to the Canadian pattern and government in Canada.

The criticism of the multiplicity of the high school courses I don't quite understand. The individual student doesn't have too many subjects, he has a subject pattern, and of course the whole objective of the General Course development which came out of the Royal Commission on Education was to offer alternative courses, as many options to the boys and girls through the system to (a) meet their particular aptitude, their desires, to meet their abilities and to open more doors of opportunity to more and more children in a more flexible system. I think this is our whole concept; this is why we're busily engaged in this area. And as you know, we've said earlier, I think a very significant step forward is the integration now of the General and University Entrance Course into different groupings of even these courses leading to University enrollment or whichever type of course the boy or girl wishes to pursue. If a young lad's going into the technologies, he can take five subject areas in the General Course or he can take a mixture. This integration may be of some benefit to smaller high schools in offering, but they'd certainly have to pick the subject areas that would — the young people will have to have guidance in the Grade 9 and 10 level so that they pick the kind of course aimed at — if they want to go to university, they'd take a certain pattern, technology another pattern, and so on.

I didn't know what the honourable meant by education being too extravagant and too many frills — he didn't spell these out. I think that I have to defend the actions certainly of the department and the trustees of the province in that we have certainly done what we can to keep down the frills. I am as concerned as every Minister in Canada and every member of this House in the rapid rise in educational costs. I think of the many dozens and dozens of resolutions that we are not able to accept from year to year because in the priorities of educational activity they just don't fit in at this particular time.

My honourable friend referred to much building becoming obsolete. I don't know quite what he means by that, "the new schools are in a scatter-like fashion across the province." Certainly it never was the intention of the government nor is it to force the development of schools against their will. I think we have to work with trustees and the people in pointing out the changes in educational philosophy and educational opportunities which will assist them in designing the best kind of educational program at the local level. This is one of the real reasons why we had to have the unitary system, was that over an area there can be meaningful planning, both educational planning over the area, and the proper use of facilities, and more efficient use of facilities as concepts change and the wishes of the trustees in offering their particular program changes. So total educational planning is much more possible under the unitary system. I think, too, that the unitary system — also one of the main features was to bring — while I have never claimed equal opportunity across the province, I think distance, geography mitigate against this — what we're trying to do is build in more equality of educational opportunities.

With respect to television, I would be happy to make available the brief which is a public document made by the department and the government to the Royal Commission on School Broadcasting which has taken place some months ago, where Manitoba outlined its position in detail and called for what we consider the best method of offering educational television. We take a back seat to no other province at the present time with our present programming. It's just a matter of more time on the air waves and that is spelled out in that brief, as I say, in detail. Briefly, it calls upon the Federal Government to, as we do now, we would provide the instructors, etc., and the course content, and the technology and the channel would be made available through the television, CBC as it is at the present time or any other body which they set up to

(MR. JOHNSON cont'd.) handle this aspect of the problem. There's a real opportunity here to do an excellent job because we can produce programs here and interchange them with Saskatchewan, Alberta, and different provinces, we can each produce films and interchange them and a great deal of this has been done at the present time.

With respect to the teacher shortage, you know, this is a continual problem to us here. It's actually a worldwide problem. If one picks up a particular supplement of The London Times every three months, one can find 42 pages of advertisements for teachers. Our young people today are mobile, they're anxious to both see the world and improve themselves and so on. I think Manitoba is doing a manfully good job in the area of teacher training and I think it's remarkable to look back and see the achievement. At the present time every space occupied by the 1,400 teachers in training in Manitoba has been created since 1962, that is they're this new, the facility at the University, the facility at Brandon University and the main one at the University of Manitoba, and we now have the one-year course for teacher trainees; we have the two year course for teacher trainees; we have the graduate course, the Education I course for university graduates. I can point out to the House that just this last month we had 340 applications for 275 spots in a 12-week summer course this summer; 252 students graduate that are enrolled in this course. We've had the highest number of students in Education I this year than we've ever had before; we are paying all the fees of the I, IA, all educational fees of these students; tuition fees. We have gone to Britain and the United States recruiting; we had 70 qualified teachers from Britain take up appointments in Manitoba in the past year; we have a television and radio spot encouraging people to come back to teaching or to go into teaching. I know of no other way - and incidentally at the present time there's an \$800,000 addition being built to the Educational Building at the University of Manitoba to increase its capacity. So I don't know of a province in Canada that is doing more to train teachers than we are. I think the increased university enrollment generally is giving greater selection of teacher trainees. And I would go so far as to say that in my lay opinion, the only method I know by which we can lick the teacher shortage is to demand more standards and train more people over a period of time and then we will maybe get somewhere.

And again, we are all concerned about teachers' salaries. These are all conducted by collective bargaining, as the members know, and Manitoba must remain competitive with other provinces. This is the dilemma facing our trustees who want to pay good teachers good money and if they're going to be paying this kind of money I think our program of rising standards and recruitment is more than justified.

The honourable member mentioned more permit teachers, the kids exposed to more permit teachers than ever before. There was a few reasons for the increase in the permits this year. We changed the definition of a permit teacher which added more in - was really . . . not a real thing. Quite frankly, and we have to face it, it's in the out-of-the-way smaller communities in our northern parts where qualified teachers are not as ready to take up residence and we have the responsibility of staffing those schools in the fall. But I could point out to the members that our teacher loss - they've followed almost the same pattern as last year except that we retained about close to 90 percent of our Graduate I - that is our graduate teachers this year - we have almost the same numbers coming in and out. Fortunately for us about 300 people a year come back to teaching. They go out and I guess they start a family or try something else and come back to teaching.

Less inspectors, said the Honourable Member from Emerson. Well, this is an area of change and flux. He mentioned the possibility of regionalizing our inspectors and this is something that our department is looking at very closely. To date, the team of inspectors is made up of experts in each subject -- and our inspectors are going back to universities and they are bringing themselves up-to-date in the subject area of their choice or their greatest capability and acting on a team of inspectors in this capacity. I find that the trustees across the province are very happy with this team inspection. They have commented to me, many of them, that this has been a more meaningful thing to them than in the past. They will of course work closely with the superintendent and their division of duties will become more clarified as we gain experience. We have not filled our complement of inspectors, incidentally, and with the view in mind -- in fact we're not up to our full complement at the present time because we have been looking at this very closely and looking at possible placement of regional inspection offices in the rural areas.

In the field of research, I have mentioned the fact that we support these different

(MR. JOHNSON cont'd.)... organizations and have on-going, continuing research really within the department. The past year we've had two inspectors working on projects within the department, full-time, almost, pretty well, and we've had -- (Interjection)-- I can get the details of that. I haven't got them in front of me at the moment.

Now with respect to "head-start" programs - the Member for Elmwood. I would say that - Winnipeg, of course, as he says has the nursery classes, as he knows, and nursery training is done by the university at this stage in the development of our educational services. The introduction of nursery classes into the public school system and the support of them has not been carried out at this time. It's a matter of priorities. I would agree with him that if we had the resources at this time probably one of the things we should be looking at in the future is the development of the pre-school experience or the pre-school programs and we should initiate them in my opinion in the areas of greatest need, in our northern areas and amongst our less privileged. As a matter of fact, there are quite a few classes operating in Winnipeg in these areas at the present time. The Montessori method of teaching - I'm not an expert in the several methods of reading. This is a method as I understand it of training children to bring out their capacities through elaborate materials. It is highly regarded in some areas as the honourable member has pointed out. In other areas we hear differing opinions. I don't want to make any pontification on a particular method of teaching except that our educators are aware of the method and it is operative in private nurseries in the province at the present time.

The Honourable Member for Elmwood said that he's really beginning to think it's a myth, as I understand it, that every child has the right to school, that families with large children find it difficult to keep the children in school. Of course to me the public school system is here and operative because it is a system designed by a democratic society to make it the inherent right of a child to receive an education, and as the honourable member knows before the divisional plan it was not the inherent right of every child, but an educational organization was set up across the province to make it possible for every child to attend school from Grade 1 to 12. This as he knows resulted in a tremendous increase in enrollment in our schools and we are seeing the results of more children coming and staying longer. Part of this was the education explosion of the 40's and 50's which caused the increased secondary enrollment; the other, and as major a factor was the introduction of the divisional plan. I think that it is the function of a trustee in a division to see to it under the law of the land to the age 16 that every child has the right to attend school. I think frankly with that at the elementary and secondary level I hope that through provincial assistance and through the social allowances, through municipal help, that no family or no child is being deprived of an education because of the inability to come to the school. I have run into very few cases in my time as Minister.

With the bursaries and loans, too, at the university entrance level members will note almost over a million dollars in bursaries given out by the province this coming year. There were well over \$3 million in federal loans last year combined with summer earnings. I don't think that any boy or girl who really wants to go to university will be deprived of a university education. I just can't see a boy or girl who has the ability, who has cleared her grades and comes to the department with this combination of bursaries and loans assistance and summer employment and a little bit of motivation, should be denied entrance to a university career in this province. And if you can name them or show me the cases I'd be glad to see them. -- (Interjection)-- It's a matter of fact that we don't -- Beg pardon?

MR. PAULLEY: find jobs for them during the summertime, particularly this year. There's a shortage. Did he know that?

MR. JOHNSON: There is a shortage.

MR. PAULLEY: For summer employment.

MR. JOHNSON: Summer employment?

MR. PAULLEY: It's pretty tough this year.

MR. JOHNSON: Yes, well this is not the province's fault altogether. -- (Interjection)-- No, but I say we -- you show me a child with the ability, because of need, is denied a university education.-- Interjection)-- Well I think we have a bursary and loan program that can see that kid into university if he wants to go. You know that.

MR. PAULLEY: Mr. Chairman plan on doing it in all good faith. But my honourable friend mentioned the fact of bursaries and scholarships when he was making his remarks just now, coupled with summer employment. I want to point out to my honourable friend I know of a considerable number at the present time who are most desirous to go to university

(MR. PAULLEY cont'd.) . . . and are seeking summer employment and at the present time have not been able to obtain the same. Bursaries and scholarships are not sufficient by themselves to see a person through a year of university as I'm sure my honourable friend is aware and my question to my honourable friend, in addition to bursaries and scholarships, if I send my young friends who are desirous to go to university come next fall who are not able to find employment, will he find it for them.

MR. JOHNSON: Well, I'll do my best. We'll get out the Icelandic fishing fleet and see if we can get some No, I appreciate that - seasonal employment can be difficult and varies from year to year. But I think we should take some comfort in a statistic that I came across, namely, that 11.4 percent of our 18 to 24 year-olds are in university which is the second highest percentage in Canada. But more and more emphasis is being put on the more culturally deprived in bringing more and more children - opening more and more doors of opportunity. Our Frontier Division in the north. I think the province today is completely covered by school divisions and organizations to make it possible for every child to attend public school to the end of Grade 12.

Now my honourable friend from the constituency of Turtle Mountain - I appreciate his remarks and share with him in the success of the International Music Camp. This is a matter that we should probably mention to the universities concerned and their boards of governors who get them more acquainted with the facilities at the Peace Gardens and the program as he passed to us.

With respect to the high school bands that he mentioned we've seen more band activity in the past year because of the fact that under the new Foundation Program under instructional supplies they can purchase equipment and we're having more and more bands come into being. Every division under the Foundation Program gets one supervisor for every ten teachers and many divisions I can point out have - some divisions have employed a music supervisor for the division. So she goes to the different schools within the division and instructs in music. We have not as yet appointed a provincial supervisor in this area.

The Member from Seven Oaks would like the province, as I understand it, to pick up 100 percent of the basic program in education and we are certainly at - generally at the point with the high costs in education as I see it where we can't really abandon real property as a source of revenue here and as the Member from Emerson pointed out he would like to see some control left with the local authorities in dollars so that they can continue to run their systems. I would suggest that this is a matter of the distribution of costs and a matter of continuing concern to the department and to the government and receiving continued active consideration on our part. And while the Member from Seven Oaks may suggest there was a gross error in the development of the formula last year, I am not, and nor can he I believe, give the exact picture because of the several factors involved. At that time we believed on the basis of the information and straightforwardly deduced as possible that this would raise the necessary monies. We still will never know just what might have happened had they all come in at that time.

With respect to the Member from Rhineland, he asked a few questions, one about the teacher shortage which I think - I should just add that for every year's assistance we give to students to -- or pickup the tuition fees, they have to serve one year with the province for each year of assistance. Tax rebates this year I think amount to something just under, around one million eight to one million nine. On what basis are the universities getting their grants? The University Grants Commission inform me that in their first year of operation they have worked out a formula, what they call a weighted formula or per student - which comes down to a per student grant, in support of their operational costs and because in the first year there are many factors that are not consistent they've had to give special grants in certain areas between the three universities and then of course their capital. So that sum of \$36 million in the estimates is the sum presented to the government by the University Grants Commission informing me that they're distributing them as equitably as possible to the three universities based on a weighted formula per student which they hope to refine in the coming year as they get more information and experience. They will be apportioning that money between the three universities in both operation and capital and in areas where they have to work out more uniformity from their end.

With respect to the statement of the Honourable Member for Rhineland - I guess as long as he and I are in the House here we're going to have differences of opinion possibly in ideology and in attitude, but all I can say is this isn't New York and I hope that this kind of activity would not be contemplated here. Shared services which has a lot of potential in our opinion

(MR. JOHNSON cont'd.)... has been in operation for a short time. As I said when I introduced shared services it depends upon the understanding of the boards concerned and the working out of their agreements under the terms of that Act and 25 private schools are taking advantage of agreements with public school authorities under that legislation at the present time. But the honourable member's interpretation — the Member from Rhineland — his interpretation of educational activity in Manitoba, I'm afraid I can't agree with some of the statements he has made and in this respect I can advise him that 93 percent of the boys and girls are now under the unitary divisions. These other divisions are aware of the grants, they are aware of the unitary program now, many of them are considering requesting a vote in the coming year and I think that we have to continue to give them this personal choice.

With respect to the Interlake, he's well aware that under the terms of the ARDA-FRED agreement and having worked with these people for some time we had some duties to perform one of which was the rationalization of education. We considered the unitary plan the best method of administration; we had to impose it in order to get on with the job of carrying out that agreement and while the hearings have been most interesting that whole area is facing a real examination. It's not easy for them. The Honourable Member from St. George knows, and I know, the whole area there is — where they thought they wanted pretty bold procedures two years ago — the provisional plan as I understand it has been presented to them, it's very acceptable in certain areas, it's not acceptable in others and I'm awaiting the final report of the Boundaries Commission and any recommendations they may come down with. I would point out to the Member from Rhineland, too, that this particular area was chosen by the Federal Government, one of three areas in Canada, for sort of a total approach as the ARDA-FRED program envisages, that is attacking the total area in a total way with the people identifying what they thought should come first. Much is going forward all the way, as he knows, from roads to schools, drainage, land usage, etc., land clearing, and we're most anxious to get on with the further rationalization within our ability to do so, of the educational system and hopefully to introduce vocational type of programming there as we would in other parts of the province.

Well that's about all I have at the moment from the questions that were asked last evening and this morning, Mr. Chairman, and no doubt the debate will continue.

MR. DOUGLAS CAMPBELL (Lakeside): Mr. Chairman, the matter that I have to deal with belongs under another item. I'm one of the members of the Committee, I know I'm in a great majority — minority not majority — but I am one that believes in discussing the different matters under the proper item in the estimates. However, it appears to be highly likely that we will never get off the Minister's salary by the time we finish the 80 hours. I would surmise that that is going to happen and therefore I have to break my rule, which I think is a good one, and discuss something now that should come under Directorate of Curricula or under Directorate of Instruction. I think it would be appropriate under either of those.

It has to do, Mr. Chairman, and I've already mentioned this to the Minister and he has given me all the assistance that would be possible under the circumstances, and I almost hesitate to bring it up because he's been so kind and co-operative with me, he's a difficult Minister to attack because he's such a gentleman. And I'm not attacking him, I am not attacking him at all, if I'm attacking anybody I do it with the utmost of goodwill and simply in an effort to try to bring before the Committee a matter that I think is important. That is with regard to a particular text which is recommended I understand for Grade 7, and this text is by two authors a Mr. Ricker and a Mr. Sable, named John in both cases, John Ricker and John Sable, one of the University of Toronto, one of York University; both I believe history professors. It's a text that the Honourable the Minister was good enough to loan me a copy so that I could familiarize myself with it and I haven't read it completely. I found it interesting. It's well put up. If I had any criticism of the text itself it would be that it's too expensive to hand out in the way that it is. And I have no criticism of it at all except the fact that it is for Grade 7 classes and it deals with a subject that is certainly widely discussed these times, and that is the creation of man or the evolution of man, and of course it takes the evolution system, and while I have no objection in the world to this subject being on the curriculum, I think it belongs there of course and informed comment on the subject is desirable, I think that the age groups where they are in Grade 7 is too young for this particular type of approach. Certainly, certainly it's being given a lot of attention these times.

Since I had the discussion with the Honourable the Minister about this particular text —

(MR. CAMPBELL cont'd.)... and it was brought to my attention, I would never have known of it. We have no children in Grade 7 anymore. I would not have known of it, but some constituents wrote me regarding it. And since I have had an opportunity to discuss it with the Minister I have seen not only one but three programs on TV, and I don't often look at TV, but I have happened to run into three programs that dealt with the same type of subject. They're good programs and I certainly have no discussion, no criticism of them being discussed or such a text being on the curriculum, but I think the grade 7 people are at years where they still are, I hope, to a considerable extent under the influence of their parents and their Sunday schools and the churches, to quite an extent at least, and I think that it's too early to present this quite well documented, scientific no doubt, philosophical no doubt, historical no doubt, presentation to them when it runs contrary to what the most of the churches seem to believe in and teach.

Now I'm not saying who's right; I have no idea who's right and I'm not a great advocate of either position, I find them interesting. But as a by-product of this particular type of approach, when you get well written documents of this kind, and they certainly are well written, by people who belong in the scientific as well as the historical field, it seems to me that it makes this question of uniformity of curriculum still more difficult, because I can just imagine trying to get that particular text on any curriculum where Ernest Manning of Alberta had anything to do with it. I'm sure that if it's on the curriculum in Alberta, I'm sure that the Premier of the province doesn't know about it. That isn't necessarily an argument of why it shouldn't be there, but it does make the approach to uniformity, that I still think is a worthwhile approach, it makes it more difficult. However, that's only one element of the situation and I do not intend to argue the matter at length. I don't know what the right answer is in this great question, but I do suggest that the age group represented by grade 7 is too young, the age group is too low, to face them with such a formidable and scientific treatise. Grade 12 I don't know, okay, maybe 11, certainly university, sure, all the knowledge, all the scientific treatises that you can get; but grade 7, let's leave the youngsters a little while longer yet with some parental control and influence. Let's give them a chance for a little while yet to not question too much what the Sunday schools and churches are teaching them. If they want to later on, then that's their privilege, but I think we should take a look at the age groups that we approach with such documents.

John Sewell, I understand, is a rather frequent contributor on — I think he sponsors a program does he not on TV? It seems to me that I see his name quite frequently. The fact that according to the views and likes of old fashioned people like myself that he's away out in left field, that doesn't mean that he shouldn't be heard. It certainly doesn't. I think they should be heard too. But I think grade 7 is a bit too young and I've already recommended that to my honourable friend.

I do thank the Minister for making one of the texts available to me, without me having to buy it, and I do intend to return it to him in good condition at some later date. As a matter of fact I'd laid it out intending to bring it today, so I would have it before me when I spoke but as usual I forgot to do it. But it is still in good condition. It will get back to him.

My only point is regardless of the merits of the discussion, a great many people in Manitoba do not agree with the scientific and philosophical point of view that's expressed there. So long as a great many people don't agree, isn't it better that it isn't presented to the grade 7 people because I think they're a tender enough age that they should still be left to a considerable extent to the influence of, first and foremost the family, and then the Sunday school and the church.

MR. CHAIRMAN: The Member for Elmwood.

MR. RUSSELL DOERN (Elmwood): Mr. Chairman, the Minister attempted to reply to our first round of comment on education and he did very generally talk about research. I wondered whether he would in the few remaining hours of this debate give us some information on the kinds of programs that this research department is carrying out, because in my opinion they are not doing very much. I would like to know just what major studies they are involved in. He also spoke in reference to bursaries and so on and did say that he felt that anyone who wanted to go to university and so on could go and I beg to differ with him. I think it's easy if you have high marks; if you're in the 80's or something or in the high 70's I think you have a very good opportunity. If you are a little lower, if you are in the high 60's or something like that, where the great bulk of the student population is, then I think it's not as easy to finance your way through university. It's very useful and very helpful to receive a bursary worth a

(MR. DOERN cont'd.)... couple of hundred dollars from the Department but in some cases this itself is not going to permit people to pay their fees, their living expenses and their room and board, if they have that, and in that case a few hundred dollars is totally inadequate. A thousand dollars might be something that would permit a student from a lower class to go to university, combined with so many hundred dollars savings from the summer. This is another illusion. When a person works in the summer it may seem as if he's earning \$1,000 but that doesn't mean he's going to be able to save that much. I think the average summer savings amount to about \$500 or \$600. This is certainly insufficient to pay for a year of university and all its costs. So I think maybe that's another area that the Department of Research could look into or could expand into.

The Minister mentioned the Canadian History course and I would hope that he might say a little more on that. At present Canadian history is taught in three grades, in grades 5, 8 and 11, and it will now be reduced to two grades, 6 and 11, so that students will have two years, one at a very early age — I assume that we need a couple of repetitions of Canadian History because I would think the single most important social study that a student should take and I think it's more important they have some repetition of it, because they are dealing with their own country and should be familiar with their own historical background — so that to cut it to two grades, one an early grade, grade 6, and then a five year gap and finally one more shot in the case of most students their last academic year — I guess about 80 percent of them it's their last academic year, and then out into the world — it seems to me it would be if not inadequate at least the bare minimum and there are many people who feel that three years are necessary. There are complaints in this regard by the Manitoba Historical Society and if you look at the new kind of program that's being set up in the high schools, it looks as if the geography teachers have taken over, because every year now from grade 7 to 12 there's some kind of a new geography course and history is seemingly being cut back.

I think there's a need, as has been mentioned, of more politics or government or civics in the high school program. We are not doing too badly. We do have a good course, a good half course in grade 11 general program in history; I think an excellent course. In the University Entrance course, however, it's still the old 3 to 6 week crash course and it's extremely difficult to attempt in that space of time to look at the civil service, the parliamentary system, all the questions of the franchise, historical questions and so on, simply not an adequate period of time. A lot of the Canadian history that is taught in our schools at present, hardly ever gets into the 20th century. Most of those courses deal with the French explorers in the early period and usually dies about 1914. I think there could be a need for a special course on the 20th century. There is not enough attention being paid to the depression and the war years and the post-war period. There is not enough attention being paid to the prime ministers of this country; very few people know anything about personalities in Canadian History. It's all constitutional development and charters and acts and dates which is pretty dull stuff. So I would like to see more emphasis here on the political aspects of Canadian history and I seriously question the reduction from 3 to 2 courses. It would seem to me that it should be retained at 3, perhaps a new option introduced, perhaps an option of 20th century Canadian history.

I might also mention in passing that some people feel that this is always a very difficult problem to deal with, but I notice that a Mr. W..... who is from Indian Affairs, an Administrator, felt that the history text being used in the high schools are discriminatory and degrading to Indians. He felt that they degrade and confuse Indian children. He said that they lose pride when they see history texts refer to Indians as savages and so on; and perhaps that could be looked into as to whether there is anything in the texts which might be re-examined.

I also notice — this is something I raised last year — and I notice that in the past year there have been some discussion and some complaints about the terrific pressure in the schools and in this particular instance, the pressures on elementary children who are being subject to all sorts of stresses and strains and in many cases require tranquilizers in order for them to carry on their work.

I spoke to some elementary teachers about this and I was quite surprised because I think we all assume that young children don't have any problems and young children just sort of play games and read about Dick and Jane in the old days — now it's John and Janet — and they have a sort of low key pleasant environment, but if you talk to teachers you'll find out that many of their students are keyed up, tightness in the stomach in grade 1 sounds a bit extreme but this occurs and tranquilizers in the early grades seems to me to be a very bad sign indeed. It's

(MR. DOERN cont'd.)... soon enough for young children to run into problems in Junior High and High School; when they are running into it in some cases in the first three grades, then it would seem to be very serious indeed.

The Manitoba Teachers Society Curriculum Committee asked the Manitoba Educational Research Council to conduct an investigation on the pressures imposed on students in the first three grades and in their report the curriculum committee said there was a marked increase in frustration and emotional problems in the schools and that this was resulting in the use of tranquilizers in a number of students. They asked that there should be a study here of the present curriculum which may be the result as well as parental attitude, undoubtedly the parents are putting the pressure on their children, on the teaching methods, to see whether they can be improved and on administrative procedure. There have been major revisions in the elementary curriculum in the past 2 to 3 years, and it would seem with little regard for the over-all impact on young children. There's also pressures for new courses in the elementary grades, such as French; talk of putting more French into the schools, maybe introducing Biology courses and the like.

So again I say to the Minister: where's your research department? Are they looking into this? Another question is: are these new courses that are being introduced at all levels, are they seen as part of a whole? It's all very fine to gear up a tough program in Biology or Science and then pop it into the program, but if you're doing this with six or eight courses, the entire load may be too much, and the question is there: are you looking at the whole program or are you simply taking courses in isolation, making them tougher, longer, more up-to-date, and not having regard on their effects on the students. Because mental health is a very important factor and should be a goal of our school system as well. And perhaps many of these pressures, again, go on to the under-privileged and the culturally deprived children who maybe don't have the kind of background, the kind of vocabulary. They go into the school program; they're the ones I would suspect who would be first on the firing line when it comes to pressures.

I wanted to deal with one major topic at this point; the question of student housing and university housing. I think that in the past year this has shown to be a major problem with a number of aspects. University enrollment in Canada is apparently going to double in the next 10 years, according to the Economic Council, and in Manitoba we now have some 11,000 students on campus alone out at Fort Garry. I guess if you add another couple of thousand at the University of Winnipeg and a thousand or more at Brandon, you get a total approaching 15,000 in Manitoba; and out of these students at Fort Garry, some 11,000 there's apparently a need for accommodation of some three or four thousand, but there's only space for 1,100. This includes St. John's and St. Andrew's in terms of residence. So that means there are several thousand students off campus who require housing, and we have an enrollment increase which is averaging about 1,000 students a year, but yet in the next three years there are apparently plans for one new residence with 200 beds. Now if this is the way we're building to take care of student accommodation, then it seems to me we're just being out-paced.

The Students Union are planning a survey on housing needs and this is supposed to be completed very soon. The problem is, when you go to the present residences and students attempt to get in, they find out that, first of all, preference is given to freshmen, and then secondly preferences are given to students with clear records or high marks. So this takes care of a lot of students but I suppose the majority don't fall into those categories.

Another thing that is probably needed on campus, and maybe there's something being done here. Perhaps the Minister could explain, because I think the Students Union are planning to do something in this regard. He's of course, supplying some of the money. Are there any facilities going to be built on campus? For example, although it doesn't seem that far, students who live in residence on Fort Garry campus are to a certain extent isolated, and some people feel that there should be restaurants out there, a drug store, perhaps filling stations, and maybe some recreational indoor type as well. In other words, are there any facilities going to be built to make it more pleasant for people who are on campus and who have difficulty getting down town?

I also noticed in the past year the students themselves are going into the housing business. We had the first co-op being established in Manitoba for student housing. This is a result of the shortage of housing for students in Manitoba. They started a small co-op, for example in Fort Garry, one group, the UMSU group, with only eight persons in a house and they're considering building other houses. Students also took some initiative and purchased the old Grace Hospital

(MR. DOERN cont'd.)... Nurses' Residence and turned it into what they call the Madison Hotel for some 100 students, and they borrowed \$400,000 from the - I guess the Central Mortgage and Housing, to get that project under way. Central Mortgage and Housing apparently will lend up to 90 percent of the cost of university residences and in Halifax, for example, the students borrowed a million dollars and built a first-rate, modern apartment block for married students. Rents there are pretty high.

This gets into the question of married quarters; quarters for students who are married. Many students are married in undergraduate programs, but particularly the graduates who are usually in their mid-twenties and some are late twenties or early thirties. Graduate studies is becoming more prevalent and you have to allow for students with families. This is common at other universities but in Manitoba I don't think there are any facilities for graduates who are married. This has been recommended by one master plan and perhaps the Minister could comment on that.

Another problem at the University is the foreign students. Some 8 1/2 percent, nearly 1,000 of the students on campus are foreign students, and these students in particular require housing accommodation. We got into a rather ugly situation not too long ago in that regard, where a two-list system in Manitoba, where people who were supplying rooms to the University were specifying whether or not they would take foreign students or coloured students, and this is an area that I think caused some embarrassment to the University. One of the questions is this: there are large numbers on the waiting list and how are we going to accommodate the number of students who are from out-of-province within our present system? It's fine to get accommodation outside the university area, but it's sometimes a considerable inconvenience for students to be in the downtown area or in the residential area, many miles from the University, transporting out there by bus; it takes a lot of time and they may live in some pretty sordid quarters. Most of the students who want accommodation don't even try to get in on campus because of the almost impossible prospects.

I think we need an extensive survey of housing needs. I think we need an extensive survey of off-campus facilities as to the quality of them and the condition of them and so on. We obviously need more accommodation. It would seem to me we have to build more residences and perhaps experiment in various kinds of residences. There's a lot of student complaints about the lack of freedom and the rules that they have to adhere to on campus. There's certainly a need for married student quarters which I think Manitoba still is not involved in. Many of the rooms that are built are single as well, and I think that this is an area that would have to be examined as to whether there should be more double rooms built because they are cheaper.

As I said, the foreign students, the whole question involved there is to - there apparently is a quota system on campus in the residences because so many of the foreign students apply to get in to the campus residences, that if they did it on a "first come, first served" basis, the residences would be entirely filled with foreign students and there would be a very small percentage of Manitoba students there, so they find it of necessity that they're limiting the number of foreign students. Then the foreign students have to get accommodation elsewhere and they are then confronted with this two-list prospect which brought up a lot of bad publicity and brought some pressure from the Students Union, and finally resulted in a change in policy so that people who supply housing to university students are not allowed to express a preference for a certain kind of student in terms of where they come from.

As I said, again, I think we need this off-campus housing bureau, or at least it could be examined. This is a feature of some campuses in the United States and Canada. Some sort of agency which could examine the rates and facilities.

I raise this whole question because I think it's an important part of the whole educational prospect. It's not a frill; it's not an unrelated question; it's not something that we can say, well, we're only here to provide instruction and counselling, and when it comes to room and board fend for yourself. It's an important factor in the cost of education and I think it's an area that should be thoroughly examined. There's been a tremendous shortage in Manitoba and it looks as if we are going to have a continuing shortage so I'd like to hear what the Minister has to say on that.

MR. CHAIRMAN: The Member for St. Boniface.

MR. DESJARDINS: Mr. Chairman, I don't intend to be long on this at all. There's been so much said in this department and we have very little time with the estimates, but

(MR. DESJARDINS cont'd.)... there's some things that I would like to ask the Minister. I asked him a question at one time before the Orders of the Day, and at the time the Attorney-General felt that this should be discussed in the estimates. I don't intend to give the Minister any trouble at all but I think that whether we like it or not we have certain responsibilities and I think we should at least look into all the problems that we have.

The Honourable Member for Rhineland discussed the question of these people, these students attending private schools, and we had a delegation of a group not too long ago who wanted some solution, if at all possible. I know that this is quite difficult. I know that this is something that has faced Manitoba for many years and I know that this is something that we should, if at all possible -- I don't think that we could sweep this under the carpet; I think we have to look at this and I think that we have to agree to keep this above party politics if we're going to achieve anything, but I don't think the answer is to do nothing and to close our eyes and think that the problem will go away.

Now, I don't want to put the Minister on the spot. I think that he should, especially because we had a 2,000-student delegation, I think that these people asked the members of this House something; I think that we should answer them. If we can't give them all the answers now, I think that nevertheless they should know what is being contemplated, what the members of this House wish to do.

I wonder if, to take this out of politics and to bring it in without all the emotional involvement that this could bring, I wonder if the Minister could tell me what he would think of this proposition, this suggestion that I make: that we set up an independent, truly independent committee of the Members of this House to look into this, the financial, and see what these people have to go through, because we've been talking on nothing else but finance and taxes and premiums and so on in this session, and I think that we have to, like it or not, we have to admit that there is a problem there. And I wonder if the Minister would go along that we have, with no motion, no resolution asking for any principle at this time, but that we have an independent committee of this House, to study this between now and next session and to bring in a report at next session, and then we could see what is involved and we can decide some action then. I think that this could be done in a nonpartisan way; I think that we don't have to have party lines in this. If we had a committee that would look into this, study all these closings of these different schools and study the possibility of doing something, either bringing everybody within the public school system, if this is the answer, or allowing certain grants and at least maybe -- we were talking about people going to school now that couldn't afford it and the Minister said, well, there's enough -- not grants -- scholarships and so on. There might be the question of scholarships but nevertheless I'm only asking this of the Minister, that we don't close our eyes. I'm not trying to put him on the spot at all, as he can see by the tone of my remarks also, but I would suggest, and I would like to have him answer me on this: would he go along with this if we decide to set up an independent committee of this House that would look at this problem? We know it exists. And then we won't worry about what will happen now. Just a committee that will look at this and recognize that there is a problem and that would be something. If we can tell these students and their parents, well, all right, you've been -- and I'm not blaming any one government or the other, or one party or the other, but we've been trying to close our eyes to this but it's not fair; we are going to have a committee and we're going to look into this and this committee will report at next session. I wonder if the Minister would give me his comments on this.

..... Continued on next page

MR. CHAIRMAN: The Member for Roblin.

MR. WALLY McKENZIE (Roblin): Mr. Chairman, much has been said in the Committee but I feel that maybe I should make a small contribution, with your permission. I would like to congratulate the Minister and the staff of the Department of Education for the outstanding job they continue to do in this province. I also think it is time, Mr. Chairman, for me to recognize the work that is being done by the school boards in our province. The task that some of our unitary boards have taken on their shoulders is a burden which they have, in most cases, not experienced before at the level which is in their hands today, and I must say that they are standing up well under the strain and with the guidance of the department are doing a very good job.

I think, Mr. Chairman, we recognize the municipal difficulties and that taxes are high, but I feel certain that the province and the government have been doing its best and will continue to do its best, and that their heart is in the right place.

The remarks that were brought to the attention of the Committee yesterday by the Honourable Member from Turtle Mountain were most encouraging to me when I received the brochure of the International Music Camp, which of course is an annual event at the Peace Gardens and one that I have attended as a visitor on several occasions, and I would like at this time to put in the record, Mr. Chairman, that there are school bands, high school bands in our province, that are second to none. In my area I have had the privilege to associate myself with the Swan River High School band, which I think has won every award that could be possibly won by a high school band across our Dominion. We in Roblin Constituency have a junior band now of the calibre of the Swan River group, who are setting standards that are very high, and both of these musical organizations have been headed by Mr. Archie Beach at one time, and now are under the direction of Mr. D'Arcy Mossing. These bands, with their organizations and their donations from service clubs, municipal groups, parents, band organizations, have accumulated instruments to the value of possibly \$10,000 each, and the contributions of these musical groups in our communities I daresay, Mr. Chairman, are beyond value.

I would also like to, I think, draw to the attention of the Committee that the RCMP gave invaluable assistance in the drilling and the supervision of the drill of these school bands in Swan River and Roblin. I, being a former bandsman myself, I suppose Mr. Chairman, cannot describe the many thrills and the many hours of pleasure that I have had from music. I never was what you might call a brilliant academic but I was able to carry my share of the load with my musical ability, and I don't think there's anybody in this Assembly today, Mr. Chairman, who wouldn't stop and pause if a brass band were to go down the halls of the rooms here or march in front of the Legislature. I don't think there's anybody in the Assembly who wouldn't experience a sort of a thrill, or a tingling sensation in their spine, listening to a good brass band. I recall - no doubt there are many in the room - some of those weary route marches that we had in our army days, when the band would strike up we were invigorated and forgot that we were weary. I'm glad that the Department of Education and the Minister are supplying instructional grants to the Foundation Program for the inclusion of music in our unitary divisions, and I feel certain, Mr. Chairman, that the boards of these unitary divisions will very shortly include band music as soon as funds are available in their various school divisions. But I think I should urge the department to consider band musicianship as a part of the curriculum in possibly the General Course or something, because I, speaking from experience, can say safely that a musician who possibly is not a brilliant academic can offer a great contribution to the school environment in which he is attending.

The other thing that concerns me of course, Mr. Chairman, is that music at the rural level is fast becoming a lost art, and I feel sure that if the department will give the direction in this field that I think it deserves, that we will find the greatest co-operation; I think we'll find very keen interest; and I'm sure that the results will be rewarding, whereby we in Manitoba will be able to put the finger on possibly 40 first class high school bands who will compete or compare favourably with anything that our American neighbours to the south may bring to our attention.

With those few remarks, Mr. Chairman, I would like to thank the Minister for the co-operation and the guidance they have given me and the board in Roblin constituency, and also Pelly Trail, and I look forward to the year ahead being one of great reward under the guidance of my Minister and the Department.

MR. CHAIRMAN: The Member for Assiniboia.

MR. STEVE PATRICK (Assiniboia): Mr. Chairman, I just wish to make a few comments because the Honourable Member for Emerson has covered the topic in quite detail and took some time to do it, but I just want to raise a couple of points. The first one is with respect to the shortage of teachers and the number of permit teachers we have at the present time. I'm not going to take any time on it. I just want to raise a point because the Honourable Member for Emerson has already spoken on the permit teachers, but I would just like to draw to the attention of the Honourable Minister: when the Member from Wolseley was in opposition he used to take the government, when the Honourable Member for Lakeside was the Premier then, he used to take him to task all the time - and I was able to read some of his speeches - on this particular point of not being able to supply sufficient teachers and by having so many permit teachers. And if we look at the situation at the present time, what do we have? By an Order for Return that we had a couple of years ago - and the indications are, and it's quite clear - continually we have had more permit teachers every year. Elementary and secondary permits starting 1961-62, we had 139; 1962-63 we had 160; 1963-64, 236; and 1964-65, 291; 1965-66 we had 337; and at the end of '66 we had 351; so this is quite clear that we have not improved the situation at all. As a matter of fact, it's progressively getting worse, and I would like the Minister to just tell us exactly what is he doing to improve the present situation.

The other point, Mr. Chairman, that I wish to raise, and I do not want to say at this time that I'm speaking for aid to private schools nor am I against aid to private schools, but the point I want to raise is in respect to the Centennial Train that was across Canada this summer. When it was stationed in St. James, most of the schools had transportation supplied to go to the Centennial Train. Now the St. Charles Academy in St. Charles, which is a private institution, did not have these facilities. Some of the students or children were not able to go to the Centennial Train because they did not have fees to pay for the transportation. I think it's most unfortunate and regrettable that a thing like this would happen. I don't think this was a matter of aid to private schools. I don't think so at all, because this was just a point that I think it was all schools were trying to get the children to the Centennial Train, and I cannot see why the children in private schools did not have the same opportunity. Many parents have called me about this point and were quite put out. They did not see this as any aid to private schools; this was just a matter of getting the children to the Centennial Train. And I would like to say that the Honourable Minister should look into it and I personally feel that this was a most regrettable incident.

The other point, Mr. Chairman; I did take quite some time to speak on education on the Throne Speech debate and I'm not going to repeat what I said at that time, and that was in reference to the staggered classes in Assiniboia, but I do want to make another point at this time and that is in respect to vocational facilities in St. James and Assiniboia. The Honourable Minister must appreciate that we will have a population of anywhere from seventy to eighty thousand people in the next few years, and I feel the present facilities in Assiniboia and St. James are not adequate. I feel that they're limited in scope and capacity because at the present time we only have some 415 students enrolled in vocational classes.

Now all these schools that do provide vocational classes will have to be enlarged within a year or next year because they are already full. I think that we would be able to provide much better courses if we would put up a vocational school to serve that whole area in the West Winnipeg. If it would be close to Portage Avenue, be close to transportation from either west or east, I think that this is what we should look at. A survey had also been made in Assiniboia and St. James where the survey clearly pointed out that at least 25 percent of the students presently enrolled would be taking vocational training or would want to take vocational training. If this is any indication, we need facilities anywhere from 1,000 to 1,400 capacity for vocational training, so we either will have to expand our present facilities within the present high school system, which I feel would be quite costly, or on the other hand, I think if we do build a vocational school this will take the load off the present high schools which we will be able to accommodate more children, and then we will be able to provide much better courses if we do give consideration to building a vocational centre in St. James and Assiniboia. So I hope the Minister of Education will give serious consideration to the vocational school in this area. On the other point, I will not say any more because I did speak on it on the Throne Speech in respect to the shortage of classrooms and many people will have to send their children to staggered classes for 4-1/2-hour classes a day, which I think places quite a burden on many children.

MR. CHAIRMAN: The Member for Emerson.

MR. JOHN P. TANCHAK (Emerson): Thank you, Mr. Chairman. I wish to thank the Minister for his reply to our questions and our remarks, and I liked the attitude that he took. To summarize his attitude, it seems to me that he tried to convey the impression that he realizes that our system isn't perfect and that he is trying to improve it, and there is still room for improvement. And we all, of course, agree to that and I again say I wish him well.

As far as curriculum is concerned, he did make remarks on uniformity of curriculum in Canada, and I would say, I know that there was some effort in this direction but I would say I would like the Minister to take the tiger by the tail and really show leadership here so that it would become our priority, inter-provincially, to start with first.

I'm also happy that in introduction of new courses, the Minister indicated that in the future probably we will not have the same difficulty and I hope that there isn't the same difficulty.

Now there was one remark when I mentioned waste - the Minister wasn't too sure and I don't think that I did explain it in detail about the waste and rise in costs of schools. Well, I did mention where the trouble began and that was when our high school divisions were being formed, were being planned and instituted. I do not think - again I'll repeat it - that enough time was taken to plan them properly and have the boundaries properly made, and that's where all our trouble comes and now we have waste, I mentioned.

Now I'll just give you one example. In my own constituency, in the boundary division we have not been able, up to the present time, to come up with a plan of construction for new schools. Why? Because our division has not been properly planned in the first place and now there's difficulty. Nobody knows just where to build those schools. And in the meantime, to provide facilities for these students what was the board forced to do? They have no alternative. They congregated a lot of little huts in an area. In one place I think there's 13 little huts, school huts. This is expensive, and I venture to say that if and when a new school is constructed, what kind of return will the school district get for these huts? They cost a lot of money, moving them, building them and so on, and then when they're sold they'll probably be practically given away for nothing because it'll again involve moving them from one place to another, and that's what I say is a waste of money. It is unavoidable at this time because we have to provide facilities, but again I go back to the time when these divisions were instituted. There wasn't enough planning.

Another waste that I referred to was this over \$350,000 on the Boundaries Commission which has been thrashed back and forth, and in my opinion it is mostly a waste because they have not come up with any concrete suggestions. They have really not accomplished anything and they do cost us a lot of money. I don't know whether I can blame them too much; they've got a formidable task there to rectify the errors of the former commission. I also mentioned that we could cut down on inspectors, and the Minister did say that they're looking into regionalizing the inspection staff.

I don't think that the Minister will answer me on this any more because I'm not posing a question, but I have another remark here. I notice that the Tribune, April 3, 1968, there was a news item which says "Bilingual School for \$1.00 per year" and that refers to École Sacré Coeur which the school was offered at a grant of \$1.00 per year to the school board, and I understand that the school board voted on that and they offered it into our school system. It says: "The plan needs Education Minister George Johnson's approval." That's what it says in here. "The plan needs Education Minister George Johnson's approval of accepting École Sacré Coeur into the public school system," and I would say that this could be a pilot project; it's the proper procedure if we really believe in bilingualism. We know that this is one way of doing what we legislated last year. It would be in keeping with the legislation in using French as a language of instruction, and I wonder could the Minister report on this, whether he has accepted it or not, or whether they withdrew their offer or not. I'm in the dark about this.

Now there's one more item. I don't think it has been thoroughly discussed. The Honourable Member for Elmwood did say previously, last week when he spoke on the facts of drugs in our schools, drugs, use of marijuana and so on, glue sniffing. Most of the people think that it is not too serious but there was a survey made in the City of Winnipeg and this survey came up with these figures; that there are about 7,000 marijuana users in the City of Winnipeg; and they break it down. There are 2,000 high school students who are using it, 3,000 university students and 2,000 miscellaneous - that's other people outside of that - and I just wonder whether

(MR. TANCHAK cont'd.) the Minister could comment on this in a little broader detail and tell us how he views this, whether it's serious in his opinion or not.

Now there is another article; this came from the Brandon Sun. It says, "School needs its own jail" and that refers to a speech made by R.J. Wolfe. He's the retiring principal from Grant Park High School. I'm not subscribing to this because in the first place I do not like the word "jail". He says the school needs its own jail. I am not saying that I'm supporting this but I would like the Minister to comment on this, because evidently the teachers seem to have trouble in supervising some of these children who have a tendency to be delinquent. I would like to hear what the Minister has to say about it.

I'm not going to take up any more time at the present because it's flying, and I notice we haven't got very much time. I would like to hear the Minister's reply to some of these remarks.

MR. CHAIRMAN: The Member for Burrows.

MR. BEN HANUSCHAK (Burrows): Mr. Chairman, last year in dealing with the education estimates, we did raise the matter of instituting an independent education research board or research department, whatever one wishes to call it, and I would just like to draw this matter to the attention of the Minister again, that we do feel that there is need for such a board operating within the Manitoba Government. I say within the Manitoba Government and not within the Department of Education, because, as I mentioned earlier, I do feel that it ought to be independent of the Department of Education, and the role of this education research board, Mr. Chairman, should be in effect to stretch the thinking of the Department of Education; to make recommendations of a type that perhaps the department or its Minister may find difficult to make at a given moment; in other words, recommendations which we should consider but perhaps which could not be implemented immediately but really they should be studied, they should be considered.

For a Minister, for a member of his staff, it may be difficult to make such a recommendation because the idea has to be sold there and then to the Cabinet; it has to be sold to the government; whereas an independent body could move 10 or 15 or 20 years ahead of our time, in our thinking with respect to education, and make such recommendations and proposals as it sees fit, which would make for a better educational program within the Province of Manitoba.

I also would like to suggest, Mr. Chairman, that a research department of this type, an independent research department of this type, should concern itself with more than just merely teaching techniques, more than just merely the building of school houses and providing the physical facilities for education, but that this board should study and be cognizant of the environmental and the sociological changes which come about from time to time and which make it necessary to change and to vary our education programs to meet the needs of the people at that particular time.

Now it's all well and good to have committees established to review our curriculum, but I do feel, Mr. Chairman, that the problem is somewhat deeper than that; that the reasons why students may not succeed as well as we hoped they should in certain subjects, taught in a certain manner, doesn't simply stem from the method that's used, but it probably goes deeper than that. It's related to the environment in which we are living. Perhaps the impact of television, perhaps the impact of all the other communications media that are now in existence may have some bearing on the attitude of our students toward education and the attitude of our students towards life in general. I'm sure, Mr. Chairman, that even within the last 10 or 15 years the attitudes of younger people toward laws, toward moral behaviour and so forth, have changed considerably. Whether this is good or bad, I'm not going to debate at this particular time, but the attitudes have changed; the concept of the same within the minds of the younger people have changed; and I do feel that our education program has to be geared to be in step with the changes of the thinking, of the attitudes of the younger people, and thus, to be most effective, keeping in mind the fact that these changes have come about.

Now recently, within the past month or so, the Manitoba Teachers Society passed a resolution calling for the establishment of its own committee to study the environmental and the sociological problems of the Indians and the Metis, and then, having done that, to recommend changes within our public school curriculum in order to devise a program that would be most effective for those communities.

Now those are not the only communities that are in need of study, Mr. Chairman. Our population is gradually becoming more urbanized and I'm sure that this brings with it its own

(MR. HANUSCHAK cont'd.) problems that the Department ought to be aware of and ought to study. We are getting more and more into a mechanized and a scientific age than we had been before, and this is something which the department ought to be aware of, and these are matters that an independent research board could bring to the attention of the government. A research department of this type should work hand in hand with industry, with commerce, with labour, with agriculture, with the professions. It should study the needs, or the anticipated needs within our community, for people in various walks of life; be it in agriculture, be it in industry, be it in the different professions; and this research body, this research board should report to the Department of Education on these needs and indicate to it that there is a shortage of doctors, teachers, or there will be an anticipated shortage of engineers or what have you, in five, ten, fifteen years' time if our economic development proceeds according to a certain pattern or a certain desired pattern, and so forth. Now in the area of industry we do have a board, an independent board of this type that does study the economic development of the province, and tied in with that there should be one in the area of education, so that when the time is right to go into the development of any particular facet of resources of the Province of Manitoba that we do have the necessary manpower to enable us to reap the maximum benefits from the development of that resource.

This type of research body, Mr. Chairman, should operate on a full time basis. It ought not be a committee that meets once or twice a year for several hours or a couple of days and hands down its report. There should be a full time staff consisting of top flight people, not only in the field of education but also including people from business, from industry, from labour, agriculture, in fact from all walks of life.

I would also suggest to the Minister that a research board of this type should look upon education as a continuing process through a person's entire lifetime, that education is not something that commences at six years of age and ends at 15 or 16, but that it continues through a person's lifetime and that there are education needs which adults wish satisfied, wish to have met. And when I'm saying that, Mr. Chairman, what I'm referring to particularly is to a more extensive adult education program. I'm sure that the Minister will agree that there are other provinces within our own Dominion of Canada who are miles ahead of us in their adult education program. Just to the east of us I noticed a couple of years ago the Lakehead University had quite an extensive program and their philosophy seems to be this, that if a student cannot come to Lakehead University they will go to the students, and in fact they do that. Now I know we do that to some degree in the offering of education courses; whether this practice is still continuing or not I'm sorry I do not know, but in replying, the Minister could perhaps tell me this.

I remember at one time education courses were offered for teachers outside the City of Winnipeg in those communities, in those areas wherever there may have been a demand for such a course. Now I would suggest that if this practice has been discontinued that it be re-instituted, and not only re-instituted for the benefit of teachers but for the benefit of all people in the community.

Now just getting back to the example that I wished to give the Minister of what Lakehead University does, when I said that they go to the students, I notice an advertisement published by that university stating that if a certain - I've forgotten the exact number - if there are 10 or 12 applicants for a given course in any community then arrangements would be made to bring a lecturer out to that area once a week, or whatever, to offer instruction in that course. If the demand should fall below that, that it wouldn't be too practical to send a lecturer out to that particular area, then instruction in some courses - some courses will lend themselves to this type of instruction - would be offered by means of tape recordings, and I think some of the courses that were listed were English, History, Economics, and such. Now I know that you can't talk back to a tape recording, you can't carry on a discussion with a tape recording, but even so it's better than nothing at all.

Now this is just one example of the type of thing or type of activity that a research board could enquire into and could make recommendations on. And in closing, with respect to the research board that we are suggesting, I wish to re-emphasize the point that was so frequently made several years ago, and recently we seem to have abandoned it, and that is that the cost of education is an investment and not an expense, and I would suggest to the Minister that the government should be reminded of that fact, that money spent on education is not an expense but rather an investment in our future.

Now there are two other points that I wish to make at this time, Mr. Chairman, and one

(MR. HANUSCHAK cont'd.) deals with the Minister's announcement of offering Ukrainian commencing at Grade 7. This was long overdue. There was a demand for it, there continues to be a demand for it, and I do feel that if the instruction in any languages other than English and French is offered that it should be commenced at the same grade level if at all possible and thus give all students the same opportunity to pursue a course of studies in that language. At the present time, the Minister knows that instruction commences in Grade 9, which meant that the student intending to take a University Entrance course had to take some language other than Ukrainian in Grade 7 and 8 and then switch to Ukrainian in Grade 9, which means that for the student who is desirous of mastering that particular language he did not have the same opportunity as the student who commenced his studies at the Grade 7 level.

A question that I wish to put to the Honourable Minister concerns the Faculty of Dentistry at our University of Manitoba. I would like to hear from the Minister whether he feels that there is an abnormally high rate of turnover of staff at our Faculty of Dentistry. From browsing through the University of Manitoba reports, I seem to get the impression that in relation to the size of the staff over there we are losing some top flight people and this goes on year after year. Now I would like to hear from the Minister what the reasons are, if he feels that there is an abnormally high rate of turnover. I have heard it reported that one of the reasons is simply a matter of dollars and cents, that the people whom we had hired to teach at our dental college were top flight, well-qualified people and they were types who could command a salary considerably higher than that offered to them at our dental college. Now if there is need to revise the salaries at our university faculties to retain our staff, to retain our qualified and capable staff, I would strongly urge the Minister to give that matter some consideration, because I do feel that it's simply being pennywise but pound foolish if we allow a situation to continue where for the sake of saving a few dollars a year on a professor's salary we lose that individual and thus deprive the students of Manitoba of the type of instruction that they are capable of receiving because the manpower is capable of offering it.

Now on that, Mr. Chairman, I will close my remarks and I would be happy to hear the Minister's comments on them.

MR. CHAIRMAN : The Member for Portage la Prairie.

MR. GORDON E. JOHNSTON (Portage la Prairie): Mr. Chairman, I shall be brief. I just want to ask the Minister a few questions about the progress - or where the matter of the vocational schools in Manitoba stand. The other day my colleague the Member for Gladstone was pressing the Minister of Municipal Affairs to produce some report of the activities of the Boundaries Commission with respect to Dauphin, which it has been announced that Dauphin will be receiving a vocational school. On the other hand, the Portage School Board was asked to make a submission to the Boundaries Commission, which they did. I understand that there were no meetings of the Boundaries Commission in Portage la Prairie but the Portage School Board did come into Winnipeg and make a submission and were later told that there were no plans presently for a vocational school in Portage.

Now I refer to a newspaper clipping in the Tribune of November 1, 1967, where the former First Minister - the now almost always absent Member for Wolsely - spoke, and he announced the locations of three vocational schools, three technical vocational schools; one at Brandon, one at Dauphin, and one on the east side of the Red River in Greater Winnipeg.

Now, Mr. Chairman, I might say that there is considerable confusion and unrest in the minds of some people, because in Portage la Prairie in the last election there was an ad published by the Conservative Association that said in effect that if you don't elect the right member you won't get any schools or roads. -- (Interjection) -- No, that's true. Now I would like the Minister to make a statement to clear up some of the confusion on this because there really is confusion. When an area which serves 25 to 30 thousand people is ignored by the Boundaries Commission as far as investigating the possibilities, and another area where the Boundaries Commission held no meetings whatsoever and it was announced that there will be a vocational school there, well this leads to questions in some people's minds.

I'd like to refer to the Order for Return that I had submitted with respect to the activities of the Boundaries Commission. I find that there were about 32 meetings held; 11 were held in the Interlake area, none were held at Dauphin or Portage, there was one in Brandon, one in Souris, one in Baldur, one in St. Laurent, Selkirk, Souris and so on. I find that the expenses of the Boundaries Commission is quite a huge amount in my opinion for 32 meetings - and I know they had staff and they had quarters - but it seems to me at \$365,000 for 20 months in

(MR. JOHNSTON cont'd.) operation is a pretty expensive commission.

I think for one thing that this commission is taking from the Department of Education their responsibilities. The location of schools, vocational schools in Manitoba, is a highly technical proposition where the expert advice of educational experts are needed, and when I examine this Order and find that at the 32 meetings that were held which lasted approximately 145 hours, this works out to about \$2,500 an hour, and for the results produced - for the results produced, I don't think it's anywhere near value received.

I would like the Minister to give a clear statement so the people of Manitoba know what's going on here. On one hand, the Boundaries Commission invites submissions; on the other hand, people have to -- they've heard about other municipalities who have been invited to make a submission - for example at Dauphin, a town council had heard that the Portage people were asked to make a submission, so after writing in they were allowed to make a submission but not before that. Now this is a highly unusual procedure where the Premier announces locations of three schools, a Cabinet Minister goes up to his own town and confirms and announces simultaneously the decision to locate a school there, yet the Boundaries Commission haven't been near either community except a brief contact by mail for a meeting in Winnipeg. And I would like the Minister to explain this situation that is going on today.

MR. JOHNSON: Well, Mr. Chairman, I do want to try and be as helpful as I can to the honourable members in Committee and I think that we have to vent this whole matter of the vocational program and the method of going about it. I would assure the Honourable Member from Portage that as far as I'm concerned there's nothing sinister in what has been developing. It is a most confusing area for the members and it has been for me over the last few years also for several reasons.

As I pointed out the other day, after we rose last year and continued within our department to examine where we were going and turned to the Boundaries Commission and had discussions with them - our educators did in respect to the regional residential-type of facility - it became apparent that as we talked more and more last August and last summer with the federal authority that there was room for this diversification, or the kinds of schools, and I think if I can explain these basic ground rules to the honourable member that are in the White Paper. The Federal Government said -- we could see that regional residential schools would so depopulate many of our divisions where the figures turned out to be maybe 300, 400, not even 600 students in a whole division, that educational reform or grouping -- these divisions weren't likely to go for one big school per division if we wanted to make vocational education possible to those students who wish to pursue it.

In our further discussions with the federal people, they came down from 750 to 600, saying they'd approve a high school with as few as 600 students going to 750 in three years. It became apparent to us in the department that possibly a combination of the composite type of school might better lend itself to the people of Manitoba than the pure vocational. Now the pure vocational is a school where all the students take half vocational time, half academic. The minimum they share in were 400 student capacity facility. These are the two definitions: the pure school and the other. There's no question in the eyes of the vocational educator that possibly the best type of vocational high school education is given in the pure vocational type facility.

Now we're talking high school facilities, not post-secondary types of training institutions such as trade schools and technology. I'd like members to get these definitions clear in their minds. The kind of programs offered at Brandon, The Pas and MIT, they're called vocational trade schools, vocational technical institutes. These schools have both the industrial division in which you offer trades, and the technology division in which you offer technologies. For technology admission you have to have Grade 12 General Course minimum. For the trades you can have maybe - it depends on the trade you're going into - anything from Grade 9 to 12 can go to these types of institutions. In reviewing the broad area in our department, it also became apparent that as you introduce more vocational high school courses into our regular high school system, either of the composite variety or developed base vocational high schools to serve say many divisions, there were these combinations open to us. It seemed that we'd probably better meet the needs and the desires of more Manitobans by trying a combination.

At that point it also is the character of your training in the high school to get more vocational education in high schools, and your vocational technical schools tend to become more post-secondary in nature and they would lend themselves ideally to the community college type of

(MR. JOHNSON cont'd.) concept; in fact community colleges. This is what they will become and it seemed that . . .

MR. FROESE: Could we have a little more volume put on so that we can hear better?

MR. JOHNSON: Geographically we have in the borders of Manitoba three strategic sites that would lend themselves to the community college type of development. We then were under duress to get on with the job. My department reported this to the Boundaries Commission and in consultation with them, as outlined in the White Paper, we came to the conclusion that we could well possibly, in concert with the division say in the Dauphin area, develop a pure vocational school, because none of those divisions had enough students for a composite even. You just couldn't put on an effective with the dispersal of the students. It seemed this would lend itself ideally to a pure vocational type of facility.

In July of last year, after we rose, we had letters from these divisions, surrounding divisions from Dauphin-Ochre Division, indicating an interest in this type of development. Also, it's an area in the province where the densest and highest number of high school students would be in Dauphin proper. It then became apparent that in the western part of the province, possibly Brandon would lend itself to the pure vocational kind of school where the students from the surrounding divisions who wanted vocational education would come in without the divisions having to group all high school students into one school within their divisions, which they frankly were not ready or hadn't had the time to consider and so on.

So this broad set of ground rules was established in the White Paper that this is a method of approach, an ideal one, and the Boundaries Commission - we spoke to them about it in the planning and research and work they were doing, what did they think of this concept, and in consultation with them published the White Paper indicating that base schools at these three points to get the ball off the deck. We then set up a task force in the department under the Assistant Deputy Minister in charge of vocational education, a most knowledgeable person, and the staff, to meet with school divisions, groups of divisions to discuss the advantages and the disadvantages of the two types of institution, the composite and the so-called pure school. And it's quite possible for a group of divisions to get together and develop a pure school. So if we have to make a start -- (Interjection) -- The people? The task force talked to the people. This was our departmental people. After the White Paper was published we started to talk to the divisions concerned. We had indications that there were four or five divisions prepared to come to Dauphin for vocational education because they couldn't meet the criteria in any way at home, and would get a desirable program even if you could get a reduction in the number of students . . .

MR. JOHNSTON: So would it be fair to say that school officials in the Dauphin area would talk directly to the Department of Education people and not to the Boundaries Commission in this regard?

MR. JOHNSON: No, they were indicating to us that they were terribly interested and they felt they had a concurrence of opinion in that area of the province, and when our department discussed this with the Boundaries Commission there seemed to be no question that geographically this was an excellent proposal and that the province be considered in three broad regions. In the western part you had a post-secondary or vocational and trade school; you had one in the north at The Pas; you had one in Greater Winnipeg as your base facility, that you should then start to develop, and they, in consultation with our department, recommended these three sites as an initial start. This was made known on the 31st of October.

Now since then our people have discussed with these boards the kinds of programs, familiarizing them with what types of vocational programs are available, what our experts think is the most desirable type of program, such as business education as a basic in these types of facilities and so on. It's also -- and that the pure school would be the best. However, we didn't -- as the White Paper pointed out, where schools can come together with enough students and discuss their matter with the task force, we would give consideration to the composite type of facility, and we've had discussions with many boards. Concurrently with this in the department we asked the department people on the school building projects committee to examine the areas in the province on the basis of the greatest need. The members can appreciate now that divisions are doing total educational planning within their division, and over an area it's very important that we transmit to our projects committee the policy of the government, what we're prepared to support and the possible amount of monies available in any one year to support capital programs, and they can then, knowing the ground rules, discuss with

(MR. JOHNSON cont'd.) the divisions or groups of divisions the best kind of facility to meet their needs.

So we're going to have to get into longer range planning and we're going to have to, as I've said in the comments that I have distributed, the areas of great need and growth, for example in Metro West and Swan River where they -- it's not a growth factor there but here's an area that wants to close two high schools and bring all their high school students to one point. Instead of overbuilding academic, it would be helpful if they could use the vocational monies with enough students to build a composite program there. My own comments on the composite program are I think that they can be excellent if you have 500 or 600 students and can offer four or five vocational outlets. It means more kids get some vocational training closer to home, and I think offsets and is preferential to the residential type of approach that had initially begun.

Then I would report to the honourable members that last December we were slowed down in our meetings with the task force with several divisions because the Federal Government under the tight money policy was afraid that money would have to be reduced across Canada to a \$200 million ceiling which meant we would get 11.5 for the coming year. We had enough going under capital construction now to eat that up in total and leave nothing for vocational high schools, so we put enough money in the estimates to cover the purchase of to cover the land purchased to get started in the three areas this year. And then in appealing to the Federal authorities, pointing out that we had an equity in Ottawa and we would hope that with our plans in the Interlake under the ARDA-FRED agreement that these would not be threatened, finally in March we got assurance from the Minister in writing that we would have enough to proceed this year, that he would make three or four million additional dollars available in the current year. He is then becoming quite concerned across the country about the following year where ourselves and other provinces will be hitting the peak, and he's wondering about the total monies available.

So all I can say to the members of the House now is that we wanted to indicate to you that we were making an initial start in three areas, that we're prepared to go and examine with the Brandon, Metro West, Swan River people in the coming year the kind of programs in their areas, and I'm sure our task force is prepared to sit down with places like Portage la Prairie and other centres where you have a good grouping of children and can develop effective and meaningful programs. I think these will be developed within our resources and the availability of this federal money over the next year or two.

I can share with the House a point that I think we'll be getting increasing flexibility from the Federal Government with respect to the student populations required, but I do reiterate that more meaningful programs can be obtained with four to six hundred students. I hope this will explain in very general terms the approach to this. Now it is my understanding and the government's understanding that following the hearings at the Interlake the Boundaries Commission will have provincial scene, and will be reporting to us this spring. We would be very pleased in the department to discuss with boards or groups of boards their long-range plans for educational planning within their region to see what program would best suit them to make sure . . . (Recording failure) . . . talk to the board about it, but there was certainly no intent of programs of this nature and I'm sure members will appreciate that you can't overnight, and it does take understanding by the local boards and understanding by the people too. I am disturbed when I hear some reports, as I did in a rural newspaper one day, that someone was commenting that vocational is all right for the other fellow's kids but it's no good for mine; I want an academic education.

Well the whole purpose I think of the program is to get - one of the main features is to get an understanding by the local people of the kind of program to develop. I personally think once we build a couple of them and the trustees and people can see them, that the acceptability and the desire for this more flexible type of programming will become evident to people.

While I'm on my feet and in the few minutes remaining to me, I would like to probably take these in reverse order to which they were presented, and I would just say one last thing to the Member from Portage, in that honourable members will know from the debates here the Boundaries Commission insofar as school programming is concerned work with them in giving them the educational criteria and what have you from our department, and then these men sit down separately from us of course and bring out their concepts of how these

(MR. JOHNSON cont'd.) might be applied over regions, and I think a great deal of valuable information as to the approach of what is acceptable and what isn't in the eyes of people and so on, will come out of that Interlake pilot project.

I would also say that we really had to have an instrument of this type to assist the government in approaching the -- assisting with the divisions and the trustees within divisions with very difficult problems as they look at their overall building program in an area where high schools might be moved from one town to another, or one closed and made an elementary, and grouping of students in a bigger high school, that they need the assistance of the commission and the department in this area. Not that bigness in itself in my mind is any cure, it's just that we want to get as efficient a plant as we can at the least possible dollars for the people. This is one of the reasons there is a lot of temporary units in the constituency of the Honourable Member for Boundary where he has a very difficult problem. We have met several times with the divisional trustees and they are trying to bring down a longer range educational plan and they are going to want to know what the Boundaries Commission independent group think of it, they want to know what we think of the possibilities of student populations for travel and so on.

The member for Burrows mentioned we should become aware that we are living in a mechanical age and maybe stretch our thinking a bit. I just want to reiterate to members, with respect, that we in the department get all kinds of advice from the Economic Council of Canada, the local Economic Council here attached to the government, 400 businessmen and people in business and industry have advised us on an ongoing continuing basis with respect to every course and program in our Institutes of Technology.

We have the Curriculum Council now set up in subject areas to review entire subjects from kindergarten to Grade 12. They are utilizing the research available from all sources and other areas. We contribute, and the Canadian Council on Research and Education, in Manitoba of course the Educational Research Council which we support, the Department of Labour in Ottawa share all their material with us on a nation-wide basis with respect to the kinds of programs in our institutions and so on. We have the Manitoba Institute of Management, a local association of our businessmen as you know, who work closely with government authorities in upgrading management on a continuing basis. We have the research carried out at the university; we are supporting quite a few projects there.

The Member from Elmwood was asking about -- I have a list of some of them here which I'll deal with in a few minutes. We have the extensive university night program, the evening program as he knows; we have our revitalized alumnae association going out to the rural communities . . .

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

Mr. Speaker, the Committee of Supply has considered a certain resolution, directed me to report progress and ask leave to sit again.

IN SESSION

MR. WATT: Mr. Speaker, I beg to move, seconded by the Honourable Member for Springfield, that the report of the Committee be received.

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

MR. LYON: Mr. Speaker, before moving adjournment, perhaps the House would permit me to advise them that we have now spent a total of 77 hours and 20 minutes in Committee of Supply, and on the current Department of Education the committee has devoted 5 hours and 30 minutes to consideration of those estimates.

MR. CAMPBELL: Mr. Speaker, what will be taken up this afternoon?

MR. LYON: Private members business.

A MEMBER: We have 5 hours and 20 minutes left?

MR. LYON: You've already had 5 hours and 20 minutes. I would move, seconded by the Honourable the Provincial Treasurer, that the House do now adjourn.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried and the House adjourned until 2:30 Tuesday afternoon.