

MR. CHAIRMAN: Item 4 (b) (1)

MR. WRIGHT: Mr. Chairman, at 5:30 I was saying that it was a pity that only 16.6 per cent of Canadian industry had seen fit to engage in any kind of manpower training, and this despite the fact that the government is spending \$643 million, and only large companies like the Canadian National, CPR and other large corporations have seen fit to have any sort of apprenticeship system. I'm speaking of a properly indentured apprenticeship system. And yet there are many trades that require this extensive sort of training. It seems that there's a lack of communication to let industry know just what sort of tools are available to them, and the article in the Metal Working Machine Production magazine deplores the fact that this chain of communication is not very strong; and it hopes that the report, the extensive report it has prepared, will prompt a better communications link between responsible leaders in both government and industry. Because, after all, Mr. Chairman, it's only industry can specify and can answer its own needs. Industry knows the type of people that it's going to require in the future.

Now, I was interested to notice that the Economics and Development Minister, Stanley Randall had reported on his trip to the Far East. This trip, Mr. Chairman, to try to find out if Canada could acquire skilled help. This seemed rather odd to me, in a country like Canada with such a high rate of unemployment, because I'm reminded that among the young Canadian age group, 15-19, this group represents 7 percent of the total population, and by 1971 it will represent 9 percent of the total population of Canada. So herein lies a tremendous challenge in the technological training of our young Canadians.

Now I said before the supper hour that many small industries cannot afford apprenticeship training, but they can afford it if they will unite with other people in the same industry. It has been proven that they can afford them if they work together. I believe the Automotive Trades Association in Winnipeg would be a good example, where the trade has united to be able to afford the luxury of apprenticeship training, if it is a luxury. Now, we know that 10 percent of the work force is all that's required now on the farms to maintain production, and this is wonderful when we think of it, that 10 percent of the work force can produce the marvellous amounts that are coming off our farms. The metal-working industry, which is the up and coming industry in the country, says that if it had trained help it could increase production by 20 percent. This seems a shame in this day when we are trying hard to increase our industrial development, to hear an organization like this claim that if they had trained help that they could up production by 20 percent.

The Minister of Labour, the Honourable Mr. Allen MacEachen, quoted recently, and he said that eventually most people in this country will take it for granted that at one or more stages in their lives they are going to have to go back to school because their working environment has changed. I think, Mr. Chairman, that most of us do realize that these days, that with automation, with the rapid change, that we do all have to go back to school in order to keep up with things, and this is not unhealthy. And I said before the supper hour that I didn't want the Minister of Education to become discouraged, because despite the fact that in Manitoba we have only seen fit to use \$7 1/2 million out of this 643 million, whereas in Ontario they have used 402 million, and on the other side in Saskatchewan they have asked for 17 million. So although I know that the Minister can look with considerable pride in Manitoba to the progress that has been made in vocational training, and I share this pride with him, I know that he realizes too that we have only just scratched the surface, because this is really the challenge in education as far as our technological forces are concerned.

MR. CHAIRMAN: The Minister of Education.

MR. JOHNSON: I just want to wind up some of the questions that have been asked. I share with the Honourable Member from Seven Oaks the optimism. One can't be in this Department or see what's happening in this whole field not to become excited and enthusiastic, because things are happening, things are happening that never happened until now. They're going ahead at a tremendous rate. It's just like a funnel upside down. I think every day I see these advances and it's just exploding.

The Honourable the Leader of the NDP wondered about guidance. There is a supervisor of guidance at the MIT, and he is in constant touch and working with the National Employment Service in this field. We are in constant contact with them to see what courses should be dropped or added. And we also have of course the co-ordinator at the Institute who ties in what we're

(MR. JOHNSON cont'd) . . . doing on the job with industry. I think he would have taken great heart for me to have listened in on the discussion when these visitors were here the other day, where the top people were discussing the kind of problems they run into in an institute of this kind across the country. One of the big things is working closely with industry and keeping the same kind of modern machinery in a plant and keeping the students on the job with new machines and new equipment of all types. And they said our operation was first-class and just as good as anything they had seen in the kind of equipment being used to meet the needs of modern industry.

I should also say to the Leader of the NDP that he knows of course we have our provincial advisory committee made up of people in industry and labour. We have on each phase really a committee. We have of course The Apprenticeship Act which supervises very closely The Apprenticeship Act. We are finding however that while it's true that there's almost the same same number of apprentices, I notice going through in the last two years in total, many are coming into trades by other routes as he knows, say the 25-year old coming in with pre-employment training, getting his schooling and passing trade tests. To that end I just noted in the period July 1st, in one year there were 164 apprentices for example at level one -- there are four levels -- 164 apprentices enrolled at level one, in one course that year; whereas the number in those trades, the same list of trades, was something like 300. Now, I think the large number of people in the various courses can indicate to the Honourable Leader of the NDP the same thing. For example, in Auto Repair Mechanics, there's 137 were enrolled in the four levels in apprenticeship; in the industrial division '63 to 64, whereas there were 15 auto body; 226 in Electrical Construction; 111 in Plumbing, yet only one as a blacksmith; machine shop, 16; refrigeration, there was only one apprenticeship in that; and so on. So through this constant liaison with industry, through these advisory committees, through the co-ordinator and the supervisor of guidance, through the National Employment Service, we have a pretty good idea at the level as to the practicality of what we're training people for.

I might say to the honourable member, of the class I had the honour to give diplomas to -- the last class of 123 -- I think everyone of those boys and girls that went through -- I asked them if he had been placed -- every one had been placed in the course they had taken: meat cutting, hairdressing, cooking, diesel mechanics, practical nursing, and everybody that went through there was someone that you and I use in our daily lives, practical courses, happy, young, enthusiastic-looking people. One can't but be impressed and one can't help feeling that if opportunities are there, we have to keep it up.

I'm not saying enough possibly is being done in guidance at the high school level and for this reason we have indicated our intention to set up a Department of Guidance within the Department, a supervisor, and we're going to have under the supervisor, both a vocational and educational guidance head. I however, think that we're doing a good job. I'm not saying we should be satisfied at any time. I think it's going to go on more and more. I am somewhat taken aback when I read the statistics put out by the United States Space Administration when they say the children in grades 1 to 6 are going to work -- that half of them will work at jobs you and I haven't even thought of as yet. This is bound to keep anybody on his toes. I think I'm concerned when I realize that 85 percent of surgery done today wasn't possible in 1947. I think I'm impressed when people tell me 90 percent of the world's scientists are alive today. At least this is what the U. S. experts say to us.

But, all said and done, I think in our four borders what we in the Department think are the priorities, what we think is our prime function, in addition to coping with this new area, wherein as I said earlier, we have bolstered staff and I think we're just starting to make strides in the future. I must say that the enhancement of our educational system, the necessity of preaching to the boys and girls and encouraging these boys and girls to reach their maximum potential in school, to get as much education as they are capable of absorbing at the local level so that they can be as adaptable as possible to the future. These are all very fine words, I know, and it's easy for me to say, but I think in a nutshell this is what we must do, and we're trying to cope with these several areas of concern by keeping the interest of the child at school, by trying to do all the things that honourable members have been talking about.

I think the Member from Emerson can take heart in the fact that he referred to the wind outside was almost equal to the wind inside, as I understood him. I would say that, in short, that it's interesting that the apprenticeships, 41 percent of the boys in apprenticeships, were from rural Manitoba in the last count. I would also say to the Member from Brokenhead I take his note under advisement and certainly look at the possibility of looking at the presentation of

(MR. JOHNSON cont'd) . . . this division in the next annual report and possibly in a way that may be easier for the honourable members to interpret. However, the department has tried to put the salient facts in there; however, we'll see what we can do. I'll discuss this with the officials later.

MR. E. R. SCHREYER (Brokenhead): Mr. Chairman, what the Minister of Education has been telling us is all very nice, very interesting, but the Member for Seven Oaks has put to the Minister a very important question. He has asked the Minister to explain why it is that Manitoba shows up relatively poorly in terms of capital expenditures on technical and vocational education programs, and I've listened very closely and I haven't heard what the Minister's explanation is. Now I could understand the Minister's impatience if we were questioning him closely about a particular year's expenditure because it may well be that in one fiscal year one province may show up poorly as compared to another, but the figures that the Honourable Member for Seven Oaks has put to the Minister cover a four-year period. In effect they cover the whole of the federal-provincial vocational training agreement because the agreement, the technical vocational agreement, has really been operational for all practical purposes only for the past five years. It's older than that, but it's really been surging forward since 1960. And what are the figures for the greater part of this federal-provincial technical vocational training agreement? We find that Manitoba has spent on plant and equipment -- and equipment is certainly important; how can you have technical and vocational training without the equipment? -- So taking both, plant and equipment we find that Manitoba has made expenditures of \$7 million for all of the past four years, as compared with Ontario with 401 million and even if you take population ratios, which are in the order of six to one, Ontario to Manitoba, that hardly explains away the imbalance here which is in the order of about fifty-five to one and then Quebec spending 74 million but ignore the two central provinces because they are so much larger and industrialized.

Let's look at the Maritime Provinces and we find that New Brunswick has spent more and Nova Scotia has spent substantially more -- fifty percent more than Manitoba. And Saskatchewan has spent more than 200 percent of what Manitoba has spent. A case of 17 million to our 7 million. Alberta has spent 64 million on technical and vocational training out of capital projects. In fact, as the honourable member has pointed out, only the Yukon in the Northwest Territories and Prince Edward Island have spent less and I might add that Prince Edward Island has spent only 50 percent less than Manitoba, even though the population is one-tenth that of Manitoba and much less industrialized too, much less urbanized.

In view of all this there must surely be some cogent and clear explanation. If there is, we have a right to know what it is. I was under the impression that we are making progress here in Manitoba in the realm of technical and vocational training but when you consider it relative, when you look at the picture relative to that of what is going on in the other provinces, it becomes clear and apparent that we aren't really making much progress at all; we are doing much less than other provinces of comparable size and even less than the Maritimes. Now what's the explanation Mr. Chairman?

MR. JOHNSON: This is largely under program (1), where especially Quebec, Ontario, went into tremendous programs in vocational education at the high school level. In the area of post secondary we have, as you know, built the Manitoba Institute of Technology and in general terms I think in the number of post high school slots or post high school places I think we are quite comparable at the post secondary level. It's at the secondary level where this great difference comes in in the use of capital monies made available by the federal authorities and when I recently met with the Ministers of Education across Canada, the question of more study being given to the secondary level, because there was such a discrepancy between the different provinces on the amounts of monies and the types of programs being developed at that level, that we think the federal authorities are trying to give it some attention and work together with us in this field. But basically I think this is my understanding as to the reason for the large amounts of monies spent in those two provinces in particular and Alberta too has a secondary program.

MR. SCHREYER: Mr. Chairman, I don't want to appear to be disagreeing with the Honourable Minister for the sake of disagreeing, but I would suggest to him that the explanation he has given, that is to say, his suggestion that the discrepancy between other provinces and Manitoba is the result of other provinces spending more on technical and vocational schools, as compared to Manitoba -- that explanation is only half an explanation because I have the data here for all of the projects coming under the technical and vocational training agreement,

(MR. SCHREYER cont'd) . . . . and it is true that the amounts spent on new schools in Ontario is very much disproportionately high to that compared to Manitoba but that's only part of the picture because in addition to showing the amount spent on schools and equipment, it also has a category here which is omnibus -- that is to say, all other projects, and in that category of all other projects it shows the other provinces far outstripping Manitoba.

Now then I don't suppose that the Minister is in a position now to have any easy or handy reply but it's certainly disturbing, if for no other reason that it shows clearly that we can be making much progress and still be losing -- and still be losing relative to other provinces, because if we don't train technological manpower as well as the other provinces do, the odds are, as the Member for Burrows has suggested earlier, that the other provinces will gain and attract the industry more readily because they have pools of skilled manpower. And surely it would be commonly agreed upon that one thing we do suffer from in this country is lack of skilled manpower, even in times of unemployment.

Well Mr. Chairman, I suggest to the Minister that his answer is only half an answer and that the other half lies somewhere in the fact that Manitoba is not really keeping up with the trans-Canada pace in technical educational development.

MR. JOHNSON: Mr. Chairman, I just have some figures in front of me here. I haven't got the total costs, but the Canadian Educational Association had some figures here as of October 1st, of 346 new technical and vocational schools and extensions to existing buildings, across Canada under program (1). Of the 345 total, Ontario has got 260, Manitoba 10, Saskatchewan in this particular category 7, Alberta 39, British Columbia 17, Quebec 4, New Brunswick 1, Nova Scotia 6, P. E. I. 1. Now this is where the federal government has I think in total put in about 250 odd million of that total you are referring to but at the post secondary level as I understand it, in proportion to our population and the type of school, we are possibly I would say in balance, probably a little behind but we'll be pretty well snuffing up there by the time we get Brandon and The Pas moving in the post secondary field, but this is the only information I have at my desk at the moment.

MR. SCHREYER: Mr. Chairman, just for the information of the Minister, and also to put it on the record, I think that it is important enough for the Minister to check into the data that the Member for Seven Oaks has been using and I, and it's taken from the Canadian Metal Working and Machine Production periodical of December 1964 and the chart in there certainly does look authentic. It checks out with the Canada Year Book, except that it's more comprehensive than the Canada Year Book, and if the figures in there are at all misleading I would think that the Minister would like to know and to be appraised of that.

MR. FROESE: Mr. Chairman, this afternoon we heard quite an extensive report on the whole vocational set-up as we have it in Manitoba, the programs that are being conducted and followed, and I have some questions in connection with program 5. This deals with the basic training for skill development and it also lists the program that is being carried on in conjunction with the regional office of the National Employment Service. Now I wonder if the Minister could tell us some of the things in connection with this program. Are all the unemployed in a certain locality required to attend these schools once they are set up? I see a whole list of them listed on page 111, like Flin Flon, The Pas, Dauphin, Winnipegosis, Neepawa, Brandon, Ebb and Flow, Amaranth and so on and then coming further south, Selkirk, St. Pierre, St. Malo and Plum Coulee. I know they have had this course going on in Plum Coulee. I saw the advertisement in the coffee shop out there and I just wondered how well these courses are advertised? I don't recall seeing any advertisements of these courses being given.

Then what skills are actually being taught at these various places and who determines what skills will be taught? How much say does the National Employment Service actually have in the matter and what is the basis for these courses being set up at the various locals? Is this being done on request or who determines where to set up a school? I had occasion to meet a friend of mine down south from Ohio and he lives in a city where they have a large development of industries and so on and he stated that they had shortages, critical shortages of skilled people and that in his opinion, and this was already borne out, that some of these skilled people will be getting much higher pay than even the white collar jobs so that probably the future isn't so bad for these people that are getting these skills, that their return or pay that they might get in the future might compare quite favourably with other white collar jobs. So I wonder if the Minister couldn't give us some further information on this particular area.

MR. JOHNSON: Happy to. Basic training for skill development has been in the newspapers on three or four occasions. It outlines in great detail the entrance requirements,

(MR. JOHNSON cont'd) . . . seventeen years of age or over, be out of the regular school program one year, registered with National Employment Service and unemployed persons who have previously been gainfully employed or seeking work. And the duration of the course is four months in each level. At the moment we have 242; on March 5th the enrollment at 442 William Avenue where we have the big class in Metropolitan area, 249, 14 classrooms. We have four classrooms at Brandon with 97; Dauphin, 2 classrooms, 44 people, students; Ebb and Flow, three classrooms, 51; Flin Flon, one class of 30; Plum Coulee, one class of 19; Portage two classes of 45; St. Pierre, one of 13; Swan River, one of 39; The Pas, three of 69; Amaranth, one of 22; Pelican Rapids, one of 27. On March 5th, 705 were in the classroom under this particular program, plus 496 in a pre-employment situation or in trade training, for a total of 1201 under this particular program at this moment.

Now wherever we can get in a local area ten people who will form a class, and give them this particular course, and we've been trying -- our inspectors in the local areas are fully aware of this program. The living allowances are outlined. I'd be happy to pass this to the Honourable Member from Rhineland. I think it is pretty well self-explanatory and we're very anxious to just do as much as we can under this program.

MR. CHAIRMAN: 4(b) (1) --

MR. GUTTORMSON: Mr. Chairman, there is a situation I'd like to have the Minister explain to me before we get off it. It's my understanding that the Pinawa is under -- the school district is under the supervision of an official trustee. The other day they advertised for a teacher with minimum salary of \$3,400, and during the week-end they interviewed a number of prospective teachers regarding the positions that were advertised, and when they got there to Pinawa, the applicants were told that salaries which had been advertised in the paper as \$3,400 really weren't \$3,400, they were \$3,000, but they would get \$3,400 if the principal thought that they would merit the extra \$400.00 -- (Interjection) -- I'm talking about Pinawa.

MR. CHAIRMAN: No, but the subject we are on is 4 (b) -- Vocational Education. Would you please -- (Interjection) -- Pardon?

MR. GUTTORMSON: I say we have covered the waterfront and I just wanted to raise this one subject before the Minister left the department.

MR. JOHNSON: That would come under instruction.

MR. GUTTORMSON: If the Minister prefers it -- I'll wait.

MR. CHAIRMAN: Let's finish with Vocational Education and then -- it comes under instruction.

MR. SMERCHANSKI: I would like to question again more of this vocational training in terms of that in all vocational education -- I do think that in the conversation that's taken place this afternoon, there seems to be a disregard for some of the basic industries that probably are the more potential as compared to small industry. Now I know there has been an emphasis that we in Manitoba are tending to be small industries, but this is true only to a certain degree. We also have got excellent potentials for large basic industries, and it is in this direction that when we take the old established industries within the province that the opportunity for vocational training and the creation of new jobs in an old established industry is of course not as high as it is in the new established industries, because in the new established industry you do have an approach that is rather a pioneering approach simply because it has been created as a new industry in the province. I think that our vocational education, the entire program and training, could well be worked into this type of an enterprise, because with new aids and ideas and some novel approaches to vocational training, this is really the prerequisite to the industrial growth in the province.

I also think that the in-plant training requires very little, if any, capital. It's not in the same basis as your standard vocational training school. You do need vocational schools but the approach to in-plant training is a very novel sort of an approach and it should be tied in very closely in co-operation with our apprenticeship program, and I think that you would find, Mr. Chairman, that we could make some fantastic strides in the field of attracting new industry by virtue of our in-plant training at possibly a quarter of the cost that we are spending today.

The in-plant training tied in with the apprenticeship system is certainly not any indication of trying to reach out and get a cheap labour pool as has been mentioned here before. This makes good concrete sense. This means instead of trying to have instructors in some 20 or 25 different categories, you can simply have the co-operation of the Department of Education and this branch with industry, and with a properly organized in-plant training, I think, Mr. Chairman, that we would get a lot of mileage out of our expenditure in vocational training.

(MR. SMERCHANSKI cont'd) . . . . .

I think that this is something that the present Minister of Education is doing, but again I say is doing under eight or nine programs. If it were organized and put into one effort, an effort where it would benefit the largest amount of people that are being trained, and at the same time be able to contribute a good basic pool with a wide enough base of various trades, I'll tell you this much, that you won't have to worry where industry has to come from.

MR. MOLGAT: Mr. Chairman, I may have missed the Minister's statement on this, but did he indicate exactly when the school at The Pas will be started; exactly when the one in Brandon will be started; what the estimates of costs are; and what the Federal share is. I missed it if he did.

MR. JOHNSON: Well I can give that again roughly, Madam Speaker. We're on schedule; we hope to start both institutions this spring; target date September '66 in both; The Pas, total costs around \$2.7 million; Brandon around \$2.2 million.

MR. MOLGAT: Have both those institutions been approved by the Federal Government and what will be their share?

MR. JOHNSON: Both programs and institutions have received the approval of the Federal Government.

MR. MOLGAT: What is the federal share in both?

MR. JOHNSON: Seventy-five percent of the capital cost of each.

MR. CHAIRMAN: 4 (b) (1) -- passed. (2) --

MR. TANCHAK: Mr. Chairman, the Minister answered my question but he didn't answer it in full. I studied the report also and I realize that around 43 percent of the participants in apprenticeship training were from the rural areas, and most of them came from larger rural areas, but what I wanted the Minister to tell us was how the new general course, or the lack of new general course at some of these areas which lack general facilities for that course, how it's going to affect these areas. Will many students be able to take advantage of apprenticeship training?

We know that at present 43 percent is a product of the high schools which were under the old system where you had the high school leaving and the matriculation course and now we have the general course, the main course, the general course plus the university entrance course. I realize that students pursuing their university entrance course would be permitted to take advantage of the apprenticeship training, but supposing they do not. I am concerned about those who may drop out because they're not of university calibre and probably will not be able to take advantage of the general course. That's what I was concerned about -- concerned about the future not the past. If the Minister could explain that and say how it would affect.

MR. JOHNSON: Mr. Chairman, in the future we have many things planned. The general course is designed primarily as the academic content of the vocational courses of the future. I indicated previously during my estimates and I don't want to re-open anything in the past, but for the edification of my honourable friend the Member for Emerson, I would just say that two of the steps we're taking this year is to recognize those areas which have developed, that are wishing to go into a multi-course program within the division, to hold the general course say in one school and the university entrance course in a second high school.

More and more, as I have indicated, vocational subjects are being revised and enhanced, and introduced as we go along into these schools. Quite frankly, the problem facing us here, as it is in Saskatchewan, one of the difficulties is the number of students -- sufficiently large high schools in order to offer the variety of technical courses under that vocational program that we would wish. As the honourable member knows, the federal authorities feel that you need a school of a capacity of over 700 students before you can offer the kind of vocational program that they visualize and that they would like to participate in.

This is a matter which we have met with the Federal authorities on, both the Minister in Saskatchewan and myself and others, as recently as this new year in January, with a view to trying to cope with this particular problem in our province as we go forward, but the general course is meant to be the academic part of a vocational course. A vocational course at high school implies 50 percent academic, 50 percent technical, or you could call it industrial or trade subjects.

MR. TANCHAK: In an area where the schools are very small and when you would have to go into this new policy or one school teaching university entrance and another one the other -- I heard the Minister say that -- but isn't that going to be very costly? The transportation, when you have to shuttle them back and forth, some of the students from the same area would

(MR. TANCHAK cont'd) . . . . have to go to one school and others to another and all the way through the division the same way, in my opinion it's going to be very costly.

MR. JOHNSON: We hope it won't be that costly and we are hoping that we'll have to treat every situation in concert with the divisional authorities concerned.

MR. MOLGAT: Mr. Chairman, I don't quite understand the Minister's statement when he replied to me and said that the construction of the technical schools were on schedule, because as I recall it The Pas School has been proposed or promised in either August or September of 1962 and this is now 1965. Then last year, and I'm quoting now from the Free Press, 20th January 1964, in other words over a year ago now, and the headline is, "Start Next Fall for New Brandon Technical School. 'The Manitoba Government next fall will probably start to build a million dollar technical school in Brandon,' Premier Duff Roblin said Monday. Mr. Roblin said in an interview that planning for the Brandon School will be launched as soon as the architects finish designing a new technical training institute at The Pas. He said The Pas School will be started in the spring." Now this presumably was the spring of 1964 because this statement was in January of '64, so it was to start in the spring of '64 in The Pas and the fall of '64 in Brandon; and now the Minister tells us that it will be ready in '66 and he says that they are on schedule. Now exactly what is the schedule?

MR. JOHNSON: Well, Mr. Chairman, the development of an institute -- with respect to The Pas and Brandon, for both of these of course we have to develop advisory committees; we have to clear our types of courses, curriculum; we have to satisfy the federal authorities as to the types of courses that we are introducing. With The Pas, the first plans actually were presented to the federal authorities this last fall. They felt that we should probably develop more space than we had anticipated and this project actually grew because of the experience of the federal authorities with two other schools they built in Canada of this nature. This is about the third of this kind.

This took a slight delay but I think all factors considered -- although we always put target dates in front of ourselves, really with the amount of work involved in planning, coordinating everything, clearing it with the people directly concerned, planning courses, preliminary drawings, meetings, etcetera, I think -- and we have put a person full time on this job for the past year to push these two projects, to carry all the detail forward -- and while it was hoped to get The Pas going last fall I know, the sheer volume of work and planning and with a full time person on it and so on, it's just been impossible to get going before this spring on both projects.

It was my understanding that while we set Brandon quite clearly, we had felt with both projects it would be -- we made a target date for ourselves to have the thing ready to go in the fall, but in planning both of them and by the time we cleared everything and so on in the several areas we must plan in, it was just sheer impossibility to get those going by last fall.

MR. MOLGAT: Well we are not on schedule then, we are substantially behind schedule. The problems that the Minister indicates surely were just as evident two years ago when the announcement was made, or a year ago, so we are really behind schedule. Now could the Minister indicate whether the two sites have both definitely been settled on? Has the land been purchased and have tenders been called yet for construction, and if not, when will tenders be called?

MR. JOHNSON: Following the approval of these plans by the federal authorities, both schools are now into the detailed working drawings. The Pas is in detailed working drawings, Brandon I think is just entering detailed working drawings.

MR. MOLGAT: Has the land been purchased in both cases?

MR. JOHNSON: The land has been purchased, acquired and settled in both cases.

MR. MOLGAT: When is it intended that tenders will be called for the actual construction?

MR. JOHNSON: Just as soon as the detailed working drawings are before our committee.

MR. CHAIRMAN: (b)(2) -- passed; (3) -- passed; (4) -- passed; (5)--passed; (6)--

MR. FROESE: Mr. Chairman, under (6), could we have a further itemized statement on the grants?

MR. JOHNSON: This item of \$615,000 is made up of \$60,000 in technical education, bursaries; and the \$12,000, Winnipeg School of Art -- this is just an old entry where the Federal Government shares and it is put in here; grants to school districts and divisions, \$555,000; for a total of \$615,000.00.

MR. CHAIRMAN: (6) -- passed; (7) -- passed; 4(c) --

MR. TANCHAK: On (b)(7) - you went too fast. We like to brag here about the explosive

(MR. TANCHAK cont'd) . . . . policies that we have and so on, but I think it would be just fair to draw the attention of the House to the financial aspect of the whole amount in here. We notice that in this department, in (b), the total expenditure is \$4,474,632.00, then the Government of Canada -- there is a recovery from the Government of Canada of \$3,092,771, therefore the direct expense to the Province of Manitoba is only \$1,381,861.00. I would agree with the Minister that this is a good program and quite a bit of work is being done, but the fact still remains that the amount Manitoba contributes does not even cover (b) (1) which is salaries of \$1,522,000.00. It does not even cover that. The grant recovered from Ottawa takes care of most of this expenditure, so I think it is just fair to draw the attention in this matter to the fact that although Manitoba does handle it, and I'll give credit to the officials for implementing it, but still it's just fair that there is a recovery from Canada.

MR. JOHNSON: I'm glad he gave the Conservatives credit.

MR. CHAIRMAN: (c) (1) --

MR. GUTTORMSON: I'd like to bring this matter of Pinawa to the attention of the House. Is the government introducing merit rating through the back door with the situation at Pinawa? As I said before, they are advertising for teachers with a minimum salary of \$3,400 and when the applicants went there to be interviewed for the job they were told they wouldn't get \$3,400 they would get \$3,000, and that if the principal of the school thought they merited the additional \$400 they would get it at the end of the term. If they didn't they would only get the \$3,000.00.

MR. JOHNSON: Mr. Chairman, we would be glad to investigate anything unethical or wrong. This is an atomic energy district and true, the public school district is under an official trustee. As you know, if there is no collective agreement at Pinawa, the salary of course is an individual negotiation between the officials of Atomic Energy through the official trustee. However, that's all I can answer the honourable member in this regard. It's much the same as the Federal Government runs the air force stations, such as at Gimli, where the official trustee of the air force property, if there's a public school within that property, an elementary school for the children of the personnel there, they negotiate their own salaries with the teachers concerned.

Now under the collective agreement proposal you understand that the teachers' representatives and the school representatives sit down under collective agreement, and then if they can't agree, there's conciliation and arbitration etcetera. However, this is in the same category as any other federal jurisdiction here, where the official trustee represents the district as a public school district, but if there is not collective agreement between the trustees of the district and the teachers concerned, it's carried out as I understand it by individual negotiation. But I'd be happy to take the matter, if there's anything further, under advisement and get a more detailed answer if there's any particular case.

MR. GUTTORMSON: Well, Mr. Chairman, I didn't suggest that anything was being done improperly. I was just pointing out a situation as told to me, that the advertisement said \$3,4000 when they were being interviewed they were told it was \$3,000 and the other \$400 would be paid depending on the recommendation of the principal. Now I was told, and the Minister can correct me if I'm wrong, that this school district came under the jurisdiction of an official trustee. Now does he work for the Government of the Province or does he not? He's employed by the Federal Government. . . .

MR. JOHNSON: It's really as I understand it, I stand to be corrected, but I understand for instance at Churchill and at any other federal base, it's agreed to that an official for example of the Federal Government in those instances acts as the official trustee for the particular district, and it is he through whom we make sure that the school is run as a public school or that the academic standards and so on are maintained. However, with respect to salary negotiation, it is my understanding that that official trustee within that district can make an individual contract with the teacher -- you know -- or else use the process that's available to him in our province outside of that jurisdiction.

MR. GUTTORMSON: Well if I understand the Minister correctly, the official trustee acting at Pinawa is employed by the Federal Government and is doing the hiring for that school district. Is this correct?

MR. JOHNSON: . . . appointment by the federal authorities and agreed to by the Department.

MR. GUTTORMSON: Who would the official trustee be paid by?

MR. SCHREYER: In any case, I don't think that the question of whether or not there is



(MR. SCHREYER cont'd) . . . . . merit rating going on in that particular area is any reflection on the provincial Department of Education. It is my understanding that if teachers in a particular school district wish to negotiate an agreement with the trustees of that district that there shall be merit rating, there will be merit rating, and I don't think that the provincial Department of Education then would be reflected upon in any way, and so it applies in this particular instance.

MR. JOHNSON: It's imperative that there be an official trustee within that school district in every federal jurisdiction. In my experience to date in the department, this is always someone who has been mutually agreed to between the federal authorities and the department, and that that authority usually follows the same type of bargaining or collective agreement as does any other normal district, but I imagine they would have the power to negotiate an individual contract.

MR. GUTTORMSON: I'm not suggesting that there is a reflection on the government for introducing merit rating. I'm just interested in knowing if they are doing it. That's what prompted me to ask.

MR. JOHNSON: We don't know of any merit rating . . .

MR. GUTTORMSON: No, but I'm just saying, I'm not suggesting that there is a reflection if there were, but I was just inquiring if this was going on. Will the Minister undertake then to advise us what the situation is at a later date?

MR. JOHNSON: Yes, I'll have to check that.

MR. TANCHAK: Mr. Chairman, on this merit rating, maybe the officials from Ottawa think that we have already got merit rating in Manitoba, so they're acting accordingly. But I have an interesting article here. We've been talking so much about merit rating and I've got an article here of February 24, 1965, Winnipeg Free Press. There's an article on Page 3 which was entitled, "Ways to Judge Teacher -- Let Pupils Pick Them". I presume that the Minister read the article and I'm not agreeing with this last part of "Let Pupils Pick Them". Probably they wouldn't be the right people to pick.

But I quote from the article. "Trustee Wilson suggested that if the board wanted a fair appraisal of teachers in any school division, trustees should refer to the annual reports of division inspectors, but Trustee Robertson challenged this. He said, 'I'll give you \$1,000 for inspector's report that gives you any concrete information about a teacher. They will say an individual's teaching is not too bad, or fair, but they don't give any criterion of high, low, or adverse teaching.' Trustee Robertson said he had time and again suggested that inspectors were unnecessary in Winnipeg." I didn't say that, I'm just quoting what Robertson said. "The Winnipeg School Division is so large, it could do its own inspecting."

Now all I can say to the Minister is that \$1,000 is a lot of money, and Robertson is willing to give \$1,000 for anybody who could find such a report. Perhaps the Minister could take up Trustee Robertson's generous offer and procure an inspector's report that offers, as Robertson said, concrete information about a teacher. That \$1,000 probably would mean a well-earned pre-paid holiday to the place of his choice after the Minister is through with his estimates.

If such a report is found, perhaps the Minister could explain what -- or not found -- what value school inspectors are with regards to teacher appraisal, especially here in Winnipeg. It could be that the merit rating could begin here. I don't know, in co-operation probably with the supervisors and inspectors. I believe they are necessary myself. I wonder how the Minister feels about the advisability of discontinuing inspectors in the City of Winnipeg.

MR. FROESE: Mr. Chairman, before we leave the item of Instruction, this question that I have might also concern the grants that we have already passed, but I think it would be advisable if we could get the information at this time. Will one district division board be able to obtain the same grants as the larger areas will now be getting under the new Bill 39?

MR. JOHNSON: Would the member ask that again? I didn't quite get it.

MR. FROESE: Will the one district division boards be able to receive the same grants that the larger areas are now getting under the new Bill 39?

MR. JOHNSON: Yes, the one district divisions that now exist, you mean. Do they come under those provisions? -- Yes.

MR. FROESE: Mr. Chairman, how much does the City of Winnipeg and the one district divisions in the Greater Winnipeg area stand to gain under this provision?

MR. JOHNSON: How much do they what?

MR. FROESE: How much do they stand to gain now because of this?

MR. JOHNSON: Largely in the administration grant.

MR. MOLGAT: Mr. Chairman, is this the item under which the Official Trustee comes? I notice we have been discussing it. I have some questions to ask. My question, Mr. Chairman, is what is happening insofar as schools that are under Official Trustee? Is the number going down or is the number going up? What is the policy of the government regarding these schools? I know that in some years ago, when there was some real financial troubles in some of the areas, we were unable to get local trustees, and this was necessary and in many cases the only way in which the schools could function. But is there a policy on the part of the government to encourage these schools to set themselves back up with their own local board? What is happening exactly in the whole field? Are they increasing in number or decreasing?

MR. JOHNSON: Well Mr. Chairman, I have had a note from on high that clears it in my mind. The official trustee is appointed by the Lieutenant-Governor-in-Council on nomination, for example in Pinawa, by the Atomic Energy Commission. Now the official trustee, except for example in Hutterite colonies where one of our staff is an official trustee -- of course you try to get away from the official trusteeship and avoid them as much as you can. They are needed mainly in isolated areas and this sort of thing. For example, Mr. Grafton in all our special schools in the north is the official trustee in each of those schools that are operated almost one hundred percent by the department and the Minister. The official trustee in other than through special schools, other through federal jurisdiction -- other than our departmental people who act as official trustees in schools that we have such an interest in, and there's no other -- and the Hutterites -- and there's no other person to direct it. He is paid by the district concerned and has all the powers and responsibilities, as you know, of an elected board. He selects and engages teachers; sets salaries by collective agreement or individual negotiation. I think we have official trustees largely in such special installations, for instance I think there's one at Shilo; there's one at Pinawa; the air force bases where they have schools within the campsite. Other than that that's about all I can say on the matter.

MR. MOLGAT: There is an office as well known as the official trustee for the province, is there not, who has the administration of a large number of schools. Apart from the special schools under Mr. Grafton, these other schools under what is normally known as official trustee, these are separate completely from the special cases of military camps and so on. I think most of these are schools that at one time were under a local school board -- in some cases I think very many years ago -- and then because of either local problems or lack of finances, the local school board ceased to function and they came under the official trustee who in a sense is an employee of the province, although he is really a representative of the local people. Now has this particular office been taking on more schools or less schools? Is it the policy of the government to encourage schools that are under the official trustee in that capacity to set themselves back up with a local board?

MR. JOHNSON: The answer to the last question is "Yes". We are anxious to see them set themselves up.

MR. MOLGAT: Is it happening though? Are the numbers decreasing that are under official trustee; are they staying the same; or are they increasing?

MR. JOHNSON: I can't give that information at the moment. As far as I know, everything is more or less a special situation. Where it does exist, as the Honourable Leader of the Opposition has defined, for example in the situation in my constituency with respect to an all secondary education, the Official Trustee of that particular district has made arrangements with the community authorities for the high school students to go to the high school in the community just like any other regular public school student. But because of distance, with elementary, they have maintained their own school in their own district for elementary purposes. I think this is the main thing. As far as secondary education goes, I think the policy is in most places, the arrangement is that the high school students come out to the district divisional high school

MR. MOLGAT: It's mainly the elementaries that are under Official Trustee, the local schools in most cases. Could the Minister obtain for us that information, that is the number that are under Official Trustee and whether there has been a decrease or an increase.

MR. FROESE: Mr. Chairman, we have an Order for Return in but I haven't had the reply to it yet, and I was going to discuss accreditations sometime during the Estimates. I won't be able to do so now, but one thing I would like to know is whether any of the schools where accreditation was withdrawn, were there any of those this year, or did you add any new

(MR. FROESE cont'd.) . . . . ones that are able to accredit students?

MR. JOHNSON: . . . . . Mr. Chairman, I have the Return prepared. I'm sorry I didn't get it in today before the Orders of the Day, but that Return has been prepared and it's quite comprehensive. I have made a statement on it earlier in the Estimates but I don't think the honourable member was in the House that evening. I would be happy to get him any further information on accreditation that he may wish. As I said earlier, many districts who may wish to accredit or have the power to accredit -- the high school examination board as you know accredits on application, schools for this purpose. Many of them have in turn felt it more important for their children to write final exams as an experience rather than wave them on, or rather than exert their powers. However, I would hope that the return would satisfy the honourable member, but if there's anything special in that regard I'd be happy to get the information.

MR. TANCHACK: I think that the Minister ought to explain what value school inspectors are with regard to teacher appraisal, especially in Winnipeg. Is it their duty? I want that for clarification. Is that part of their work or what value they are.

MR. JOHNSON: In regard to our inspectors, they are an absolute necessity as an external audit for the Department of Education in the field. The inspectors' duties -- I have come to appreciate and share this with the members of the committee, the very excellent men in the field of education that we have as inspectors and the sometimes difficult role that they play, but in Greater Winnipeg, the honourable member will be interested to know we have team inspection, where people knowledgeable in their particular field move into schools in the case of teacher examination. We are planning this year an experimental project involving six divisions forming a region, where in rural Manitoba we hope to examine this idea of team teaching -- or experiment with the idea of team inspection rather, over six divisions. We'll have a regional inspector and five other inspectors. The regional inspector would have a lower case load than the others, and over the six divisions the inspectors would have about an equal elementary load and then move in in team inspection at the secondary level.

The inspectors, one of their main functions in the field is to assist with interpretation of The Public Schools Act; to assist divisions and superintendents, where there are superintendents, with such things as certification of teachers, the reporting on new teachers and so on. They are academic people; they are educators primarily; and they are most interested in assisting a superintendent, or where there is no superintendent in a division, with the newer teachers, the more recent teaching staff in the school. They have of course the main function, as I said earlier, of external audit; interpretation of government policy; testing, checking on certification and this sort of thing; making sure that the regulations are being followed; participating with the teachers throughout the province at the Grade 9 level especially, for example in promotion, where the inspectors and principals join together at this level.

I think that they are more and more interested in the future and educational leadership. I think they see a very real role for themselves, probably changing a bit -- with the introduction across the province in the future of superintendents, they may change somewhat, but in general terms we, as I say, see the inspection staff as a very necessary adjunct to our department activities, a very necessary function.

MR. SCHREYER: Mr. Chairman, it would seem that the Honourable Member for St. George has raised a very special kind of case when he relates to us the problem that has arisen at Pinawa. Now as the Honourable Minister is well aware, the Federal Government pays the cost incurred there, but I suppose provincial grants are forthcoming on the regular basis and then the school there has to operate within or under the curriculum as set by the provincial Department of Education, and it would appear that the resident administrator at Pinawa, or at least his assistant who is in charge of the educational aspect of the administration, is instituting in fact a sort of a merit rating system.

Now I'm not sure what the provincial Department of Education would have to say about this, but it seems to me that if the provincial Department of Education wanted to interest itself in this event or what's going on, they could do so. They have the constitutional right to do so, I would think. Now I don't know at this point what I should ask of the Honourable Minister, but I do think that it merits clearing up at least. Just who is responsible, who has the authority to implement merit ratings there. What makes it even more unique, Mr. Chairman, is the fact that there is no teacher agreement there at the present time because of the fact that the forthcoming year is the first year which teachers are being hired. So I don't know, but I think the Minister would be interested to follow this up.

MR. JOHNSON: I'll try and get whatever information I can on this.

MR. CHAIRMAN: (1) -- passed; (2) -- passed.

MR. TANCHAK: We're still on (d) -- You went too fast on that.

MR. CHAIRMAN: (c) (2) is passed; now (d) (1).

MR. TANCHAK: Oh, (d) (1). No, I still wanted to ask one more question on the former one, that's on (d) (1), and it's not because I have anything against--(Interjection)--Yes, on (d) (1). I didn't get a chance -- I'm still not too clear on that. I've nothing against the inspectors and I appreciate that they're doing a wonderful job. I've had to deal with them for over 19 years myself and I'm not complaining against the inspectors, but I have complaints from some of the people, actually some of the boards, and rightly or wrongly they seem to think that their appraisal of the teacher is that the teacher is no good.

Now I'm not willing to accept their appraisal, but they keep at me and say why doesn't the inspector send us a report and give us an appraisal of that teacher, tell us that the teacher isn't. In one instance one of the school board came up to me and told me that the inspector personally agreed with this board member that the teacher did not or was not able to carry out her duties in that particular classroom, but still the report came in and it didn't say anything about the teacher.

The question is, is the inspector supposed to appraise this teacher in any way? I was under the impression that the inspector did not have to do it and that's the answer I gave him, and here I'm just wanting to find out whether the inspector -- the answer I gave him was this: Except in extreme cases the inspector may say that the teacher isn't qualified to take care of her or his responsibility. But I'm still not clear whether the inspector, if one of his duties is to appraise that teacher, not for merit rating, but in his report is he supposed to say that the teacher should be relieved of the duties or moved to another classroom, high or lower? Is that one of the functions? I'd like . . . . .

MR. SCHREYER: Mr. Chairman, I think I could put a specific question to the Minister now. Do the schools at Pine Falls, Thompson, Pinawa, come under an Official Trustee or do they come under the Superintendent of Special Schools?

MR. JOHNSON: I think they come under an Official Trustee -- those particular ones.

MR. SCHREYER: That being so then, Mr. Chairman, if a school comes under an Official Trustee who is an officer of the Department of Education, then if there is merit rating going on in a school it is the responsibility of the department. Now if the Minister still wants to say that the Pinawa School comes under the Provincial Official Trustee, then this department certainly can do something about this allegation of merit rating. It should investigate it forthwith and find out and set the policy. Do they want merit rating or don't they? I don't think the department can escape responsibility in such a case. If it is a fact that the Pinawa School comes under an Official Trustee of this department, then I would want to level criticism at the department and at the Minister for allowing merit rating to go into effect as it apparently is.

MR. JOHNSON: Mr. Chairman, I don't know the first thing about this question of merit rating. It's been raised here tonight and I've advised you I'll take it under consideration. We are not trying to avoid any responsibilities whatsoever. If there's anything that's out of line here or we don't approve of, we will certainly carry out our function. I must look into this particular matter concerned. I haven't the faintest foggiest idea what this is all about but I'm sure going to find out, and I understand that one of my assistants has sent a note down.

While I'm on my feet, in answer to the Leader of the Opposition, the policy of course is to return to local boards as soon as possible, but some localities have refused to elect boards when we have asked them to, preferring O. T. administration. This has happened on occasion. For example, I think we're working as fast as we can towards the election of a school board at Thompson where there has been an Official Trustee in the early development stages, but with respect to this business of some unusual procedure being carried out by an Official Trustee, my understanding is when these things are brought up we look into these matters.

MR. FROESE: Mr. Chairman, this matter raised by the Honourable Member for Emerson I think deserves some attention. We know that the inspectors visit the schools twice a year and make reports. The one report mainly deals with the school plant itself and gives an account of what facilities there are and whether any corrections should be made and so on; and the second report comments on the teachers. I have yet to see a report where the inspector will say that a teacher is really weak when we know he is weak, and I think this is what our people in the country would like to see, especially the school trustees, that if a teacher is weak

(MR. FROESE cont'd).....the school inspector should say so.

MR. CHAIRMAN: (d) (1) --

MR. RUSSELL PAULLEY (Leader of the New Democratic Party) (Radisson): Mr. Chairman, now we're down at (d) and (e) -- yes, (d), I think that -- Pardon? (d) (1) yes. I think that possibly, Mr. Chairman, that in conjunction with (d) we should take (e), due to the former set-up in our Estimates under (d) dealing with special services, if memory serves me correctly, previously under that appropriation was included the expenditures of money for the School for the Deaf in Saskatchewan. Now there is a separate appropriation for the School for the Deaf, if you'll note, Mr. Chairman, being Number (e). I think that it would be of interest to the Committee if you permitted a general overlap here of the two due to the new change in the financial set-up.

If we look under the appropriation (d) (1), (2) and (3), Mr. Chairman, we note that in salaries there has been a reduction; supplies, expenses, equipment and renewals, an increase; tuition fees, maintenance and travel expenses, a considerable reduction; and then we come into the new appropriation (e) which deals with the Manitoba School for the Deaf.

Now I think that it might help and I'm offering this to you, help us if the Minister were permitted or did give an explanation of the transfer of the various amounts in these two appropriations in order that the members of the Committee may without prolonging any discussion or debate, at least at the offset, have a general idea of the transfers of the amounts of money. I'd like to know -- the salaries have gone down by about \$25 odd thousand in respect of the Director of Special Services for instance, Mr. Chairman. And then there is general transferring and changing of the accounts which is only being revealed for the first time I think this year, due to the set-up with the School of the Deaf, and may I say, Mr. Chairman, in connection with this the Honourable Member for Emerson attempted to extol the virtues of that outfit that's in charge down at Ottawa at the present time by appropriations in the financial resources of the country toward education. May I at this time pay a tribute to my colleague from Inkster, who unfortunately is not here due to not feeling well this evening, who at long last, come Liberal or come Conservative governments, can see an appropriation definitely allocated for a School for the Deaf here in the Province of Manitoba. I'm sure that all the deaf children and their parents will join me in thanking my colleague from Inkster for at long last, achieving.....by this school.

Now apart from that, Mr. Chairman, because I feel, and I hope the Minister agrees with me on this, that because of the changeover in the appropriations that we may have a breakdown of the financial aspects of what has been transferred out of the previous appropriation.

MR. SMERCHANSKI: Mr. Chairman, I'd like to find out from the Honourable Minister schools such as located in God's Lake, God's Narrows, Island Lake, is there any plan underway to co-ordinate these schools, together with the Department of Indian Affairs through the Federal Government in order that there would not be duplication of school facilities in these districts and that they could be functioning as one school district? Has this been done, or is it being done, or what is the intention with reference to the independent schools that exist in this area as against the Indian schools set up under the Department of Indian Affairs?

MR. TANCHAK: Mr. Chairman, did you call (d) already? --(Interjection)--Well you are.....So if my question isn't answered, maybe the Minister prefers on the former one to give me the answer in private. I guess I'll have to seek the answer that way, as far as the inspectors are concerned, because I have to give that answer to some of my colleagues from the constituency.

MR. JOHNSON: Mr. Chairman, after 60 or 80 years of operation, I don't think I have to defend the inspectional system of the province. This is an external audit to try and do the best they can to see to it that The Public School Act is being carried out. In the old days with the one-roomed school, so familiar to my honourable friend and which he leaves with such nostalgia, they used to have great difficulty in -- in those days the inspector spent a lot of time in the classroom with the teacher and the new teacher, and today the inspector throughout the province gives him emphasis onto the new and younger teacher that is having difficulty, where the principal points it out to him or where he sees it in the classroom. But it is becoming -- with the tremendous increase in enrolments in our schools, and with the advances in teaching methodology and so on, I think that we in the department feel the role of the inspector is going to change.

The inspector is in a tough position, as my honourable member knows. He has to guard against subjective feelings when he's assessing a teacher. Just as one of the things that has

(MR. JOHNSON cont'd). . . . . made merit rating such a puzzle to educators around the world, not just here, he does his best to examine the teacher, to determine the teacher's weaknesses, if any. The experienced able teacher doesn't need the inspector's time in the classroom as they used to do, or as they might have done -- they get away from that. He is primarily concerned, and he is interested, of course, in the educational standards and so on.

This is why this year we are making an experiment in team teaching at the secondary level, and of course the enhancement of our teachers' qualifications is making the job easier for the inspector, but the charge that the inspector does not categorically give the school trustees a subjective assessment on all occasions, I think is not correct. I know as a private citizen the inspector in my area was in constant touch with the school officials, discussing the educational problems with them. He didn't get into a discussion of the teachers' weaknesses or anything else publicly. I'm sure he gave much information to the boards of the districts and I know he made a report to the department which is a confidential assessment of that teacher but which that teacher can come in at any time and have it shown to him or her. And I think the function of the inspector is not to go out like a cop; the function of the inspector as he feels it is, is to go out and in a professional sort of way, a professional capacity to examine and help that teacher understand her weaknesses and try and correct them, rather than giving -- in many cases where there may be doubt in his mind, he's also concerned that maybe his subjective feelings are out-weighting the objective findings.

I think that it is a most difficult human personal relationship between the teacher and an inspector. It is one that they treat with a great deal of respect, and I think by and large both as a private citizen and in my capacity as the Minister in the Department, in meeting these men and discussing problems with the inspectors and trustees -- which happens very often during the year, as a matter of fact I have come to know most of our inspectors through personnel problems that have developed. Their discretion, their observance -- the inspector usually knows just what's going on in the division and with his teaching staff. He feels that he would like to see in the future -- get more into a team approach at the secondary level, and he is sensitive about making overly subjective reports on some of his staff.

MR. TANCHAK: . . . . . the value of inspectors' services, Mr. Chairman, and I would say that I had the privilege of roaming together with my class -- roaming the bushes with the late Mr. Cummings, whom I respected very much, and enjoyed his visits every time he came there, and I'll not pursue this question any more. I know that it's a sensitive subject. I probably myself if I was an inspector I would have a difficult time to decide whether I should do that or not, so I'll leave that.

And since we are on (d) now -- is this where we could discuss physical training, or is that too late? I have a very short comment on that and I'll--(Interjection)--Pardon. . . . . It's too late, Mr. Chairman?--(Interjection)--I know that the Minister will have a story to tell on this one and what I am wondering -- we've got one Mr. George Nick, Superintendent of Physical Education, a man that is highly trained but I think that there is a lack of other highly trained physical instructors, physical training instructors. And it seems to me that the budget is very very small; it's niggardly; it merits a larger budget than what we appropriate.

And there are also complaints from the teachers. Some of the teachers, lack of physical trainers -- in many areas they have to constantly upgrade their own training in this respect. And then as far as expenses, out-of-pocket expenses in connection with clinics and transportation, they feel that they shouldn't be absorbing those. I wonder what the Minister has to tell us about the physical training aspect?

MR. JOHNSON: Mr. Chairman, from the broad subject raised by the Leader of the NDP I am happy that he saw that (d) and (e) really have to be looked at together. The appropriation in (d) (1) is down to 144 from 169, a decrease of 25,000. This sub-appropriation formerly included the salaries of the teachers at the Deaf School, who are teaching at the day school on Wellington and Wall. In anticipation of the residential school a new sub-appropriation (e) Manitoba School for the Deaf was brought in and the salaries of the teachers of the deaf have been placed in that appropriation. The amount transferred amounts to 53,000; but increases and other costs due to establishment of the position of Assistant Director of Special Services, reclassification of the Director of Special Services in the new salary scales and salary increments, left the net reduction at 25,000 instead of 55.

Now while I'm in this area and in view of the change, I would just like to if I could point out to the Committee that grouped under this appropriation is the work of the Supervisor of Special Schools, special classes; the Supervisor of Home Economics, and the Supervisor

(MR. JOHNSON cont'd). . . . . of Physical Education as just mentioned by the Honourable Member from Emerson. I'd like to comment briefly on the second of these branches. There has been a slow but steady increase in the number of classes for the handicapped and enrolment of these classes. Details of these enrolments have already been placed before you in the report.

A study, as you know, has been underway looking at all aspects of the handicapped, and the first portion of this report dealing with the education of the mentally retarded has been received and it contains many interesting and valuable recommendations dealing with the trainable retarded, and suggests the department assume responsibility in addition to the educable mentally retarded. As you know permissive legislation which includes special grants and greatly reduced. . . . . teacher ratios exist for the educable retarded.

Now the department, as I said in my opening remarks, will be making -- we hope to make copies of this report available to the House but primarily in view of the extent of these recommendations we are having the officials in this branch and in the department examine this with the Department of Health. At the moment this report is under study by the Special Services Directorate as I have said, and I think we have to bear in mind the excellent work which is being carried out by local chapters of the ARC as we look at this report. And I think as we -- the possible implementation of any recommendations of sociological, psychological, and physiological problems apart from the problem of curricula, staffing and so on. Our newly appointed Supervisor of Special Education comes to us with wide experience in the field of mental retardation and a detailed knowledge of the situation locally and nationally.

The members have noted specially the School for the Deaf. Now these Estimates come under a separate heading, and the reactivation of our own residential school. Out of a total of 113 deaf pupils in this province, 79 are in attendance at our own School for the Deaf in Winnipeg; 31 are attending the Saskatchewan School for the Deaf at Saskatoon; two are attending a school in Minneapolis; and one is at the Central Institute for the Deaf in St. Louis. The Manitoba Day School for the Deaf is now operating at more than capacity as was the case last year, one class of older boys being accommodated in the classroom rented from the Winnipeg Division. Last year this latter class was accommodated at Grant Park but this year owing to an increase in enrolment at that school other arrangements had to be made for the accommodation of our deaf students.

A number of possible alternative locations were suggested by the Winnipeg School Division but for various reasons including the annual problem of last minute enrolment and shift of population, there was a delay in finding the most suitable accommodation. However, the delay was worthwhile and one class was finally located in a centrally located school in which there was a manual training shop which was not being used for any other class. These boys now have access to a well-equipped shop for the two half days a week in the same building in which their academic classes are carried out.

In September of this year it is hoped -- in fact this is our target date, to re-open the residential school in Tuxedo in the building originally constructed for this purpose. The present indications are that the residential school would accommodate between 120 and 130 pupils from six years of age and up. This figure is based on the 113 pupils now attending the various schools for the deaf. Three may be expected to complete their schooling this June, with the addition of approximately 11 whose names have already been put forward as possible candidates and an additional five to allow for students presently not known to us who may be attracted to a residential school in Manitoba.

Preliminary planning, and I stress this is preliminary, indicates that initially the school would operate as a combined day and residential school with approximately 60 students in residence during the first year of operation. While I realize that opinions vary in this respect, our best advice at the present moment is that the current trend in residential schools for the deaf is to allow those within commuting distance to attend as day pupils, thereby permitting them to have the advantages of the special schooling facilities as well as the natural advantages of home life and constant contact with their families and friends, parents and a broadening influence of the constant participation in community activities. This view is supported by the principal of three of the larger schools for the deaf now operating in Canada. As planning for the school develops, consideration may be given to the possibility of providing residential accommodation for hard-of-hearing students from the rural areas for whom no suitable education facilities exists in their home areas. It should be clearly understood that this residential school is designed for the deaf rather than for the hard-of-hearing, for whom other arrangements can be made with reasonable facility under local auspices. Once the

(MR. JOHNSON cont'd) . . . . . school is opening and operating and the staff become more experienced in the operating of residential facilities, consideration will also be given to the possibility of lowering the entrance limits to five years of age. It is proposed that the school continue to accept multiple handicapped children in whom deafness occurs in addition to some other handicap or handicaps where it's a dominant influence. Our experience with a small group of these children now attending the day school shows that such children can benefit considerably from attending a school for the deaf even if only to broaden their horizons.

It is anticipated that there will be 14 classrooms in operation in the school in addition to rooms for Home Ec, Shops, Library and recreation. All accommodations both residential and academic will be restricted to the main building. A kitchen and dining facilities will be located in the service building which is situated beyond the present main building. The gymnasium will be retained for physical education and recreational activities but the other temporary buildings now used by Teachers College and certain vocational classes for adults will not be used for any purpose connected with the School for the Deaf. The only possible exception is the conversion of one of the semi-permanent buildings of better construction now used by the Department of Labour for a workshop, into a handicraft and manual training building.

Present planning calls for an increase in staff of seven teachers, three male and one female over and above the present staff of the Manitoba Day School and any replacements that may be necessary. In this connection we -- I have a report on the number of teachers somewhere here. Over and above the present staff and any replacements, of course. Additional supervisory staff will be required to act as house parents and dormitory supervisors, in addition to a Dean of Residence who will be responsible for the supervision of the recreation program and social activities, normal maintenance requirements, both personnel and general, and all other administrative arrangements common to a residential school. As far as possible the requirements for maintenance personnel of all kinds will be filled from the staff presently employed at the Teachers College.

It has been recommended that an advisory board be set up to advise the Minister in matters relating to admission policy, curriculum, vocational education, teachers' qualifications, and all other matters pertaining to the operation of the school; and it's suggested that this board contain amongst others representatives of the professions in medicine, education, other government departments in the fields of health, welfare, the Society for Crippled Children and Adults, the National Employment Service and the Deaf Association. Consideration will be given to the advisability and feasibility of the establishment of such a board.

The recent upward revision of salaries for teachers of the deaf make salary arrangements in this province competitive with most provinces in Canada. For this reason it is anticipated there will be a good response to our request for additional teachers for the School for the Deaf when we advertise through the Commission.

I might say at this point we have one teacher just the other -- experienced teacher coming. It is some interest to note that the applications were invited for a teacher to replace one of our present staff members at the School for the Deaf for the last three months of the school term and over a dozen applications were received. I should point out, however, that these applications were from people who, with one exception, were not trained in the education of the deaf but indicated their willingness to undergo special training. In this regard it will be necessary for us to continue some sort of in-service training for teachers of the handicapped, particularly teachers of the deaf and the mentally retarded under our auspices. Last summer the entire staff of the Manitoba Day School for the Deaf, with one exception owing to a personal bereavement, attended a special course in the teaching of the deaf conducted in their own school by a visiting lecturer from the United States. Plans are under way for this to be continued during the coming summer both for present staff of the Day School for the Deaf and for any other, any new staff members for whom such training would be desirable.

It is worthy of note that the Senate of the University will be considering shortly the Report of the Special Sub-Committee set up to investigate the possibility of establishing a school to train people in the work of speech and hearing disorders. We will await their reactions to this report with considerable interest in view of the growing need for persons with such training in our province.

I should say to the members of the Committee that the -- we have further information here somewhere -- the requirements for the deaf -- we estimate a principal, vice-principal, 18 teachers, for an academic staff of 18 or 20. Presently we have the principal, 11 teachers



(MR. JOHNSON cont'd). . . . . for 12; we need a vice-principal and seven others. We've taken action in establishing these positions; we've advertised. Notices have been posted in three teacher training institutions locally, or in the province, and advertisements across Canada in major newspapers will be taking place. We plan to continue July 5th to 30th courses for our present staff, and any new people who come, in teaching language for the deaf and teaching school subjects to deaf children. These are the courses that are going to be offered to our own staff this summer. I would point out the fact that I think on balance and the best advice we could get as I said earlier, was that we should proceed to have the combined day and residential. I can quote the authorities who advised us in this regard, plus some of our own local people who have been associated with this subject for some time. Now this is where the -- in looking at the Estimates, as I explained the 144,000, the 166 under (d) (2) was the provision I explained in introducing the Estimates, to place sufficient funds. At the time the Estimates were made up we had no idea -- we had planned to raise the educable retarded age to 18 which will bring in more classes. There are now 140 classes for the educable retarded operating in the province and for any other action we may take between now and the coming months with respect to the study of the handicapped. The tuition fees, of course, under here are down to 145,000 -- that's (3). This is because primarily a transfer of charges for the deaf children to the appropriation (d) for (e). This appropriation covered the cost of training and travel for deaf children in Winnipeg and travelling back and forth to Saskatoon and so on. We leave a certain amount in there because under this appropriation also comes the 19 students at Brantford at the School for the Blind, or the visually handicapped, and other expenses and then, of course, the salaries and supplies are the Estimates for the new teaching staff of the deaf.

With respect to the Honourable Member from Burrows, as he knows, we operate public schools wherever we have ten or more students who -- of Metis say extraction in those areas, or white, non-treaty who want to go to a public school and there are 10 or more, we operate a public school. Certain of these Indian Residential Schools will no doubt continue for the time being, or they'll run their own schools in this regard, but that change in policy I think will go a long way towards further integration in the sense that it paves the way under this master agreement for the fullest flow between the responsibility of Indian Affairs and ourselves and I think it will be a very excellent move.

MR. T. P. HILLHOUSE, Q.C. (Selkirk): Mr. Chairman, I wonder if the Honourable Minister could tell me whether or no any survey has been made to determine the number, the ages, of the geographical location of hard-of-hearing children in Manitoba, and if a survey has been made I wonder if he could tell me what arrangements have been made in respect of the pre-school education of these children and the actual school education of these children.

Now I realize and appreciate the fact that you are establishing a School for the Deaf, but I suggest to the Honourable Minister that there are quite a number of hard-of-hearing children in this province and I don't think that they fit in with the School for the Deaf, because these children with proper speech therapy and proper training can take their place in the community as normal citizens. I know that the First Minister in his own constituency, at the Mulvey School there are classes there that are giving that type of education to hard-of-hearing children and they're doing a wonderful job. I know of two little girls there who have a very pronounced hearing loss, who have to wear double hearing aids, and these children are taking their place in the regular classes due to the fact that their parents have been able to give them speech therapy at the Children's Hospital, and the teachers at that school have been able to assist them in that respect.

Now I'm very interested in this and I would like to know what is being done for these hard-of-hearing children in the Province of Manitoba. Something is being done in the City of Winnipeg. The City of Winnipeg I think, particularly the Winnipeg School Board, has one of the most enlightened policies in respect of the education of hard-of-hearing children and handicapped children of any school board that I know in Canada. I would like to see greater co-operation between the Province of Manitoba, particularly the Special Education Branch, and that of the City of Winnipeg, because I think that we can use the services, the knowledge, and the know how of that special department in the Winnipeg Public School Board to sort of co-ordinate and direct our efforts provincially. I certainly would like to see that co-ordination established so that we will have a properly co-ordinated and scientific program in respect of this particular matter to which I refer.

MR. CHERNIACK: Mr. Chairman, I listened with interest to almost all that the Honourable Minister has told us, and I failed to hear any reference to the problem of guidance

(MR. CHERNIACK cont'd). . . . . in the schools. Now that may be something I didn't hear, but I would have wanted to hear more about what the department is doing. I assume that it comes under the Director of Special Service simply because I don't recall hearing of it in any other portion of the budget, and I would like to hear the Honourable Minister report in due course, and if not this year then in the annual report of next year, as to what the department is doing in a positive way on the preparation for guidance teaching through the teacher training institutions and for actual assistance on a provincial level to the guidance programs in the schools.

In the City of Winnipeg, and the Honourable Member for Selkirk already spoke about advances made by the Winnipeg School Board, they do have a guidance supervisor. I note from a report which I dealt with this afternoon, a report which had been submitted to the Minister by the National Council of Jewish Women, an estimate in Winnipeg of a drop-out in Winnipeg schools of approximately one out of three who do not complete high school. This report deals with the importance of the function of guidance and recommends strongly that there should be a provincial director of guidance.

Now maybe since then a director has been appointed, but this report states that Manitoba has been one of only two provinces lacking such a director. The brief goes on to urge strongly that the Provincial Government do appoint a director of guidance and that the province seek ways to attract suitable properly trained teachers to the school guidance program, and that guidance should be available at all levels of the school system.

By coincidence I was reading through an issue of the Manitoba Teacher of something over a year ago, where a report was made of a lengthy interview with the then Minister of Education, and they state there that the Minister informed the committee that as to the suggested appointment of a director of guidance, the Minister noted that in the past he was not in favour of such an appointment. However, it goes on to say that certain things had come to his attention which made him feel that it was of value. He noted that a guidance counsellor had been appointed for the Manitoba Institute of Technology and suggested he might be available for use in the high schools. Could the Minister inform us as to whether or not there is now a provincial director of guidance, and if there is, is it a full-time task? If there is not, why not?

MR. JOHNSON: . . . . . We have established in the Estimates this year as I announced earlier -- and it comes under Instruction -- we are setting up within the department a supervisor -- we have the positions cleared -- as a matter of policy we are advertising and have advertised for some time for a Supervisor of Guidance and we also have positions for an educational guidance supervisor under this person, plus a trade vocational guidance director -- two directorships and a supervisor, and staff. Our advisory board has given a great deal of attention to the whole subject of guidance during the past year and I think the general feeling is strongly that the department should initiate this new activity forthwith and this has been approved. I mentioned that earlier on a couple of occasions. The Honourable Member is, of course, aware that we have a Supervisor of Guidance at the M.I. T. and I think this is the first step in coping with this whole problem.

We don't have reliable figures at the moment that I have seen re the number of distribution of hard-of-hearing, but hope that with the establishment of our own school we will make it a centre of study and certainly work with the agencies the honourable member has mentioned. I did mention in my remarks a few minutes ago that initially where no educational facilities exist for these hard-of-hearings in their own rural areas, I think we would look at them with respect to the new residential school to start with and get after this problem. I think I concur that it is very important to attack the hard-of-hearing that can be reached early and proper therapy given. I would hope that possibly some residential accommodation would be made for some of these to start with, and of course our directorship will be working most closely with the City of Winnipeg. As you know, we offer grants for classes for hard-of-hearing the same as mentally retarded, but in rural areas there isn't the concentration to give you the training and it might be advisable to bring them in at this time.

MR. HILLHOUSE: Could the Minister advise me whether or no any efforts have been made to increase the number of qualified speech therapists for Manitoba?

MR. JOHNSON: . . . . . reported on that a minute ago. The centre at the university has been looking at this and we haven't had the recommendations as yet.

MR. CHAIRMAN: (1) -- passed; (2) -- passed.

MR. SHOEMAKER: One thing my honourable friend has demonstrated quite clearly, and that is that he can read. I must confess I haven't read Hansard, but some two or three weeks come next winter on a cold night, I'll take the time off and read everything that he has

(MR. SHOEMAKER cont'd). . . . . said. I asked on two occasions what he was doing to carry out the recommendations of the former Minister, one Robert Bend, and I told the story twice of having had the pleasure of listening to him and the recommendations that he was making throughout rural Manitoba, and I wanted to ask him what he or his department are doing to carry out these recommendations.

Now I told them the story of the barber, and one that is just about as ridiculous, I have before me, and this is what the same fellow said. He said it's time that we accepted people as people, not just because they have a string of letters behind their name. The ridiculous aspect of the situation was illustrated, he felt, in a daily newspaper ad for a garbage collector who stated that one of the qualifications was Grade 13 education -- for a garbage collector.

Now I noticed in a recent advertisement put out by the Department of Education Vocational Branch, "Special Training Opportunity", it is headed, that applicants must be 17 years of age and have completed Grade 11, or consent of the principal. Now this suggests that the department is doing something to carry out the recommendations of my honourable friend, because it says applications--(Interjection)--No, this is the Manitoba Institute of Technology. I asked the question, Mr. Chairman, on two--(Interjection)--I don't care whether they passed it last year, but I asked the question twice and never got an answer.

MR. CHAIRMAN: (d) (2) --

MR. FROESE: Mr. Chairman, I have one or two questions in connection with the Retirement Allowances Fund. There is no item in the Estimates for this purpose and I was wondering where do we discuss it?

MR. CHAIRMAN: It was discussed under the Minister's salary.

MR. MOLGAT: Mr. Chairman, I think that we're getting towards the end of the Minister's Estimates and I believe there is some information still to come from him specifically regarding the Indian and Metis children of the province. On the 19th of March when we were discussing this subject, he promised that he would give us the figures as to the numbers who are presently in the Indian schools, those who are presently integrated into the regular school system, the numbers for which the province is presently paying divisions, and so on, so that we can judge the progress. I wonder if he had those figures for us yet.

MR. JOHNSON: No, I haven't got them on the Indian schools. Those are federal schools.

MR. CHAIRMAN: (d) (2) -- passed; (d) (3) -- passed; (e) (1) -- passed; (e) (2) -- passed. Resolution No. 30 -- passed. Resolution No. 31 -- passed.

MR. ROBLIN: We have finished the Department of Education Estimates now, Mr. Chairman, and I think if there are any questions outstanding the Minister can bring the answers to Committee at a later date. But as the Estimates are finished, I move that the Committee rise.

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

#### IN SESSION

MR. CHAIRMAN: Madam Speaker, the Committee has adopted certain resolutions and ask leave to sit again.

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 and the House adjourned until 2:30 Wednesday afternoon.