

## THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock, Thursday, March 18th, 1965

MR. CHAIRMAN: Item 1(a) passed.

A MEMBER: Is the Minister going to reply on this, Mr. Chairman?

MR. JOHNSON: Yes. Mr. Chairman, at this time I would just like to possibly take some of the questions in reverse order if I may -- I seem to accumulate so much paper in writing down replies -- First of all, with respect to the Honourable Member from St. Boniface, I too am rather sad that there were not more members who were able to take advantage of the invitation which I extended to the House to visualize our new Teaching Aid Centre, as we call it, in the old Ford Building. I think the Member from St. Boniface should consult with his colleague from La Verendrye who was the only member of their group who was able to make -- take advantage of that tour of the centre. At that centre, as we all learned that morning -- I think very few Manitobans, including members of the House, are aware really of the extent to which we are utilizing radio and television in the field of education today.

There are three series of television broadcasts produced: those that are produced at the federal level, national broadcasts or national programs and television. There are those produced by the three western provinces where we have excellent co-operation between the three western provinces. We produce about one-third of those programs here in Manitoba, and then of course we have our own local programs that are beamed out throughout the Province of Manitoba every single day at 10:30 a. m. And the radio branch is quite highly developed at this time and as we learned the other morning, as was expressed to the members, the CBC representative there pointed out that this province probably has the best radio, school radio broadcasting studio in Canada. We have excellent co-operation from the CBC, who provide the technical staff and so on to produce these plays. They provide the technology and they pay all indirect costs, and we are very fortunate that we don't have to pay for radio or television time on any station.

Now, every year at the beginning of the year the radio and television curricula is drawn up; the programs are sent to every teacher, who can then plan her course of studies, knowing just on what morning the various radio and television programs will be on the air or on the screen. And I thought for the benefit of the Honourable Member for St. Boniface I would send him three copies of the series called, "Calling Young Manitoba", Grades 1 to 4 television, 5 and 6 television and radio, both of them, and 7 to 12, and these are magnificent educational aids. And as I announced -- pass those to the member from St. Boniface -- as I said earlier we are well advanced into this field, and happily have been able to secure from CBC the assurance that we will be able to conduct this fall a series of 20 television broadcasts to teachers in the new mathematics series. I think it will more and more become a teaching aid of the first quality, and it will be a most significant role in education in the future rather, and we're going to have to use it in teacher re-training and enrichment and interpretation. As a matter of fact, in addition to this at that radio Teaching Aid Centre, as we were shown, the equipment is there to take off television broadcasts and repeat them, the most modern equipment, and the whole new series of sciences that will be taught in our schools as we said the other night -- already we are buying the visual aids, or have about half of them that we require, and in these estimates later on you will see the rather large expenditures that will be required to have these educational supports during these courses. I understand you can't actually put on these courses without these visual aids.

Now, the Member from Neepawa mentioned vocational guidance. As I indicated, I believe, and will be coming up during the Estimates, we are planning a Guidance Division within the department where we have passed that -- it is in these Estimates -- for a Supervisor of Guidance and Staff and a Vocational Guidance Supervisor working as one. We've had much discussion at the Advisory Board level all year re guidance. We have advertised widely for a supervisor over the past year without too much success to date. However, we do have hopes for some top people in these positions in the coming year once we pass the Estimates, but we have had permission to get a start in this in the past year and the personnel is a problem. I could also say to him that the whole field of vocational guidance is not a cut and dried thing, it is a very complex field. As I read, even the Advisory Board minutes which have been of our own Advisory Board in the area of guidance and counselling, you can see even amongst the experts that it's a very complex field that is going to have to be developed. Just at noon today, or this morning, I heard the Director of Technical and Vocational Training for the Federal

(MR. JOHNSON cont'd).....Government, Dr. Ford, speaking to the 12 American directors who were here visiting our school, the Manitoba Institute of Technology, and during his remarks he commented on this very point that possibly in the United States, in general terms, they were ahead of us in vocational guidance and dealt with the complexity of it. I think that it involves all the people in the educational field of course, but we are hopeful of making a very real start in the coming year in this particular area.

The Honourable Member from Logan asked a question about teaching certificates not being recognized by the department. I'm not too sure what he was referring to but I'd be happy if he would direct the details of whatever he read, or what he had on that to me because I just didn't quite understand it. --(Interjection)--I'll be able to get that later if I may.

MR. HARRIS: Oh, I'm sorry.

MR. JOHNSON: I'll be happy to share that with the House, with the Committee, after I've had an opportunity to just examine what it's about.

But the other matter he brought up is a matter that I've been sitting here -- I'm just wondering if we ever got off my salary and onto administration, I might deal with the matter which the Honourable Member from Logan brought up, namely, what is the government going to do concerning the Michener Report? I had planned to introduce Item 2 which is the major item here on educational grants. But in view of the importance of this, during the debate on salary it might be just as well now if I could tell the Committee as to the decision of the government with respect to the implementation of the Michener Report, because the two speakers referred to it today and I think that now is probably the time to address ourselves to this question.

First of all I thank, I believe, the Honourable Member from St. Boniface for the big cigar and if he could make it a daily occurrence it would be well appreciated--(Interjection)--No, the Honourable Member, the Leader of the NDP of course is -- I'm always a little worried when he takes a deep breath, that his colour will actually come back. However, I have dedicated myself in this House to his medical betterment so I hope that'll continue.

With respect to the Item 2 on educational grants, I would point out to the Committee that the school grants as you notice are up this year some \$3, 113, 000 over the amount which we asked the House to approve at the last session for the current fiscal year. Now as you know since we last met of course we have received the report of the Michener Commission on Local Government Organization and Financing and my department has since its publication given intensive study to those aspects which have to do specifically with education.

I want to refer particularly for a few minutes to Recommendations 14, 15, 16 and 17 of the Report. Recommendation 14 is as follows: "School boards should continue in co-operation with the department to provide local administration of the foundation program and should have the discretion and responsibility to extend and improve upon it at local expense." In this connection, may I say that we are deeply grateful to the trustees in their province for their intense interest in the devotion to the cause of education. I am well aware that by and large we have a dedicated group of people doing this work who spent countless hours devising ways and means of administering education at the local level in order to obtain the very best for our boys and girls under their charge. We've been pleased of course in the department to associate with them in their work and the department is always ready to assist with advice, guidance and discussion on the many diversified problems which inevitably occur. We therefore believe it is in the best interests of the sound educational system to continue to have local interest and participation in school affairs.

Recommendation 15, if you recall, reads as follows: "In addition to their present responsibility for secondary school education, school division boards should be given the exclusive financial and taxing responsibility for all elementary public schools within their respective divisions as well as general administrative responsibility for such elementary schools but reserving to district school boards the functions mentioned below. And as a necessary consequence," they go on to say, "of the proposed transfer of fiscal responsibility, all assets and liabilities of the school districts within the division should be vested in and assumed by the school division without adjustment for compensation to the districts." I just refreshed the Committee's memory as to what Recommendation 15 read.

In line with this recommendation we propose to introduce legislation, amendments to The Public School Act that will make it possible but not mandatory to transfer financial responsibility to divisional boards and to that end an enabling bill of course will be introduced to make this possible. The procedure which will be provided in the legislation will be that if a petition

(MR. JOHNSON cont'd).....of 50 percent of the elected boards of trustees of school districts within a school division, representing not less than 50 percent of the pupils in that division, is presented to the Minister requesting that the Board of Trustees of the division be given the powers and duties of the Board of Trustees of the school area, the Minister may direct the board of the division to submit the question to a vote of the resident electors of that division. Then if a majority of the resident electors vote in favour the Lieutenant-Governor-in-Council by Order-in-Council gives to the board of a school division powers and duties of the Boards of Trustees similar to those of the school area. The Board of Trustees of the division would then assume complete financial responsibility for the division and for the school districts within the division. It would assume general responsibility for administering and managing the educational affairs of each school district subject to the powers, duties and responsibilities reserved for the local board. The school division board would have the responsibility of estimating expenditures and revenue for the division and for the districts within it. The amount to be levied after taking into consideration grants and other revenues would be levied over the division as a whole.

Now the powers of the divisional board under this system are listed in Section 35 of The Public School Act, and I may say they will in short have the same powers as they had as divisions in addition to this.

The main duties of the Board of Trustees of each district in the division would then be -- that's of each district within the division -- would then be: (1). The power to select the teacher required for the schools of the district. (2). The power to recommend to the division board the transfer of a teacher. (3). The power to make small repairs to school buildings up to the amount of, as it says there, (a) \$75.00 if the school is one classroom; (b) \$200.00 if it has two to ten classrooms; and (c) \$400.00 if it has more than ten classrooms. (4). The power to regulate the use of school property of the district. (5). The power to enter into an agreement with the board of the division to furnish special services, apparatus, equipment for the district at its expense as are not ordinarily provided by the school division board. (6). The power to require the board of the division to close a school in the district or reopen it if there are ten or more children of school age. (7). The power to regulate and provide for religious exercises, religious teaching in the schools of the district. The powers of these local boards in the division would be those set out in Section 34 of The Public Schools Act.

In line with the recommendation of the Michener Report there will be provision for vesting of all property belonging to the school district in the school division. It also provides that all debts and liabilities of each school district shall be assumed by the division. There will also be provision for the making of an award; adjusting the assets and liabilities as it is deemed advisable to do so. This is in Section 38 of the Act.

The division will receive grants for the districts and for itself on the regular basis and the amount of money required to be levied after taking into account all revenue, will be in form of a single levy across the division, thus equalizing the cost of education within the division.

We believe that this is a thoroughly democratic procedure and that a number of division and district boards will want to take advantage of this legislation and that ultimately the majority, if not all, school authorities will make a thorough study of its possibilities and decide upon a positive course of action.

With regard to Recommendation 16 which sets out the local responsibility which should be retained by the district boards, I have already mentioned that we are following that recommendation precisely in the proposed legislation. I may add that in subsequent legislation which will be placed before the House, those divisions which elect a transfer of financial authority to the divisional board, provision will be made for the board to appoint a superintendent in line with Recommendation 17 of the Michener.

We have studied very carefully the proposals in the Michener Report with respect to consolidation of school districts. I have already told the House that consolidation of school districts has been proceeding apace during the last several years and in the last school year we have reported the formation of fourteen new consolidations, new consolidated school districts. In addition to this, fifty small districts, school districts have been dissolved -- in most cases their lands transferred to consolidated districts already in existence.

Since the establishment of school divisions in 1958, there has been increasing interest in consolidation on the part of many people in the rural areas. Each year a number of consolidated districts has been formed and in addition many small districts have been dissolved and have in the majority of cases been transferred to existing consolidated districts. The Depart-

(MR. JOHNSON cont'd).....ment of Education has been pleased to assist local authorities in this work but much credit for the progress made thus far must go to the school boards, parents, who have taken such an active interest in this work.

The government now propose to provide an expanded service to local authorities to assist them to plan and form consolidations. Districts which, while designed to fulfil local educational needs will also fit into a rational plan of consolidation in any school division or region. It will for this purpose provide a school district's consolidation planning service within the Department of Education which will provide continuous guidance, assistance, advice and information to school boards and others. The functions of the service and its staff will be, and I would like to outline to the committee how we plan to handle this consolidation planning service. (1) On request: To assist local authorities to plan consolidations which will have a sufficient pupil count to warrant provision of at least eight teaching classrooms, where geography, roads, assessment and other relevant factors make it possible to do so. (2) To assist in planning consolidations of maximum practical size where it is not possible to provide a consolidation which will require eight teaching classrooms due to geography, sparsity of population and other related factors. (3) With the approval of the Minister, to initiate plans for a consolidated district, or a group of consolidated districts in any school division or region where it is deemed feasible and advisable to do so. (4) To foster interest in the formation of consolidated districts through attendance at meetings and conferences of school authorities and electors. (5) To be available for consultation with trustee organizations, school boards and the public generally, for the purpose of providing advice and guidance and planning consolidations. (6) To give advice and assistance on procedures to be followed in forming consolidations and to be available for consultation on all matters pertaining thereto.

I would point out at this point to the committee that most everyone in the department, inspectors, senior personnel staff, and so on have always been available. I know of few nights that have gone by recently that senior members of our department have not been out talking to school boards at the local level, talking consolidation and we feel that this increased machinery at the departmental level, will assist greatly in this process which is taking place.

Now a word about grants in general -- the big item in these Estimates. The amount that this House will be asked to vote for grant purposes will include not only the ordinary grants toward the operation, maintenance and capital expenditures of school districts and divisions, but will provide monies for certain grant increases which will I am sure, materially assist those districts and divisions to provide expanded educational opportunities and I would like to list them for the Committee at this time.

(1). The increased grants will include first an increase from 40 to 60 percent of the cost of elementary school buildings where the building has at least eight teaching classrooms, and 60 percent of the cost of additions to such buildings where the total number of classrooms is eight or more. This additional assistance we feel sure will be of great benefit to those districts which decide to form efficient economical consolidated units in line with the policy which I have just enunciated. (2). There will be an establishment grant of \$10,000 for each division which elects to turn over financial responsibility to the division board under the proposed legislation. (3). There will be an additional teacher grant for those division boards which have assumed financial responsibility for the districts under the legislation and who employ a superintendent. This would be one additional grant towards his salary and other regular operating expenses on the same basis as paid for the teachers employed in the division. (4). There will be an increase in the grant toward administration, which now provides for 50 percent of the cost of administration to a maximum of \$60.00 per authorized teacher, to 50 percent of the cost up to a grant of \$75.00 per authorized teacher with a minimum grant of \$10,000 per division. (5). I have previously mentioned our greatly expanded curriculum program, and made reference to it in the opening address in the last day or so, and we want to make the variety of courses which are and will be offered to divisions available to all the boys and girls who wish to take advantage of them. We recognize that in some cases division boards will have to transport pupils a considerable distance in order to make the facilities of these various courses available, and we propose to provide an additional grant of \$75.00 per pupil who has to be transported beyond the high school which he would regularly attend to another high school in the division which offers the course which he wishes to take but which is not offered in his own school. (6). We also recognize that division boards will in some cases be required to engage additional teachers to provide these multiple courses and we are presently considering some type of special assistance for boards which find it necessary to do so. I

(MR. JOHNSON cont'd) . . . . . would like to point out at this time that all those smaller schools who introduced the General Course in a pilot study -- participated with us in these pilot studies -- and have introduced the General Course, were all given an extra grant of \$5,000 in the past year in order to assist them where their count was below 25. That is, where the extra course caused the loss of a teacher grant. This was considered during the year and we can recognize it as we go forward with these new courses that we are considering an extension of that present program. (7). The establishment in our high schools of science courses using the new techniques will require additions to the equipment now in use in most of them and for this purpose additional and special grants will be given to divisions as a changeover takes place. I think we will hope to base this grant on the percentage of cost of re-equipping a lab for example for the new science courses and the formula similar to that used in other provinces.

Mr. Chairman, I consider this a very important statement of policy. This in a nutshell is the government's recommendation which is provided for in these Estimates. As I said earlier, we think the method by which we are approaching this is most democratic. I can assure members of the Committee that the most exhaustive amount of consultation with the school trustees around the province has taken place in the last year. The government in the end has to take the responsibility for implementing any programs and policies, and we feel that this is a very real step forward in education in the Province of Manitoba. I would be happy to answer any questions at this time, or this evening with respect to this statement if I can elucidate honourable members further upon it. As I said, I thought I should give this statement at this time because both the Honourable Member from Neepawa and the Honourable the Member from Logan brought this matter up this afternoon in the debate on the salary. With respect to some other questions, if I can get caught up to date here before I sit down and receive the advice of members opposite, the --

MR. T. P. HILLHOUSE, Q.C. (Selkirk): Are you going to take it?

MR. JOHNSON: I thought the member from Neepawa might be very happy when he heard my statement this evening.

MR. SHOEMAKER: There are one or two points missing yet.

MR. JOHNSON: I was going to say -- the Member, I'm sorry the Member from Rhineland isn't here. Possibly the questions he's asked me I can answer at a later date unless other members of the Committee wish to -- maybe I'll just answer them now. He asked about sickness of students, absence from school. Actually if a student, for example in elementary school, is sick, the determination of his right to pass at June or some other time is made by the school, subject to the recommendation of the principal and the inspector, and if a high school student is sick at the time the exams arrive, he may apply for standing and the decision will be made on the basis of his work during the school year. If he misses, for example, the June exams and his work during the year does not earn him the standing, he may write, of course, in August to save his year. There's no grant support to the operation of summer schools. A number of divisions offer summer school services but they do so as a matter of choice and not as a result of any statutory requirement.

The honourable member spoke of the semester system. I hadn't frankly given that -- there are obvious difficulties there. It's something that we certainly would be happy to explore further but offhand I can see some very real difficulties as to who would decide when Johnny takes the holiday, in February or in the middle -- who would get the summer holidays. I think that our present system is working quite admirably and the summer recess gives teachers time to have their holidays and do some re-training or take extra courses, improve themselves. I think that the semester system certainly would lead to great numbers of extra staff possibly, if you were going to develop the kind of staff you need, and possibly at this juncture . . . . . the evolution of services in our province it's probably not too advisable but certainly can be looked at.

The honourable member raised a question in the House -- I notice he has a question in the Votes and Proceedings for next Monday. He suggests that the student is not taken into consideration in a non-accredited school and as a matter of fact there are a considerable number of schools which could qualify for accreditation privileges but which consistently fail to apply for the right. It may be an oversight on the part of the authorities but I don't think so. It's probably more frequently the policy established by the principal or the board, the argument being that students should be required to write formal examinations before leaving high school and that it is unfair to the student to give him a recommendation without examination and deprive him of the experience of writing formal exams. It is for this reason that a school is given the

(MR. JOHNSON cont'd). . . . . right to apply for accreditation privileges, that it meets certain minimum requirements involving the qualifications and experience of its principal and teachers, possession of satisfactory science or library and lab facilities and the establishment of satisfactory records by former students who do go to university, and while the right to apply is given it is not required that a school which has qualified make application. In fact there have been some schools in the past which applied and were accredited and so given whatever prestige goes with accreditation, but still required all their students to write in June. And, of course, this only applies, as he was mentioning and I point out to the Committee, to Grade 11 students. All Grade 12 students are required to write regardless of whether their school is accredited or not, or have been in the past, and I just thought I would answer those questions, Mr. Chairman, while I was on my feet.

MR. SAUL CHERNIACK, Q.C. (St. John's): Could I direct a question to the Honourable Minister? He described and enumerated the expanded educational facility costs in the grants. Does he have the figures for the increase based on that purpose as compared to the regular cost of grants? Shall I repeat that?

MR. JOHNSON: Yes, please.

MR. CHERNIACK: Could you furnish us with the cost of the grants for this coming year based on last year's formula, and the cost of the expanded educational facilities which you've just enumerated as being a departure? Do you have that sorted out so that we can have that?

MR. GORDON W. BEARD (Churchill): Mr. Chairman, on entering this debate I don't believe I present myself as an expert, but in recalling my younger education days in Neepawa I probably presented as great a problem to the teachers at that time as they ever have to face today, but I do recall my teachers as being well dedicated members of the profession, and certainly I'm sure they compare favourably with those of today. In moving further north to Dauphin, I found that Dauphin-Ochre River school area certainly had a school system that was the envy -- could be the envy, rather -- of any in the country, and in living there I did find that they developed many people that were a credit not only to Dauphin but to the country, of which, one which is not the least I think, is the Honourable Member for Dauphin today, our Attorney-General. But in moving north to the jewel of the continent, I did find that the Churchill area had a great deal to be asked for. I think that education today is a prime requisite in that particular area, and I wonder if the members know the impact that government's new approach will have on northern Manitoba's problems in education. I certainly have no hesitation in passing along my own congratulations and those of the people in the constituency to the Minister and his staff. The Honourable Minister has shown imagination and a humane approach to a long neglected oversight that for years remained only a politician's dream and a vision. It is my firm belief also that the Deputy Minister has been one of the driving forces and architects behind this fine program, and I believe that Mr. Bateman in his long association with northern problems has shown that he has not forgotten us, and I again pass along the thanks of northern Manitoba.

To date, our progress in northern Manitoba as a whole has not been as fast as some of us had hoped for, but it must be difficult to overcome the neglect of past governments, together with the expense, lack of trained personnel, the customs and the many hardships that have had to be overcome. This year our Department of Education has announced a new, exciting program that promises relief in all major areas that education must deal with in the northern half of the province. In creating the new district, Northern District, I would suggest that the department could have gone one step further and called it the Northern Frontier Division, because this division will encompass one of the larger areas of Manitoba as a whole, will stretch from the borders of Ontario west to Saskatchewan and north to our Arctic boundaries. It is truly imaginative and all-embracing in pushing back the non-productive areas of northern Manitoba. Never before has this been attempted and it is certainly a far-reaching and inclusive program. Education dollars are really not as expensive as the welfare non-productive dollars that we are faced with today, and I feel that the north is receiving recognition as it never has before. And we must continue to develop our human resources through education if we are to accomplish our greatest advance economically. The Northern School District will encompass the elementary education in all northern Manitoba outside of the industrial townsites. It offers a fully integrated system of education for all, and all alike. It will overcome our present problems of lack of people to man small school boards that are required in many of the areas in Northern Manitoba, and how will it do this? It will allow Northern staff to work out of

(MR. BEARD cont'd). . . . .Northern Manitoba, to set up a system that is equal to the problems of Northern Manitoba. We must educate, not only the children, but the parents to send their children to school. Our staff must be able to make local decisions and on-the-spot decisions. This has never been able to be done before. It will be able to look after the exceptions, which has not been able to have been done before. And now in taking over the preliminary school problems, we would then advance to the secondary school area and this again our imaginative government have taken the opportunity of accepting Cranberry area to open a secondary school system that will be second to none in Manitoba. It will offer board and room with education, tuned to the ability to pay. None will be deprived of education because they can't afford it, and for those who can afford it I understand the price would approximately be \$40.00 a month for board, room and education. Those that can't afford \$40.00 a month would pay less, and those who can't afford, there would be a program allowed to induce them to extend their schooling to their secondary level.

I understand that the Cranberry School will offer both General and Academic Courses. There will be guidance for students to encourage them to take the course that they can attune themselves to. This will give the child an opportunity to go in school as far as he can, and for those who can reach their academic standing they will be encouraged of course to follow through to university on a pay-back program.

For those who normally would be drop-outs, or who take the General Course, we would follow this through with the third step in the program, and I believe the third one is the one that many of us pin our hopes to -- this is the recently announced The Pas Vocational School, a school which incidentally was officially announced in The Pas some two months ago and I understand now has been enlarged again in the planning stages and certainly will offer all of us in Northern Manitoba an all-embracing program. I'm assured the courses will be flexible enough to adjust with the times and adjust with industry in its demands. The school will accommodate over 500 students, board and room to be allotted for at least 250, with other accommodation for those overflow students who do not have their homes in The Pas. And I would like to state at this time that this includes, or offers education for all the children of Northern Manitoba. This offers something in the way of education and trained personnel for northern industry. It offers something for every northern resident.

The courses: there will be courses for upgrading unemployed who will be paid while they are learning. There will be courses for those who have lost out through automation. There will be courses to fill out between seasonal jobs. No one will be turned away for the lack of money. Everyone will be his brother's equal. The courses will be flexible enough to allow students to either stay in the north or to move south. The vocational courses will include mining technology, forestry, lumbering, carpentry, cabinet building, electricians courses, plumbers, painters, diesel mechanics, draftsmen, courses on chain saws and their operation, heavy equipment courses, bricklaying, barbering, cooking, bakery, butchers, car mechanics, tourist camp guides for hunting and fishing, commercial fishing courses, courses to operate and maintain Ski-Doos and motor boats. For the girls there will be practical nursing, stenographers, business machine operators, typists, hairdressing and styling, sewing trades, waitresses, cooking, home training courses, radio operators, Indian handicrafts, and the many varied other courses that will come up from time to time.

The school will operate in conjunction with a northern advisory council. This council will be made up from elected members from the International Nickel Company, Hudson Bay Mining and Smelting, Sherritt-Gordon, National Harbours Board, Churchill. There will be representatives from the recognized unions at Thompson, Snow Lake, Lynn Lake and Flin Flon, along with residents of long time northern experience. This group will represent opportunities for students. They will assure that the students as they graduate will have jobs waiting for them. This has never been done before in vocational schools. They will assist in planning courses to fit in with the future demands of industry both in Northern Manitoba and in the southern part. It will help overcome the problem of any future automation by giving men and women, and industry, a chance to train in other trades. It will provide co-operation, or fields of co-operation between union and industry and education in assuring progressive development of our great human resource of Northern Manitoba.

There will also be advisors to follow up graduating students. These advisors will be on the job for at least a year after the student has graduated to see that he fits into a new community, or his own community, both economically and socially, to assist him in every way possible.

(MR. BEARD cont'd).....

These graduates of our vocational schools will not be graduating as trained personnel in their trades, but industry is willing to accept them as apprentices to finish off this education on the job which will be waiting for them when they graduate. Truly, I think this is one of the keys of the problems of Northern Manitoba and we would hope that we will have the co-operation of not only industry but of the parents, the uneducated parents in Northern Manitoba who have difficulty in realizing just how much education is required by their children before they can take their place in this modern world as we know it today, and we would hope through the guidance of the various agencies of our government that this will be completed in our lifetime.

MR. CHAIRMAN: The Honourable the Leader of the Opposition.

MR. MOLGAT: Mr. Chairman, I was very interested in the comments made by the Minister in announcing the grant structure and naturally all of us wanted to know exactly what the government had in mind in this regard. Until such time as I have an opportunity to read exactly the outline, I would not be prepared to make a final conclusion on the Minister's statement. I do gather, however, from the indications that he gave us, that it would be the intention of the government to really have this a matter of local choice. Now I emphasize that matter of local choice because it seems to me that back in 1959, when the School Division Plan was introduced, while theoretically this was a matter of local choice, and there was a vote, I think that the incentives were such that it actually ended up by being a compulsory decision on most areas in that the new grant structure offered at that time to those who went into the Division Plan meant that very few people could stay out of it. Now this is not in my opinion the free choice that we must give to areas when making a decision of this type. I would hope that the Minister therefore in the grant structure that he has established is in fact, leaving districts a full and free choice to either follow the recommendations of the Michener Commission or to remain as they are. I think this is extremely important so far as having the acceptance of the system across the Province of Manitoba.

I know that we have discussed here on many occasions the larger division plan. While there are many good things in the plan, I think those weaknesses that have come up really have come up because we have tried to impose right across the Province of Manitoba the same sort of plan without consideration for the local variations that occur. I think we have to face the fact that because of population differences, because of the way our population is in certain areas, such as, for example, the Interlake area or my own constituency, where we are dealing really with a very scattered population by and large, with pockets of population and in many cases long distances in between, that we simply cannot apply to those areas the same methods, same measures as we might in the Red River Valley, or down in the very thickly populated area in the Pembina vicinity. There you are faced with a different proposition, different problems, different possibilities, and to apply the same rule, and to impose it upon them, can only mean that we eventually run into difficulty. If the Minister's plan is not going to leave absolutely free choice to the divisions whether or not they follow the recommendation and put themselves completely under the responsibility of the division board, if it does not allow them this free choice, I predict now that we will have difficulties at a later date, because I don't think that you can apply that one system right across the province. Far from being an improvement and a more efficient system, I'm sure that if we make the larger boards responsible for all of the local schools in some of our school districts where there are great distances involved, that we will really be adding very substantially to the cost without adding to efficiency. So I will be looking forward to looking the Minister's statement over very carefully in this regard. I think the people who can best judge whether this program will be effective in their areas are the people who live there. I think they're in a better position to judge that than the Minister and his staff.

Now the Member for Churchill when speaking said that the Minister's plans and programs were very imaginative and I must admit that I agree with him, because I was looking over the statement made in the general debate by the Minister himself on the 15th of March, and in his conclusion the Minister listed some 12 points of his program, and this I take it make up the main basis of the imaginative program that the Member for Churchill was talking about. And I agree with him, and I want to commend the Minister highly. I think it is an imaginative program, because as I look it over, and I want to make it clear, Mr. Chairman, that I'm not one of those who believes that we should spend time here saying, "I told you so" or "I said so first", but I want to remind my friends across the table that consistently they are saying to us, "Make some useful proposals to us. Don't be negative all the time. Give us some ideas."



(MR. MOLGAT cont'd). . . . . Well, when I look over at my friend's program, Page 617, he lists 12 points in conclusion. These are the new developments in the department. Well, two of them, of course, have to do with the Michener Commission and naturally are new, seeing that we have not had the Michener Commission before us insofar as education until this session. Of the remaining 10, I find some very interesting figures, Mr. Chairman. At least seven of them have been proposed on a number of occasions by the members on this side of the House. Here in this House on many occasion, outside of this House on others, at times by specific resolutions, but always by some very specific statements. And, for example, No. (3) A rapid and carefully planned development of vocational education including the immediate construction of centres at The Pas and Brandon. Well, Mr. Chairman, going back to the 1962 election, I remember making a speech in Brandon at that time recommending a technical school there. I remember making a number of speeches in this House on the subject of technical schools. In fact, last year one of the main topics of my Throne Speech was that my honourable friends across the way were so far behind other provinces in providing technical schools that they were missing a golden opportunity--(Interjection)--a golden opportunity. The federal program has not been used in the Province of Manitoba--(Interjection)--Well, that's a sure mistake. They haven't found out what's going on, that's all--(Interjection)--But the facts are, Mr. Chairman, that the Province of Manitoba has so far only established one institute. And at long last, after dragging their feet, after being pushed and coaxed along, we're now going to have two more. I commend them for it. But let them not say that it's a new program on their part.

Then we have the No. (4) The transfer of the new teacher training activities presently conducted at the Manitoba Teachers College to the university. Well, Mr. Chairman, I happen to have a headline here -- this is dated February 26th, 1964 -- and it says, "Let U Train Teachers -- Molgat Suggests Government-Run Tuxedo College be Closed." Well, this year we have it in the government's program. Last year, they weren't prepared to accept it but this year it's in the program.

Then we go on to No. (6) The establishment of a guidance section in the Department of Education. Well, again, last summer I made a statement in this regard, Mr. Chairman. It was as a result of some studies that we had conducted. We felt that guidance was a matter that was not being carried on in Manitoba as it should. My honourable friends announced very shortly after that that they would go ahead with a guidance program and here we have it now. I understand, however, that we still have not appointed anyone to be in charge of this particular department. The statement has been made but that's where it stands for now.

No. (9) An expanded program of assistance to schools through television. Well, one need only recall the number of times that the Member for St. Boniface tried to cajole, and convince, and do everything he could with the previous Minister of Education to do something about television in schools, to realize that it is an imaginative program proposed on a number of occasions by the members on this side.

The No. (10) A proposal for the integration of Indian children into the public school system of the province. Mr. Chairman, I well recall last year that I made a considerable speech on this subject, because it is one that I am particularly concerned about in my own constituency. I have a number of Indian reservations and their problems are serious ones -- problems with which I am in close contact. And I strongly recommended then to the province that the step should come from us, at the provincial level, that we cannot leave this up to the local area, because the local area quite obviously is concerned with costs and are not very often in a position to take on the large number of students that would come in from integration with the Indian reservation, but that the step should be taken and should be taken first by the province.

Then, No. (11) The study of recommendations brought forward in the so-called Christianson Report for the education of the mentally retarded. Well, my colleague from Selkirk certainly has spoken on this subject of mentally retarded for, I think, as many years as I have been here. He has recommended that there be a study -- I think he proposed a resolution in the past in this regard.

Then, No. (12) The establishment of a council of higher learning to guarantee that plans are made for the orderly development of university level facilities in the province. Well, Mr. Chairman, I need only point out that some months ago I made a statement in this regard, that we introduced a resolution before this House sat, that it has not been discussed because the statement was made in the Throne Speech.

(MR. MOLGAT cont'd).....

So there we are, Mr. Chairman, I agree with the Member for Churchill. It is an imaginative program. I don't begrudge the government at all accepting these ideas. I commend them for doing it. I think that's quite proper that they should take ideas regardless of where they come from. But I do ask them, Mr. Chairman, not to go around saying constantly, "Let the Opposition make some useful proposals to us." Not when the Minister gets up and out of ten proposals accepts seven from this side of the House. All I ask of him. Keep on accepting the proposals we make, that's fine. But don't go around saying that there are never any useful ideas come from the other side. Well, Mr. Chairman, so much for that.

I was very interested in the comments made by the Member for Churchill regarding northern education. And I certainly sympathize with him on the needs for that area, and I think that his statements regarding the The Pas school are quite truthful. This can make a tremendous difference to the northern areas. I am hopeful too that the development at Cranberry Portage will be a major factor in that area. I was quite surprised, however, to hear the detailed announcement made by the Member for Churchill regarding the courses to be offered at The Pas and the whole structure of that facility. He announced, it seems to me for the first time, a large number of courses to be given there and I would very much like to know from the Minister as to when this official statement by the government was made. I notice also some detailed announcements regarding, for example, a northern advisory council that is to be made up of the mining companies involved, the National Harbours Board, the unions, and so on, and some very detailed descriptions as to what they were to do, as well as that of follow-up advisors and so on. Now this is, I presume, all part of the government program of which I don't recall being advised. It's possible that we have. I may have missed it in the course of the discussion. But I would like to know from the Minister exactly when these announcements were made, and whether he can supply us with any further information.

MR. JOHNSON: .....answer if I may, so I don't get too far behind here. The increased program over and above the basic program to implement the matters I raised would be just over \$1 million for the coming year. You have to recognize that. I would like to say to the Honourable Leader of the Opposition that the free choice will exist. I would like to read my statement in that connection over again. We propose to introduce legislation which will make it possible but not mandatory to transfer financial responsibility to division boards and to that end the bill will be introduced. The procedure which will be provided in the legislation will be that if a petition of 50 percent of the elected boards of trustees of the school districts within a division, representing not less than 50 percent of the pupils in that division, is presented to the Minister requesting that the board of trustees of the division be given the powers and duties of the board of trustees of the school area, the Minister may direct the board of the division to submit the question to a vote of the resident electors of the division.

MR. MOLGAT: Mr. Chairman, if I may, that part of it is fine. My question is, does the additional grant - is there such a financial incentive that really they have no choice, because that was the case under the division plan?

MR. JOHNSON: No, that has been taken into consideration in the grants I've announced. We simply, if those areas, those divisions that decide, or districts under these conditions decide to come in, you simply have to recognize the increased administration costs and increased administration responsibility. We've tried to do that happily by recognizing certain increased administration costs, superintendents, establishment grant, modest, plus -- these are the main points. Now, I hope we have found that happy formula.

Now I do want to say about courses at The Pas, for the benefit of the Committee. When The Pas school -- when it was announced last year in the House to proceed with The Pas and we gave some details we were going ahead, the procedure both at Brandon and The Pas has been that we first of all consult our Provincial Advisory Board, which is made up of representatives of labour, industry, a very wide representation of the community, much the same committee as of course developed the M.I.T. We then develop courses, vocational branch, in consultation with the federal authorities in the case of The Pas, representatives from the federal government and various departments in this government, Welfare, Health, Education, went through the north, thought of the kinds of programs that were needed up there and after that they developed a basic plan, again in consultation with our Provincial Advisory Board. Also in the case of Brandon and The Pas it was felt that there should also be a local advisory board, the local people should be consulted. This is a pattern. So after the work program is developed, that is outlining the proposed syllabus of the courses we're going to offer in these

(MR. JOHNSON cont'd)..... schools, these are submitted to the federal authorities along with preliminary plans and they, with their wide experience in the development of these facilities across Canada, approve the work plan. When the work plan and the property and the site are obtained, you then get into detailed working drawings. Before we would enter detailed working drawings after we received approval of Ottawa as to space requirements, making sure we had enough space for certain courses and so on, which this inter-departmental committee and the advisory boards recommended were advisable, we then last thought it was simply essential to get on with the project to form a local development committee at the local level, another advisory body. To that end we invited as many representatives of labour and industry and community personnel to a meeting in The Pas and sat down with them to discuss and outline to them what we planned in this area and asked them for any further suggestions before we went further into our detailed working drawings. Were there any other local factors we had overlooked? Did they endorse the concept we had? And with this advice now . . . in to us we now got into the detailed working drawings. As a matter of fact I invited the northern members to that meeting as observers and that's where the Honourable Member from Churchill, who has had many discussions with me since the plan was announced, became familiar and enthusiastic with the kind of program we have. This is going to be a northern vocational centre. I think that in this connection it might be very helpful and I'll try and get my department to do this, to distribute the agenda of that and the program of our development committee, our advisory committee, that we prepared and presented to them at that time. This outlines the program that we have in mind for The Pas. This is essential; you simply couldn't get on with the job unless you get out and consult and underline your problems and find out what the job opportunities are. To that end we have planned one mining technology in the area at the school to start with and going right down to basics.

I would like to say at this time that the type of programs that will develop at The Pas is something we can discuss later in my Estimates if we may, after you've got some of this material before you. We have not yet, for example, had the meeting of the local advisory people of Brandon. We're just in the process of setting that up because our preliminary plans -- as soon as we get our preliminary drawings back from the architect, having picked the site and the tentative program, work programs have both been approved by Ottawa of course, before we've called in the local people for a final look before proceeding. But they have been consulted through our provincial body and will be brought more closely into the picture later.

I should point out that the kind of program that we're developing is -- the concept I think should be better understood in the northern vocational school if we're planning at The Pas and again at Brandon. The Federal Government visualize manpower development and training not as -- it's not conceived as a technical or vocational high school program nor apprenticeship or technician program at the institutes of technology or a program for training unemployed or disabled or a program in agriculture, fishing or forestry. They like you not to identify it as any one activity, school or device and it's more or less viewed as an integrated total of all the programs of all schools and of all the training devices designed to develop the technical and educational requirements of the total labour force. This is the Federal Government's concept of what we should be doing in this whole area so we reach right down at The Pas -- as you will see when I distribute the material -- you reach right down into the community with the training of waitresses all the way to a technology, almost somewhat along the lines of the community college visualized by the Member from Brokenhead. This is the big concept that we have to try and develop in developing these kind of facilities and this concept only came into being in 1960 when the former Conservative Government was in office; they actually got this thing going, this broad concept, and it is being enhanced and developed. And it was very interesting this morning when I had the opportunity of meeting the Federal Director when he was talking to our American visitors, pointing this out to them, that we don't look at it as a -- it has to be looked at in a broad sense of manpower redevelopment at all levels and not isolate out something and develop it. It has to be a community college kind of approach. So the Honourable Member from Churchill who has such a keen interest in the educational development of the north and was so enthusiastic about the announcement of Cranberry, which we announced at the last session, and the announcement of The Pas vocational centre, manpower redevelopment centre, .....

MR. SCHREYER: ..... a question on that very point? Would he clarify the relationship of the Cranberry Portage facility to The Pas Vocational Centre? Is it a satellite relationship?

MR. JOHNSON: I'd sort of hoped to deal with these things on the appropriations because I have some detailed information but in general terms the story is this: that throughout our north our survey showed that but for some children who have been taken out by outstanding students in one-room schools or in the north or brought in to centres like Teulon by the United Church and integrated into the local school, north of the 53rd parallel, of 3, 200 heads counted, four are in Grade 12 and just a couple of hundred or two at the most above Grade 9 and as we come to this in my Estimates I'll enlarge upon it. But it's imperative, I think, that we make a beginning and the opportunity came to us with the abandonment of the Cranberry facility. It dawned that here was a first-rate class of buildings that I've had the opportunity to look over twice now with the staff, a first-rate set of buildings where we could make a start in a residential high school. This is a high school, to bring in children from these one-room highs or where there's no high school, into a centre; and I'll be bringing forth legislation, it should be here any time, to set up this frontier or northern school division and fortunately the wonderful thing about this is, it's 40 miles on a beautiful road to The Pas Manpower Development Centre, or whatever we're going to call it, the Northern Vocational School. So we hope happily to start off with approximately 150 to 200 at Cranberry but I can certainly share with the Committee the enthusiasm of the Member from Churchill. This could be tremendous because I've heard some statistics recently that approximately 50 percent of the people north of 53 are young people under -- in their early 20's, and I think that with the proper development there we can really get to the root of our problem and this of course complemented with the recent announcement of the hopes we have of any moment signing the agreement with Ottawa concerning our Indian children, that we will see a transformation in education in the north.

Teachers training -- the Honourable Member, the Leader of the Opposition, I'm pleased that he is so pleased with the program that we're presenting to you this year. Yes, I'm frankly amazed. I know that he recognizes the fact that, for example, that -- I don't want to detract from the fact that he thought of these things; I merely say that as he well knows, it's one job to think of them, it's another one to bring them into being. However, I welcome the constructive criticism of the Opposition but I'm afraid that, as I said, in the vocational field the concept was introduced really in 1960 that made this kind of progress possible to the degree it is now going forward. However, I would assure the Committee that the teacher training matter -- and I do admit that the Leader of the Opposition spoke at this last session, and when the decision was made to go to the University and utilize the School for the Deaf, we have been discussing this for some time but when he made the announcement last session I well remembered it and when the deal was consummated I thought how happy he would be at the forthcoming session. However, I hope that I have answered the questions to date.

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MR. PAULLEY: Mr. Chairman, I've listened with a great deal of interest to the debate that has gone on in Education the last couple of days, and this is the first opportunity that I've had or have taken in order to say a few words respecting this department.

I want to join in the compliments to the Minister in his imaginative forward-looking concept of education in Manitoba, and I want to assure him that we will be awaiting with great interest the development in the field of education. I was rather intrigued a moment or two ago to hear the Leader of the Opposition stand and get a hold of Hansard -- and I just happened to have the same page in front of me -- and hear the Honourable the Leader of the Liberal Party refer to a number of items that the Minister listed. Maybe we shouldn't in the CCF or New Democratic group here, take any credit at all for instilling in the mind of my honourable friend the Member for Ste. Rose of one or two matters which he spoke of last summer, for I recall, Mr. Chairman, dealing with the question of teacher training activities at the University that the Liberal Government had an opportunity of doing this back in 1956 by way of a resolution of that former progressive member from the constituency of Burrows. John Hawryluk introduced a resolution or a concurrence motion asking the government of the day to put the college at the University, that is the teachers' training facilities at the University, in order that they would vacate the Tuxedo institution which my colleague from Inkster was wanting to revert to a School for the Deaf. Now, this was more or less companion efforts -- the former member of Burrows asking the Liberal administration who were the government, to take the teachers' training institution out of Tuxedo, to put them at the University, in order that we could re-establish a School for the Deaf back in Tuxedo. Well maybe, Mr. Chairman, my honourable friend the Leader of the Opposition has lapses of memory which are quite convenient from time to time, as we well know.

I also note reference made here, Mr. Chairman: "Expansion of program of student aid to provide our students with loans and bursaries." Heavens-to-Betsy! I've only been a member of this Legislature for a period of, oh about eleven or twelve years, and in the first five years of that period I recall every year this problem arose and the government, a very Liberal government -- in everything except action -- refused the requests of the then Opposition and particularly we of the CCF for greater contributions for student loans in the Province of Manitoba.

It might have been, Mr. Chairman, that simply because of the fact that at that particular time there were only five of us in our group, that the government sloughed us off quite readily. The point is, however, and the record of history again shows, that they had an opportunity while over there of doing the things that they now say, well we mentioned six months, a year or two years ago; and here's a headline in the paper to prove that I said it last summer. What tommyrot! What bosh! -- (Interjection) -- Yes, I'm going to come back to '65 in a moment or two. I want to also say, Mr. Chairman, that I'm rather intrigued by the verbiage of my honourable friend the Minister of Education when he mentions a rapidly and carefully planned development of vocational education including the immediate construction of centres at The Pas and Brandon. Were you with us, Mr. Chairman, when we went to The Pas to celebrate the 50th centennial of the expansion of our province? What year was that? 1962 I think, in around about July or August. I don't know if my honourable friend the First Minister had the seeds of an election planted in his mind at that particular time, but I well remember outside of the donations of a flock of buffalo statues to the Indian chiefs in the north, that at a banquet in The Pas my honourable friend the Leader of the Conservative Party, the Premier of Manitoba, took great pains to tell all of the assembled guests at the church hall in The Pas, brethren and sistern, you're going to get a vocational training school for your children before too long. That's only three years ago -- just about three years ago now -- and my honourable friend the Minister of Education, I think he said, "We're beginning to start looking at plans; we're beginning to wait for final approval of Ottawa, then we'll start rolling." Rapid? Fiddle-dee-dee. Fiddle-dee-dee. Three years. But I think Mr. Chairman, that in connection with the vocational training facilities at The Pas, at Cranberry Portage, and possibly at Brandon too, there's a wide difference between what my honourable friend the Member for Churchill visualized for us this evening and what will be the purpose or the use of the school unless something else is done.

I suggest it's well for my honourable friend the Minister of Education and the Member from Churchill to tell us of all the various courses that are going to be available to the young men and women of Northern Manitoba, the different segments of the economy -- and I believe my honourable friends, both of them, went all the way from waitresses to cooks to mining technologists; I believe we had almost all of the trades we've got -- surely Mr. Chairman though, there has to be accompanying developments in order to utilize the educational

(MR. PAULLEY cont'd) . . . . opportunities that are going to be given to the young men and women who attend the vocational schools. So I say that, while we welcome the development of the vocational training facilities -- and I suggest to the Minister that it's time we stopped dragging our feet in it waiting for Ottawa, waiting for plans -- as I said, 1962 is fast fading into ancient history -- but accompanying this we've got to have an enlivened development in industrial expansion in the north, and I say to my friend the Honourable Minister of Education that such is not the case at the present time; that he's got to get his colleagues off on to their feet and get moving in order that there may be a united program of effort; and sitting on this side of the House in this corner and attempting to be constructive in my criticism, I can see no unified effort in this field. The Member for Churchill was talking already, already of setting up a committee, before even the vocational school is built, Mr. Chairman.

In his remarks this evening the Member for Churchill almost admitted there may be shortcomings and failures because he has already said, "We're going to set up an advisory committee to see if we can supply them with jobs after they have finished." He also stated that the vocational training school will be a groundwork so that they can go on into an apprenticeship course. Mr. Chairman, where are they going to obtain their apprenticeship? I ask the Honourable Minister to tell me where, providing the school is built within a year or two and providing the course only takes a year or two, that where are the 500 to 600 students or more who graduate from the vocational school going to find the opportunities to undertake apprentice training? And I say, Mr. Chairman, in all due respect this is not being done even today in the Greater Winnipeg area, and I ask the Minister to tell me otherwise.

But, Mr. Chairman, there's another feature of the remarks of my honourable friend the Minister which I wish to mention at the present time, and that is dealing with the very important subject of what he calls the integration of the Indian from the reserve together with the non-treaty Indian. I might say Mr. Chairman, that this is one of the frank statements and admissions that we here in Canada have not as yet recognized that there is need for better treatment of our native citizens. If we ever needed anything to tell us or show us this admission we have received it tonight from the Minister of Education. All Saints Church the other day held a 24-hour vigil for people of good will to go and quietly meditate and hope that integration would take place in Selma. We pointed our finger to the south, and yet here we have a frank admission, where on page 616 my honourable friend says, "We have both felt" -- that is the Federal and the Government authority -- "that the process of integration must move along at a faster pace, and the Indian Affairs Branch has negotiated agreements for the attendance of treaty children at public schools in areas which are not at all isolated. This has resulted in a number of agreements" -- and I appreciate the fact that my honourable friend is attempting to get agreements but, Mr. Chairman, even in the statement in this regard with my honourable friend, he says, "We on our part have made a proposal to Indian Affairs Branch which will cover the financial angles to the satisfaction of all parties and which will represent a giant stride forward in the process of integration." And: "We hope," my honourable friend says a little later, "We hope the proposal we have made to Indian Affairs will be acceptable and that, as a consequence, we will be able to ask your approval of legislation to give treaty Indian children the educational rights and privileges which have been a heritage of the non-treaty children in our province."

I want my honourable friend to go back over some of the recordings and the reports which we have had from time to time in the Conference on the Indian and Metis here in the Province of Manitoba and the City of Winnipeg, and I doubt very much whether my honourable friend will be able to say to give to the Indian children the educational rights and privileges which have been a heritage of the non-treaty Indian in the province, because I say, Mr. Chairman, I don't think that they have as a heritage, the non-treaty Indian, received fair treatment here in the Province of Manitoba. We talk of the integration of the Indian into our society. I think, Mr. Speaker, we should talk about the integration of we Whites into the Indian society and then maybe we'll understand each other a lot better than we have in the past.

I also note dealing with the financial aspects as the Minister revealed them to us tonight, Mr. Chairman, in answer to my colleague the Member for John's as to the costs of the additional grants, that the total over-all figure will amount to about a million dollars. These, as I understand the statement from the Minister, are contingent on a vote of the public after legislation has been proposed and accepted here in the Assembly before the extra grants will be needed from the department in the field of education. This is my understanding. My friend can correct me if I'm in error, but it does appear to me that way, and as he mentioned grants I would like just briefly to touch them myself, because if we deduct the million dollars as a

(MR. PAULLEY cont'd) . . . result of these new proposals of the Minister from the over-all increase in school grants, the over-all increase is reduced to about two millions of dollars. But accompanying the additional costs of the grants, we must not overlook the fact that insofar as our school districts and our school boards are concerned, this year will be the first year that they will be receiving grants for full provision of Grade 12 instruction in the year that we are having under review, so consequently there will be more pupils in our schools, high schools, and consequently I would imagine that the pupil grant should go up which would take up pretty well the difference in the increased grants.

Now I just have one specific question I would like to ask my honourable friend. I welcome the fact that it seems that the elementary schools are going to receive an increase of, from the 40 to 60 percent in respect of construction providing the room count is -- what was it, eight rooms or more? I ask my honourable friend if he is going to make this retroactive in accordance with the desires that were expressed by this side of the House for such a piece of legislation in the past, and in this respect, Mr. Chairman, I will give full credit to the Honourable Member for Emerson who raised this on two or three occasions, and prior to him, the former Member for Turtle Mountain, I believe, had raised this point.

So, Mr. Chairman, with these few remarks I have taken part now in the Department of Education. I think, though, that there are serious considerations that the Minister and his colleagues have to give far more thought to than they have at the present time if we're going to be able to utilize the products of our vocational schools, not only in northern Manitoba but here in the central area as well, and in the west, Brandon. Because they all must advance together. It's no sense, in my opinion, Mr. Chairman, to merely have a higher educated group of unemployed, for we've got to work together; we've got to increase our industrial world and our industrial facilities in order that we can take full advantage of the dollars that we're pouring into education, with which I have no objections, but all of them must go together or most of them must go together to make this province of ours a still better province than it is.

MR. CHAIRMAN: The Honourable Member from Inkster.

MR. GRAY: Mr. Chairman, I wish to apologize for taking part in the discussion of education, which in my opinion is the most important part of the government, of the people, and of our province. Firstly, I want to congratulate the honourable members here for the high calibre of discussion on education tonight, because I was a little bit disappointed in the last two or three days. There is a folk song in Yiddish: They Say that Yesterday is Gone. Very little time has been left for today and we've got to plan for tomorrow. Instead of criticizing and condemning anyone -- at the present time the Minister of Education of the government -- and after all, this is the government of today. As Wilkie said when Roosevelt defeated him, he said, "I congratulate him because he is now my president." And as long as I have to work under the present government, condemnation does not help. Rather, then, suggestions for improvement, and tonight's discussion on education I feel proud, and I'm sorry I felt a little bit disappointed in the last couple of days.

Now I'm going to ask one question and I'm through with my speech on education, because I leave it to the experts, to the educationalists, to discuss it, and I'm listening and learning. I understand, or I wanted to be sure, I understand that education could be divided in two sections: One is academic education. Academic education means to learn how to spell, how to figure, history and so on; but there's something else in education which I think the government is not giving any attention. The Honourable Member from Neepawa mentioned yesterday about a barber who has Grade 12 education. It's very nice, it's very nice for him to get an education but some people cannot get an academic education. Some people are too old to go to school. Some people could not, a man of twenty or thirty or forty to sit with a child of eight or nine and show his ignorance in the curriculum, in the program of their education, so he doesn't go to school. What is the government doing about general education? What are they doing for me? What are they doing for me? I cannot go to school and I'm not educated, and so many thousands of others. Couldn't the government have a program, a divided program between academic education and general education? You could have a graduated doctor or a graduated lawyer or you could have a Grade 12 student who has no education at all -- all he knows is what he has learned in school -- and there's some others that have an education. In the early days of immigration in Canada, in the early 20th Century, when hundreds and thousands of immigrants came, they all did not have an academic education. What have you been doing for them to get a general education? What are you doing to improve the characters of the population? What are you doing to see that the population is educated enough not to . . . hatred to others, or equal rights, civil

(MR. GRAY cont'd) . . . . rights, good books, good lectures, guidance, so even those who did not go to school and don't know how to spell and some of them sign their name with a cross, they're still human beings; they're still intelligent. What education do you offer to them? If your job is confined to one thing, well, say so; but if you assume the role of education, the Minister of Education, then you've got to think about general education as well as you've got to be interested in the high school and build more schools and pay good wages to the teachers and look after our young generation. But you're doing it academically and I don't see anything that you're doing educationally. This is my beef. This is my question.

MR. CAMPBELL: Mr. Chairman, I'm afraid that the Honourable the Minister will be starting to wonder if he's going to get his salary voted to him. -- (Interjection) -- Yes, I think that he'll be a little bit doubtful after all the time that we've taken up. I confess that one man and one only in this Chamber is to blame for me speaking at this time. I had definitely intended to wait until the proper items came up for my remarks, and there's a couple of things that I want to check on, but in my absence yesterday I am told that the Honourable the Attorney-General delivered himself of a speech that simply -- (Interjection) -- that's what they tell me -- simply encouraged me to have something to say, and for those who are sorry that I'm going to take a short time they can blame that gentleman for it. I understand that he called both the deity and the devil to his aid in making his points, and I would think that he would need the help of the one and the disposition of the other to expect to convince anybody that the point of view that he was presenting was a worthwhile one.

I would not have risen because of the remarks of the Honourable the Minister of Education who said in the debate -- and I heard this one and I hope I'm not misquoting him -- who said that he had intended out of respect for the former premier to not have told this story. And then he went on to tell the story, and I want to tell my honourable friend and everybody else in this House, don't ever fail to tell the story out of respect for the Honourable Member for Lakeside. You tell the story. As long as I'm here I'll look after myself, and I don't want anybody holding their punches because of me. I wasn't going to say anything about that crack of the Honourable the Minister of Education. He said that he wasn't sure whether the reply that he got at that time was that we were concentrating on instruction or construction. I can tell him what it was. We always took the position in those days -- I still take the position -- that the instruction that the children get in school is much more important than the building that they're in, and one of the mistakes that's been made in education in recent years has been the emphasis that has been laid upon construction. The buildings are important, that's true. Other things being equal it's fine to have a good plant. But the instruction is the thing that is the most important, and that's what we did tell a lot of delegations. That's what we told the House here, that the money that we had available at that time -- and we didn't throw the money around the way the the people do now, either provincial government or federal government; they both are much more generous than we were in those days -- but to the extent that we thought that the taxpayers should put more money into education, we were putting it into instruction, to improving the teacher's position which had been difficult, it's true. They'd been difficult for years. But when you're talking about how difficult the teacher's position was through the years, don't forget the difficulties of the people who paid the salaries of the teachers. And when you go back to the tough years in Manitoba -- and some of us are old enough to remember them very well -- when you go back and quote the desperately low salaries that the teachers had, don't forget that the teachers were getting a salary that frequently was as high as a family was living on, a whole family. And it's ridiculous to suggest that you can raise the level of employee up above the level of the employer all the time and make it the general rule. We had gone through those times. We had seen the difficulties. When my honourable friends talk about what happened in the days gone by -- and I would not have raised these questions; I don't believe in talking about what's gone in the past, but when my honourable friends from over there insist on telling us how education was neglected and this sort of thing, why don't they as my honourable friend from Emerson said, why don't they go back still further?

I haven't looked at the estimates of the old days for years, but I'll be willing to bet you that if you'll go back to the time when I took over from my predecessor, and take the increase in the educational expenditures from the time that I took over from my predecessor to when I left office, that you will find that there's perhaps as big a percentage increase -- not as much money, I admit -- but as big a percentage increase as there has been in the intervening years. These were the conditions of those times. And so, when I am told that my honourable friend the Minister of Education -- and I hear that he got so very worked up about this that he had to



(MR. CAMPBELL cont'd.) . . . . check himself -- the former minister, the Attorney-General now -- that he got so worked up that he was practically pounding the desk, when he seemed to indicate that there had been no progress in education at that time, and when he had -- well, this is the way it was told to me. I haven't had the opportunity of reading my honourable friend's speech yet, and I do regret that I wasn't here to hear him but -- (Interjection) -- I'm afraid my honourable friend was.

HON. STEWART E. McLEAN, Q. C. (Attorney-General) (Dauphin): You were misinformed.

MR. CAMPBELL: Oh, I thought you were admitting . . . . .

MR. McLEAN: I was answering directly the remarks of the Honourable the Member for Emerson.

MR. CAMPBELL: I thought you were admitting that you were misinformed and I was going to agree with you. But, from what I have heard my honourable friend say before, did he forget that that "jewel" in the educational system today -- the Dauphin-Ochre River area -- was put in during the time of the former administration? Not this one -- the former administration. And does he know -- of course he knows -- does he know that just in the last years of the former administration that there were three, or I think it may have been four other high school districts were set up? The move was on. Now it's true that it was accelerated and greatly accelerated, and only a few -- how many? I don't know -- only a few of the present government were here in those days: the First Minister, the Minister of Industry and Commerce, the Honourable Member for Brandon, the Honourable Member for Morris, the Honourable the Minister without portfolio. I think that about exhausts the group that were here in those days. But those that were here know that the educational policy that the government of that day expounded -- and usually the spokesman was my honourable friend the Member for Brandon -- that the policy that they expounded was a very simple one. It was "pay 50 percent of the school grants." I don't want to be unkind to my honourable friends of those days, but they had no philosophy of education, as my honourable friend from Brokenhead expresses it. None whatever. And who bailed them out with a policy? The Royal Commission that we appointed. They're the people that established a policy for them. We saw this trend. We were moving along with this trend. We saw what was happening, and we appointed a very capable Royal Commission. And that Royal Commission reported after my honourable friends came into office. It made the policy for my honourable friends. They don't need to pretend that they had one before. They didn't. The Royal Commission made the policy for them, and they seized immediately upon the part of the policy that they thought would be popular -- the one where you would spend a lot of money and get this program that was already started in a small way, get it accelerated greatly. They seized upon that, and they made a good job of selling it. But, by the same token, they left another part of the program that they recognized was not so popular, that was a little more difficult, they've left it stand until this day. And they still don't know, apparently, what they're going to do about it. My friends call this leadership and charge us with lack of leadership? And where my honourable friends made their mistake -- I don't blame them for seizing upon this program that the Royal Commission furnished them with. It was the sensible thing to do, and they went out and they made a good job of selling it. They conscripted the officials of the Department of Education to go out and sell it. They had criticized us. They hadn't done it so much but my honourable friends of the NDP party had criticized us for years, that we were not selling the unit, the larger unit of administration, aggressively enough. We weren't selling it aggressively in the way that my honourable friends of the NDP advocated. They did advocate it. My honourable friends didn't advocate it so greatly. But we had proposed -- we had put in the Dauphin-Ochre system. It was there for the people to see. It's admitted by the Honourable the former Minister of Education that it's better than the present system, and we took the position, I still take the position that a thing that is so good should be able to commend itself to the public. We didn't soft-pedal it at all. Several votes were held and it was turned down. It was only in the more recent years that the high school division system started to make itself acceptable to the public, and three or four districts including Springfield and my own area of Portage la Prairie and the Neepawa area, I believe, and one at least as well, had been established. But my honourable friends, recognizing the merit and the political aptitude of this program that the Royal Commission had furnished them with, conscripted the officials of the Department of Education and went out and sold it -- sold it well.

I have maintained -- I don't say very much about it when I don't think there's any great

(MR. CAMPBELL cont'd.) . . . . use of threshing the old straw; I think it's time that we did start looking ahead rather than back -- but as long as my honourable friends want, whether talking about their respect for me or saying that we did nothing, regardless of what terms they use, as long as they want to stand up and talk about 1958, then I'll talk about 1958. I had occasion to talk about it the other day in the question of the cost of carrying the debt of the province, and that's something that my honourable friend the First Minister didn't mention when he was giving us all the comparisons of 1958. Some day people are going to start paying attention to this. I'm not wanting to look back but I'm not afraid to, if my honourable friends want to stand up on that side and challenge us to do so. And where my honourable friends made the mistake, when they went out -- I don't want to belabour this point -- but I do say that for the first time in recent history in the Province of Manitoba they injected the Civil Service of this province into a political situation by the extent to which they caused them to take part in that campaign, to sell that program that the Royal Commission had furnished them with. They went out and they sold it, but they sold it on the wrong basis. They sold it; they used the Royal Commission arguments; that was all right. They sold it partially on the educational benefits, and there are some educational benefits, a man would be foolish to try and pretend that there aren't, but they sold it on the basis that my honourable friend the Attorney-General mentioned in the House here -- and he says that the dates as well as the words are emblazoned in his memory now -- they sold it on the basis that this will lower your taxes, and this . . . . .

MR. McLEAN: Mr. Chairman, on a point of privilege, that is not correct and I would

MR. CAMPBELL: That is correct. This is no point of privilege at all, Mr. Chairman. If my honourable friend wants to make a speech, he can make one later on. This is no point of privilege. I'm saying what I believe and it's a fact. My honourable friend has no point of privilege and I have the floor. -- (Interjection) -- My honourable friend has no point of privilege and I have the floor. My honourable friend can make his speech any time he wants to. He has no point of privilege.

MR. McLEAN: Mr. Chairman, . . . . .

MR. CAMPBELL: He has no point of privilege, Mr. Chairman, I . . . . .

MR. ROBLIN: . . . . . correct a fact when it is made.

MR. CAMPBELL: A statement of fact is not a point of privilege.

MR. ROBLIN: . . . . . correct it.

MR. CAMPBELL: He did not. This is not right. If he says that I misquote him then he can correct it, but does he say I misquote him?

MR. McLEAN: Mr. Chairman, . . . . .

MR. CAMPBELL: My honourable friend has no question of privilege, Mr. Chairman, and I'm not giving the floor to him.

MR. McLEAN: Mr. Chairman, . . . . .

MR. CAMPBELL: He has no point of privilege.

MR. McLEAN: Mr. Chairman, . . . . .

MR. CAMPBELL: Mr. Chairman, are you going to rule on this or not? What's my honourable friend's point of privilege?

MR. CHAIRMAN: Let him state his point of privilege.

MR. CAMPBELL: What is it?

MR. McLEAN: There's a statement of fact, Mr. Chairman, which I wish to correct and I wish to do it now before the matter is allowed to go any further.

MR. CAMPBELL: A statement of fact, Mr. Chairman? I wish you'd check on this. A statement of fact is not a point of privilege. I can quote to my honourable friend what I am saying right from Hansard, and this was sold on that basis.

MR. McLEAN: Mr. Chairman, that statement is not correct.

MR. CAMPBELL: It is correct.

MR. McLEAN: That statement is not correct.

MR. CAMPBELL: I was present at meetings where my honourable friend the Attorney-General and my honourable friend the Minister of Industry and Commerce were there -- not the two of them together, I mean a meeting of each one -- and I make this statement that it was sold partially on this basis.

MR. McLEAN: That statement is not correct.

MR. CAMPBELL: It is correct. That statement is correct. I was there.

MR. McLEAN: That statement is not correct.

MR. CAMPBELL: That statement is correct. My honourable friend can sit down -- (Interjection) -- Of course. It's in Hansard. My honourable friend if we had to depend on what was said at the meetings that would be fine, but somebody read it the other day. It's in Hansard, page 95.

MR. McLEAN: Mr. Chairman, I told the Honourable Member for Lakeside on numerous occasions that the statement which is in Hansard was made after the vote on February 26th, 1959, and at no time during the campaign did I make the statement to which he refers. It is correct that there is one in Hansard but that was after the vote was all over.

MR. CAMPBELL: Sure, but it's the same statement that I'm talking about. He did make it after the -- he made it in here after the vote was taken, but it was sold on the same basis out in the country. I was present at my honourable friend's meeting.

MR. McLEAN: You were not.

MR. CAMPBELL: I was, in Oakville, Manitoba. I was present at the meeting of the Honourable the Minister of Industry and Commerce in High Bluff. I was present at several meetings where -- two others -- where inspectors of the Department of Education were there, and in one case, in Westbourne the inspector put the figures right on the board, that your local assessment is so much, the mill rate on that is so much, under this new system so much is going to be contributed by the government and obviously the taxes are going to be reduced. This was the -- (Interjection) -- if nothing, and there was no -- (Interjection) -- . . . . Honourable Minister of Education as he was then said either. No if at all, and this was the wrong basis. The educational part of it -- (Interjection) -- pardon?

MR. ROBLIN: . . . . the part of the story that suits you.

MR. CAMPBELL: No, I admit that there was the educational side as well. I'm not trying to disguise the fact that there was the educational side, but it was this one about the taxes and this obviously hasn't happened. Is there anybody in here, the Attorney-General or anybody else, that will try to argue that the taxes have been reduced? Did my honourable friend from Roblin really say they had been reduced? Doesn't everybody know they have gone up? Is there any challenge to that statement? And not only the taxes have gone up as a whole, but isn't it a fact that the school taxes have gone up to the municipalities as well as the taxes as a whole, and this still sticks with the people of this province, that because it was sold to them on that basis, among other things of course, but that was emphasized so greatly that the public are still disturbed about this and it still works against the obvious merits of the system which it has in other regards.

And in that connection I want to say to the Minister -- I was going to leave this until later on but I may as well say it now while I'm here -- that right today there are mistakes being made in the way that consolidation is being handled in some areas. In my constituency within the last few weeks there have been two areas where two different speakers, one in one case and in the other case two gentlemen, all representing the Department of Education, were out in my area talking consolidation. The one was wholly within my area, I think largely anyway, and the other one is not wholly in my area, part in one constituency part in another, but at one of these -- and I don't mind naming names in the one case because he's well known to me -- Bobby Bend was there and I have had nothing but good reports about the way that Bobby Bend explained consolidation, its merits, even some of its demerits; answered questions; and talked to the people of the school boards concerned. I had nothing but good reports on the way it was done and he said -- and I get this from two different people who attended the meeting, not from Mr. Bend -- he said, "I'm not here to sell this thing to you, I'm here to talk it over with you and it's up to you folks yourselves."

But in the other area -- and I don't know the two gentlemen concerned, one was an inspector and one was I think chairman of an arbitration board, likely appointed by the government or by the department, and I'm not certain of his name -- but the way that they handled the meeting left a very bad taste in the mouths of the people of the area, and this is just recently. Even the people who didn't agree with Mr. Bend were high in their praises of the way he handled the situation and thought it was most useful.

In the other case, even the people who did agree with the program in general were most critical. I don't say all of them, but I mean the ones that have spoken to me, and there have been three of them, were most critical of the way that it was handled. And this is a fact, Mr. Chairman, that a good program can be promoted or hurt very greatly by the method that it is presented to the people. I still say that the merit, and it has a great deal of merit -- I still maintain there are some things not all right about the division program as it stands now -- but

(MR. CAMPBELL cont'd) . . . . . the merits that it has have continued to be downgraded because of the way that this program was sold in the first instance, and the emphasis that was put on the reduction in taxation which have not only not taken place but the reverse has been the fact.

And so I counsel my honourable friend looking forward to making the program work as well as possible in the future, be very careful -- get the people who represent the department to be very careful in their dealings with the local people in selling them on the merits of this program, because it's something where community feelings can run pretty deep and divisions and strife that are raised up at these local meetings can last for a long time and that prejudices the system for years to come.

Now I have some other things to talk about but I think I will leave them to a later time, but I want to repeat once again that I have never been guilty I think of starting in this House the argument about what happened in 1958 and comparing it with the present situation, but anybody over there that wants to argue it out with me, I'm quite willing to any time. And if my honourable friend the Attorney-General wants to go into this matter further at any time, or anybody else over there, I'm not the one that's going to be starting it but I'm not going to refuse to discuss it if my honourable friends think that that's going to be a convenient whipping boy for them every time that they come to discuss the present situation.

MR. McLEAN: Mr. Chairman, I rise at this time to make a comment or two so that the record in Hansard, which I never read, will be quite clear. We've been through this argument every year and I suppose once more doesn't really make any difference.

I want to say to the members of the committee, and in particular to the Honourable the Member for Lakeside, that on no occasion at which I spoke from the month of October, 1958 until the 26th day of February, 1959, did I ever say -- I was particularly careful not to say that the school division program would result in a reduction of taxes to anybody, individually or collectively, and if he will remember the one and only occasion when he and I were together -- he will remember I'm sure because he is an honourable man -- that I was very careful to point out the factors which were involved: the grant system which involved the possibility, indeed the certainty of greater expenditures from a local point of view, and the fact that whether taxes went up or down under the new school system, the school division system, would be a matter which I could not tell anyone or forecast, and also that it would be a matter which would be entirely dependent upon the actions of trustees in the local school districts and in the school divisions, and dependent indeed on the wishes of the people they were serving insofar as the quality and the standard -- and he'll remember the word I'm sure -- the standard of service which they would ask their trustees to provide for them.

So that any suggestion that the program by me was sold on the basis that it meant a reduction in anybody's taxes is not correct. It is true, Mr. Chairman, and I acknowledge it once again, that I made -- and I suppose if I live a thousand years I'll never be allowed to forget it -- that statement on the 18th of March, 1959, which has been distorted out of all possible -- every possible distortion that could be given to it has been given to it, but in any event taking the worst interpretation, Mr. Chairman, taking the absolute worst interpretation that could be given to that statement on that occasion, it was made after the vote on the school divisions and so obviously had no influence upon those who voted for or against the school divisions on the 26th of February, 1959, and has no bearing in this discussion whatsoever.

But there's one other thing, Mr. Chairman, that the Honourable Member for Lakeside has overlooked, a very important and significant fact, that if the situation is as he has described it, it is interesting to recall an important matter. Members of the committee will recall that in the legislation which was introduced in October, 1958, we provided that upon the formation of a school division that after five years, not less than five years, not more than seven years, any school division, any area where the people were not satisfied with the school division, they might by a very simple method apply for a vote to discontinue the school division system if they didn't like it. And it will be of interest to the members of the committee, Mr. Chairman, to recall that five years have gone by, six years have gone by, and I doubt, Mr. Chairman, if there's one citizen in the Province of Manitoba or indeed one member of this Chamber who even remembers that that provision was there.

What I'm saying, Mr. Chairman, is that the system has worked satisfactorily and that there isn't anybody in Manitoba who would suggest for five seconds bringing any part of it in any part of the province to an end. Indeed, Mr. Chairman, the suggestion -- and we're going to hear a lot about it from the other side -- is that it should be extended to have school

(MR. McLEAN cont'd) . . . . divisions take into the compass of their jurisdiction the operation of the elementary schools which was not part of the original plan with regard to school divisions. I think that fact is of some significance and ought not to be overlooked by the members of this committee when they are assessing the effectiveness or otherwise of the school division system.

Now it is perfectly true, Mr. Chairman, that we went out to sell the school division system. We've never made any secret about it. We thought it was a good plan. We asked the people to support it and we did everything in our power to secure that support because we believed that it was good for the Province of Manitoba and that it was good for the boys and girls of the Province of Manitoba, and if there's any blameworthiness to be attached to that fact then blame us very heavily. We would certainly have to accept your condemnation if your condemnation is that we went out and promoted the program which we presented to this Legislature and in which we believed very sincerely and in which we believe has demonstrated itself to be of benefit to the boys and girls and the people of this province.

One other thing. I agree there's no object in fighting the battles of 1948 or any other year. I think that for the benefit of the Honourable the Member for Lakeside I should point out that my address yesterday, my few off-the-cuff remarks were not directed to what had happened before 1958. They were prompted by the statement -- the statement of the Honourable the Member for Emerson, your colleague in this House, who proceeded to say that the former Minister of Education from 1958 forward -- he wasn't talking about the previous time -- from 1958 forward had done nothing. Indeed he was accusing myself of not giving leadership, of not selling the program which he, now I think rather belatedly, says is pretty good but that it needs some improvement. So we were addressing ourselves to that rather interesting proposition when I spoke to the members of the committee yesterday. I agree what happened before 1958 is past history, no benefit comes from discussing it perhaps any more or at this time, and I want to make that point quite clear so far as yesterday's proceedings were concerned.

MR. CAMPBELL: My honourable friend says that he remembers very well the remarks of March 18, 1959. I quoted that remark to him one time in this House. He denied that he had made it. Does my honourable friend recall that, that he denied that he had made it?

MR. McLEAN: . . . . . I was wrong. . . . . it's in the Hansard.

MR. CAMPBELL: I said I wasn't in the habit of making statements in this House without the authority to back them up and I went back, I went down to my office and found the Hansard and brought it in here and read it to my honourable friend. He denied it at that time that he had made it. It's on Hansard there. My honourable friend has tried more than once to give an interpretation different to the one that I give from it, and my honourable friend puts a different interpretation on the way that this program was sold to the public, but I maintain my position that the financial aspects were stressed and stressed very definitely, too definitely, and it has prejudiced the program ever since.

As far as my honourable friend's comments about the fact that it was provided in the legislation that any division that wanted to could get out of it after five years, I didn't take a very prominent part in this discussion. My honourable friends know that I was never a great advocate of the larger unit. They think I was old-fashioned and backward and all the rest. One thing that I did point out at that time was that once this was put in, once this program was put into effect, that those unscrambling provisions were absolutely meaningless because you couldn't unscramble them again, and that is one of the reasons why there is nobody trying to get out. You can't unscramble this kind of an arrangement once it's started.

Outside of that, I'm afraid there would be some wanting to get out because they do blame the system for the rise in the taxes because they think, and they think rightly, they were promised that taxes would go down; instead, they've gone up and if it wasn't for the impossibility of unscrambling there'd be some places that would be wanting out.

MR. HUTTON: Mr. Chairman, I just must rise to point out to the Honourable Member of Lakeside that he should pay some attention to the remarks of his Leader, who earlier this evening expressed grave concern about the financial provision attached to the program to move consolidation of elementary education ahead, in particular to provide for the implementation of some of the Michener Commission recommendations. The Leader of the Opposition in this very Chamber this evening stated that he hoped that the financial incentives that were held out would not be so substantial as to render the program compulsory, because he said there was no doubt about the fact that the generosity of the grant structure that was associated with the implementation of the divisional system had rendered it compulsory to people of Manitoba to

(MR. HUTTON cont'd) . . . . . vote for the establishment of secondary divisions.

Now I just can't reconcile that statement with the one that's made now by the member for Lakeside who says that it was merely a promise, a promise which has since proved to be rather mythical -- if he'll allow me to interpret his remarks that way -- the promise of financial relief in the way of taxes that prompted the people to support the divisional system.

I attended a few of those meetings myself and I recall very well the financial arguments. As I recall, the point of view taken by the Liberal members of the Legislature at that time was that all things being equal this system should not cost any more money to the local taxpayer provided, provided you didn't go for a higher standard of education. But I think that it was clearly understood that if you were going to build new high schools, have better trained teachers, have better equipment, make sure that all the children had an opportunity to attend those schools, that it was going to cost money.

What was also clearly understood was that if you were satisfied with the same basis or the same standard of education that existed in '58, then it should cost less money to the local taxpayer. I recall so well that the sitting member for Rockwood-Iberville at that time pointed out that it was rather a fallacy to say that the new educational -- secondary educational system would not cost more money. Certainly it would. It would come out of a different pocket but even he at that time did not anticipate the increased costs that have been realized since. But I don't think on the other hand that even those of us who were hoping at that time for improvement ever dreamt that we would be the proud owners, joint owners of the kind of an educational system that we as taxpayers and residents of Manitoba do own.

If I can philosophize just for a minute or two, one of the things that I think inhibits us from achieving a level of living that we as human beings could attain, is the fact that we have such trouble in identifying our interests with anything beyond our own front gate, our own line fence, or our own bank account. We never stop to think that the sidewalk out in front of the house, or the street that's running by, or the school down the road, or the hospital down the road, belongs to us, and it's just as much a part of our way of life and a part of our inheritance as the house we own or the bank account if we're fortunate that we have. Just every bit as much a part. We spend so much time in here fighting about taxes and who's to blame for them, instead of considering about the question of how much value we're getting for it, and if there's one area in Manitoba where there can't be any argument about value for money spent it's in the field of education. And when you consider what has been accomplished -- let's allow for the increased costs to the provincial treasury, to the local taxpayer. But when you consider the tremendous advantages that have accrued to the young people in Manitoba in the last five years, I think that we could well forget about this old argument and spend some time in the consideration of how we can make further improvements.

I was really amazed tonight, though, when the Leader of the Opposition without any prompting from us cut short the five or six-year old argument about the question of who is responsible for increased taxes at the local level, and he certainly absolved the government when he complained about those over-generous grants and incentives, financial incentives, to enter the divisional plan. It just raises one question in my mind, and it's this. What on earth would the cost be to the local taxpayer in Manitoba today to provide education for our young people if it hadn't been for the increase in the grants structure for educational purposes?

MR. MOLGAT: Mr. Chairman, I am delighted that the Minister of Agriculture has seen fit to enter the debate and bring up the points that I was making earlier. He has made the very argument that we're making, that when you sold this plan in 1958, you sold it on the basis that it was going to mean lower taxes in the areas, and that you sold it in such a way that the local areas had no choice except to vote "for." And I can well remember being in my own constituency for the series of meetings that were held there. I well remember one evening in February, a very cold night with a strong north wind blowing, and we were in a small hall in one of the villages there. The plan was explained to these people, and all these so called advantages, and all that the government was going to do, and how this was going to be better for their taxes. One of the chaps sitting next to me said, "You know, it's the same thing as if they asked me right now, would you rather sleep inside or sleep outside tonight? We can't afford to stay out." That's the very point, and that's the way it was sold. It was sold on that basis -- that's right; they couldn't afford to stay out. Because you sold it at that time on the basis that it was going to mean lower taxes to them. They did not have a free choice at that time. And my point to the Minister tonight -- it's all well and fine to say, "We'll give them the right to vote. They can vote in; they can vote out; they can do what they want." But if you

(MR. MOLGAT cont'd) . . . . . build up the financial incentives in such a way that you leave them no choice, that isn't choice. And you sold it back in those days on the basis that it was going to mean lower taxes. Don't shift your ground now and pretend that it was otherwise. The same argument -- (Interjection) -- That's exactly what you're trying to do.

MR. HUTTON: You're trying to . . . . .

MR. MOLGAT: No, that's the very argument that we're making. You sold the plan then on the basis that it would mean lower taxes. It didn't. It's not -- (Interjection) -- Don't try it this time now.

MR. HUTTON: You're having an awful time . . . . .

MR. MOLGAT: That's exactly the argument you're using.

MR. GUTTORMSON: Mr. Chairman, I listened with a great deal of interest to the remarks of the Attorney-General tonight. I attended a number of the meetings in my constituency. One was in Grahamdale where the present Minister spoke. One was in Lundar where the Minister of Industry and Commerce spoke. Another was in Eriksdale where the present Attorney-General spoke. And in that hall, in a packed hall in my presence he told the public that night that taxes would be lowered if they voted in this plan. I vividly recall a farmer living east of Eriksdale standing and asking him how and he described by taking in a wider tax base that the taxes -- this would cause the taxes in the division to be lower if they supported the plan. There were no if's, no but's about it. He said the taxes will be lower if this plan goes into effect. The reeve of the municipality, his council, and many others of the municipality were present, and they often recall this statement to me, about what the Minister said. And now he says he never made the statement. I was present when he said it.

MR. McLEAN: And I didn't say it.

MR. GUTTORMSON: You certainly did.

MR. SMERCHANSKI: Mr. Chairman, I'd like to ask the Honourable Minister of Education on a matter of the certification committee on academic appraisal as carried out under the Director of Teacher Training, and in particular I'd like to mention the matter concerning post-graduate courses offered at the University of Middleboro which is a United States institution. Now, as I understand it, Mr. Chairman, this is an institution which is recognized as a post-graduate school and is highly recommended for post-graduate work in French by our University of Manitoba. For example, students at the University of Manitoba who graduate in Bachelor of Arts or Honours Bachelor of Arts in French, can take a post-graduate course at the Middleboro University and get a Master of Arts in French which is recognized in the provinces of British Columbia, Ontario, and in our own University of Manitoba. Our own University of Manitoba recognizes the Master of Arts in French as being an equivalent degree from our own university.

Now in this specific case, our own department head of the French Department and our registrar from the University of Manitoba recognize that a degree, a Master of Arts in French from the University of Middleboro, is equivalent to a standing of Master of Arts in French at our own University. Yet, our certification committee in the Department of Education does not recognize this degree. It is rather peculiar that the certification committee refuses to recognize a Master of Arts Degree and penalizes certain teachers in the province by not giving them the P-2-A6 rating but instead lowering them down and giving them the P- 1-A6 rating. Now this makes a difference of some \$700.00 per year. I think that this is an unfair classification of those graduates who have been encouraged to leave Manitoba, come back to Manitoba with a Master of Arts in French, and give to the Province of Manitoba the benefit of this post-graduate work but yet be denied the right to have the proper rating by our Department of Education. Is the certification committee superior to the academic standings and educational standards as set up by our University authorities?

It would also be interesting, Mr. Chairman, that on what basis is our certification committee basing these facts? Is it on courses? Is it on the type of text book that was employed? Is it on the number of hours of study? Now surely, Mr. Chairman, there is such a thing as comprehensive exams. If the graduating student has a standing which is recognized by our own University of Manitoba, surely it's a simple matter to have a comprehensive exam set by the certification committee and give these teachers the opportunity to fulfil the required qualifications and not be denied a right to be classed in its proper category. And Mr. Chairman, this is not only one case in the Province of Manitoba; there are some seven or eight that are known cases. It would be interesting to know if the Department of Education is going to continue to oppose the recognition of our University of the proper status of such a degree and

(MR. SMERCHANSKI cont'd) . . . . . yet the Department of Education as such refuses to recognize it.

I would like to know if the Minister is prepared to make a change in this policy. On the one hand, you have the University saying to our graduates, BA's, "Now you go to another university, get a post-graduate degree, come back to the province, and give us the benefit of your post-graduate courses or studies." And on the other hand, we have the Department of Education telling us that the University of Manitoba standards as such are not recognized and are questioned. Now I think, Mr. Chairman, that this is a very serious matter in terms of encouraging worthwhile students and graduates from our universities to come back and give the benefit of their post-graduate studies from other universities to the students of the Province of Manitoba. I know that the Department of Education is going to come up through their certification committee and say that there is a difference in reference to some of the United States university standards as compared to our own University of Manitoba standard. But surely, surely there should be a common ground upon which we should be able to welcome, and welcome with open arms, our own graduates who are prepared to come and contribute something to the welfare of the students in this province. And I think, Mr. Chairman, it is most unfair to have -- and there are, as I say, seven or eight known cases and more are taking place daily, and if it's such a difficult problem then we can have a simple comprehensive exam to give these teachers the opportunity to clear their skirt and be able to qualify for this standard because it's not so much a matter of dollars and cents as it is for the recognition of the honour and privilege in being able to enjoy in the topnotch qualification of the post-graduate work that they have carried out, and I would recommend most sincerely to the Minister to try to unravel this matter of proper accreditation between the University authorities and the Department of Education, because if it is allowed to continue you are not going to attract our graduates from the University of Manitoba to go to other universities, get the benefit of a post-graduate degree and then come back to the Province of Manitoba.

. . . . . Continued on next Page



MR. DESJARDINS: Mr. Chairman, I think it's rather sad to have to sit in this House and listen to some of the things that were said tonight. The Attorney-General thinks that all he has to do is get up and say, "I didn't say that" and sit down with a big smile and everything is forgotten. Now, either the man doesn't know what he's talking about, doesn't know what he says -- he has been corrected on more than one occasion; he's been corrected -- he was accused of saying something in Hansard -- he denied that. That was proven to him. I was reading today about the debates we had on television in 1963 when a motion was brought up, when he was so much against, and again he was saying the same thing -- that he didn't remember saying this but if he had well this had been exaggerated, and he feels that all he has to do, all that suffices that he can get up and say "I didn't do it" and then sit down with a big smile and this is.....

Well in this House there are certain words that we can use -- we can't use these words. I can tell you that one certainly believes, and I know that the people of Manitoba believe what is said by the former Premier of this province a lot more than they believe what is said by the Attorney-General. Not so long ago in this session I made a statement; he said he never said this -- something that he had told me right in his office. I mean, there can be no mistake. I can't say what I think of a man that talks like that. Oh, it's not supposed to be too good to stand up and say certain things, and I confess this, that I usually try to call a spade a spade, and outside this House I can assure the Attorney-General that they are calling a spade a spade. They don't have to worry, the same as I would if we were in .....in certain statements like this. Now we've listened today; we've listened about all this re-hash of 1948, and not one word, not one word was said about one-fifth of the students -- not of the students, because some of them are going to certain schools, but some people that haven't had the chance, that haven't had the chance at all, some parents that haven't had a chance to use their judgment to get the kind of education they want for their own children -- not one word was said here.

And we're talking about the high taxes for these people, and we can talk about other provinces that .....denied. Maybe the First Minister will deny that when he was selling these divisions, that he told certain people, well all right, help us sell this plan; help us sell these big divisions; and then if you have a favorable report from a Royal Commission, we'll see that you get some help, too. This probably will be denied, but I know for a fact that it is a fact, and there's a lot of other things that could be said. Now these people are ignored,

Now you're supposed to go, like I did, for four or five years and try to reason, try to explain the hardship on these people, beg for a place to discuss these things, just to discuss it, to discuss a report of a commission. No, everything is -- well in those days, those speeches, I was getting notes and I was told how good and how much they appreciated that, but when you get so fed up of looking at a bunch of people who are afraid to take their responsibility, people that say one thing one day outside the House, and the next day will deny this or change their mind. Well, if you're human and if you're sincere, if you're fighting for something, you will once in awhile get carried away and tell the people exactly what you feel, and this is what's the matter here, and I'd like to know before we pass, before we leave the Minister's salary, I want something straight. I want to know something.

The Honourable Minister said last night, "Let's wait; we'll discuss this very rationally. Let's wait. This is coming up." I want to know, Mr. Chairman, if it is coming up. I want to know if this report of this Committee will be tabled. I think that we're entitled to know approximately when it will be tabled, if the Minister asks us not to discuss this here, and I'd like to have assurance that we will, some member of the government will move concurrence of this report. I want to discuss this thing. To me it is important. If it's not important to the rest of the people in this House it is important to me and to some other people, and I want a chance to discuss it. I don't want it to happen like last year, when I tried -- somebody asked me yesterday what I felt. What was the feeling of the members on that? I brought in a motion -- a very ordinary, a very plain motion. We have some of those motions every day about something else, and in the five years that I've been here this is the only subject that continually we refuse to discuss, and I'd like to know why. This is not fair, Mr. Chairman. It's all right to stand up and say, "Let's be calm," but this is not fair. I brought this motion last year. I was talking about a principle, a very easy principle. I'm not necessarily saying -- I feel very strong on this -- I'm not necessarily saying that the 57 members of this House should agree with me. No. I'd like them to let their conscience be their guide and forget politics, but I'd like to once, just once, before I'm defeated or I retire or I die, I'd like to be able to discuss this thing here. It is very much part of the education program of the Department of

(MR. DESJARDINS cont'd).....Education. Very, very, very much. Let's say what we have to say. If we're against it, let's say it.

Let's discuss this question of the Royal Commission Report. We discussed the Michener, we discussed Metro. Nobody's tried to deny these things. And I'd like to have a chance to discuss this. Now before, Mr. Chairman, I would like -- I hope I can get an answer tonight -- before I am in agreement to letting this thing go, I want to make sure that this is going to come up. I'll agree with the Minister. I'll wait, although I think some of the things should be mentioned now. We're talking about the consolidation of larger divisions. What effect is that going to have on, what effect is that going to have on shared services? We have shared services we are told. Last year I was under the impression it was said that if somebody was entitled to 100 percent they were entitled to 10 percent, and this was supposed to be -- if you were entitled to it, if it's your right you can use it. Now apparently it's not going to work and it will be up to the division. Well I want to know before these people are asked to vote on these larger divisions, what effect that will have on this. Other people would like to know more about the religious education in the schools. If you mention that, you're supposed to be a sissy or something -- a do-gooder -- but I think some people are interested to know, so I think that if the Minister -- I can't force him to answer questions. I think if he's not ready to answer these questions I think that he should agree, he should agree to let this question of Minister's salary stand. If nobody else wants to discuss it, I do, Mr. Chairman. I don't want things to happen like last year. Last year my Leader, here at an evening session, asked the First Minister, the Leader of this House, when will bill, I think it was Bill No. 3, be discussed? When will it come to discussion? Because nearly every meeting the Honourable Minister of Agriculture who is always telling us how straightforward he is and so on, he ran out, because this was the first thing on the Order Paper. Now he had to be coaxed to remind us that he had no business coming in so early. Now my Leader asked of the First Minister, when will this be taken? Will this be taken soon? The First Minister -- and I hope that somebody challenges me on this because I'll bring Hansard tomorrow -- the First Minister said that will be in a day or so, or something to that effect, and the next night at the same time there was no more session, and that died on the Order Paper, so there are rumours that the report of the Shared Services Committee -- I'm not debating, I'm not saying if it's right or wrong, but I want a chance to discuss this thing. This is all I'm asking, and I'm not going to be talked into again this year, not when I've got this and not when I can talk on the Minister's salary, I'm not going to wait and agree to something and then I won't have the chance to discuss it again.

I've waited from when that report came in, 1959, 1960, 1961, 1962 -- I started asking the odd question, and then if I reminded my honourable friend who gets up and says, "I didn't say that" -- if I reminded him that he looked like a bump on a log, well this was awful. This was awful--(Interjection)--Yes, he's getting good advice now, but I'd like him to take advantage of the good advice that he's getting. Now this is a little -- I'm a little tired of this. It's all right. Last year when you say what you feel -- everybody is accused of political things when it's obvious. I did that last year. Oh let's be calm, this is something, we have to be careful. As long as nobody shakes the boat, like we told the coloured people in the States -- and it's not ready now -- you're not ready -- for a hundred years; and if they didn't take action, what would happen? You see prejudice, prejudice and bigotry -- the people are not born with this. This is transmitted from generation to generation, and if it's not time to do something now it will never be time, because if the people are allowed because politicians like ourselves are afraid, because we're afraid of our jobs, because we might not be elected. I'm not saying all of us. There's plenty of.....right in this House, who are afraid of this. It is difficult; politically it is very difficult--(Interjection)--If the First Minister has something to say, the least he can do is let me hear it.

MR. ROBLIN: I'll be glad to.

MR. DESJARDINS: All right.

MR. ROBLIN: You give me the impression that you think you are the only man that has any sincerity in the House. That's the impression you leave with me.

MR. DESJARDINS: Well in this report I don't think there are too many with me. I know you're not, I can tell you that. And I know for a fact you're not.....

MR. ROBLIN: I'm talking about sincerity. You are never willing to ascribe to others the good intentions you seek for yourself.

MR. DESJARDINS: All right. Would you like to come back just -- let's wait for this salary of the Minister, and Sir, you and I'll debate this. I'll debate this and I'll show you to

(MR. DESJARDINS cont'd). . . . . your satisfaction and to the satisfaction of the people of Manitoba. Would you like to take this challenge?

MR. ROBLIN: I wouldn't debate. . . . .

MR. DESJARDINS: Oh, no you wouldn't debate for me, and you haven't debated for me for five years. You'd sooner go and hide behind people, and mention something here to some people and something to others. This is what you've been trying to do.

MR. ROBLIN; You know, my honourable friend is uttering a series of complete falsehoods and I brand them as such.

MR. DESJARDINS: Well, that's fine. . . . . to my mind you're calling me a liar and I return the compliment if this is what you mean.

MR. ROBLIN: It's not parliamentary to call you a liar.

MR. DESJARDINS: I know but to me it doesn't matter. It's what you think I am. Not what you think because you know you're wrong. You're just -- the parliamentary thing to do is just come in and use these fancy terms, and if you want to debate it, if you want to call me a liar. . . . .

MR. ROBLIN: You just refuse to give anyone. . . . . for good intentions.

MR. DESJARDINS: Well, what is he jumping up and. . . . . I asked him a question. Everybody asks questions when they speak, but you usually wait till they sit down before you answer these questions.

MR. CHAIRMAN: . . . . .

MR. DESJARDINS: What is your reason, Mr. Chairman? What is your reason?

MR. CHAIRMAN: You were asking him a question.

MR. DESJARDINS: What question did I ask him?

MR. CHAIRMAN: You asked --

MR. DESJARDINS: . . . . . the same thing again, oh, yes, you can just pretend that this is awful -- there's the old member from St. Boniface again -- but I'm a little fed up with this thing.

MR. CHAIRMAN: Order.

MR. ROBLIN: . . . . . that the Committee rise.

MR. CHAIRMAN: Call in the Speaker.

MR. DESJARDINS: The Minister of Education can make his remarks a little louder too if he wants. I'm not worried about it--(Interjections)--All right. Anybody has to make remarks, make them straight.

IN SESSION

MR. CHAIRMAN: Madam Speaker, I wish to report progress and ask leave for the Committee to sit again.

MADAM SPEAKER: Order please.

MR. COWAN: Madam Speaker, I move, seconded by the Honourable Member for St. Vital, that the report of the Committee be received.

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

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

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

MR. ROBLIN: . . . . . the House adjourned?

MADAM SPEAKER: Order please. I find it very hard to say anything with so much interference from the benches. That the House do now adjourn and stand adjourned until 2:30 tomorrow afternoon.