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**8:00 P.M.**

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THE LEGISLATIVE ASSEMBLY OF MANITOBA  
8:00 o'clock, Friday, February 12th, 1960

MR. SPEAKER: Committee of Supply.

MR. ROBLIN: Mr. Speaker, I beg to move, seconded by the Honourable Minister of Education that Mr. Speaker do now leave the Chair and the House resolve itself into a committee to consider of the supply to be granted to Her Majesty.

Mr. Speaker presented the motion and after a voice vote declared the motion carried and the House resolved itself into a committee to consider of the supply to be granted to Her Majesty.

MR. SPEAKER: Would the Honourable Member for St. Matthews please take the Chair.

MR. CHAIRMAN: Department 5, 1 (c).

MR. CAMPBELL: Mr. Chairman, I realize that we have passed (a) and (b) but I was just wondering if the Minister did put on record the number of salaries that are covered in that item.

HON. STEWART E. McLEAN (Minister of Education) (Dauphin): (a) Mr. Chairman?

MR. CHAIRMAN: Yes.

MR. McLEAN: There are 40, 45, I'm sorry, 46 authorized positions, 42 positions filled and covered by that item under (a).

MR. J. M. FROESE (Rhineland): Mr. Chairman, I think I had a question directed to the Minister last night and I was wondering if he was prepared to answer that now. He referred me also to the report of the Teachers Retirement Allowances Fund on page 214 of the report; I'd like to read the last paragraph which reads thus, "Under the terms of the Act, an actuarial evaluation of the fund is to be made as of June 30th, 1959. The 1957 evaluation indicated that the fund should attain to actuarial solvency in approximately 35 years. Experience of the past two years since the amalgamation of the funds will enable the actuary to determine what progress has been made in this direction." I was wondering, has that evaluation been made and what has been the effect of the evaluation?

MR. McLEAN: Mr. Chairman, the evaluation was made as required but we have not the report. I understand that it should be forthcoming very soon, if it does come to me while the House is still in session I'll be glad to give the information to the House but it isn't -- I have no report at the moment.

MR. ORLIKOW: The Royal Commission Report spends a good deal of time analyzing the teachers' pension fund and the provision made for teachers and the costs so on, makes a number of recommendations which I must admit I find difficult to follow, I think it takes someone who is technically qualified. I am however concerned with the general position of the teachers' pension, as I understand most modern pensions established by private business and I think by many governments pretty well go on the basis of equal contributions by the employee and the employer, usually somewhere in the neighbourhood of 5% of the employee's salary and an amount which is usually matched by the employer. Now I understand that our system is entirely different, that while the teachers pay 5%, of course this varies depending on the amount which they earn that the amount paid in by the employer, in this case partly the local school district and partly the province is much less than an equal amount to that paid by the teachers in fact it is limited to \$60.00 a year by the school district and \$60.00 a year by the province. Now I would assume from the amounts here in the estimates that for this year at least there is nothing here for a major change. I'm wondering Mr. Chairman, if the Minister could tell us whether the department is giving consideration to this feature. I think that paying teachers an adequate salary is one matter and paying them or any other employees a fair pension is an entirely different matter. It seems to me this is something which we should be moving on in the not too distant future.

MR. McLEAN: Mr. Chairman, the Royal Commission in its interim report makes certain recommendations concerning pensions and a number of other items which are usually referred to as fringe benefits. Then in the final report you will recall that in a final chapter they just made one or two shall we say amendments, to the earlier proposals they had made about pensions. Now I have asked and propose to establish a committee consisting of representatives of the teachers' society, the trustee associations and the department to study the

(Mr. McLean, cont'd.)....whole field of recommendations which I generally refer to as Chapter 4 of the Report in order that we may arrive at some conclusions on what we should do. That includes, of course, not only the matter of pensions but the recommendations concerning group insurance, sick leave and other items of that sort, so that the answer is yes, we are going to study it, we are in the process of establishing the committee and I really haven't any news beyond that and I have nothing to say as to what we might or might not implement.

MR. SCHREYER: Mr. Chairman, I take it that the Minister is aware that the contributions to this fund total approximately one million nine from the three different sources; the teachers contribute approximately 60%; the school district and the province each 20%, approximately; and I think that we wouldn't be far out from reaching an equitable stage if the province were to approximately double its contributions. I noticed that the appropriation is \$488,000 and I think that if we were to double it and bring it up to somewhere around \$900,000 that we would be doing the right thing and that the teachers would be satisfied too and so would the school districts.

MR. McLEAN: Mr. Chairman I hadn't worked it out on a percentage basis like that, I would just point out that the monies which are paid in by school districts and by the Province of Manitoba are paid into what is called the Pensions Account and that on the average of the pensions that are paid, \$77.79 is paid from that pensions account, that's the portion that comes from the money contributed by the school districts and the province as compared to \$9.09 which comes from the annuities account which is the portion that comes from the contribution by the individual teachers, so that while it may be perfectly correct that the contributions are on the percentage that the honourable member says, certainly insofar as the actual pensions paid are concerned the amount that comes from the contributions of school districts in the province is by far and away the larger item.

MR. MOLGAT: Could the Minister explain to us what exactly is covered by Statutory Board and Commissions, which ones does this cover?

MR. McLEAN: Yes Mr. Chairman, I can. This includes the High School Examination Board, the Collective Agreement Board, the Discipline Committee, Advisory Board and Board of Reference. These are all statutory. By that we mean they are required by the Public Schools Act.

MR. MOLGAT: Mr. Chairman, insofar as boundaries of larger school divisions. Where is that handled now? Which Board looks after that if there are requests for changes in boundaries and are there any investigations going on by the department to determine, on their own accord, whether there should be changes in boundaries?

MR. McLEAN: No examination by the department. The Board of Reference has been established and has already dealt with a number of applications and I believe will have other applications. The system is simply this, that an application or petition is made to the Minister and by him referred to the Board of Reference and dealt with by the Board of Reference their decisions being subject to an appeal. But on our own we have not gone out to look for cases that should be investigated or considered for changes.

MR. PREFONTAINE: I'm glad that this question was asked. It brings to my mind a question of the division called a Boundary Division and I should think and suggest that this division will never vote in favour of the plan as it is constituted at the present time. It is not in Carillon constituency at all -- no part of it -- but the west end includes highly assessed land and the east end, lowly assessed land and the population is about evenly split. Those in the west end say that they will have to pay through the nose to carry the education in the lowly assessed part of the Boundary division. They are in favour of centralization; they are in favour of the plan; they want their share of the money available but they say that they will pay through the nose, they'll pay double because their mill rate is going to increase rapidly and that it would be an unfair burden and they maintain and quite justly, it seems to me, that the province as a whole should assume that responsibility of carrying on the education in that lowly assessed area. I'm sorry that the Honourable Member for Emerson is not here at the present time but I would like to suggest that this is one division that should be split in two and if it were split in two you would immediately have a yes vote in the two divisions. It might not have quite the numbers of teachers possibly as recommended by the Royal Commission or the assessment, especially on the east end, but they could centralize to quite an extent in the two formed

(Mr. Prefontaine, cont'd.) . . . divisions and I say that this is imperative because as the situation is for local regions - not regions connected with the scheme at all. The west end does not want to approve of this and they are on fairly solid grounds and I should think that the Board of Reference should be allowed to deal with this and I understand from the Minister that maybe they would be able to consider a request. Now I would hope that the department and the government would allow the Board of Reference to split the division and make two divisions instead of one and maybe in other parts of the province also -- make changes in the present boundaries so that we would cut distances to a certain extent and with the purpose of trying to reduce and equal, if possible, the mill rates in different parts of the province, so I do recommend to the Minister to look into this situation. It is a serious situation because the people who are not in a division are suffering financially at the present time, very very much. They are carrying an unfair burden of the load in education; they are not getting the 50% that the government has promised -- no part of it. The basic grant has not been increased and the situation cannot go on indefinitely, it must come to an end some day. We can't have two systems of financing education in this province and the sooner this situation ends the better it will be for all concerned.

MR. McLEAN: Mr. Chairman, --- I'm well aware of the situation to which the Honourable member has made reference. I would point out because he referred to the Board of Reference that the matter of establishing the boundary of a division is a job for the Boundaries Commission. The Boards of Reference only deal with applications to change from one division to another. The --- we have always taken the position that we would not in any way interfere with the Boundaries Commission. We felt that they must be completely independent to make their recommendations. Now both before the original vote and also before the second vote that took place in the proposed division of Boundary, the Boundaries Commission made its recommendation and it is certainly quite true and correct that the people that are generally referred to as being at the west end of it violently objected because they said that they did not wish to bear the cost of the educational services that would be provided to the people in the east end who live on low assessed land. Now, this raises an important matter of principle because I am certain there are many places in the Province of Manitoba, where high assessed valuable land would be glad not to have to share the costs of education of less valuable, lower assessed land. I would have it in my mind for example that the Rural Municipality of Portage la Prairie, one of the very best in the Province of Manitoba, next to Dauphin, must be bearing a cost of some portions. In that division where the relationship, shall we say, is of the same order -- maybe not to quite the same extent and I do feel that the people in the west end of the proposed division of Boundary have taken a rather -- well, perhaps not just as broad minded a view of their responsibilities as perhaps we would like, and indeed as people similarly situated in other divisions in the province have done. I know it's a real problem and of course, it's a problem that affects, in my opinion, even more the people who live in the school districts to the east side of that proposed Boundary division because they are folks with a fairly high school enrolment and cost and a very low assessment base. But, as I say, if one concedes that the proposed division of Boundary is entitled to be divided on the basis, well, let's put all the high assessed land in one division and let's leave all the low assessed land in another, you have violated the principle that's involved in this whole idea. And I'm not prepared to say that we should do it. However, the matter does rest solely and squarely on the recommendations of the Boundaries Commission and we're -- that's really all we can say and that's where the matter rests. And I believe that those concerned have made their views known to the Boundaries Commission on both occasions.

MR. PREFONTAINE: Mr. Chairman, in respect to whether or not the people in the west end of Boundary division have looked at the situation with a broad-minded view, I think that they have. But the Minister might not be aware that this particular portion of the province and the Municipality of Franklin for instance have had tremendous drainage problems in the last number of years and their taxes run so high that they just cannot afford to pay their taxes anymore and it's nice to be broad-minded, but when it comes to a point that you have to lose your property that you have owned and developed for years and years, you think twice. And I think that reasonable people and they are reasonable, and that if the same situation had applied anywhere in the province and I'm quite fully conversant with the divisions as they have been arranged by the Boundaries Commission, I do not think that there is another division where the

(Mr. Prefontaine, cont'd.) . . situation is so clear cut and so clearly defined as between half of a division and the other half. So I say, in due respect, that these people should be not attacked. I don't say the Minister has attacked them, no. But you said that possibly they haven't looked at the situation in a broad-minded kind of way. But I think that they did, to the best of their ability, to pay taxes.

MR. MOLGAT: Mr. Chairman, I wonder if the Minister could tell us what is the procedure once the Board of Reference has received an application--has made a decision--what right of appeal exactly does the division who is going to lose a portion of its assessment have to appeal? And what is the procedure?

MR. McLEAN: The procedure is--it's an appeal from the decision of the Board of Reference to a county court judge. It's an appeal procedure that is really the same type of procedure as applies in--generally speaking--in arbitration matters concerning consolidation and that type of thing. My recollection is--I just happen to be--I think it's 30 days--they have 30 days within which to appeal to a county court judge from a decision of the Board of Reference.

MR. PREFONTAINE: Mr. Chairman, may I ask the Minister, with respect to boundary division again, whether he has any plans as far as finding a solution to the problem which is most acute? The present situation cannot carry on indefinitely. Under the old system of basic grants that we had, we, every second year, raised the basis of support. Apparently now, they're never going to get anything. The millrates are sky-rocketing; they have to pay high prices for teachers; and they're getting no inducement. And I say this is not fair play. I don't believe for a minute that the Minister wants this situation to carry on five or ten years. These people are citizens of this province and they have their rights. They did not vote, yes, but why should they be punished and punished indefinitely? I would like to know whether the Minister has a suggestion to solve this problem?

MR. McLEAN: Let them vote for a division and they'll find out that their fears are quite unfounded.

MR. PREFONTAINE: . . . . have voted yes all the time, and supported it, should not be punished because of the others.

MR. MOLGAT: Mr. Chairman, the statement that the Minister made with regard to the appeal by division board in the case of a decision by the Board of Reference--does the same procedure follow through for areas belonging to the Dauphin-Ochre-- the larger school area? Can the Board of Reference judge on a decision by a section of that area to be taken out and added to an adjoining division?

MR. McLEAN: That's a good question, Mr. Chairman. I'm inclined to think not. No, I think that provision in the Act pertains only to school divisions. Now it would only be a matter of a very slight change in the wording of the section to give the Board of Reference the same authority to an application from the school area. But my impression at the moment would be that they do not have that authority. Now of course, this problem--and I rather imagine the honourable member has a particular place in mind--is complicated a little bit by the fact that the legislation still permits changes in the boundaries of consolidated school districts, and that if land is added which might now be in--for example, the Dauphin-Ochre area to a school district which is in the adjoining school division--I'm not too certain that there's any question of an appeal so far as the Board of Reference is concerned, that would be rather a matter that's dealt with within the context of the legislation that applies to consolidated school districts. Perhaps I should just go a step back. The Board of Reference deals with an application of a school district to change from one division to another, but applications with respect to joining consolidated school districts or changing from one consolidated school district to another, are matters which are dealt with under that particular provision of the Act, and generally applies to a section of land, or half section, or two sections as the case might be. And if land is taken from one individual school district and joined to another under the regular procedure, then of course, it becomes part of the division or school area as the case might be, to which it is joined. If I make my position clear, that there are the two situations where it's a whole school district that is wanting to change from one to the other.

MR. MOLGAT: Well, do I understand correctly then, if it's the whole school district that wishes to transfer from one division to the other, that that goes before the Board of Reference? If it is a half of a school district that wishes the transfer, what is the procedure then?

MR. McLEAN: The procedure would be the regular procedure for alteration of school district boundaries that has always been or at least has been for a long time, a provision of the Public Schools Act.

MR. MOLGAT: Mr. Chairman, if the Dauphin-Ochre area had voted itself into a division, this situation would not arise, but having voted against the division, I understand at the suggestion of my honourable friend, and staying as a larger school area, I think that--

MR. McLEAN: That's too great an honour. My influence isn't that great.

MR. MOLGAT: I think that there is a problem however that could arise and I would suggest to the Minister that possibly that he looked at it between now and the next session, so that the procedure for changes from a larger school area to a division could be followed through in the same way as changes from division to division. Now what he says, and I have a particular case in mind, is correct. I think he knows the area. It's in his constituency down in the Laurier-Makinak corner, near Laurier and Makinak. It's in your constituency, but directly adjoining mine, and it's in the Dauphin-Ochre larger school area. It happens to be closer from a transportation standpoint to the Turtle River school division, and there is an agitation of a few of the people there to be transferred. I understand that the Dauphin-Ochre Board don't want it. However, as it stands now, it seems that there's no easy way--no means for them to do so. So I would suggest that this should be looked into, and the sooner the better, so that some means could be set up that these people can be accommodated and that both parties--the division board at Turtle River, and the area board of Dauphin-Ochre, be protected as well.

MR. McLEAN: Mr. Chairman, I can't imagine anyone wanting to leave my constituency, but we'll certainly look into it.

MR. SCHREYER: Mr. Chairman, the compensation to local school districts for buildings which have been transferred over to division possession is determined by the Boundaries Commission, I believe. I would ask the Minister if information as to what yardstick is followed in determining the amount of compensation--whether or not this is available to members of this Legislature?

MR. McLEAN: Well, Mr. Chairman, I would say that it is not available to members, inasmuch as it's not information which I have. The Boundaries Commission is able to establish its own rules, and quite frankly, I don't know what yardstick they use, except that I do know that they have established a close working relationship with the Assessment Branch of the Department of Municipal Affairs. And I only assume from that, that they are largely guided by assessment valuations provided to them by that branch.

MR. SCHREYER: Mr. Chairman, might I ask in pursuance to that if the-- I suppose the Minister isn't in a position to answer this--but I'm wondering if the Commission takes into account the period of time which the local district have used the school and deduct that from the worth.

MR. McLEAN: Yes, I understand they have a sort of depreciation table, or a basis of depreciation which is based on the age of the building.

MR. CHAIRMAN: Resolution 22, Administration, \$750,005, passed. No. 2, Education Grants (a), School Grants.

MR. ORLIKOW: Mr. Chairman, . . . . the Minister--this is a pretty healthy chunk of money. I wonder if the committee could be given some detail as to what this stands for.

MR. McLEAN: Mr. Chairman, I can. I'm very glad to do that. That is the breakdown of the item that is shown as \$24 million, two hundred thirty eight. This I should explain, just by way of introduction, covers all of the grants that are paid to school districts and school divisions for the various types of grants that we have; and this item is made up of amounts which we calculate will be required to pay the grants toward salaries of teachers, maintenance, administration, supplies and transportation, less the general levy which is to be raised by the ratepayers in their own lands, plus the grants which are paid for school buses--that's the cost of school buses--the provincial share, plus the capital grants for school construction, plus textbooks. Also included in this item are the grants that are payable to school districts which are not within school divisions; grants which are payable to special revenue districts that those are military--where they have military establishments and places like Pine Falls where the province only pays a minimum grant, and the concern or the military establishment pays the--actually conducts the school, and then what we call special grants; those are the

(Mr. McLean, cont'd.) . . . grants that are payable to special schools. The problem--I shouldn't say problem--but the special grants that are paid in those places that are in need of additional assistance--that's the basis on which that figure is made up.

MR. FROESE: Can the Minister tell us whether there is any changes in the basic district teacher grants and also whether the statutory grants are included in this?

MR. McLEAN: There are no changes and this includes the statutory grants.

MR. WAGNER: Mr. Chairman, I heard the Minister say "transportation". I have been informed by one department that these van routes--roads are built by the Public Works Department, so I want to question whether the Department of Education gives from this estimate, any money to the Public Works Department? Or does it come solely from the Public Works Department to build these van routes?

Now the second question is--I am to understand--I want some clarification on this--that the school van route is not going to be constructed unless there are five students on that particular route. I would like that clarified, whether it's true or not.

MR. McLEAN: the item in this figure for transportation relates solely to the purchase of school buses and to the payment of grants--that is the amount per student that is paid for a transported student has nothing to do whatever with the construction of roads. That item is contained and dealt with entirely by the Department of Public Works, and the monies for that are provided for in their own estimates.

The answer to the second question is "yes". The stipulation is that in order for the municipality to secure the special grant which is payable through the Department of Public Works for what we call a school bus route--not a school van route but a school bus route--is dependent upon the school division certifying that at least five high school students will be transported over that particular piece of road, or that particular route. And I'm certain that the members of the committee will understand the necessity of that, because we felt that it was only right that at least we be assured--that is the government, when I say we--that the purpose of the extra grant was for school purposes, and that it would be necessary to specify a minimum number of students to be transported over the road picked. And it is of interest--and this is really something that my colleague the Minister of Public Works should speak about--but just to point out that in many instances, municipalities are able to secure this grant on top of their other grants for particular roads. The grants that apply to the municipal market roads and such like--and if it happens to be a road that comes in that category--it's a very handsome grant in my opinion.

MR. PREFONTAINE: Did I understand the Minister to say that in this sum of \$24 million is included the monies that the department thinks it will pay for construction of new schools--new secondary schools, the 75% or whatever percent? Is it all construction?

MR. McLEAN: All construction, both elementary and high schools.

MR. PREFONTAINE: Mr. Chairman, I would suggest that I can not understand, because I am familiar with the two divisions. The Seine River division has a program of construction costing three-quarters of a million dollars, and the Red River school division has a program of construction that will cost a million and a quarter. The government share would be one million and a half on these two divisions alone. And there are 46 divisions in the Province of Manitoba. I wonder if it is possible, or realistic, to suggest that outside and overall the salary to teachers and maintenance grants and transportation grants, that there would be enough money there to cover. Of course this construction will go over quite a number of years possibly--the payment so many years. It will not all be paid in one year, but still thinking of the construction program that we hear about going all over the province, it seems to me that the provincial share would be quite high, and maybe there wouldn't be enough money there. Now I would like to ask the Minister what he considers that the provincial share of construction would--he estimates that it should be for this coming year, so that we would have a better breakdown. The members knew more of what they were discussing item by item. As I stated before, more pages--more details. And I would like to ask the Minister to supply us with the information with respect to what is the amount allocated in this \$24 million for construction of schools.

MR. McLEAN: Mr. Chairman, I know that the honourable member has very close association with the people in the Department of Education, who work out these things, and that he has as high regard for their ability to make calculations as I have, and I'm certain that they have made a careful and proper computation. The honourable member will bear in mind, of course,



(Mr. McLean, cont'd.) . . . that in each instance, the school district or school division borrows the total amount of money that is required, and that the payments required by way of grants are the provincial share of the interest and principal payment as they fall due, so that it is only necessary to compute from the basis of the figures in the department what debentures will fall due in any particular fiscal year, in order to compute the amount that will be required by way of grants.

Now since we are dealing with the fiscal year 1960-61, we have to provide for those payments that may be required up to the 31st of March, 1961. We know what debentures will fall due in 1960, and it's really only a question of calculating what debentures may fall due in the months of January, February and March of 1961 from this year's construction. And the department bases its calculation on the information that they have of the number of rooms that are planned and approved. I gave a figure of 300-odd rooms to the committee yesterday. As a matter of fact, I find that I was in error. It's something like 500, but in any event we have that figure and an estimate is made. And I feel that it's likely to be very accurate. Of the total that is provided for in this item, \$3,140,000 is the amount calculated to be required for the payment of all capital construction grants in the fiscal year 1960-61.

MR. MOLGAT: Mr. Chairman, we have risen on a number of occasions on this side to complain about the condensation in the estimates. It seems to me that here is the perfect case in point. In this one single item, there is almost 30% of the total estimates of the entire government in all departments--\$24 million in one single line of a total budget of something in the order of 93 or 94. Now I don't think that is giving sufficient information to the committee. I go back to February 1958 estimates for the fiscal year ending March 31st, '59, and we find education in grants there, broken down into basic, secondary, transportation, school district, capital levy support. And it seems to me that that procedure was an excellent one; one that gave the committee more information; one that in all probability saved the Minister himself some time, because we didn't have to get up and ask so many questions for breakdowns. Now in this particular case, it is given to us in one lump sum, and the Minister will give us the information verbally. But then it's very difficult sometimes to get all the figures, and I would suggest that it would be an assist to the committee if he wants to put it into one lump sum here; then give us a supplementary sheet--give us a mimeographed sheet as we come along to the figure, and that will, no doubt, give us the information that we want. But it's very difficult to discuss in one lump sum in this way, and I don't think it's fair to the House--I don't think it's fair to the province, that we should be asked to just have one item in that way.

Now, did I take it from the statement of the Minister, that it is the intention of the government to continue to cover the capital levy out of current revenue in the future as well? In doing it this year, is that an item of policy, that the construction costs will be continued on the same basis?

MR. McLEAN: Yes, the amount is here in these current estimates for the capital construction grants for the year 1960-61. I make no comment on what may be done in the future. It hasn't been discussed. I'll be very glad to discuss with my colleague, the Provincial Treasurer, the suggestion which the honourable member has made concerning a more detailed itemizing of the amounts in future estimates.

MR. MOLGAT: Is it the intention of the government to continue purchasing the debentures of the larger school divisions in the same way as previously as well?

MR. McLEAN: There has been no change in the policy with respect to the purchase of all school debentures, both elementary and high schools.

MR. MOLGAT: Has the department made an estimate of the probable amount that they will be purchasing next year? And if so, what is the estimate?

MR. McLEAN: No estimate has been made. We have some indication of the amount of building that will be done but, of course, that in itself is not the sole criterion of the amount that will have to be purchased, because in many instances, school districts are able to dispose of their debentures themselves, without selling them to the Province of Manitoba. I'm happy to report, Mr. Chairman, that of recent weeks, there has been an indication that it is becoming somewhat easier for school districts to dispose of their own debentures.

MR. SCHREYER: Mr. Chairman, I would ask the Minister not for a breakdown, but I would ask him if there has been any revision this year in what one might call the per diem grants

(Mr. Schreyer, cont'd.) . . at the elementary level?

MR. McLEAN: The per diem grants?

MR. SCHREYER: Isn't it commonly referred to that way? The combined grants then, if you will.

MR. McLEAN: Well, that term applies only to the grants which are payable to school districts, not in school divisions. And there has been no change.

MR. S. ROBERTS (LaVerendrye): Mr. Chairman, the purchasing of school debentures--I have a case in point here which may be an isolated case--but may be affecting other school districts as well. Briefly it is this; that school district No. 1963, during the summer of 1959, did some reconstructing of their school--added a classroom--and were carrying on negotiations with the Provincial Treasurer regarding the purchasing of debentures. The construction work was done in July 1959, but it wasn't until December 10th, 1959, that the debentures were actually purchased at six and a half percent by the Provincial Treasurer. Now during the whole of the period between the time of the construction in July, until December 10th, when the cheque arrived at the school district, the school district board was--it was dealing and acting under the advice of the Municipal and Public Utility Board and of course the Department of Education--under the original proposal, debentures were--the first repayment on the debentures was to start December 1st--ten days before the cheque actually arrived. And the first repayment included 163 days' interest \$201.56, dated back to July 1st--the original date of the application for the purchase of the debentures. And so that the school district in effect paid interest to the bank for the six-month period during which they were negotiating with the Provincial Treasurer, and also were charged interest from the Government of Manitoba on this same \$6,000 purchase of debentures. And so during that six-month period, they paid interest twice during the time when the Provincial Treasurer actually had the use of the money. Now does this commonly occur? Is this not an injustice to this school district?

MR. McLEAN: Mr. Chairman, I'm happy to inform the honourable member and the members of the committee, that the school district did not pay interest twice. It is quite true, of course, that they would have to pay their interest to the bank, but when the debentures were purchased, they were purchased at par value, plus accrued interest on the debentures to the date of purchase. So that on the one hand they paid their interest to the bank, and on the other received at least the amount of the interest on the debentures, because the debentures were purchased, principal plus accrued interest to date of purchase.

MR. ROBERTS: I hope this matter will be explained to the school district, because the letter they have written to me is dated this week, and they are positive they have paid it--paid interest twice--and that they have contacted your department administration, and have been told that they are going to have to pay it.

MR. McLEAN: The school district?

MR. ROBERTS: The school district of Moray 1963--the post office is Chortitz, Manitoba.

MR. McLEAN: Thank you.

MR. ROBERTS: At the recent Manitoba School Trustees Association convention, a resolution was passed which I think is of a great deal of interest, at least by the interest shown by the school trustees themselves. They felt that this was of a great deal of importance. It seems to be a subject that is battered about quite a bit amongst the school divisions, and the school districts, and the municipalities, regarding the handling of the school levy, and how it is turned over to the school divisions, and from the school division to the school district. And they passed the following resolution, which I think has a great deal of merit: "Whereas in the past the school levy was collected and retained by the municipality until required; and whereas the municipality could use these monies until the time that the school board or trustees were demanding the levy; whereas the municipality could give an advance out of these funds to school districts without interest for a short term; whereas under the present system the levies are paid to the school divisions and turned over to each school district without earning any interest; therefore be it resolved that we ask the Department of Education to amend the Public Schools Act to permit school levies to be channelled through municipalities as in the past". Would the Minister of Education care to comment on that resolution?

MR. McLEAN: Yes, Mr. Chairman. This is one of the mechanical difficulties to which reference was made yesterday. The Act requires, as I recall it, the school division to transmit

(Mr. McLean, cont'd.) . . . the money that belongs to the school district forthwith upon receipt from either the municipality or the Province of Manitoba as the case might be. And there would seem to be some indication that school division secretary-treasurers are not doing that. And certainly that is something which we are going to have to investigate, and insist that the legal--the requirements of the Schools Act be complied with. Because if school divisions are retaining this money, sort of in transit, for any length of time, that is not correct, and we will have to deal with it and see that it's changed. As to the municipalities transmitting direct to the school district, my present inclination is to the opinion that it can't be done because of the nature of the type of levy that we have and the way in which the grants are computed and paid, and that it wouldn't actually be possible. Because I'm not too certain that the municipality would ever know the exact amount which it should pay to the individual elementary school district. It is, and I fully appreciate the problem that is raised by this resolution, and it certainly is a matter which we have already looked at--intend to do so very thoroughly--but my present inclination is to think that it can't be done in the way that has been asked for by the resolution. On the other hand, I think probably there may be methods by which we can speed up the payment that goes to the school district from the school division and get around the problems that they're having in that regard.

MR. ROBERTS: The Department of Education has gone to a great deal of effort to explain this whole process of money exchange to the municipalities, to the school districts and to the school divisions. I would suggest, just in consideration of the number of school trustees, or particularly school division secretaries and to municipal people, that I've talked to; they're never quite certain of where they're at. And there have been cases that I know of where the money has been paid twice to some school district; first from the municipality; and then from the school division. And their bookkeeping isn't so hot, so no one is quite too sure how much they should refund and to whom. I would suggest that surely your department, Sir, could set out in clear print on a single page of directions, how this is all to be handled, and see to it that every municipal secretary, every school division secretary, and every school district secretary receives a copy of it, because there is quite a confusion in a number of cases, and this is bound to happen in the first year. And I would suggest the sooner it's cleared up, the better, because there have been some embarrassing situations.

MR. PREFONTAINE: Mr. Chairman, I would like to support the member for LaVerendrye in this matter, because I know how difficult it is at the present time. Now when the Honourable Minister spoke to this House when he introduced the Bill creating the school divisions, he stated that for the divisions that are established in 1959, they will receive their grants on the basis that I have outlined from the first of April. And he goes on to say "that we hope by this measure of having the money go through the school divisions; we hope by this measure to achieve a degree of decentralization of work involved in the matter of school grants and school taxes, and to relieve us of some work in the Department of Education". To relieve the Department of Education of some work--the work has been placed on the shoulders of the school divisions. But it seems to me that there is a duplication, because the department still has to look after all these things and make the distributions themselves. And the school divisions seems to be only the agents. The Minister has stated that in his speech also, that the secretary-treasurer of the school division would act as an agent for the small districts--and there are a lot of difficulties. It is a very complicated problem. I do not know whether it will be made easier by the new kind of annual financial report that the department has asked the small school districts within the divisions to fill. The other day I went to visit my farm that I have six miles west of St. Pierre. It is in the Kerry school district and I stopped at my neighbour's place there and I asked him how the school was going along. He said "fine". I said, "are you still secretary?" He said, "Yes, but I am going to quit!". "Well, why are you going to quit?" Well, he says, "this year, instead of one sheet to be filled out, I am asked to fill out six sheets--very complicated statistics. It's impossible. I can't cope with it". Well, I said, "show me sheets that you have to fill out--this financial return that the Department of Education wants you to fill out". He says, "you can have it if you want to, and I would like you to help me." But I looked at it and I certainly couldn't help him at all. And I wonder if five members of this House could if they were secretary-treasurers of small school districts, fill out this report properly as it should be filled. Of course they have the option to go to the school division secretary and he

(Mr. Prefontaine, cont'd.) .. has his troubles. It's terrific, the number of questions and the complications. It would take a chartered accountant to fill out this report. And I say, it seems to me to be too complicated--too difficult. It should have been left as it was. It had been simplified for a good purpose. Of course, if we want to get rid of the small school districts and have the larger area, that's another thing. We would embarrass the secretary-treasurers in the small districts a little bit, and possibly they would some day resolve that it would be better if they had a larger area, rather than the divisional system. But I don't think that's what the Minister wants to do. But to my mind, he is adopting a complicated system. And I think that he has not relieved the Department of Education very much by his way of distributing the grants and asking the municipalities to have these grants passed through the division board before they reach the small district, and then the budget of the small district to go through the division board before it comes to the department for consideration. And I hope that he will look into this matter. And I certainly support the Honourable Member for LaVerendrye.

MR. McLEAN: I think it will be appreciated that when grants are based upon expenditures for five items of expenditure, that is salaries of teachers, maintenance, administration, supplies and transportation, that a somewhat more detailed account is required than was the case when there was only one grant for all purposes. And naturally, a fairly simple form could be followed. The answer is simply that the additional information is required in order that the grants can be paid and properly allotted to the various items. Now I agree--I wouldn't want to have to fill out one of these--I have enough difficulty with my income tax return--but we have standing instructions that any secretary of a school district needs only to 'phone the school inspector--and he can do so collect if he wishes--and the school inspector will be there immediately to assist him in the completion of this report. If things get really difficult, we have people in the Department of Education who will go directly out to give assistance in the completion of this report. And no district and no secretary-treasurer will be embarrassed in any way whatsoever, if there is difficulty concerning the completion of this report this year, because we will not hold them to deadlines, and we will not take refuge in any technicality respecting the completion of this report. And I feel pretty confident that the secretary-treasurers of the various school districts in Manitoba, when they have had a year or two to acquaint themselves with this form, will not have any difficulty whatsoever. But I want to say that we are standing by to give every assistance. We recognize that it's different and new, and will appear for the moment complicated. I think that it is a good thing in the sense that perhaps we will have more accurate records, both for the purpose of our local districts and the records of the department. Now while this may not all be working out to relieving the Department of Education of very much work at the moment, we are reasonably satisfied that once it gets into operation, that it will help us very greatly, and allow a great deal more work to be done in the local districts, and in the local divisions, than has been done heretofore.

MR. SCHREYER: Mr. Chairman, judging by the words of the member of Carillon, and the Minister, in their sympathy with the rural school district secretary-treasurers, I would take it that they will support the private bill coming up on Tuesday. I was glad to note that the Minister is keeping an open mind and continued study to the matter which was raised by the Honourable Member for LaVerendrye, because I can assure the Minister, that in my area as well, municipal people have queried me with regard to this very same subject. It is too obvious that the Minister is right, and I don't intend to argue the point. I would ask the Minister if it is a departmental requisite that the divisional secretary-treasurers have bonds posted? And if so, how much is the bond?

MR. McLEAN: They are all bonded. Now I'm sorry I can't tell you the amount. It's quite substantial, but every divisional secretary-treasurer is bonded.

MR. FROESE: Last night, we were given a definition or interpretation of education, and we were told of the lofty ideals, how teachers worked to impart knowledge and instill in the children a desire to grow up as good citizens; give service to society; and to develop the right and proper attitude. I've also made a request at an earlier date--I think it was February 4th--that consideration be given to the matter of giving teachers like grants, be it in divisions or school districts. Now we were told that the grants were the same as before. And I am wondering how long is this injustice going to continue. We have bills coming before this House, disallowing discrimination, yet we, as members of this House, discriminate against teachers who

(Mr. Froese, cont'd.) . . . are performing the same work teaching, under the same Act, and same curriculum--doing a fine job--yet these teachers are not allowed the same grants as other teachers teaching in divisions. Surely we should practice what we preach and equalize, as we propose to equalize, and give these grants to teachers in districts as well as in divisions. Mr. Chairman, I am wondering whether any consideration was given to my request at that time. And if so, would the Minister please answer?

MR. McLEAN: Mr. Chairman, this is a request which has of course been made before and the answer as to whether or not it's been given any consideration is yes, in the sense that we haven't forgotten about it, or we haven't just simply ignored the request. But I must inform the committee that in my opinion, the request cannot be granted. I think that it must be clearly understood, the two rather important points about how we came to be where we are. First of all, when the plan was introduced in October and November 1958, it was made quite clear that the grants associated with the division plan would be paid in places where they accepted divisions. That fact was made quite clear during the months that followed, when we were asking for the support of the division plan. And it was stated on numerous occasions that if a group of people decided to remain outside a division, that they would continue at the statutory grants. And I think that we are in honour-bound to remain with that decision, because not only do we have to consider those who decided to vote against the formation of school divisions, but we must remember that large numbers of people in Manitoba decided in favour, and associated with their decision was the grant system which they were told would be in effect.

There is of course a much more important aspect. I place no particular value on the vote per se, but when the people of a proposed division decided not to have a division, they decided not to accept the obligations which were part and parcel of the division plan. And not having accepted the obligations that are associated with that, then I think it follows that they are not entitled to the larger grants and the larger financial assistance which was part and parcel of it. They do not have those obligations today, and the whole object of providing the additional grants was to enable those places that would accept the plan, and accept the obligations associated with it, to have the funds with which to carry out those additional obligations. There are no responsibilities regarding transportation of pupils in these territories; they do not have to accept high school students from outside their own local district. Indeed, they don't even have to provide high school education at all if they don't wish to do so. And that is just--I mention these matters to indicate that there was associated with this plan, certain obligations which these folks decided--and I have no complaint with their decision. They decided not to accept. I think under the circumstances that it would not be proper for us to pay the larger sums of money associated with the new grants to them since they had decided not to accept the obligations. Now I appreciate of course the approach that the honourable member has made; namely that a school teacher is--whether he or she teaches in a district that is in a division or in a district that is not in a division--is doing equal work. And I recognize the appeal which that request has. And it's a matter of regret that we cannot accede to the request, but there the matter stands, and I think we had made our decision. We made our position quite clear, and I think we will have to stick with it.

MR. ROBERTS: Nevertheless, these areas must provide an education for their children and they must pay their school teachers on a basis of the new type grant which has been set up by the school division system. And there is an undue burden surely, being put on the taxpayers of these areas, which are not divisions, because for reasons of their own--and I think very good reasons in some cases--they have decided not to vote for the school division plan. First of all the Minister suggested that the reason--the first reason why additional grants should not be given to these areas was perhaps as he suggested, fairness--out of fairness to those who voted for it. Why should you give it to those who didn't vote for it? I might say that, once again, the Manitoba School Trustees, in convention assembled, passed a resolution, and I believe, unanimously--and I'll read it for the records, "Whereas some regions may not have seen fit to vote in favour of a school division plan at this time; and whereas there is apparent need for additional funds to compete with other divisions receiving increased grants; and whereas the people of said regions are contributing in taxes on the same basis toward the general fund of the province from which educational grants are paid; therefore be it resolved that we urge the government to provide increased financial support towards instruction in these regions, on a

(Mr. Roberts, cont'd.) . . . comparable basis with that of the other established divisions".

Now I don't suggest personally that you should be giving them the transportation grants perhaps, and the construction grants that you might give to divisions, but surely you can pay them the school teachers' grants so that they can pay their teachers, and so that they can compete in the teachers market for equally good teachers. As my colleague, the Honourable Member for Carillon often says, "We have no second class citizens in Manitoba" and surely these people in these divisions aren't entitled to a second class education which they might get if they can't compete for the type of teachers which they require. The three regions, I think this has been pretty thoroughly discussed, but the three regions that are not in the division setup at the present time, all have very good and valid reasons for not being in, and they feel this strongly. Surely we can't continue to penalize them--and that's exactly what we're doing--by not even recognizing the position they're in. It's all well and good to say they are getting the same grants as they got before, but those same grants aren't as good as they were before, because the teacher market has changed. They're having to pay a great deal more money for their teachers, and they're being penalized because they did not wish to accept this government's policy towards education. And surely that is a matter for themselves to decide, and we cannot, I don't think, not honestly, penalize them for this decision.

MR. WAGNER: Mr. Chairman, I'm sorry to bring the Minister back to the road problem but he explained only in the municipality and I am also interested in unorganized territory. For example, five students -- what will happen if there will be only four or three? So the school bus is not going to be running there or the road is not going to be maintained for those students?

MR. MCLEAN: Mr. Chairman, my colleague the Minister of Public Works is better able to answer that question than I am. I think that in -- you're speaking of local government districts and I have the strong impression that there are special arrangements that apply in those territories with respect to roads and again I have the further strong impression that they get a pretty fair deal. I don't think they're suffering in relation to municipalities.

MR. REID: Mr. Chairman, I wonder if the Minister could explain the financial set-up in a division, especially where there are two school boards like an elementary and a secondary. What I am thinking of is from the time the money is collected for that purposes until the time it reverts back to them, because I understand, especially in our area, the elementary school board many times has to borrow money to conduct its routine business until the money is re-verted back to them.

MR. MCLEAN: Mr. Chairman, that is the point I think we were discussing, raised by the honourable member for LaVerendrye, and I know that the municipality -- I'm certain that the Honourable Member for Kildonan has in mind, has a very justifiable complaint, and I can only say that according to the law that should not happen, and I would think that it would be our obligation to see that the provisions of the Act are complied with, and if that had been done in that particular case the local district would not have had to borrow money while the money that they should have had was reposing in the bank account of the school division. I can only say that in my opinion shouldn't happen and we are going to investigate it and see what can be done to make certain it doesn't in the future.

MR. ROBERTS: Mr. Chairman, would the Minister give us a brief outline as to what has happened with the new division of Hanover? I understand similar problems have cropped up, teachers have missed their pay this last month because of the changeover. I'm not too certain of the situation as to whether they have received their grants as they expected to, but at least some school districts have not received their money from the school divisions and there is quite a disturbing effect out there at the present time.

MR. MCLEAN: I think the honourable member for drawing the matter to my attention. I didn't know of that. Of course as the members of the committee will remember, the vote to establish the school division of Hanover was late in the year -- I've just forgotten, I think sometime in December -- it was formed just at the last of the year and I would not be surprised if there isn't some confusion owing to that changeover. I'm glad to have this information. We'll have the matter investigated, do what we can to see that the problem is straightened out.

MR. ROBERTS: . . . . what is it you call your first grant, the . . .

MR. MCLEAN: Establishment grant.

MR. ROBERTS: Establishment grant -- they have received that grant at least, have

(Mr. Roberts, cont'd.) ... they to start up their operations?

MR. PREFONTAINE: Mr. Chairman, I would like to pursue this matter somewhat because the secretary-treasurer of Hanover municipality told me that they had received from the Department of Education a notice that they should have to pay to the division certain sums of money immediately, if the divisions were going to receive the grants from the government. Apparently the government has had time at least to write the municipalities and tell them that they should pay. I suppose the amounts of money -- I just met him, I didn't have these papers -- he could not understand the situation but I said to him "I suppose it is the difference in the general levy. Now that you are a division between the five mills and the nine mills that you will now have to pay and supply to the combined grant situation." But he said "we haven't got the money," -- and I agree that they haven't got the money. They didn't levy for that. They have already paid the grant to the school districts, the grant that they have levied for, the special grant, and the general grant. Now they haven't levied for this extra money. They haven't got it, and apparently if they don't pay the money that they haven't got, they didn't levy, the government will not send its share of the combined grant, so that the school division of Hanover is in a pretty difficult situation at the present time, and I would like to ask the Minister to look into this. I realize that the school districts will have money in the bank when they get all their grants but it might take awhile and I would like to ask the Minister to look into this situation and not force the municipality to pay money that it hasn't got, that it has not levied for.

MR. DESJARDINS: Mr. Chairman, I wonder if the Minister would tell us, could the implementation of the proposed Metro Act cause any changes in the grant structures or any other matter in your department in the Greater Winnipeg area?

MR. MCLEAN: None that I'm aware of.

MR. MOLGAT: Mr. Chairman, the Minister may have given this at the outset. If so, I missed it. The breakdown of the school grants between capital levy, transportation capital, salaries and so on. Did he give that originally? Could he give us that figure? If not, could he give us the sheet later on so I can give it....

MR. MCLEAN: I would be very glad to give it to you now. Give you the figures.. May I just make this comment as you take these down that on the five items, there must be deducted the amount of the general levy that is required and I'll give you that figure when we reach that proper place.

MR. PREFONTAINE: Mr. Chairman, for the sake of comparisons could the Minister give us last year's and this year's so that we would know the increase. Could give us this year's and the increase without mentioning last year. It would save us trouble from subtracting if you gave us this year's total and the increase. They certainly must be in last year's estimates shown.

MR. MCLEAN: Well, I can only give you from last year's estimates -- I'm not -- this isn't Public Accounts Committee -- I'm not in a position to report as the grants haven't all been paid as yet.

MR. PREFONTAINE: Last year's estimates and this year's estimates. Would that be all right?

MR. MCLEAN: All right, Salaries or Instruction -- now I'll give you first this year and then second, last year. \$24,974,246, well, salaries and instruction or salaries and instructions -- \$24,974,246, last year \$22,590,735; Maintenance, this year \$3,477,646, last year \$4,985,866; Administration \$502,235, last year \$717,480; Supplies \$670,021, last year \$597,900; Transportation, this year \$1,516,886, last year \$2,306,850; Total \$31,141,034. Last year the total was \$31,198,831. Now from this you have to deduct the general levy which this year amounts to \$11,301,092. Last year the estimated general levy was \$10,452,111. The net amount in both cases is, of course, the provincial share.

This year we estimate for school buses \$135,000. We didn't have a corresponding item in the estimates last year as separately -- it's really considered to be part of the capital grants at that time. Capital support this year \$3,140,000, last year we estimated for \$1,900,000. Special revenue districts this year \$109,500, last year \$175,000. Districts not in school divisions, this year \$628,558, last year \$557,070. Textbooks this year \$285,000, last year \$900,000. Special grants this year \$100,000, now last year we didn't appear to have calculated that separately so I have no corresponding item for that portion. Then, of course, it will be remembered that those grants were only applicable for nine months of last year and that there was an item in

(Mr. McLean, cont'd.) . . . the grants last year for the three months which were under the old grant system.

MR. PREFONTAINE: Mr. Chairman, in thinking of all these figures and these millions I really shudder especially at the thought of the snow-balling that will be going on as years go by especially with respect to construction and I do hope that the Tribune is right to-night when they suggest that the Minister of Education might be appointed Provincial Treasurer. It will relieve a load I'm quite sure. But really speaking I think that I said yesterday that the government had a lion by the tail and the Free Press or Tribune reports me as saying a tiger, not myself but someone saying the government had a tiger by the tail. I think this is a real monster and that it will lead the taxpayers of Manitoba very, very far because one way or the other this money will have to come from the taxpayers in the way of increased taxes or other services being reduced. It's going to be a terrific load. That's all I have to say about this except I want to say something about transportation. Transportation is going to be a problem in our province and I would like the Minister to look at it from three points of view. The point of view of safety; the point of view of morality; the point of view of reasonable comfort for the students. From the point of view of safety we've seen, we hear that boys and girls after school jump into cars that are not too new, some old cars and trucks and the Minister admitted the other day, and in many instances these cars and trucks are driven by school kids, teenagers and we are all aware of the accident rate by the teenagers and they travel the highways and market roads of this province and I do not believe that this is a pretty good situation. There are dangers involved to the lives and health of these youngsters and I think the Department should look very closely. I think there should be an adult driving every car that the kids are piled into and it should not be left to youngsters, teenagers to drive these cars to and from school. I know that it can't be done right away or suddenly, immediately, but the department should work on that angle very rapidly, very quickly and to try and improve the situation. And from the point of view of morality, and I do not want any members to think that I want to pass or pose as being very prudish, but I say that there are moral dangers in the situation now the way these children are packed in these trucks as was stated by the Honourable Member for Turtle Mountain, with rough covers over the trucks, no lights between the front seat and the back seat, travelling the roads for quite a length of time morning and night. And I say that this is a serious situation. It is no laughing matter at all. It is a serious situation that the Minister should look into. And also I was surprised that the Minister admitted the fact that these children are being transported in certain cases in these trucks with rough boards on the sides, poor seats. This is not too good. There should be improvements. Now I might make a wisecrack here right now but the Honourable the Minister made one the other day and he should be aware that a wisecrack from a smart alec can cause more damage to one's reputation than a considered statement by wise men. He made the crack that there were certain schools that were not better than the barn of the member for Carillon.

MR. MCLEAN: On a point of privilege, Mr. Chairman, I referred to a specific school and I named it and I think that the time has come that this attempt by the honourable member to suggest that I was referring to some other school or other schools should stop.

MR. PREFONTAINE: To my mind one school is enough -- the Wabowden School if it's correct, although the full report was not given in the press. But that Wabowden School apparently it's a school up north -- I don't know where it is -- but it was hindered and it got good publicity that one school at least built by the Liberals was not better than the barn of the member for Carillon. The impression was left . . . it was, however, and I am tempted to say that some of these trucks do not provide better transportation for some children in Manitoba than the member for Carillon would provide to take his cattle to market.

MR. SCHREYER: Mr. Chairman, if I might just say a word or two on what the honourable member has spoken, I as a school teacher and as one who just left the ranks of the teen age people not very long ago myself, I feel quite strongly that in my area I see children travelling to school by car every day and during the daytime when they travel to and from school, they are among the most careful drivers that you can find. But of course during the evening and on Saturday night they might be reckless but let's not worry about their driving habits to and from school because I think they are particularly careful at that time.

Now then, Mr. Chairman, I wish to raise a point which I don't think could be raised under



(Mr. Schreyer, cont'd.) ... any other item here. It is a specific matter and it is local in nature but I don't apologize because of the frustrating situation that exists. In the School District of Cromwell No. 1117 we have a situation where, well to trace the history first -- for twenty years from 1939, from 1938 to 1958 the school district was administered by an official trustee. Then in 1958 the department persuaded the local residents to take back the control of the district. This was done. The department knew full well at that time that the district did not have title to the property, to the school property, and yet, and isn't it a fact, Mr. Chairman, that the department must approve plans for construction of schools? And knowing this the department allowed the newly elected local board to go ahead with the construction of a school; the board went ahead and constructed the school; and then found out later on that they didn't have title to the property; and so now the situation today is simply this -- the school has been built; some descendants to the man who had title to the property have now sued the school board; the school board will apparently have to pay between \$500 and \$1000 for one acre of land, or that's the way it seems to be shaping up; the thing can't seem to be brought to a head; the department isn't giving any co-operation to the local board; and generally speaking it is a rather shameful situation and it is frustrating. I don't wish any ill will to the Minister but I wish that he could serve on that board now. I'm trying to clear up that mess.

MR. MCLEAN: As it is, Mr. Chairman, this is a matter to which the honourable member made reference I believe or at one of the earlier sessions. May I just point out that the official trustee acted as official trustee on behalf of the ratepayers of the district and even if he had taken the legal action at that time to clear the title it would have been at the expense of the very same people who will now have to bear the expense of the proceedings to which he refers. In other words the official trustee wasn't running the school district for the Province of Manitoba he was running it for the ratepayers of the School District of Cromwell and the situation, in my opinion, is no different. I am further advised that the problem concerning the title was of much longer standing than the term of the official trustee and was a problem which shall we say, was gotten into by the trustees who were there prior to the time of the official trustee.

MR. SCHREYER: I do apologize now for rising but I would just like to ask the Minister if the department did not err in approving the construction of a new school knowing at the time that there was no title for the property? Surely, they shouldn't have approved the construction of a new school on unowned property.

MR. ORLIKOW: Mr. Chairman, I'm not going to be very long. What I had to say about grants, I said yesterday, except this, Mr. Chairman, the Honourable Member for Winnipeg Centre challenged my statements yesterday that the school tax in West Kildonan had gone up. I said I would bring the figures last night and I didn't bring them, but I have them here tonight: In 1958 the mill rate for schools in West Kildonan was 24.65; in 1959 it rose by 2.75 mills to 27.4 mills. By my rough arithmetic this is an increase of 11% in the school taxes in West Kildonan. Having said that I have today's Free Press with me which report that for the City of Winnipeg the school needs will require two more mills and it goes on to say that the increase for instructional services is up by \$700,000 over last year. I'm not going to repeat what I said yesterday but I think these facts should be noted.

MR. CAMPBELL: Mr. Chairman, the Minister has given us a lot of figures as well he might on this very large appropriation. I was wondering if he can break it down. I know that this may be complicated but can he break this down as between primary education and secondary education?

MR. MCLEAN: Mr. Chairman, this is really the question that was asked by the Honourable Member for Ethelbert Plains yesterday, and following his request I asked the department if that was possible and I have been informed that it isn't possible to give that breakdown. That arises because of the way in which this grant system is set up and with the general levies being applicable to both high school and elementary the general levy within a division and I am sorry that it isn't possible to give that breakdown.

MR. CAMPBELL: I'm sorry, Mr. Chairman, I'm afraid that the question was asked while I was absent. I didn't know it had been asked and I realize there would be some difficulty. The Minister thinks it is impossible to get it under this system.

MR. PAULLEY: Mr. Chairman, I want to first of all apologize for being late but out in that very, very progressive community of the town of Transcona tonight we opened another

(Mr. Paulley, cont'd.) ... new elementary school; and I might say, Mr. Chairman, that next Friday -- we all realized in Transcona our Honourable Mr. McLean, you being tied up here tonight and I have been asked to convey the hope that when we open another new school in Transcona next Friday evening that your estimates will then be completed in order that you may be there.

Now Mr. Chairman, I was interested in the question of the Honourable Leader of the Opposition insofar as the breakdown between elementary and secondary school grants -- I see that can't be done. Has the question been asked in reference to the amount for school construction grants. It has been asked? Well, Mr. Chairman, if it has been asked I won't -- but I would like the privilege of the Committee seeing as I have just come from the opening of a school to read to them a song, the words of a song which was sung tonight by a choir of little tots of six or seven and the song was composed by the music teacher of the school. But I thought Mrs. D. .... I forget the tune .... Mrs. D. Matheson .... I did assist them a little bit but I forgot the tune on the way here. My old Rambler there was making a noise that put me off tune and I am sure that you wouldn't want to hear that discord but I think that this is very appropriate for the opening of a school. It impressed me very much.

MR. MOLGAT: .... I suggest that the only proper way to do this is to have the Honourable the First Minister with his bagpipes accompanying.

MR. ROBLIN: I think it would be a splendid idea. .... with taste in those matters.

MR. PAULLEY: Despite the kibitz from both sides, Mr. Chairman, I insist on reading this: "God bless us all who come this day, These doors to open wide, That all who pass through them may find that truth and peace abide. It's roof shelters from rain and snow; It's walls like loving arms, Protect us from the wind and cold, And Keep us from all harm. All those who to this school may come in search of knowledge fine, The greater understanding makes us brothers of mankind." I thought, Mr. Chairman, that was a very, very appropriate song for the opening of a new school and I want to say in all sincerity that I think that through the co-operation of the Department of Education to the approval of the plans that we have in Transcona one of the finest schools of any of the suburban municipalities. And I think, Mr. Chairman, I am safe in saying that the net cost was under \$15,000 per room.

MR. MOLGAT: Mr. Chairman, I hate to descend from the heights reached by the Honourable Leader of the CCF to something as dead I say as taxes but I would like to address a question to the Honourable the Minister further to the questions that I asked him yesterday. Did he or did he not have an investigation made in the past year in the matter of municipal taxes as was reported in the newspaper on June 13th which I quoted last night?

MR. MCLEAN: You mean, as was speculated in the newspaper. I did not conduct any investigation into municipal taxes.

MR. MOLGAT: Did he in that case have another department such as that of the Municipal Affairs or another one conduct such a survey for him, or did he have the school inspectors do so?

MR. MCLEAN: I did not ask any other department to conduct any investigation.

MR. MOLGAT: Well, then I can only suggest, Mr. Chairman, to the Honourable Minister that he should have because the figures that he has been giving us on taxation are completely off. The Member from St. Johns just quoted some more. I could quote him reams further so I would suggest that for the information of his department and the operations that are in education grants and all the rest that he should take this course in the future and conduct such a survey and watch this matter very closely because it is of extreme importance. Now we have had a good discussion on it and I don't propose to re-activate the whole thing again but I want to leave that suggestion with him.

MR. MCLEAN: .... wouldn't suggest any interference with municipal taxes would he by the Department of Education?

MR. MOLGAT: No, I certainly would not, it would be the last thing that I would suggest but I would like to point out to him the warning that my Honourable Friend from Carillon gave. My honourable friend has opened Pandora's Box and it's loose. Now he is going to head into a great deal of trouble on this matter and we are stating our case now because we are positive that next year and the year after the things that we have been saying will prove only more true than they are today.

MR. CHAIRMAN: 2. (a) passed; 2. (b) i. passed; ii.

MR. PAULLEY: Mr. Chairman, in connection with 2 (b) i. -- I think I should be fair and say first of all I drew to the Minister's attention prior to the session one or two matters in respect of scholarships and it appeared to me at that time as though the department hadn't as yet got to down as yet a firm basis for the awarding of scholarships. I had two cases that I drew to the Minister's attention where I thought that (this actually was in regard to bursaries not scholarships) where it appeared to me that the individuals had established the need section in respect of the general regulations that are laid down. The cases in point, Mr. Chairman, were two girls, one of whom had received bursaries for a period of two or three years and was entering I believe into Fourth Year Arts, and in her final examinations in June had gone down below the percentage figure at which the department were considering bursaries for this year. Now I explained to the Minister, and I believe I am stating this correctly, he will correct me if I'm not -- it was explained to the Minister that this girl just at that particular time of the examinations was busy with extra curricular activities such as the Year Book for her particular class in school and her average mark did go down. As I understand it her mother was a widow in receipt of old age assistance and the girl had attempted as much as she could to provide by working during the summer months sufficient funds to carry her through. Now due to the cut off of the percentage of proficiency the girl did not come in that classification and the replies that I received were to the effect that she could apply for a loan but by virtue of the drop of a few percentage points in her academic standing she would not qualify even though it was apparent that the financial need had been established. I attempted to find out the method by which the scholarships or the basis of need on these scholarships was ascertained and it appeared to me further consideration of the answer that I received that the general method of arriving at the basis for the awarding of the bursaries is influenced more by a high standard of academic learning that it is on the basis of need. And I draw that to the attention of this Committee because I say in all fairness to the Minister that while I was talking to him, at least I got the impression, that it was a matter that the department was going to look further into and I would like to hear from the Minister as to whether that has been done because it has been drawn to my attention that while -- it has been drawn to my attention through the media of newspapers any items which show individuals receiving scholarships and bursaries on the basis of their academic standing and on investigation into some the financial need I don't think could be established and I would like to hear from the Minister whether he has conducted a further investigation into the question of the awarding of bursaries in order that, as much as possible, the criteria, being need, coupled of course, and I appreciate that, with a relatively high standard of economic proficiency -- academic proficiency.

MR. MCLEAN: Mr. Chairman, following the cases directed to my attention by the Honourable the Leader of the CCF and one or two others, I met with the General Student Aid Committee which is the committee that settles rules and regulations and procedure and so on and expressed to them the view that some method should be devised -- I asked them to devise some method of taking the students who came within what is considered to be above the proper minimum standard and then basing their decisions then on need and try to ensure that those who do need it receive assistance. The Committee has taken that under consideration and as I understand it has plans to try and do it. And I share the honourable member's concern. I myself know of instances where people have received bursary assistance that I feel really didn't need it. Whereas I know of other cases such as have been cited where people who did need it didn't receive it.

Now one of the things we are doing, and no doubt member will be hearing about it, is advancing the date of receipt of applications because one of the problems is to get in all the applications because one of the problems is to get in all the applications in time that you can sort of parcel them out. And so the information is going out this week, indeed it may already be out and it will be noted if anyone looks at it that the dates of receiving applications are fairly early, earlier than they were last year and that we hope will enable us then to ensure that we know that we are able to grade the applicants as it were, on the basis of need. Then all that is necessary is to ensure that each person who is going to receive assistance is above the minimum standard of academic qualifications. I agree that the way that it worked last year amounted almost to a scholarship rather than a bursary because it got to a point the decision was being made on the basis of scholarship alone and wasn't taking into account sufficiently the matter of financial need.

MR. PAULLEY: Mr. Chairman, I appreciate the reply of the Minister and I am very, very glad that the matter has been investigated.

MR. ORLIKOW: Mr. Chairman, yesterday I raised the question whether we are providing sufficient money for scholarships and loans. The Minister indicated he thought we were and he thought that the grant to the University helped to insure this. I have some enquiries, I find that the number of scholarships and bursaries which the University has to offer students is relatively small. I made reference to what is done in other countries. I got last night, from the library here a pamphlet called "Commonwealth Relations Office in Great Britain and here is what they say about Great Britain and I commend it to the Minister. And I quote, "Today no one of promise and ability is kept out of the university through lack of funds. The scholarships awarded by the universities supplemented by the Education Departments, the state scholarships and all local education authorities have a system of awards that helps suitable students to attend universities. Three quarters of the student population are now receiving some financial help." Well Mr. Chairman, we have a long way to go before we can come anywhere close to what they're doing in Great Britain.

MR. CHAIRMAN: 1 passed, 2 passed.

MR. SCHREYER: Mr. Chairman, I have three questions here, short questions which the Minister can answer at his convenience. First of all is this assistance mainly to defray administrative costs? Secondly, does he have the enrollment figures? And thirdly, how many communities would be involved?

MR. MCLEAN: I am assuming the honourable member is asking it in connection with b (2) Assistance to Schools and Undeveloped --

MR. SCHREYER: That's right.

MR. MCLEAN: Well now, I would refer the honourable member for a report -- this does not by the way mean administration, it means all the costs of operating the schools. Salaries, buildings, maintenance, everything except we do ask the people in the communities concerned to provide a little fuel and do a little caretaking, but they're only minor matters. If you will refer to page 186 of annual report you will find there the report which of course is for the year which ended June 30th, 1959, of that particular branch of our department. I'm not too certain that I can tell you the number of schools, although I -- no I'm sorry unless it's in the -- it does not appear to be in the report. But I do say that we pay all costs of each of these schools that come under this category.

For the information of the Committee there is an interesting experiment that was started, I believe in 1957, at Duck Bay, which is a sort of a project to take in the people there of the community, the children of the community and give them useful training not only in the academic subjects but in the arts and crafts that will assist them in employment. That is one of the schools that is included in that particular group.

MR. SCHREYER: The information on page 186 doesn't deal quite with what I was getting at. If this total appropriation of \$300,000 is to cover all costs then I would take it that three couldn't be too many communities involved. I would also assume that most of these schools would be in the northern part of the province. That would be correct wouldn't it?

MR. MCLEAN: That is correct.

MR. SCHREYER: Now then, Mr. Chairman, I would ask the Minister if any consideration has been given during his time in office with regard to the working in co-ordination with the federal government on the problem of education in the north country? I know that probably most of the schools that will be needed, that are needed up there, have already been built but it's not a closed matter. I am sure that within the next few years one or two or possibly more schools will have to be built and probably there is a good economic reason for looking towards the possibility of building schools on a 50-50 or 60-40 basis with the federal government. Schools in which also the problem of our Indian population could be dealt with at least on a pilot size, because, perhaps the Honourable Minister doesn't agree but here perhaps lies the solution toward the problem of our Indian people and their children. Integration in the classroom might be a very worthy step to take. I would just wonder, to close this up, I would just wonder if anything concrete has been done with a view to approaching the federal government on a joint undertaking.

MR. MCLEAN: If I may, the Minister does agree wholeheartedly with what the honourable member has said, and just from somewhere, Mr. Chairman, came some figures. 36 schools

(Mr. McLean, cont'd.) ... are included in the group that comes under this provision and a number of them are now operated jointly by the Province of Manitoba and by the Federal Department of Indian Affairs. They are the only ones there. An illustration of that is the school at Pelican Rapids. I'll just read this comment that I have in my notebook here. Some of the larger schools are operated by the department, that is by the Department of Education, but the cost is shared with the Indian Affairs Branch. In most of the schools Indian, Metis and white children are educated together.

Now I started by saying that I agreed with the honourable member, because I feel that there are a number of instances where we should press forward with further joint efforts and it's a matter that we are constantly examining and considering and there are one or two instances where we hope to interest the Department of Indian Affairs in joining with us in providing joint facilities. The pattern appears to be that where they have done so it has been done a 50-50 basis.

MR. PAULLEY: Mr. Chairman, ..... the remarks of the Minister in reference to somewhere, somehow the information just reached him. I wonder if the government has given any serious consideration to a valid point, I believe raised last year by the Leader of the Opposition in respect of having close by here a senior member of the department whose estimates are under consideration in order that it may assist. And I can appreciate the fact that on some of the questions that are asked directly of the Ministers, they may not have the answers at their finger tips and it might facilitate the matter of the Committee if that is done. I wonder if that has been considered?

MR. ROBLIN: It has been considered but we do not deem it advisable at the moment.

MR. SCHREYER: One more thing on this item. It's all very well of course in future proposed construction to go ahead as the Minister outlined but I wonder if there is any possibility, if the Minister thinks if there is any possibility towards joint efforts on the parts of the two governments where schools have already been built. I have in mind as example at Norway House where there is a very fine federal residential school and a very poor building, provincial school. I don't know if it's as bad as the school at Wabowden but it's not a very modern school and that's putting it mildly. And possibly some effort should be made on the part of the Department here towards integration, if that's the proper word, towards co-ordination at that community as well. And then too, if the Minister is correct that the cost is shared jointly on a 50-50 basis I would ask him if he is sure of the figure because I happen to have information to the effect that in other provinces it is shared 60-40, the federal government paying the larger portion.

MR. MCLEAN: That's the only information I have Mr. Chairman, and I have no knowledge of what the situation is in other provinces.

MR. CHAIRMAN: B (2) passed; (3) passed; (4) passed; B passed. C (1) passed; (2) passed; (3) passed.

MR. ORLIKOW: Mr. Chairman, the Minister made a statement last year with which I agree pretty well in that -- I don't remember it word for word, but ..... it was they wanted to give the University as much freedom as possible, not to interfere with their internal organization and I would agree with this. At the same time, at the University there is the faculty of education and I am wondering, while I don't think we should interfere with the University in general, I wonder if the Minister can tell us whether there are any early plans for the establishment of a somewhat more suitable building than what the faculty is in at the present time.

MR. MCLEAN: Mr. Chairman, there are no plans within the budget figures that have been provided by the University for the coming fiscal year for a building for the faculty of education. I should point out of course, that the plans of the University were made and submitted as it was necessary ..... and reached us before the final report of the Royal Commission on Education. So that I am not surprised that they had not directed their attention to that particular matter. They had some idea I presume that the Royal Commission would have something to say about the faculty and about teachers' training generally and what might be necessary. So the answer to the question is, not in the immediate plans of the University. However, I am certain that the University Board of Governors will be taking into account and certain that the University Board of Governors will be taking into account and consideration the recommendations and the views of the Royal Commission and that we shall be consulting with them about it at an early date.

MR. CHAIRMAN: ..... passed. Resolution twenty .....

MR. CAMPBELL: Mr. Chairman, I suppose it's

MR. ROBLIN: Mr. Chairman, ..... oh, go ahead.

MR. CAMPBELL: I suppose it's correct to say that there will be some capital supply coming in later on dealing with both the University proper and with Brandon College. I don't want to ask the details of the capital supply at the moment but can we take it that when that comes in that the Brandon in connection with their expansion program.

MR. MCLEAN: Yes.

MR. ROBLIN: I just want to way on that point if I may, Mr. Chairman, that the Honourable Member for Brandon wishes to speak on Brandon College and I am hoping that we will provide an opportunity for him to do so on the Capital Estimates of the College in connection with that point and give my honourable friend that assurance.

MR. MOLGAT: We have some questions on that matter as well as Brandon College, we'll leave them until that point.

MR. ROBLIN: Yes, there will be an item in Capital Supply.

MR. MOLGAT: Fine. We did have a question on this one here. Exactly how do you arrive at that figure? It just strikes us as odd \$159,000. What --?

MR. MCLEAN: Mr. Chairman, you will recall that in the Capital Supply Bill that was before the House when we last met provision was made for certain capital grants to the University and Brandon College and with that the government had the option of either paying over the money or guaranteeing the money if it were borrowed by the college. The situation is that the Brandon College has borrowed the funds with the guarantee of the Province of Manitoba and the item of \$39,000 is included here for payment of that portion of principle and interest which falls due in the coming fiscal year. So that the actual operating grant to Brandon College remains at \$120,000, as it was in the estimates last year. And the additional \$39,000 is for repayment of that portion of the capital grant which was in effect arranged by that method.

..... Continued on next page

MR. CHAIRMAN: 2. Education Grants, \$29 million, forty-two, passed. Item No. 3, Teacher Training (a) (1), passed; (2), passed; B, passed; C (1), passed; B (2) (3), passed; C, passed.

MR. MOLGAT: Mr. Chairman, before we go too quickly here, I asked the question of my honourable friend last year with regards to teacher colleges, and my question at that time was: Was he contemplating such an addition in that fine constituency of Dauphin? Is that matter under consideration or not?

MR. MCLEAN: I thank the honourable member for his continued interest in that fine constituency of Dauphin. As I mentioned last year, I think this item was included to provide for additional teacher training facilities as they became necessary and advisable. And really, the same comments apply. I'm still glad to have the suggestion of the honourable member from Ste. Rose.

MR. CHAIRMAN: B, passed. Resolution 24, Teacher Training, \$603,690, passed. Section 5, Appropriation 4, Student Instruction (a) (1) --

MR. PAULLEY: Mr. Chairman, has the government set up a new committee on curricula? Or are they awaiting an implementation of part of the Royal Commission report in respect of curriculum? I have had drawn to my attention, that there was formerly a member of the former or maybe present committee on curriculum; that he hasn't received a notification calling for any meeting now for some two or three years. Now I wonder what the present position is insofar as the curricula board is concerned.

MR. MCLEAN: Mr. Chairman, it is true that that committee has not met for some several years, and also true that the Royal Commission made some recommendations concerning curriculum. My present inclination is to say that we will appoint a new committee, perhaps not altogether on the basis recommended by the Royal Commission -- because there is some difference of opinion, whether their recommendation was too much, shall we say, weighted in favour of lay members; not sufficient number of professional people on it -- but my own approach is to say now that we should appoint a new committee on a basis, of course, which we haven't decided. I am of course persuaded, or at least I am interested in doing that because in the reorganization of the Department of Education, we have sort of shifted our positions around a little bit and have our work with respect to the curriculum more defined, and I think better establishment. And I think therefore, that I am anxious that, and I think that, we should proceed without too much delay in the appointment of a new committee, and then get to work.

MR. GRAY: Mr. Chairman, at this point may I ask -- will the Minister tell the House, or the Committee, just what is being done in connection with social education in the higher grades?

MR. MCLEAN: I really can't say that anything especially is being done in that particular subject. All branches of the curriculum are going to be examined by the staff that we have; by the committee that I hope will soon be appointed. But nothing specific with regard to that particular subject matter.

MR. CAMPBELL: Good for you. I agree.

MR. GRAY: I think that this is a very important question to be considered. I have in mind particularly the higher grades. And I think perhaps they should get these questions and answers from the teacher, rather than from the kids outside. And I think perhaps that the teachers in the higher grades should be qualified of course to answer the questions in a proper way. And I think this is one of those subjects which is very, very essential, and seeing the number of juvenile delinquency through social problems -- seeing the number of children -- young children who have to go to the hospital, and contacting disease at an early age, I think this is of great importance for us to do it.

MR. MCLEAN: I agree.

MR. S. PETERS (Elmwood): Mr. Chairman . . . . point of order . . . . the proper place to bring this up -- under student instruction. I have had complaints from many of my constituents, and it deals with regulation 71 of the School Act which reads, "The Principal in a school building of more than one storey shall hold a fire drill in which all the pupils shall take part at least once a month." Now Mr. Chairman, we realize that they have to have fire drill. But apparently each principal interprets how they should be carried out differently. Some of them hold their fire drills -- they allow their pupils to go and get their clothes before they go out in

(Mr. Peters, cont'd.) ... the winter time. Some insist that they go out just the way they are when the fire alarm goes. The complaint I have had was from about six different mothers, phoning last November, when there was a virus flu epidemic. The children were away from school for about a week. Their medicine bills ran up to about \$25. The first day that the children were back at school — bang went the fire alarm. Out they went — without clothes. And that day it happened to be about 16 below. And the children were taken sick again and had to go through another doctor bill. Now it's a very simple regulation. The only thing that I think, that there should be some direction given to the principals not to be too realistic. I think the main purpose of a fire drill is to get the children acquainted to which stairways and which exits that they are to go to. And I think they could do that in their clothes.

MR. MCLEAN: That's a good suggestion. The matter of the -- sort of the regulation, or the way in which the fire drill is carried out, is a matter which is left to the instruction of the school board concerned, and by them to their principals. And we don't give any instruction so far as the Department of Education is concerned. I think you have made a good point that of course they should use their common sense in doing it.

MR. PETERS: .....Mr. Minister, but the case is this; that these mothers did go to the principal. And the principal said that wasn't their doing. It was the doing of the school board. She went to the school board and the school board said to her, "It's not our doing. It's the doing of the Department of Education."

MR. SCHREYER: Mr. Chairman, I would ask the Minister to comment on this item with regard to the prospects of changes -- possible changes in the curriculum insofar as the teaching of foreign languages is concerned. I don't know if the Minister is aware, that as recently as five years ago, there were eight high schools in Greater Winnipeg teaching -- offering German. And now that number is down to three. I've talked with the professor of the German faculty at the University, and he is of the opinion that this could -- the number of schools offering German could be raised once more, providing certain steps were taken. I am wondering if the Minister has been approached with regard to this.

Then too, in view of the fact that we have at the university, a Department of Slavic Studies; and in view of the fact that the Ukrainian being put on the curriculum; I wonder if the Minister too, has something concrete to say about this.

And finally, with regard to physical fitness -- there have been rumours that, vague as it is now, as far as the curriculum is concerned, that it will be dropped altogether. I would invite his comment on that too.

MR. MCLEAN: Mr. Chairman, I have not received any representations about teaching German. What the honourable member says is the first intimation I have of that particular matter to which he refers.

I am acquainted with the matter of the teaching of Ukrainian. And indeed, I am somewhat interested in that, and hope that we may be able to work out a means by which Ukrainian can be offered as an optional subject in the high school grades.

I, too, have read the papers, and note what has been speculated about concerning physical fitness. I don't know really that I can say anything ..... I know of no move to remove it from the curriculum. In fact, I rather suspect it will be in the other direction.

MR. CHAIRMAN: 1, passed; 2, passed; 3, passed.

MR. CAMPBELL: Mr. Chairman, I had just one matter to raise under 3; that was, as the Honourable the Minister will know, the superintendent of schools in Winnipeg had some comments about examinations -- just about a year ago now, I think -- right at the very first of 1959. And he said something to the effect that as long as the fate of boys and girls, and perhaps the reputation of the teachers as well, were to quite an extent dictated by the annual examination system, that those examinations should set on a better basis than at present. I expect my honourable friend is aware of the statement. Has there been any change with regard to either of the two matters -- the annual examinations, or the method -- practice by which they are set?

MR. MCLEAN: No, Mr. Chairman. There has been change. That is to say, the examinations continue to be set under jurisdiction of the high school examination board. And there's a good deal in what the superintendent of schools for Winnipeg said. I'm not so old that I don't remember my own difficulties when I was writing examinations, and I always thought that I didn't get as many marks as I was entitled to receive. One thing we have done however, and we hope



(Mr. McLean, cont'd.) ... that it will help to solve some of our problems, is to set up a, shall we say, a research branch in the Department of Education which will be very largely direct its attention to this matter of standards; standards for examinations themselves; and standards for the purpose of marking, and endeavouring to arrive at some system that is fair and equitable, and properly determines standards -- that is, properly determines the standard of academic excellence of the student.

MR. CAMPBELL: . . . . matter of accreditation. Is there anything new in that regard? Are they -- is there a move toward fewer examinations in fewer high schools? Or is the trend toward more annual examinations in the high schools?

MR. MCLEAN: Well now, I haven't really directed my attention to that. I would be inclined to -- that the move will be toward more examinations.

MR. CHAIRMAN: passed. B (1).

MR. GRAY: Mr. Chairman, under B, my question may be -- I think it will come under B. My question is, whether there is any consideration being given by the department to have a school for the deaf in Manitoba, instead of sending them outside of the city. At the present time, I understand there is quite a number in Saskatoon, a few in the United States, and in some other parts of Canada. And I may give you notice now, that there is a resolution coming next week about the very same matter. But in the meantime, while we are discussing the estimates, I think that the Minister's statement now would probably give me some ammunition to hear them later. And before I sit down, I just want to make one remark; that the Minister said that he was handicapped when he was young with his examinations. He got very poor marks. They're getting it now, so why worry about it.

MR. MCLEAN: Mr. Chairman, I think probably that question might perhaps come up under D -- special services; however not to make any point about that, except to say that there is no plan for the establishment of a residential school for the deaf in Manitoba at the present time.

MR. WAGNER: Mr. Chairman, . . . . I just want to ask the Honourable Minister on vocational training. And I realize that the school division is new, and we let it go at that for the present time. But I was questioned by quite a few people, that in the rural division, they haven't got no vocational training. Naturally I questioned two members from the divisional board, what the cause is, and the answer is that they haven't got the teachers. Possibly so, but I would like to have an answer from the Minister, whether there will be more teachers available for vocational training in rural division schools for next term? Because at the moment I have no knowledge whether there is any vocational training going on in the divisional schools as far as the rural areas are concerned.

MR. MCLEAN: Mr. Chairman, the honourable member has asked me a real question. There is a shortage of qualified teachers in the various vocational and technical fields. There has, however, already been a considerable extension of vocational and technical training in the school divisions -- not in all, in practically all of the plans that are coming in. Certainly in all of the plans of the larger high schools, provision is being made for rooms and equipment for technical and vocational education and I would expect that we will find quite an expansion in that field. Now that isn't to say that it is going to be equal expansion in every division, but it will make it's impact. There is, in the Department of Education, a director of vocational education, who is available to division schoolboards, who travels to any place in Manitoba and consults with boards; advises them on courses; and how to establish them; give them assistance in that regard in every way possible.

The problem of teachers is a real one. And I am hoping that we will soon have some, perhaps more, extensive method of training for teachers in this field. There are courses of course, offered in the summer time under the auspices of the Department of Education, for teachers to prepare them for technical and vocational teaching in the high schools. Then of course a number of teachers go to institutions in the United States in the summer time for training in that field. And we do provide some of them with bursaries and financial assistance to do so. However, there is much to be done. I hope we won't be too long in getting at it.

MR. ORLIKOW: I wonder if the Minister has heard the complaints I have -- a feeling amongst vocational teachers, and therefore decides pretty well what their salary shall be, is weighted, shall I say, in the direction of the academic; and that therefore it is virtually

(Mr. Orlikow, cont'd.) . . . impossible for them, regardless of the training, which they get--since it's not a formal training -- which you can compare easily with a year at university and so on. It's virtually impossible for them to be classed in the higher classifications for teachers and to get the high salaries. This would certainly hurt the recruitment of teachers in the vocational side. I am not saying this is being done deliberately, I am certain that it isn't, but there is that tendency amongst academic people and I wonder if the Minister would have a look at this some time in the future.

MR. MCLEAN: Yes, Mr. Chairman, I didn't hear the complaint that the committee was weighted in favour of the academic but I certainly was aware of the fact that many of the people in this field have the feeling that they're not receiving a sort of high enough classification. And there is this problem of determining, shall we say, equivalence, that is what is equivalent to a -- it's not a closed matter and I am certainly glad to have your comments on it.

MR. SCHREYER: Mr. Chairman, I notice that the allocations for sub-items 3 and 4 have been decreased slightly. I would take it that the demand for this kind of instruction has fallen off in the last year?

MR. MCLEAN: In connection with 4 (b) -- 3 Vocational Education, the decrease there is due to decreases in transportation allowances and class materials and it also expected that certain payments which are required to the Workmen's Compensation Board will be slightly down. I think it is just a matter of adjustment there based on the experience that they have been having with these people.

Then you asked about 4, Rehabilitation Training. The decrease in expenditure in this particular item is expected because in some of the earlier votes here, it's expected that they will be sufficient to take care of a back-log of cases for which provision has not previously been made. That you note, is under rehabilitation and the cases -- the people who need this type of assistance are evidently being gradually reduced.

MR. SCHREYER: Well I would take it that sub-item 3 would apply to MTI, would it? Well quite frankly Mr. Chairman, I'm not blaming the administration but I am really surprised that this small allocation should be made. Perhaps -- I am quite prepared to accept a statement to the effect that the demand isn't any greater but when one considers that the vast majority of the student population of this province does not go on to university that means that there should be a large number wanting to take some type of apprenticeship or vocational training. And one of the best places to take it is at MTI, other centres and if this is the extent of the demand then quite frankly we are really faced with an alarming situation. I don't know what can be done but quite frankly the administration or the government, that side, they're very good at publicity. I say that with all seriousness and why not conduct some kind of publicity campaign to get more of our young people interested in this opportunity that -- here is an advantage that they could -- or an opportunity that they could take advantage of and obviously they are not doing it. Perhaps the only solution is a public relations or a publicity campaign.

MR. MCLEAN: . . . . . attention, Mr. Chairman, that the Department of Labour have people who are constantly seeing these folks and I must say I feel that the apprenticeship training opportunities must be well known to all prospective apprentices in the province.

MR. ARTHUR E. WRIGHT (Seven Oaks): Mr. Chairman, under item 3, Apprenticeship Training, the Minister tells us that there is a shortage of teachers for vocational training, yet the item has been cut. I also notice that there is an item under the Department of Labour called the Apprenticeship Training Division. Would the Minister be good enough to explain how these are related?

MR. MCLEAN: We provide the instruction at the Manitoba Technical Institute and I just have to say that I am not familiar with the work of the people in the Department of Labour, except that they are in close association with apprentices all over Manitoba and direct people in to the training at the Manitoba Technical Institute.

MR. WRIGHT: Mr. Chairman, as the railways have found out over the years that the apprenticeship training system provides the railways with many supervisors. Now if we are short of teachers for vocational guidance would it not be a good idea to try to increase the number of apprentices with the idea of being able to produce some of these teachers?

MR. MCLEAN: I think, Mr. Chairman, that we should keep in mind that many of the people who come into the apprenticeship training are people who do not have the minimum

(Mr. McLean, cont'd.) ... academic requirements required for teaching. I think that perhaps if they were at a point, they had the basic academic qualifications they would probably take some other type of training at the Manitoba Technical Institute for the purpose of assisting them in teaching if that was their interest and desire.

MR. SCHREYER: Could the Minister give us the enrollment under sub-item 3? Do you have it there?

MR. MCLEAN: I could get it for you, I haven't got it here.

MR. CHAIRMAN: 3 passed. 4 passed. 5 passed.

MR. CAMPBELL: Under 5 -- No I am sorry --

MR. CHAIRMAN: 6 passed. 7 passed.

MR. MCLEAN: If you will just excuse me a moment Mr. Chairman, what was that question again.

MR. CAMPBELL: ..... for the number ..... the rough break-down of the grants.

MR. CHAIRMAN: Number 6.

MR. MCLEAN: The bursaries and scholarships, that's bursaries and scholarships directly associated with vocational education \$15,000. Grants to school districts and school divisions \$473,000, grants to the University of Manitoba for operating the Winnipeg School of Art \$7,800. That's a carry-over from an arrangement which I believe has been in operation for some years -- and grant to the University of Manitoba for rental of the quarters for the School of Art, \$4,200. The largest amount \$473,000 is the item for grants to schools for their vocational and technical training. I might just mention while I am on my feet that of course these are shareable with the Government of Canada under the Vocational Training Agreements.

MR. CHAIRMAN: 8 passed. 9 passed. B passed. C (1)

MR. SCHREYER: Mr. Chairman, before we leave B, will the Minister supply this information which I asked for?

MR. MCLEAN: You wanted the enrollment in the apprenticeship training.

MR. SCHREYER: Yes, and also if possible the courses that are offered. I would think there would be about ten. The courses offered in apprenticeship training.

MR. CHAIRMAN: Is C (1) passed; (2) passed; (3) passed; C passed; D (1) passed; (2) passed; (3) passed?

MR. CAMPBELL: Mr. Chairman ..... I don't think we got the salaries in different ones. Could we put them on record please?

MR. MCLEAN: Oh I'm sorry. Every one was given by .....

MR. CHAIRMAN: 5 passed?

MR. GRAY: Mr. Chairman, ..... right now but I wanted to say a few words about the item of \$67,000 for Alcohol Education. This item deals strictly with adult education which is necessary. I also realize that there are other items in the Health Department and probably in the Attorney-General's Department. But there isn't very much being done in the schools. I realize that you cannot teach an old horse new tricks. We, the older ones, whether we drink or don't drink, you can't change us very much. Education is necessary in case of operating a car and so on but if we could accomplish a greater degree of temperance in this province, maybe the other provinces, in the next fifty years or the next 25 years that will be a great accomplishment. Now we are not doing anything in the high schools or the university to try and teach the youths the danger of drinking. Now it seems to me an alarming amount that every head of the family or every family in the province spends about \$135 a year for liquor. This \$135 or the majority of that is taking away from the meals, from the necessities. No workers can afford to spend that much money. But I realize that with those who are already accustomed to drink we can't do very much about it as to general education but we haven't done a thing with the exception of a little booklet which has been published five or six years ago for the information of the teachers. We don't know what the result is. We see young people drinking and getting the habit. I am speaking of education and not of prohibition. I don't believe in prohibition because if you don't drink in the house they will drink somewhere else and the danger is there to get used to it and if it could save a hundred young people to give them the proper education of the danger of becoming alcoholic, of the great expense which they cannot afford, I think perhaps in years to come they may accomplish something. Now I'll probably deal with this question under the Health estimates a little more, but I'm speaking now of the education in the

(Mr. Gray, cont'd.) . . . schools. Forty or fifty million dollars a year is spent on liquor in such a small population as the Province of Manitoba and that's alarming -- that figure. It's true others can afford it but . . . . . how can a working man working for \$175 or \$150 a month and sometimes being out of work for sometime -- how can he afford to take away from the family that necessities \$135? My point is that six or seven thousand dollars on education . . . very, very small amount on general education, but particularly of interest at this moment is 'what are we doing for the higher grade children in the schools including perhaps in the university as well', but we are dealing now with the public schools, the elementary and higher grade schools in this province. I think that when the province -- I don't want to anticipate a budget, but when the province may get 13 or 14 million this year profit from the Liquor Commission from the liquor revenue, I think they can afford in this department and in the other departments to spend more money to save human lives in the future. And I'm going to repeat again a statement that I made at the beginning, that if it takes us 25 years or 50 years to accomplish something it will be worth while and let's leave alone -- us, me, leave me alone, you can't cure me now. If I want a drink, I'll take it. Unfortunately for me that I quit drinking not by conviction but by choice -- not by choice but by -- (Interjection) -- not by choice but by order. But seriously speaking I'm quite concerned about the whole thing -- I'm concerned about my own children, I'm concerned about my own grandchildren. I don't want them to drink. It's too expensive, it doesn't do them any good, so I would respectfully suggest that consideration be given during the year -- you can always get money by Order-in-Council if you need it -- let's prepare a program and let's spend more money for the high school pupils in this province.

MR. WAGNER: Mr. Chairman, I know I am out of order this time but I don't see no item to head it under and I just beg leniency from the House if they'll bear with me for a moment, and the Minister if he would be kind enough possibly to write a letter to the federal government on behalf of the Reserve children. I know that the Reserve people have approached me on many occasions and the Reserve councils that their children are transported at the present time in trucks as the Honourable Member for Carillon had said, under a canvas-covered truck and one incident happened that the kids in the truck and possibly they were fooling around in the truck and one pushed the other and the driver of the vehicle lost a child on the way, on the road which was 30 below zero and a 20 mile wind. Fortunately the child was not hurt but he was very cold by the time he reached the house or another vehicle picked him up. Therefore I would call upon the Minister or the provincial government that possibly if they would write to the federal Department of Education that this transporting "contraption" I am going to use -- would be improved and supply lunch for all the Reserve children in the school. There is a provision under the federal act that they supply lunch for these Reserve children only for those that are on the assistance, as a matter of fact under the welfare assistance. Well it seems to me that it's discriminating. One child has a lunch the other child has to get lunch from home and speaking from a little experience I have most of the children -- they are having a very light lunch. Therefore I would ask the Honourable Minister if he would take it under advisement.

MR. DESJARDINS: Mr. Chairman, I would like to ask the Honourable Minister if the \$67,000 includes the salary of the Director?

MR. MCLEAN: No, Mr. Chairman, it doesn't. Actually so far as that particular work is concerned the total amount of money that is earmarked is \$75,000. It's the \$67,000 and then the salary of the member of the department that is known as the Director of Alcohol Studies.

MR. DESJARDINS: Mr. Chairman, this \$67,000 would mostly be money used to pay for advertising. Isn't that it mostly?

MR. MCLEAN: I can give the breakdown, Mr. Chairman. The salary is \$6,960; advertising in the various media \$62,800; an honorarium to the chairman of the committee \$1,200; honorarium to the five members of the committee at \$600 each -- \$3,000; and bursary for attendance at the Yale School of Alcohol or the A.S.M. School or similar institution \$1,040 for a total of \$75,000.

MR. GRAY: . . . . . education in the schools.

MR. MCLEAN: Not in this vote, Mr. Chairman, although I think I should point out that we do have a course and necessary material on alcohol studies which is part of the curriculum in the high school and that the Manitoba Temperance Alliance carries out a program education in the high schools of alcohol education and in part are supported by a grant from the

(Mr. McLean, cont'd.) ... Province of Manitoba which their grant is included in an earlier item in these estimates, but in this particular item 'no' there is nothing with respect to the education in the schools.

MR. PAULLEY: Mr. Chairman, I would ask the Minister if they have any method of assessing the return on the expenditure?

MR. MCLEAN: On this expenditure?

MR. PAULLEY: Yes.

MR. MCLEAN: No, we haven't.

MR. DESJARDINS: Mr. Chairman, is this work done directly by the Department of Education or is this a grant, this \$67,000?

MR. MCLEAN: This is a grant.

MR. DESJARDINS: Is that to the Temperance League, did you say?

MR. MCLEAN: No, it's a Committee on alcohol education which is established by, I presume, by Order-in-Council, and this money is turned over to them with the exception of course of the salary of the member of the department who works with them is not; he's paid in the regular way, but the money is turned over to the committee and they spend it according to their best judgment.

MR. DESJARDINS: Mr. Chairman, I want to say first of all that I certainly believe that the people of Manitoba should be educated in the pitfalls and possible dangers of alcohol or too much alcohol, but I agree with the member that spoke before that most of this should be done in schools, in the home and in the church, but if I remember right, Mr. Chairman, last year you, yourself did not seem too convinced that this was good. Now I think that this has to stop. I don't think that we're getting the value for this thing. Very few, you yourself, and like most of us here today or last year I should say have said that we have seen very little of it. I think that it's about time -- there's so many other worthwhile organizations that are working so hard and trying to do so much good -- I'm not saying that this organization is not working hard, but that \$75,000 was the salary of somebody else working with them, I think that before we approve of this, I think it should be studied by your department and definitely we should do something on the education of the people of Manitoba as far as I say the danger of alcohol and so on but it must be done in the schools more than anything else and the churches, but this \$75,000 I'm darned sure that if we had a vote here tonight on that most of you would say that you don't agree that we're getting our money's worth on this. I think that you should, Honourable Minister, that you should -- like to see you study this again because you yourself I'm sure are not too convinced that this is good. This was what you told us last year and I'm sure you were sincere. -- (Interjection) -- What do you think he's smiling for?

MR. SCHREYER: Mr. Chairman, I of course, have very great respect for the opinions of the Honourable Member for Inkster, the dean in our group, and I have considerable respect for the opinions of the Honourable Member for St. Boniface, but I for one -- and I'm sure there are others -- would not like to see any increase in allocation of money under this item. We should take care to study the role of the school, the role of the church and the role of the home and when it comes to matter of impressing the need for temperance on young people that this is a role and function that can best be performed in the home. I do not think that we are getting our money's worth. I agree with the honourable member for St. Boniface and I don't think that we will ever get our money's worth from voting money under this particular item. I as you all know teach school and I've seen lectures, as they are called, or classes being conducted in the high schools with regard to this particular topic under discussion and I for one did not see that it had any particular worthwhile effect. Of course, perhaps, ways and means could be found to allow the school to have a more impressive record in this regard but I cannot see why we can't do this kind of work under ordinary classroom situations -- teaching of guidance, I know that it is not taught in all schools but perhaps it should be. I think that it should be part and parcel of the training of attitudes in the school and not as a special class on temperance where someone comes out from the city and hammers away for an hour on the virtues of temperance and then leaves. The children quite frankly are often confused; sometimes they take it as a lark and I'm convinced that we will never get our money's worth if we approach it in this way and that's why I would like to see more money allocated to the other items, not to this one.

MR. DESJARDINS: Mr. Chairman, I couldn't agree more with the member for

(Mr. Desjardins, cont'd.) ... Brokenhead. The figures that you give us today, that the Honourable Minister gave us, they are exactly the same as last year so it seems that it's just -- well I feel that in other words it is a pay-off for a few people who are squawking about too much liquor, and just to keep them quiet we'll give it to them. And I think that you all agree with me -- maybe you won't all say it. All right, well that's fine. And then I think that we should look at this. Those people are ..... (Interjection) -- Well, I know you give them a little more beer so take some of that money away. No, seriously, ..... (Interjection -- no, but you weren't. I'm asking you to be serious for a minute. I think that we should look into that and we should be -- if it's needed, if there is a certain amount of money needed and if it's going to do some good all right but just to say well all right, there are certain groups of people, there's too much complaining -- there's too much money made -- there's too much money spent for alcohol so therefore that will keep them quiet -- well that's not frank. And I think that many of you are thinking exactly the way I am and I think we should study this again and we should definitely reduce this ...

A MEMBER: .....

MR. SHEWMAN: Mr. Chairman, I would like to ask a question or two of the Minister. When was this Committee established, number 1? No. 2, and for a matter of clarification is it a five man committee and when was the last increase of a grant given to this committee?

MR. MCLEAN: I think the Committee was established in the year that the new, the present Liquor Control Act came into force which would be 1956 and has been in existence since that time. The Committee meets regularly I believe once every month. The committee consists of the chairman and five members. The committee was appointed by the Government in office at that time and as far as I am aware there has been no change in the membership of the committee except that one member recently found it necessary to resign from the committee and has not been replaced. Last year after I ventured into this delicate subject I received a letter from the committee suggesting that I had better come and see them. I know now who will get the letter after tonight. I would like to further remind the Committee that this committee, that is the Alcohol Education Committee, was established as the result of a rather strong recommendation made by the Bracken Commission and they outlined their reasons for the committee and I believe I'm entirely your servant in this matter and if you don't vote the money that settles it but I do just remind you that this is a result of the recommendation made by that committee. I would like to say this that we are studying it and, indeed, may have something to say to the House before we adjourn our session. I don't want to indicate that there may be anything, that is I don't want to promise there will be a substantial recommendation arising from the study that we are conducting and I just want to say that we are studying it and may have something to say to the Legislature before we rise.

MR. GRAY: I know the members of the committee and I think they are doing an excellent job and I think it is worthwhile to spend \$60,000 for this purpose. Their ads in the papers are quite good but this is all for those who have a habit of taking a drink and drive a car. My suggestion was not -- I was just speaking on that item -- my suggestion is that they should spend a lot of money but not to any other committees. It should be a part of the department of education and particularly I'm interested in the young boys and girls in the higher grade schools. That's all I'm asking for it and I think if you study this question you will find that if you could spend a half a million dollars, a quarter of a million dollars for this purpose, it would be worthwhile and if we are not here to compliment you on this, our future members of this Legislature will definitely do it, and the fathers and mothers in particular.

MR. CHAIRMAN: ..... passed.

MR. COWAN: Mr. Chairman, I would just like to say this that three or four of us have been in touch with the committee to see, we felt somewhat along the same line as some of the other members here, and we found that the committee have no way of measuring the results of their efforts but they feel that it has been quite worthwhile in, firstly in reducing the number of Christmas parties, Christmas Eve parties; they feel that through their efforts that there has been a reduction in that regard, that there's been a reduction around Christmas and New Year's when they particularly put on a heavier advertising campaign and that there has been a reduction in hosts pressing their guests to have a drink; and they feel too that the television, they go in for television as well as the newspaper advertising and billboards -- that the television advertising

(Mr. Cowan, cont'd.) . . . has been quite worthwhile; and now they are looking into further aspects, posters and sending out fillers to radio stations and newspapers through the country. They had a meeting today; they had a meeting a week ago and they are quite interested in trying to make sure that a little bit more is being done to make their program a little bit more effective.

MR. CHAIRMAN: . . . . . passed.

MR. SCHREYER: Mr. Chairman, if I'm a pest, this is my last question. I would ask the Minister.

MR. CHAIRMAN: On this item?

MR. SCHREYER: Yes, . . . . . well I didn't have a chance to ask the question. On what item, Mr. Chairman was that last comment delivered? I merely wish to ask this, Mr. Chairman, I would ask the Minister if his department has within the last year solicited the opinions of the school teachers with regards to the effectiveness or worthwhileness of this committee work?

MR. CHAIRMAN: . . . . . passed; . . . . . passed.

MR. MCLEAN: Mr. Chairman, just if I may before we close, yesterday reference was made to the school at Elgin and I take it that the matter has received some notice. I have a letter from the Secretary-treasurer of the Souris Valley School Division informing me that the Souris Valley School division board has never considered closing Elgin School. They expect an enrollment of 68 and hope to have four teachers with four grades and the board is proposing to continue the high school at Elgin. They were anxious that we should place this matter on the record in view of the reference that was made to it yesterday.

MR. CHAIRMAN: Section 25. Student instruction . . . . . had \$797,425; passed.

MR. ROBLIN: Mr. . . . . . have you any more to say? I will congratulate the Minister privately for the splendid job that he has done in dealing with these estimates and as we have now come to the end of this department I think it would be in order that I move that the Committee rise.

MR. CHAIRMAN: . . . . . rise and report and call in the Speaker.

Mr. Speaker, the Committee of Supply has adopted certain resolutions and direct me to report the same and ask leave to sit again.

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

Mr. Speaker put the question and after a voice vote declared the motion carried.

MR. CAMPBELL: . . . . . the First Minister moves the adjournment of the House may we take it that the estimates next week will follow the order in which they appear in the estimates book itself?

MR. ROBLIN: Yes, Mr. Speaker, that is the intention. I think Agriculture comes up and we hope to start with that on Monday and, as far as I can tell at the present, work our way through. We'll try and give the House any notice if we can of any changes that might be made. I beg to move, Mr. Speaker, seconded by the Honourable Minister of Education that the House do now adjourn until 2.30 on Monday afternoon.

Mr. Speaker put the question and after a voice vote declared the motion carried and that the House do not adjourn and stand adjourned until 2.30 Monday afternoon.