

THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock Tuesday, March 19, 1963

MR. CHAIRMAN: Department of Education, Resolution 27.

MR. McLEAN: Mr. Chairman, I thought perhaps there are just a couple of points I might give for the benefit of the committee and the Honourable the Member for St. John's. He spoke about the regulation which appears to confine the bursary and loan assistance to Canadian citizens and British subjects. I direct his attention to the fact that there's another provision in the regulations that says that the Minister may approve other persons and, for what it's worth, I have approved all that have been recommended by the committee since I've been here. The other thing is that the repayment provisions with regard to the loans are set by the Committee of Deans who look after the approval of loans.

MR. PAULLEY: Mr. Chairman, I want to thank, on behalf of the Honourable Member for St. John's who will be along in a moment or two, the statement of the Minister in respect of the regulations. I'm sure that he agrees that the regulations do state that they shall be Canadian and British citizens, and I suggest to the Minister that if there is more flexibility than actually the regulations state at the present time, it would be well if there should be the deletion of the restriction that is in the regulations at the present time and then there would be no misunderstanding insofar as this matter is concerned, because I think that in matters of this nature, particularly when we're trying to show to all and sundry that we are really a democratic country here in Canada, that if this type of wording in a regulation was deleted then it would enhance our position in the democratic universe.

MR. CHAIRMAN: Item 2(c) -- passed.

MR. CAMPBELL: Mr. Chairman, 2 (c) -- I gather you're taking these three together, are you, Mr. Chairman?

MR. CHAIRMAN: I'm calling (c) and just taking them together.

MR. CAMPBELL: I would suggest that you would make better progress if you took General Grants; Grants for Non-recurring Expenditures; and (3) Brandon College. Why not take them (c)(1), (c)(2) and (c)(3). My brief remarks have to do with (c) 1. I have something that I am not certain whether I mentioned it one time to the Minister of Education but I know that I did discuss it with university officials. I would like to raise it with the Minister here -- I think this is the appropriate item -- and that is something that I consider to be a discrimination against grade 12 students. Now I think that the policy that has been put into effect of encouraging the utmost use of the high schools throughout the Province of Manitoba and the larger units with larger schools where grade 12 can be accommodated is something that all of us are in favour of to the extent that it makes this course available to a greater number of students in the, not only the rural parts but in collegiate institutes near home, even though the homes may be in the Metropolitan area, and for that reason I would think that we should do everything we can to give the high school students the fullest of opportunities. Now as I understand it, there is what I consider to be a discrimination against grade 12 students. These are the first year university students. My honourable friend the Minister of Education may not be aware of it, or he may be -- (Interjection) -- Pardon?

MR. McLEAN: It's coming through.

MR. CAMPBELL: Yes. I think it's something that action should be taken on because, as I understand it, there is a favouritism shown to the first year university students as compared to the grade 12 students. If I could be convinced that, in general, the first year university course was better than the grade 12 course in general, I might see some reason and logic to this, but I have been unable to so convince myself. In fact, I make bold to say that I think in the majority of the collegiates of the province that perhaps the reverse is true, that the grade 12 students are at least as good and, in many cases, better trained than the first year university students. Putting them on the basis of equality though, surely we should not allow the discrimination to continue where the first year university students are allowed to carry on into second year with more conditions or supplementals than the grade 12's. Now, is that still the case? I know that I'm not allowed to ask my honourable friend the Minister to declare a policy at this time, but I certainly would suggest to him that if it is the case, that it should be immediately discussed with the university officials. I may say that I have discussed it with them on

(Mr. Campbell, Cont'd.) . . . more than one occasion and I didn't seem to make much impression on them. My honourable friend the Minister suggested last night that on some occasions his persuasive powers had not been fully effective in some areas; perhaps though in this they would be quite useful and I would certainly encourage him to use them to the utmost extent.

MR. GRAY: Mr. Chairman, I fully subscribe to everything that the Honourable Member from Lakeside has said. I know some people think that an MLA is a magician; he can do anything. Many parents come in to me -- and of course I refused to even entertain it -- came to me claiming that their children, or some of their children who are finished grade 11, are worrying the life out of them to send them to the university. Actually, the girls said, there is more social life at the university than at grade 12. Everybody admits that grade 12, as far as education is concerned, gives the student a better opportunity and learns more than at university first year, and besides this they don't waste so much time down there on frills. So I'm very happy. I intended to take it up but I didn't know under which Item, so I'm very happy that the last speaker mentioned it. I know from practical experience that some of the girls, particularly those with better means, will never take up grade 12. They always want to go to first year, not for the purpose of having an easier way of going in on the second year, but purely from the point of view of better entertainment and better social life. Whether I'm right or wrong I do not know, but this is a fact.

MR. SCHREYER: Mr. Chairman, since the last two speakers are drawing comparison to grade 12 as opposed to first year university, I suppose it's timely to ask the Minister whether, in view of the fact that the university seems to be determined to do away with the offering of first year as of 1964, I'd like to ask the Minister if our public secondary school system is ready and prepared to absorb this additional enrolment, both as to plant facilities and to teachers?

MR. FROESE: Mr. Chairman, while discussing grade 12 and first year university, I'd like to know from the Minister whether accreditation in city schools is on the increase or not; how many schools are authorized to do this; and does this also apply to the university students taking first year?

MR. McLEAN: Mr. Chairman, perhaps it would be better if the Honourable the Member for Rhineland would ask that question about accreditation under Item 4 on page 6. If he'll remind me, I'll give him the answer.

I want to say that I associate myself with the Honourable the Members for Inkster and Lakeside and to say that I have always been concerned about this problem to which the Honourable Member for Lakeside referred and have had a number of discussions with the university authorities, without any result I regret to report. It does seem odd that if a student is in university he or she is allowed to carry supplementals into the second year, whereas if they go from grade 12 they are required to have a clear pass, and there have been instances where students have been held up a year in order to clear a supplemental examination. I suppose that in a sense that the problem will disappear if the University Senate carries out its announced intention to make a complete grade 12 the standard of entrance to the university, and in that event then everyone will be on an equal footing. That suggestion is not without its -- or that proposal is not without its difficulties and I have been a little concerned about it but haven't been successful in persuading the people concerned to delay it any further than they are already doing.

I think the problem is -- well there are several sides to the problem, but in particular and in dealing with the question which the Honourable the Member for Brokenhead has raised, I would say the answer to his question is "yes". That is, I see very little difficulty in the high schools of the province handling the small number of students who would, in total in the province, be involved by the requirement that all students have complete grade 12 before entering university. Of course we must bear in mind that our new general course for successful completion requires to the end of grade 12 as well. I would say that the pupils can be accommodated so far as schools, equipment are concerned. There may be some problem with regard to teachers. I'm not satisfied that by the 1st of September, 1964 we will have all the fully qualified high school teachers that we would like to have for the schools, and that is one aspect of it which causes me some concern.

MR. CHAIRMAN: (c) -- passed.

MR. MOLGAT: Mr. Chairman, before we leaved education, it seems to me however that this change by the university actually will mean that we're shouldering, or pushing more of the costs onto the shoulders of the municipal taxpayer; because as it is now, to whatever extent people go to first year instead of grade 12, the cost is carried completely by the university and therefore by the Government of Manitoba. To the extent that we insist that they take grade 12, it means an added cost on the municipal taxpayer who has to do it through the school system. Now is it intended that there will be additional grants, or any changes in that regard, because it will mean additional costs.

MR. McLEAN: Mr. Chairman, it hasn't happened yet, of course, although we understand that it will. The viewpoint which has been expressed is a possibility. I remind the members of the committee that a decision of this sort is, by law, a decision to be made by the Senate of the university.

MR. MOLGAT: Mr. Chairman, under this same general topic of (c), in the Throne Speech it was announced that there would be grants to the City and its colleges. I wonder if the Minister could tell us now where this will appear, I don't see it here, and what the policy will be, the basis of the grants and all the details concerned.

MR. McLEAN: The operating grants to the affiliated colleges is not an item in these estimates for the reason that will be fully disclosed when we come to the Bill to provide for them. I think, as I understand the rules, I'm not able to make any comment until the Bill is actually before the House, but I just say that the money is not in these estimates; the reason for that will be fully indicated when we have the Bill before us.

MR. MOLGAT: Could the Minister indicate what is the basis of the grants to Brandon College? What is the calculation on -- like this year it goes up from -- a small extent -- 228 to 245. On what basis do we calculate this grant at the moment?

MR. McLEAN: . . . just a grant that -- the figure is not related to any particular factor. The difference in the amount is accounted for by the fact that there is included in the grant to Brandon College the servicing charges for monies which they have borrowed for part of their construction; some of the borrowing has been from The Central Mortgage and Housing Corporation and under the arrangements between Brandon College and the province the province pays the annual servicing charge. Now the increase here is simply an indication of the increased amount of money required to service the charge this year. The operating grant itself is not based on any formula or anything of that sort.

MR. GRAY: Mr. Chairman, under (c)3. Can the Minister tell us whether the profits of the McKenzie Seed is going to Brandon College in addition to these items?

MR. McLEAN: Yes, yes it is. Fourteen

MR. GRAY: Could you tell us the amount

MR. McLEAN: \$14,000.00. It has been running at \$14,000 per year, during the time that I have been here.

MR. MOLGAT: Mr. Chairman, coming back to the question of grants. What about the grants to the university proper; is it based on a formula of some kind or is it the same way as Brandon College, just an ad hoc decision?

MR. McLEAN: Well it's a little different even from Brandon College. It's not based on any formula; the Board of Governors of the university bring in their budget in which they show their proposed expenditures, their anticipated revenues from student fees and other revenues that they have and "x" number of dollars required to balance the accounts, and we arrive at an accommodation between the Board of Governors and the Provincial Treasurer and that is the amount that goes in; but it is not on a basis of a formula or anything of that sort.

MR. SMERCHANSKI: Mr. Chairman, I wonder if under (c) 2, is there any provision for a service charge for any debt, that is bonds or debentures that belong to the university, or is that excluding that item?

MR. McLEAN: There's nothing in (c) 2 of that nature. In (c) 2, perhaps it's just a brief item, what are called non-recurring grants; they include agricultural and home economics equipment and alterations as to the buildings; arts and science equipment; dentistry equipment, engineering and architecture equipment; academic administration equipment; medicine equipment; miscellaneous academic equipment; business administration; back service pensions, and a general item of equipment. Those are the items in (c) 2.

MR. CHAIRMAN: . . . (c) passed.

MR. McLEAN: The item that the honourable member is interested in is in (c) 1.

MR. MOLGAT: Mr. Chairman, by comparison then to the university proper, Brandon College gets I presume a much smaller portion, proportionately to its total expenditure. Is the government giving consideration to establishing it and the university on a formula basis so that they would actually know exactly where they stand? It seems to me that Brandon College now is actually fulfilling the position of let's say the western branch of the university -- serving the Western part of the province -- it's a completely independent body now it's not affiliated to any church group and I wonder if the government is giving consideration to putting it on the same financial footing as the university proper?

MR. McLEAN: . . . I couldn't answer that question for the Honourable Leader of the Opposition.

MR. CHAIRMAN: (c) passed. Resolution 27 passed. Resolution 28. Item 3 - Teacher Training. (a) passed?

MR. MOLGAT: Mr. Chairman, I wonder if the Minister could indicate there the situation in the Brandon School? I was looking in the report, possibly I missed it. The report that we have gives the total, does it, for both Winnipeg and Brandon; is it combined or is there a separate figure available?

MR. McLEAN: On what page? What page is it?

MR. MOLGAT: Look on page 77.

MR. McLEAN: The figures on page 77 relate to The Manitoba Teachers' College only.

MR. MOLGAT: Could the Minister tell us where the figures are for Brandon in that case?

MR. McLEAN: That's a good question. I saw it the other day and -- Oh, over on page -- I'm fortunate -- over on page 72 I think you'll find it, down oh, not quite half way down it says Teachers' in Training in the classification, University of Manitoba - Brandon College. No, that's only part of the people that are at Brandon College, that relates to the faculty people at Brandon College. If you look on page 71, you will find near the bottom what in effect is the figure; it's a combination of the 26 and 75 that you see in brackets there.

MR. CHAIRMAN: (a) passed?

MR. MOLGAT: Mr. Chairman, if it would be possible in the future to have the information for Brandon given to us in the same form as for the Manitoba Teachers' College itself. After all it's performing the same function in another part of the province and if we could have the two related it would make it easier to follow through what expansion there is in the Teacher Training Program.

MR. McLEAN: Mr. Chairman, I'm sorry. Speaking of this current year there are 83 students at Brandon College in the Elementary Teachers' Course and there are 11 students in the Faculty of Education course, for a total of 94 students.

MR. MOLGAT: How does this compare to previous years? Has the Minister got past years? I notice that here at the Manitoba School we're actually showing a decrease; from a high in 1958-'59 we've been going down almost steadily since. Is the experience the same in Brandon?

MR. McLEAN: There's a slight drop at Brandon College in the Elementary Teachers' Course; a slight rise in the Faculty of Education people and the overall total is practically the same as last year. Now, I don't seem to have the figure handy here; it runs in my mind it was 96 total last year, although the distribution as between the two groups was slightly different. We appear to be going up in the number of students at Brandon College that are taking the Faculty Course.

MR. MOLGAT: Is the government considering the extension of the Teacher Training Program as for example in the great Town of Dauphin?

MR. McLEAN: I regret to say that we are not.

MR. CHAIRMAN: (a) passed. (b) passed . . .

MR. SCHREYER: Mr. Chairman, in connection with (b), I would like to ask the Minister what possible grounds were there for denying or rejecting applications for teacher training bursaries to the extent as shown on page 49? I realize that the government has to practice economy, but on the other hand when you see a ratio of awards to total application of somewhere in the

(Mr. Schreyer, Cont'd.) . . . order of 2 to 45; and 49 to 100; and 123 to 227; and 12 to 24; one can easily see that over half of the applications for teacher training bursaries are rejected. What explanation is there for this?

MR. McLEAN: The only explanation, Mr. Chairman, would be that the students who had applied didn't qualify under the rules that were being followed by the Admission Committee.

MR. SCHREYER: One can conclude then that the rules must be very stringent and this goes contrary to what was said here a few days ago -- namely, that finances was not a problem because if anyone required assistance it would be made available. And not only that, not only are bursary applications being rejected in a rather high proportion but I notice in connection with the matter of teacher training this government has been pruning pretty effectively -- summer schools have been reduced; the appropriation has been reduced by \$10,000; Brandon College teacher training has been reduced by \$8, - \$9,000.00. I realize I am going ahead of the Item here but when we get to it I would like to ask the Minister how it was possible to pare \$18,000 just like that.

MR. CHAIRMAN: (b) passed.

MR. CAMPBELL: Mr. Chairman, I have a question of the Minister that relates directly to (b) and here again I'm afraid that I have to charge discrimination. That's a word that I hesitate to use unless the circumstances seem to warrant it, but I'm simply appalled to find that two of my favourite Ministers of the government are apparently discriminating against people within their care. One of them appears to be the folks who are in the Teachers' College and I would think that with the desirability of getting more teachers and better teachers and the very best training for teachers that we can have, that the Honourable the Minister should see to it that they're not discriminated against. I find that out of a total of 15 listed government institutions on a return that has been furnished to the House, that only three of them discriminate against their patrons by serving margarine -- and this is one of the institutions -- and as one who has a high regard for the teachers and the teachers in training I insist that my honourable friend should put them on a proper diet and not compel them to eat margarine. I'm amazed that a man who comes from the great dairy country of Dauphin should allow such an intrusion into his dining halls; and to think that the other minister, of whom I certainly expected better things, to be guilty of this malpractice, is the Minister of Health, of all people. Now the Honourable the Attorney-General, I can give him high marks. I don't suppose that anyone would urge that we should show greater consideration to the inmates of his institutions than to those of the Teachers' College, and yet we have this abnormal situation -- my honourable friend the Attorney-General who is not noted for his soft-heartedness -- I'm not mentioning anything about the head -- that he should be looking after his wards in a sound and proper manner; and yet the honourable the Minister of Education, of all people, coming from that famous agricultural country of Dauphin and the Honourable Minister of Health, who is -- (Interjection) -- that's just what I would expect if he's using the same diet that he allows his people to use. That just shows you what will happen when people get so far off the track. I find that out of 15 listed institutions, that only three -- only three -- have so far backslid as to follow this practice -- and two of them, I believe, are in my honourable friend's charge and the other in the case of the Honourable the Minister of Health. Now I know that this is a serious charge and I do not expect my honourable friend to answer it without first consulting his lawyer, because this is something where he should have, and I think the only thing he could do perhaps would be throw himself on the mercy of the court. As far as I am concerned, I wouldn't have too much mercy in a crime of this kind.

MR. MOLGAT: Mr. Chairman, I think it's only fair to point out in addition, that these are the only ones with the inmates who pay their own board.

MR. CHAIRMAN: (b) passed; (c) passed.

MR. McLEAN: Mr. Chairman, not wanting to hold up the works, but the Honourable Member for Brokenhead raised a point and I -- he said he was ahead of me. I think he's behind me, because the matter of the scholarships or the bursaries and loans really comes up under Item 2. Now has he seen the information that I -- does that give any indication there -- it seems to me that we make a large number of loans to the students at the Teachers' College. I'm just not wanting to pass it up, because I was trying to find it here and I realize that we have passed it and that actually what information is available is there in that document.

MR. SCHREYER: Yes, Mr. Chairman, to be fair about it, one would have to concede that the number of loans granted to Teacher College students is large -- the number is large -- and the amount loaned is fairly substantial. I was simply asking the Minister -- I don't pursue it any further -- I was simply asking for an explanation as to why the number of awards of bursaries was so small in relation to the number of applications, but as the Minister pointed out it's because they didn't qualify under the regulations.

MR. McLEAN: Mr. Chairman, I think in fairness, I should say this: that as a general policy, bearing in mind that we have a certain sum of money for bursaries, that we have tended perhaps to concentrate the bursary money to those who had two or three years of training ahead of them; whereas in the Teachers' College, it's one year of training, after which they are able to earn a livelihood as teachers, and perhaps it has been our feeling that the loans were, to some extent, more applicable or at least more satisfactory. Now I recognize that there could be a disagreement on that, but that would also be part of the answer.

MR. CHAIRMAN: (c) passed. -- (Interjection) -- The Honourable Member for St. Boniface.

MR. DESJARDINS: Mr. Chairman, the Honourable the Minister asked me to remind him on this item that he would give us the rest of the report on this Colombo Plan -- the little Colombo Plan.

MR. McLEAN: That was a bad undertaking that I made, Mr. Chairman, because I'm not too sure how familiar I am with the whole operation. First of all I direct your attention to the way in which the estimates are set out, showing a total of \$96,000; less recoveries from the Government of Canada, \$70,000, leaving the net cost to the Province of Manitoba as \$26,000.00. Now under this arrangement we have two institutions in which we are directly concerned. The first is the Katubedde Institute of Technology in Ceylon in which we have three teachers and whose salaries are paid by the Province of Manitoba. So far as these teachers are concerned this is a direct charge on the province. The institution was selected in co-operation with the Department of External Affairs and on application of the Government of Ceylon to have this assistance provided to them under the over-all external aid program of the Federal Government, and our arrangement is that while we pay the salaries and the monies that are directly payable to the teachers, their travelling expenses to Ceylon and their return expenses, if they have to come back, are paid by the Federal Government. There are three teachers at this institute in Ceylon and it is a technical institute pretty well as we would understand the term here. They are doing their teaching and I believe reasonably well satisfied. It might be of interest to the members of the committee to know that the Principal of that institute spent some months here in Winnipeg, working over at the Manitoba Technical Institute, to see how we operate here and I had the privilege of meeting him. I would like to be able to tell you his name, but I regret that I don't trust my pronunciation. I say reasonably well satisfied, because I think I would have to be honest in reporting that there's some feeling that the teachers are not too fully occupied -- in other words that there's not a real challenge for them in this institute -- and just about two weeks ago I was visited by an official of the Department of External Affairs in their educational branch who indicated that perhaps they might want us to reconsider some other institute -- which simply means that they're just not too certain that the most use is being made of the three teachers that we have supplied.

The other in which we are interested and under which the entire cost is paid by the Government of Canada, is in Malaya where the government there has started an institution for the training of teachers -- of technical teachers -- and they asked assistance from the Government of Canada. The Government of Canada agreed and were kind enough to ask the Province of Manitoba if we would recruit the teachers necessary to -- or at least I shouldn't say "recruit the teachers" -- recruit five teachers for this institution, and we have there people who are in fact on the staff of the Department of Education but for whom we make a full recovery from the Government of Canada. This is a new teacher training institution, as I understand it, in Malaya and it was just beginning when we first became involved. Mr. Addy, the Director of Vocational Education of our own department went over and gave some assistance in getting the courses outlined and established and also in helping the teachers start their work, and both the Ceylon school and the Malaya school were visited by the Deputy Minister of Education when he was at the second Commonwealth Conference on Education in New Delhi. I believe that the work that we're doing is appreciated by the Department of External Affairs; they have been kind enough to

(Mr. McLean, Cont'd.) . . . say that it is an important part of their work and have appreciated what we have been able to do.

MR. DESJARDINS: I would like to ask the Honourable the Minister, what year did the Province of Manitoba start paying the salary of these teachers in Ceylon. Apparently -- I'm not talking about the co-operation in Malaya now, but the only expenses actually, from what I understand, is the paying of the teachers in Ceylon. That I would gather from the minister's remarks represents the full \$26,000.00. The full \$26,000 spent by the province is for the payment of those teachers teaching in Ceylon; the rest is a co-operating one. Now could the honourable minister tell us when this was started -- this amount?

MR. McLEAN: Yes, it started, Mr. Chairman, -- it would be two years ago we had the debate in the Legislature, which was when the first money was in the estimates and the first teachers went that summer. It would be perhaps in July or August following the session of the Legislature and they have been on staff and have been there since that time.

MR. DESJARDINS: Mr. Chairman, I remember very well when we had the debate, but if this \$26,000 represents all the amount that is going over to this Little Colombo Plan, I would inform the minister that in the estimate of 1960 in the same "additional training facilities" there was an amount of \$43,320 and in 1961 there was an amount for \$50,000.00. It was only in the '62 -- in the session of '61 in the estimates of '62 when we had the debate, then there was an amount of \$45,000.00. Now I wonder how come this amount was there two years previous to us having this debate -- having this Bill. I think.--

MR. McLEAN: Well, the Leader of the Opposition will remember this quite well. This is an item that we put in the estimates almost from the first time that we were here, at which time we considered that it might be necessary to have additional facilities for teacher training. It was never actually used and we never did have those additional facilities, but annually the Honourable the Member for Ste. Rose used to rise in his place and ask if that by any chance was for a teacher training institution in Dauphin. When we came to this Little Colombo Plan arrangement it was decided simply to adopt this particular item in the estimates for that purpose.

MR. DESJARDINS: . . . never any need for this amount put in in 1960 and '61.

MR. McLEAN: No, it was a faint hope.

MR. DESJARDINS: Oh, I see. Then is that the reason why that this has been going down; like in 1962, from \$45,000 to \$25,000 and this year, \$26,000.00.

MR. McLEAN: Yes. I think that in the first instance we had estimated that it would be \$43,000 but found that amount was not all required and the \$25,000 and the \$26,000 are now quite realistic figures based on our experience.

MR. DESJARDINS: I assume then Mr. Chairman, that the little Colombo Plan will cost the Province of Manitoba approximately \$25,000 a year. That's paying for -- not talking about the co-operating that we expect to continue -- but to pay for the teachers in Ceylon will be roughly \$25,000 a year. We can assume that this is the extent of the help that we require the people of Manitoba to give.

MR. McLEAN: That's correct, for the year that we're discussing. Of course, I can't make any comment for the future -- but for 1963-'64, \$26,000.00.

MR. DESJARDINS: Well, my question was, Mr. Chairman, does the Honourable Minister pretty well feel that this amount will be required, that there won't be much reduction or increase -- unless of course you adopt new schools and send new teachers -- from what you can see now of the demand in Ceylon, what is going on now, the success that you're having in Ceylon?

MR. McLEAN: Mr. Chairman, I wouldn't care to make any forecast of what the future might develop because that would depend upon any decision to extend Manitoba's assistance. There has been no suggestion that that would be done and I really can't add anything to that. There might be additional additions in years to come; it has not been suggested or considered at the present time.

MR. DESJARDINS: Mr. Chairman, I realize that. All I'm asking is to keep the program already started going would be approximately the same amount.

MR. McLEAN: Yes, that's right.

MR. SCHREYER: Mr. Chairman, summer school teacher training programs are an

(Mr. Schreyer, Cont'd.) . . . important part of teacher training, I think the minister would agree, and therefore I think it is important enough to raise in this committee as to how it was possible to reduce Item (c) sub-item (1) by more than \$10,000.00. What was sacrificed?

MR. McLEAN: Now I -- (Interjection) -- Yes, but, you say \$10,000.00? That doesn't look right.

MR. SCHREYER: Yes, \$10,000

MR. McLEAN: Well, now I'll have to -- there's a transfer of an item that was formerly in that to another part and that doesn't seem to be readily available here to me, although I recall that there was. I think it's related to simply a transfer of one function to another branch. I'll get that information for you.

MR. CHAIRMAN: (c) passed, (d) passed, resolution

MR. FROESE: Mr. Chairman, on (d) I wonder if the minister could put the members of this House on the subscription roll so that we'd get copies of this journal.

MR. McLEAN: Yes, Mr. Chairman, I thought all of the members were already receiving them. I should say that we're going to change the format of it very considerably, that is, to making it a less expensive booklet. It will be more of an official bulletin but I will be glad to see that everyone except the Member for Gladstone is put on the mailing list.

MR. CHAIRMAN: Resolution 28 passed. Resolution 29, Item 4 Student Instruction.

MR. CAMPBELL: Mr. Chairman, with regard to student instruction, this is the place, I think, where I might get the Honourable the Minister to enlarge somewhat on the statement that he made yesterday with regard to the reading experiment in phonetic method, and I would just like to check once again what he said yesterday. As I understood him -- and I haven't had the opportunity of re-reading Hansard to check on this -- as I understood him, the Advisory Board to whom this matter has been referred have said that they will be prepared to meet with a "limited" number of interested people who would like to come and make representations and support the phonetic method of reading. Is that correct?

MR. McLEAN: I was hoping that what I said yesterday would throw the Honourable Member for Lakeside off the track and I wouldn't get involved in this. Well the resolution has been referred to the Advisory Board as called for, referred at its first meeting. First of all they ask the Director of Curriculum for a report on the present status. That report was made and the members of the board asked that copies of the report be made and distributed. At this same meeting the Curriculum Committee discussed the suggestion that a limited number of persons who have pronounced views on this matter as well as persons connected with the Winnipeg and Fort Garry experiments -- and I'm sure they intended to include the St. Vital experiments as well -- and with teacher training, be invited to speak to the Curriculum Committee. The committee then requested that arrangements be made to have representation from the Teachers' College and the Faculty of Education outline the courses in the teaching of reading which are given to students at those institutions and that some person or persons connected with the experiments in Winnipeg and Fort Garry -- and again I would think they would include St. Vital -- also be invited to speak to the committee at their meeting on April 19th, 1963. Now it is correct that it says "a limited number of persons who have pronounced views on this matter."

MR. CAMPBELL: I assume I would qualify on both regards.

MR. McLEAN: Yes.

MR. CAMPBELL: I have pronounced views of course and I would be a limited number, but I would suggest that the one lady who has been carrying the ball more than any other one that I know of in this province in this regard, Mrs. Mary Johnson, should certainly be the one who should receive the number one invitation, and that she should be encouraged to bring with her people that she wished to. I wouldn't want to see the number so limited that she should not have that support to which I think her work entitles her. If I received an invitation to go in her company, or her company and friends of hers, I'd be very glad to go. I would feel much more at home in her company than I would if I appeared before the board by myself. So I think the minister who has been kind enough to write me a couple of letters on this subject -- very courteous letters and fully to the point -- if he would simply communicate with them that this, the opinion, if we can agree on this, that Mrs. Mary Johnson certainly should be invited and then some others that she might wish to bring with her.

I recall that the Honourable Member for Pembina when she amended my resolution last

(Mr. Campbell, Cont'd.) . . . year, pronounced herself as being in favour of the phonetic method and about the only disagreement that she expressed, so far as my presentation was concerned, was that she thought referring the matter to the Advisory Board would be a better method than the one that I had suggested of having a committee of this House. With all deference to the honourable member's opinion and that of the House itself, which decided the matter, I still think it would have been very helpful for a committee of this House to have dealt with it first. But that's water under the bridge and it has gone to the Advisory Board. I would suggest with all seriousness, Mr. Minister, that the lady who has carried the ball on this work should receive an invitation to attend.

MR. McLEAN: Mr. Chairman, I hesitate to read the final paragraph of this letter but I do so now, it says, "That I believe the committee -- this is the secretary -- I believe the committee will subsequently ask if Mrs. Johnson is willing to meet with them to round out their study." Now it doesn't refer to having someone with her, but it does refer to the Mrs. Johnson that you have spoken of and I'll convey your

MR. CAMPBELL: Mr. Chairman, it's a case I see of great minds flowing in the same channel.

MR. GRAY: Mr. Chairman, if it's not a secret I would like to find out the number of members of the Curriculum Committee; their qualifications; and whether they have on the curriculum program the subject of social problems?

MR. McLEAN: Now I must have, Mr. Chairman, the names of the members on the Advisory Board. The honourable the member uses the term "curriculum committee" but it's the Advisory Board.

MR. CAMPBELL: . . . the very front leaflet.

MR. McLEAN: I'm sorry, you're looking at page . . .

MR. CAMPBELL: Almost the flyleaf. Page 8.

MR. McLEAN: Oh, well, no, Mr. Chairman, that is the former Advisory Board. This is not the present Advisory Board and perhaps if I might just hold that one I'll get the information out and I'll answer the entire question at the one time.

MR. MOLGAT: Mr. Chairman, on the matter of curriculum, I have a complaint that was made to me by some teachers. It's a general sort of a complaint -- it involves as well the matter of textbooks, and possibly this would be the best place to bring it up. I want to refer to the program of studies for the grade 10 general course, and in particular to the geography. I don't suppose the minister will have this on hand but if he wishes, it's page 8, Geography 101.

Now the general complaint that I have, Mr. Chairman, is that the course is combined into social studies, that is, involving both geography and history, and that the committee that set the course up apparently, or at least chose the text, is not made up primarily of geographers and therefore that they have not got the specialized knowledge in the choice of textbooks. So when you take this course as listed there in the curriculum it's broken down into four main sections: the first part deals with the use of globes and maps; the second part is the elements of geography dealing with the physical world and its influence on man; the third part is turning from the general to the particular and a study of Manitoba and their own local area; and the fourth part, general principles to be examined and their application to a continent. Well the texts that have been chosen for this Mr. Chairman, the first one listed here is the Modern School Atlas by Phillips, and it turns out that this is an English text. The result is that, as one might expect from that type of a text, there's really only one map of Canada in the whole text. It's on page 85 -- It's a very large map giving the whole of Canada as such, and doesn't give any further breakdown in the text itself of our province or even of broad regions. It does have very considerable material on other countries of course.

Then we come along to the texts themselves. The first one listed is Regions and Peoples of the World by J. H. Stembridge; the second one North and South America by J. H. Stembridge. Now when we look at these texts, Mr. Chairman, we find again that they are English texts, but that in itself is no particular objection, it's the basis on which the text is prepared. This was not a text prepared for North American students, in fact the preface to it given by the author, he gives some explanatory words first and then goes on to say: "Since African pupils can scarcely be expected to have so wide an English vocabulary as their British counterparts, the books are written in somewhat simpler language than would be the case if they were intended

(Mr. Molgat, Cont'd.) for use in Britain." Now obviously -- and this goes on, further on, he finishes off by saying he would like to thank all of those in Africa and elsewhere who helped him in the preparation of this series. The texts are obviously designed for African students and as a result as the author himself says, he has had to use much more simple English than that which he might use for texts to be used in Britain or texts to be used in Canada. Now this same thing applies, Mr. Chairman, to the other one, "North and South America" and exactly the same notation is made in the preface. Then when you turn the one North and South America to the treatment of Manitoba or the prairie provinces there's really only from pages 34 on to pages 39, with a fair amount of it taken up with pictures, on the whole prairie provinces. So in all of this then, there's not really any text pertaining to one large section of the course -- and that is the course on the local region and on Manitoba. Now this it seems to me Mr. Chairman is not in keeping with what we expected from the general course. It seems to me that there are Canadian texts available. I'm told that the Province of Ontario does use a Canadian text; for example, I'm told that there is the Canadian Oxford Atlas available at a very reasonable price. And now we've embarked upon this new course and we've set up these texts which are not designed for use in this country, which I'm told do not fit really into the type of training that our students have received once they reach grade 10 and it just doesn't seem to fit in to what we would expect this new course to be doing, and the teachers who have spoken to me feel that this is not the direction in which we should be heading. Their impression is that either the Committee did not have sufficient number of geographers or possibly their recommendations were not followed and in the light of what I've given there to the Minister it would seem to me that they have a reasonable complaint.

MR. McLEAN: I agree, Mr. Chairman, it doesn't sound very good. I can only say that -- of course the Committees were composed of teachers and they must have selected the text, that is some teachers must have selected the text. Perhaps it wouldn't be thought unkind of me if I said of course that teachers are like lawyers they don't agree with one another too often and we often find that what text appeals to one teacher or one group of teachers doesn't to another. I'll be glad to specifically have the Director of Curriculum look into the matter that the Honourable the Leader of the Opposition has raised, because I would be inclined to say, just at first blush that he has a reasonable complaint.

Perhaps while I'm on my feet I could answer the question of the Honourable the Member for Brokenhead with regard to the \$10,000.00. I was not correct after all. It's a reduction in the cost because we are closing for this summer the Gimli Summer School and all of the summer school activities will be carried on in the various facilities which have been operating in Winnipeg. In actual fact, the enrolment has been going down quite substantially at Gimli; there wasn't any great enthusiasm on the part of teachers to go there and we considered that we might eliminate it, that would reduce the amount of money required, and that the actual number of people who would normally be accommodated at Gimli would be accommodated without too much additional expense in the summer schools that we are going to operate in the city. So that it is really a straight reduction owing to the elimination of Gimli as a Summer School. This is done on an experimental basis for one year; we may come back to it some time later.

Now then with regard to the question about the Advisory Board, I'm glad to give the information to the members of the Committee as to the present membership of the Advisory Board. There are certain ex-officio members as follows: Mr. Bateman, the Deputy Minister of Education; Dr. Saunderson, The President of The University of Manitoba; Mr. G. M. Davies, who is the Director of Curricula, is a member of the Board and is also the official Secretary of the Board; Miss E. F. Edmond who is the Chairman of the Curriculum Committee of the Manitoba Teachers' Society, whoever in the Teachers' Society occupies that position is by virtue of that office a member of the Curriculum Committee. Miss Redmond is also the Vice-Chairman of the Advisory Board, having been elected as such by the Board itself. The representatives of the Manitoba School Inspectors' Association is Inspector W. Charles Rhind of Portage la Prairie; The Representative of the Manitoba Association of School Superintendents is Mr. Carl Bjarnason, Superintendent of Schools at Brandon. Representatives of the Manitoba Teachers' Society are Ross Donald, Carl S. Gow, and Nicholas Toews -- all teachers. Mr. Toews from Steinbach, Mr. Donald and Mr. Gow from Winnipeg. Representatives of the Manitoba School Trustees' Association are Mrs. Marjorie Miller of Justice, Manitoba, and Mr.

(Mr. McLean, Cont'd.) Hugh Proctor of Woodlands. Representatives of the Urban School Trustees' Association are Mr. Andrew N. Robertson of Winnipeg, Chairman of the Winnipeg School Board and Mr. Laurence Frayne of Pine Falls.

Representatives of the Senate of the University of Manitoba are Dr. Wm. Sibley, the Dean of Arts and Science at The University of Manitoba and he is the present Chairman of the Board having been elected as Chairman by the Board; and Dean Brodersen of St. John's College, he just recently replaced Dr. Eagle who was Dean of Arts and Science at United College and who had to resign on account of his inability -- he found that he was unable to attend the meetings by reason of his other duties. There are in addition a number of ex-officio members and these are Mrs. Dorothy M. Milton of Flin Flon. Members of the Committee may remember that Mrs. Milton was and is a member of the Boundaries Commission. Mrs. Christina Black of Pilot Mound. Mrs. Black was and I believe still is the President of the Womens' Institute of Manitoba. Dr. Hubert Delaquis of Notre Dame de Lourdes. Mrs. Alys D. Robertson of Winnipeg; Mrs. Robertson is a former member of the Winnipeg School Board. Dr. Adam Giesenger who is the head of the Chemistry Department at St. Paul's College. Mr. Borislav Bilash of Winnipeg who is a school teacher. These are the members of the Advisory Board.

Now the member for Inkster also said what are their qualifications. Well the qualifications generally in a sense of the first group whose names -- (Interjection) -- Thank you.

MR. GRAY: Now, there's another question I asked. Whether there is a subject of social problems on the curriculum now?

MR. McLEAN: I'm sorry

MR. GRAY: Social problems.

MR. McLEAN: Is the subject of social problems on the curriculum? No, not as social problems. We have civics, you know, citizenship and health and I think I probably know what the Honourable the Member for Inkster has in mind. I would think that that particular area of concern would be covered by a combination of health and the citizenship program, but they're not on the program as social problems.

..... Continued on next page

MR. WRIGHT: Mr. Chairman, I would like to say a few words on student instruction, I think this would be the proper place. What I have to say is prompted by an article in MacLeans Magazine of February, 1963 -- the Minister may have read this. After reading this article, and the title of it is, "Our Schools Are Loaded Against Boys," I have carried this with me all through my school days; I think there's a lot to this article. It's very refreshing. I went to the Library, not only this library but to other libraries, to try to find out if anything else had ever been written on this subject. As far as I can find nothing has been written. But anyway, the man who writes the article is a Junior High School principal and he claims that our schools are loaded against boys and because I think this is a new idea I want to put it on the record here this evening. I'm not going to burden the House with reading the whole thing but I'm going to touch the highlights. He starts off by saying that the teachers wear skirts; the books are about pretty Puff and the grade system was rigged to keep girls out in front. One man's opinion, yes, but he's a junior high school principal with a refreshing case for getting boys an education of their own. He goes on to quote many eminent authorities to prove his case. He quotes Dr. Margaret Mead, the eminent anthropologist, to show the difference physically between boys and girls. He goes on to point out the difference in the growth spurts showing that there are two growth spurts in children, one in the elementary school years and one in early adolescence, and that the girls go through this first growth spurt at the ages from 6 to 11, the boys from 11 to 13 1/2; in other words about two years later for boys. He said that most of the material that's given to students in these early years is considered to be sissy stuff by the boys, and that boys do go through school with two strikes against them. It's interesting to note though, that of the pupils who under-achieve, two to three times the boys under-achieve -- two or three times more than the girls. Among the poor readers which the Honourable Member for Lakeside mentioned about our phonetic system of reading, more than four times the number of poor readers are among the boys; 75 to 95 -- I think this figure here is quite significant -- 75 to 95 percent of the children in speech clinics for functional disorders are boys. Now, I don't know just what sort of research will on on in the future, but I would like to end it by pointing out his conclusions here in his summary. He claims that the present method of moving pupils from one stage of learning to the next is inefficient. Boys and girls should be carried forward independently at their own different pace of learning. The year grade system is not necessarily the last word in school organization. Only habit and inertia make it so. He says that earlier readiness training for boys and postponement of formal reading instruction should be tried. At present experiments are largely concerned with starting reading as early as possible. Introducing boys to formal reading at later stages than now might have surprisingly good results. Boys and girls classes, at least at primary and intermediate levels should be separated so that boys can learn at their own pace, without discouraging comparisons. Teaching methods that encourage enquiry and creative thinking, rather than passive acceptance of facts, should be tried, to allow better relief of boys' pent-up energy. More men should be encouraged to enter teaching, particularly in elementary schools to help balance the tendency towards girl set standards, though, admittedly, some male teachers tend to accept such standards rather uncritically. And finally, we should start an intensive program of research into the whole problem of curriculum and instruction and reading and language for boys. This, it must be re-emphasized, is vital to all further learning and the area in which boys have their greatest trouble.

Mr. Chairman, I put that on the record for what it's worth; I am looking forward to reading more about it; many of the things I thought about it, I can see here. I have no scientific basis for my thinking, but I simply ask the minister to read the article. If he hasn't done it, he will find it very refreshing.

MR. MOLGAT: Mr. Chairman, further on my comments, regarding the texts. I understood the minister was to check this up. I wonder if he would find out for me if these are actually the texts that were recommended by the committee who was in charge of setting up this course and why these were particularly chosen, when he does get that information. In my comments I mentioned to him the matter of having geography and history together in one course. I understand the Province of Ontario has returned, or possibly never moved away from having the two independent courses. Is the department giving any consideration to separating the Social Studies into its original components?

MR. McLEAN: Mr. Chairman, I couldn't really answer that question. I would think that this is a matter which will be studied when we come to the over-all planning of the revised matriculation course of studies. If the Honourable the Leader of the Opposition is interested in my personal opinion, it is that they should be separated. They should never have been put together in the first place.

MR. CHAIRMAN:passed; 4 (b).

MR. SCHREYER: Mr. Chairman, under (b), I see there's been an increase of a little under \$70,000. I hope it's -- this increase has something to do with making available additional visual aids to schools throughout the province. If it's not, what is that \$70,000 increase for? This is 4 (a) (2).

MR. McLEAN: You ask if this is for additional visual aids? No, I wouldn't think so from just a very quick reading of the list of items that are provided for here.

MR. SCHREYER: What is the sum and substance of the \$70,000 increase then?

MR. McLEAN: The increase seems to be largely related toWhat did you? Pardon me Mr. Chairman; according to my figures here, you're talking about 4 (a) (2) and the increase, according to my note here, is \$67,000. That's the figure you mentioned. Now there's one item here shown as (b), an increase of \$44,000 and I have no further -- I'd have to check that to give you the figure, and an increase of approximately \$24,000 in travelling expenses. Now both of those items I have no further explanation. I'll be glad to get it for the member.

MR. SCHREYER: Thank you, Mr. Chairman. I would like to ask the Minister if visual aid, or monies for the purchase of visual aids is created, in a very general way, through education school grants, or is it dealt with under student instruction or where? I ask that because I think that perhaps this is only a pet obsession with me, but I do feel that we could get much more value for money in education if schools, particularly in rural Manitoba, would avail themselves to a greater extent of visual aids in the teaching process, but I rather suspect that this is not done because it means the putting out of money on the part of local boards for supplies that quite often school trustees are not too impressed with, so I would like to ask the Minister, is money made available for the buying of visual aids by school districts?

MR. McLEAN: Mr. Chairman, any equipment that might be purchased which would be of assistance as a visual aid as, for example, a projector, a screen, that type of thing, or it may be even a television set if that were required, all comes under the heading of "equipment" and receives from the province the same grant as any other item of equipment that is purchased under the grant system. So that in that sense it doesn't show as a separate item, insofar as the estimates are concerned. It's part of the school grant system. Then the facilities of the department are open in the films that are made available, without charge, through the Department of Education, and the entire cost of that, and I'm sorry that I can't just direct-- I was looking to see if I could just pick it out of the item here. There is a report in the annual report from the Director of Visual Education, with regard to the work that is carried on in that branch but --now does that give any sort of general answer to the question? I doubt if we go as strongly into the provision of visual aids as the Honourable Member for Brokenhead would like us to do, and I can only report that we make the films available to the extent that grants are available for equipment -- equipment of that sort can be purchases -- but that's left entirely to the initiative of the board concerned. While I'm on my feet, if I may just answer with great apologies for not being able to explain that increase, that is an increase that is almost fully related to the work we're proposing to do towards the revision of the matriculation course -- the beginning of the revision of the matriculation course -- it's all in that item of 4 (a).

MR. SCHREYER: Mr. Chairman, I rise merely to offer a suggestion, very briefly. It seems to me that perhaps we could get better results in encouraging and enticing school division boards to purchase more adequate visual aid if the department were to pull out of general grants that portion regarding visual aids and set it up as a separate provision; in which case because of the -- how shall I express it? If it were set up separately, school divisions might be more prone to taking advantage of provincial grants in order to purchase -- not very expensive aids, Mr. Chairman, I'm not thinking of such costly things as television sets and so on, but smaller things; an adequate supply of maps; an adequate supply of science equipment of the

(Mr. Schreyer, cont'd)...less costly kind and so on. I think the Minister would be surprised, even under the new division system, how depleted are the small, inexpensive materials -- visual aid materials -- which teachers have to work with in rural Manitoba. Quite often the expenditure of say \$30.00 for a good set of maps; so \$100.00 for a good set of maps means the difference between the teacher having something adequate to work with in bringing across a lesson in geography or history, and not doing it because of lack of material. So, for what it's worth, I suggest to the Minister that it would be worth investigation to see whether the administrative angle regarding visual aids perhaps couldn't be changed somewhat.

MR. GRAY: Mr. Chairman, speaking for myself, I learn a lot from the replies that we get from the Minister and from the questions asked, so you'll have to forgive me if I would ask you a question -- it may be considered that I live behind the facts. Is visual aid education profitable? Have we any facts that it has done the school population any good and whether it is a time-wasted program, because when they have the film before them, or when they have the television set before them sometimes they're inclined to forget because it seems to me that they're getting food prepared for them and paid for them and chewed for them. They're not, in my opinion, trying too hard to use their brains, to use their ability, to use their efforts in getting an education, but it's presented to them on a silver platter which no attention is being given. I may be wrong, but no harm in asking this question, with due respect for my colleague, the Honourable Member for Brokenhead.

MR. McLEAN: Mr. Chairman, in the sense that the Honourable the Member for Brokenhead has in mind for the use of visual aids in education, the answer to the question which the Honourable Member for Inkster has asked is "yes". It is possible to do with visual aids plus intelligent teaching what could never be done by any other method. When I say intelligent teaching, of course, I simply mean a teacher who prepares the class beforehand and who follows up after the use of the visual aid. I am thinking perhaps primarily there of the use of films. The thing that degenerates the use of films is, of course, just film and nothing, either before or after at which point it may become something of an entertainment for the children, rather than an educational assistance. And then we must remember that with -- and speaking of particularly of film -- that with the aid of modern film, it is of course now possible to give children knowledge and experience almost that is not possible by any other means. I had one occasion, about a year ago, the privilege of seeing a special set of films on the wild life of Northern Saskatchewan, birds and fowl and animals, both large and small, which a professor at the University of Saskatchewan had more or less as a hobby collected together over a period of years and he had taken the trouble to show those features of his subject which explained, gave one thought to -- it was almost as if you had seen the subject itself in real life. Well, I guess that only is an illustration of the case where that type of visual aid with some intelligent teaching would be something that I don't suppose one child in a thousand would normally be able to get by any other means. That's a long way of answering your question, but the answer is yes, although I acknowledge that there are occasions when it becomes just sort of mere entertainment for the pupils concerned.

MR. DESJARDINS: Mr. Chairman, the subject brought in by the Honourable Member from Brokenhead is certainly closely related to something that I'm interested in, the field of television, and it's very hard to get some information in the report from the Department of Education, and for the last three or four years I've tried to bring the subject up and I wonder if the Honourable the Minister can give us some information on this: What research is being done? What is contemplated? It seems to me that in an important subject like this, there should be more direct, maybe a little more leadership from the Department of Education. I still think that it's the coming thing and I feel that the teachers might have an idea that this is coming -- if it is -- because they certainly should prepare themselves for this kind of teaching. I think that there's a lot of factors in there and we haven't heard -- it seems to be a very, very minimum part of the report of the Department of Education. There's practically nothing -- there is something on page 39, if that's what the Honourable Minister's looking for -- but it seems to me that we should get a little more leadership on this, and I'd like to know if the Honourable the Minister has given much thought to this; and his ideas on this, if any.

MR. FROESE: Mr. Chairman, I put some questions to the minister before on accreditation, which is the item I suppose under 4 (3). I wonder if he could give us some information on this point now; whether accreditation is on the increase; how many schools are authorized to do this; and whether this is carried into the University of Manitoba? If I might digress for a minute, Mr. Chairman, there was a hospital vote held in the Winkler-Plum Coulee hospital area today and the vote was carried 1,627 for, 101 against, so it's a large majority. So the hospital will become a reality, which is very much needed in the area.

MR. McLEAN: Mr. Chairman, the schools granted accrediting privileges in June 1962 were as follows: Churchill High School, Winnipeg; Daniel McIntyre Collegiate, Winnipeg; Elmwood High School, Winnipeg; Gordon Bell High School, Winnipeg; Grant Park High School, Winnipeg; Kelvin High School, Winnipeg; Miles Macdonell Collegiate, East Kildonan; Sisler High School, Winnipeg; St. John's High School, Winnipeg; Silver Heights Collegiate, St. James; St. James Collegiate, St. James; River East Collegiate, North Kildonan; Garden City Collegiate, West Kildonan; West Kildonan Collegiate, West Kildonan; and I don't believe there has been any change, perhaps only a matter of a change of one or two in that total list since the time that I have been responsible for the department. I personally do not encourage accrediting for examination purposes and I don't know whether that has had any bearing on what is actually happening but we don't really go out looking for high schools that wish to be accredited.

MR. DESJARDINS: Mr. Chairman, I wonder if the Honourable Minister has any answer for my question?

MR. McLEAN: Mr. Chairman, I had thought perhaps on another matter I might be making a little speech. I have a book which I unfortunately didn't bring here this evening, I was really not anticipating that this subject might come up; or perhaps overlooked the fact that it might come up.

I think that television can be useful. There are two types, of course. One is the closed circuit television which might be used in one particular school, or a group of schools that are linked in together and which in effect is part of the school system itself; the other are television programs that are provided by way of public television stations and which are tuned in by any school that wishes to receive them. The indications are that the Province of Manitoba has been a pioneer in the field of television and has done a good deal more work in this field than has most other provinces up to the present time, although I'm aware of the indications that the Province of Nova Scotia is evidently increasing its television coverage.

I always come back, as the Honourable Member for St. Boniface knows, to the matter of cost, and we're on notice now that the Canadian Broadcasting Corporation may not be able to carry the programs in the future years as they have been doing and as they have undertaken, of course, to do for the present year, too much longer. That is, they've said, "Well now, these are becoming costly and we must look at the expense of them." So far the arrangement has been rather satisfactory. There is the possibility which is I believe a system that's followed in in some of the American states, or some of the American cities, where there is a television station operated by the educational authorities. These are quite expensive and the general report that I have had on them is not too favourable. Now all of that doesn't mean very much. I would be inclined to think that we have matters which are of higher priority for the money that might be required for this purpose. And I confess grave reservations about the educational value of the television programs that are broadcast over a public television station because of the very wide appeal that they must have to have anyone looking at them, and consequently, perhaps the relatively small content from the standpoint of the students. It seems difficult for me to imagine that you could have a program that would be suitable for every student in, for example, Grade 9, at the same date throughout the Province of Manitoba. Now I may have this sized up wrongly, and I confess to being an amateur in the whole matter, but I just am a little concerned. Now that is not to say that the Province of Manitoba is not doing anything because I think the records will show that the province has been a leader in the field of these television programs. I believe, however, that they have limited possibilities and I recognize the sincerity with which the Member for St. Boniface puts forward his view, and he may very well be right and I could be wrong.

MR. DESJARDINS: Mr. Chairman, he says that he's not an expert in this; I certainly

(Mr. Desjardins, cont'd.) . . . don't qualify myself as an expert either, but I think that there's been enough done in this respect to show us that it's a very important subject and it seems to me that the minister is not showing the proper interest. He makes the statement that the Province of Manitoba has been pioneering in this, but that's the only statement he made. Then he says they've tried something and this book here, all it says that they've had -- the experiment last year was a complete presentation on television of George Bernard Shaw's "Arms and the Man" and that seems to be the only thing. Now it is true that if you envision an educational station it will be very costly. I think that it will come to this one of these days and we might save in another phase of education. This is not what I'm advocating now, but I can't see where we are pioneering. We're not taking advantage of what is offered to us. The Province of Nova Scotia claims that they are receiving a gift of \$1 million from CBC. At the moment we have two, three stations here, and I think most of them start broadcasting at about 12 noon or 1:00 o'clock. It might be possible to maybe take half an hour or an hour emphasis on the basic difficult to teach subjects, thus seeking to help solve the crucial shortage of qualified teachers also. And I'm not asking for any miracle, Mr. Chairman, but it seems to me that there's very little, if anything, been said about this. I think there's practically unlimited possibilities, in medical colleges, in anything, it would reduce on the cost of equipment. Definitely it would help -- we were talking about teaching French and how difficult it is -- I think that this could be used for that; it would be taking advantages of all the experts that we have in different fields. The minister said just today, or yesterday, that we can't only use textbooks made in Canada, we could do the same thing, take educators from the United States, or England, and so on; people that are very expert or qualified in certain subjects, and it seems to be that they should be a little more -- I'm not asking for the impossible -- I can't certainly suggest that we should have our own educational station right now -- maybe we haven't the population for that, but we certainly have different stations that are not being used; we might make a small start; it might be an experience; we could maybe teach half an hour or an hour every day, or five days a week on this, to a certain subject; well there's no limit to this and the only thing that I'm saying, Mr. Chairman, I think that we should have a little more leadership in this respect. I certainly think that this minister concerned has shown a lot of leadership in a lot of other places, but it seems that -- he admits himself that he's not an expert and he seemed to be satisfied at that. And I still feel that this is something very important and I'd like to see more said, or at least a promise to have somebody look into that. He was talking about a book; I've got about ten books here that I'd be glad to let him have and I think that a lot of this stuff makes sense; I didn't write it myself. I would like to have some indication from the minister that he might feel that this is certainly worth the trouble of a study, or maybe a survey to find out from other provinces; we are ready to travel all over the place to find out new ways. And I do not agree with the minister that this is costly, that it is going to cost us too much money. I think that this is a good way to save on education, and give better education.

MR. CHAIRMAN: (a) passed. 4 (b)

MR. JOHNSTON: Mr. Chairman, this afternoon I asked a question of the Honourable Minister of Education, perhaps he, or he directed me rather to restate the question under student instruction, and the question was: "Has the department given any serious consideration to putting a full time research man into operation to complement and carry further the work of the Advisory Board which I understand is made up of highly qualified teachers." Now the last speaker, the Honourable Member for St. Boniface is speaking in support of something that would come in the field of research and I'm wondering if the department is giving serious consideration to taking the matter of curriculum research out of the part-time basis and putting it under the direction of a highly qualified person, which I'm sure we have in this province, especially in our university.

MR. McLEAN: Mr. Chairman, in the Directorate of Curricula we have a Supervisor of Research and a Research Assistant; the Research Assistant was a new position that was created a year ago and has been filled. In the estimates for this year we are asking for sufficient funds to include an Assistant Director of Curricula, this matter of curricula and research all being under the same branch. Now I think that between the Assistant Director of Curricula, the Supervisor of Research and the Research Assistant that we have what the

(Mr. McLean, cont'd.) . . . Honourable Member for Portage la Prairie is thinking about. He might say that's not enough, but that is the staff that we have for that purpose.

MR. TANCHAK: Mr. Chairman, I wonder if this is the right item to discuss, the Federal-Provincial Vocational Training money spent, or would it be in Capital?

MR. McLEAN: Are you speaking of the money for building?

MR. TANCHAK: That's right.

MR. McLEAN: Under Capital.

MR. TANCHAK: Under Capital. Thank you.

MR. CHAIRMAN: (b) passed. (e) passed.

MR. MOLGAT: Mr. Chairman, if I understand correctly, the minister wants to discuss the technical schools, the building of technical schools under Capital, not under this item. Is that correct?

MR. McLEAN: Yes, the buildings are items under Capital.

MR. MOLGAT: In other words, the proposed school at Brandon and the proposed school at The Pas will come under Capital (Interjection). And at this time we discuss matters of curriculum I presume (Interjection). The new technical centre as the minister has indicated and as the sheets that he has supplied us with clearly show, by and large the admission requirements here are going to be high school graduation; junior matriculation, complete junior matriculation and so on -- this is the, I'm reading from the list that he gave us -- I think the minimum listed here is junior matriculation. Similarly, when we deal with the present technical school, technical institute -- MTI -- we find very frequently the requirements are, oh from Grade 9 and up, although I will admit there are a fair number here which are simply listed prerequisite approval of the Director for apprenticeship, Department of Labour. But there are a good number of courses for example, Assistant Hotel Cook, minimum of complete Grade 10; meat cutting, minimum of complete Grade 10 and on and on. Now it seems to me Mr. Chairman that we are forgetting one group in our technical training and that's the group who never reach the junior high school level and we have to face it that there are still a lot of them in the province; it's unfortunate that there are, but they're there, people who end up by having Grade 3 or 4 or 5 or 6 very often through no fault of their own, because of the area where they were, lack of opportunity and so on. Now, what are the possibilities for those people to get into a type of course that would at least give them a trade of some type? At the moment it seems to me that these people don't have those opportunities. The technical institute it seems to me is limited to people who have more academic training than many of those who are in particular need of help. The very fact that they have a limited education means that they require that much more assistance if they're going to be able to make a living of their own. Now is the Minister giving some thought to this fairly large field where there are a large number of people involved, and certainly a very important field if we are going to reduce our unemployment numbers, because by and large these are the groups who end up in the strictly labouring category and as soon as there is a lay-off are the first ones to go.

MR. McLEAN: Mr. Chairman, the Honourable the Leader of the Opposition has directed attention to a most important problem, that of those who do not have the minimum educational requirements in order to enter trades training and I'm happy to report that we have, in co-operation with the Government of Canada, established a school for these folks out at Tuxedo in one of the buildings at the Teachers' College. We have a school operating in Brandon, it has been operating for some time and we're in the process of establishing new schools at The Pas, Gimli and Dauphin. These are all designed to take students who do not at the present time possess the necessary academic training to bring them to a point where they may take trades training. Members might remember the type of training that was made available at the end of the Second World War for students who wished to bring up their training so they could enter university and take various types of training -- it's somewhat on the same basis. In other words it's sort of a crash program, the person comes and stays as long as he's able to do or wishes to do until he has brought himself or herself up to that standard. It's a most important problem and we share -- 75 percent of the cost of this work is paid -- under our agreement -- is paid by Federal funds and we're trying to do the best we can to make the most use of that program.

MR. MOLGAT: Do these people receive any subsistence allowance during the period they're there or are they expected to take care of themselves, board and room at the location where the school is?

MR. McLEAN: They don't receive any subsistence allowance so far as we are concerned. Now, I'm under the impression, and I would have to check this, that those who are in receipt of unemployment insurance continue to draw their unemployment insurance benefits while they're in school. I would have to check that to make -- I better check my facts before making too specific an answer on that point.

MR. MOLGAT: Should we not though at the same time Mr. Chairman, while we are proceeding to upgrade these people, and this is certainly very desirable, but I think we have to be realistic that someone who is on in years, whose been out of schools for a period of time, and say is age 30 with only a Grade 6 is going to have a very difficult time upgrading to the Grade 9 or 10 level. Are we not possibly being too restrictive in the prerequisites we set up for some of these courses? For example, one that I mentioned, the meat cutting course. Is it really required that someone has Grade 10 in order to become an accomplished meat cutter? Certainly, it's very desirable, if they can all have it, good, but should we limit people from getting the opportunities of these courses if there are other complications just simply from the fact that they haven't got the academic end.

MR. McLEAN: That's a good point too. While those are listed, and they are the minimum requirements that we hope to have, we have a pretty flexible rule and I'm of the impression that no one is really ever turned down because they don't come right up to that requirement. Those are pretty well the standing instructions, that they're not turned down simply because they just have Grade 9 instead of Grade 10. Now we do get into the group who may be away down around Grade 5 or Grade 6 and that's what the pre-employment classes are for; but we try to be as flexible as possible in order to do the very thing that you have in mind.

MR. PAULLEY: Mr. Chairman,get in on this portion of the estimates, I was quite interested in what the Minister had to say of the training for the unemployed and he made reference to three or four places at which this training is taking place at the present time. I refer him to page 86 of the Department of Education report wherein there is an item headed "Training for the Unemployed", and the item goes on to say that this program was offered at the Manitoba Technical Institute; the Brandon Vocational Training Centre; Strathcona Hall, Tuxedo and Vassar, Manitoba. The Federal Government contributed to this program on a 75-25 basis to the amount of \$270,802.89, which is a considerable amount of money. Then the article goes on to say "for the first time day courses in basic education for unemployed persons were offered at three centres. The purpose of these courses is to raise the educational standards of our unemployed citizens to a level that will permit them to enter some trade or other occupational training program. The courses are made as practical as possible and will gradually become more closely related to students' occupational needs. The results" -- and here to me is a very pertinent point and I would like an explanation from the minister, because the next sentence reads -- "the results in this program have been gratifying with 30 persons completing the 12-week course." Am I to understand from this, that an expenditure of \$270,802 would be three-quarters of the cost of training 30 persons completing a 12-week course?

MR. McLEAN: I must say that the Honourable Member's arithmetic seems to -- or at least his reading seems to be correct. I would point out that these courses would not be operating a full year as of the end of June 1962 and which would, I would assume, naturally account for the fact that there weren't too many graduates or persons completing the course and so on. So that as of that time undoubtedly there would be a large number on course as of that date. I would also point out that of course not every student who enters complete the course. They may drop out for one reason or another during the term, but nonetheless costing money insofar as the operation of the course is concerned. Now if you want detailed information on this I would have to bring in the information later because I don't have it beyond that.

MR. PAULLEY: Well I would suggest Mr. Chairman that the minister most assuredly do that, because just taking the report, and apparently he agrees with me that this is what the report says, and this 270 thousand-odd dollars that I referred to is only three-quarters, the other quarter of course would increase that to well over \$300 thousand which would amount to \$10,000 per student, if there are only 30 who complete the course. Now the minister mentions

(Mr. Paulley, cont'd) the fact that this might be due to the fact that the report only covers up to the end of June, 1962; but let us presume that that is correct and even if the expenditure of \$270-odd thousand is for the complete year, let's take it half and half, and if it only means 60 pupils -- if this is only for a half a year -- there's still something radically wrong. So I would appreciate it very much if the minister would give us greater detail insofar as this item is concerned.

Then I'd also like to know from the minister if he would kindly refer to page 98 in the report, where the statement goes on further in regard to the training of the unemployed -- "that with the co-operation of the regional office of the National Employment Services close liaison is maintained with the six local offices located in the province". And the final sentence in this section says: "the past year has been an excellent year for placement of our students in employment.

Now I appreciate the fact Mr. Chairman, that this is more or less of a joint affair and the minister may not have readily available the figures of the numbers of students who have been placed, but I would like to find from the minister or his department, if at all possible, just how many students were placed in employment and just how excellent the year under review, ending in June, 1961--just how excellent a year that was for placement of students as a result of the training program for the unemployed; because while I appreciate the fact that there was some reduction during the year under review in the Province of Manitoba, in the numbers of unemployed, I don't think, offhand, that one could say that it was an excellent year insofar as placement in employment was concerned and I'd like to have some substantiation or some figures, at least, from the minister to substantiate the statement that was made in this report.

MR. MCLEAN: the honourable member the answer to the question he asked me a moment ago. The \$270,000 was monies paid out in respect of all unemployed persons in various programs which are known as Schedule M in the agreement between Canada and Manitoba, and that was providing training for a total of 682 people. The association of the figure 30 with the 270 is not quite accurate.

MR. PAULLEY: Mr. Chairman, may I suggest to the writer of this report that there be some other method of showing, rather than the way it is at the present time, which does show 30 persons completing the 12-week course. Now am I to take it then, that insofar as that is concerned -- the Minister mentioned something like the figure of six hundred and some -- do I take it then that there was about six hundred, I just forget the figure, over six hundred (interjection) pardon, 682, --that there was 552 that did not complete the course?

MR. MCLEAN: When we talk about Schedule M we're talking about unemployed people who may be taking a trades training, or any one of the training opportunities that are available, including the pre-employment. The figure 30 only refers to those who were taking the pre-employment classes; the 682 are all of the people who are receiving training of one sort or another in the various categories and kinds under Schedule M.

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MR. PAULLEY: Mr. Chairman, can the Minister tell me how many people took the pre-employment training courses from which general class 30 graduated or completed the courses?

MR. MORGAT: On this item of pre-employment courses, Mr. Chairman, is there any attempt made to get people who are presently recipients of welfare established in these courses?

MR. McLEAN: We do welfare people, refer them and we try to get them in.

MR. PATRICK: Mr. Chairman, according to the article in the Tribune of February 7th, there seemed to be some confusion of the entrance requirement and the curriculum. I see it now has been answered as outlined in the brochure here, but I wonder if the honourable minister can tell us if the staff has been secured, because it is my understanding that in the Province of Alberta, they're planning their institutes quite carefully and they've hired their principal and staff one year in advance -- where the principal was planning his opening of the institute and the teachers were able to spend their time at the university and technical institute to acquaint themselves with the courses that they'll have to teach.

MR. McLEAN: Well Mr. Chairman, we have, of course, the staff in the present Manitoba Technical Institute, that will transfer over and be engaged in the trades training portion of the Institute of Technology. We have the positions established for the technologies and we are presently engaged in securing staff. I would think that we're doing the best we can. I would acknowledge that there may be some difficulty about it; in fact I have been predicting difficulty for some time. One of the great problems in Canada is sufficiently qualified instructors. We're now engaged in trying to fill the positions. Of course the people preparing the courses have been engaged for some year and a half or two years, they're already on staff; but the instructors are not actually on staff yet.

MR. SCHREYER:the questioning by my leader, regarding the program training for the unemployed and so on and so forth, brings out the point that I raised in my general remarks yesterday, namely that the report of the Directorate of Vocational Education-- particular section of the departmental report -- is, I said it was a mess. I'll retract that and perhaps needn't have put it that way, but certainly it leaves a great deal to be desired, for the following reasons. First of all, you can read through it several times and you will get no clear indication as to the total enrolment in this province in vocational training at any one time. The Institute of Technology as you pointed out, will have an enrolment capacity of 2,000; 1,000 in the technologies and 1,000 in the trades, but the trades portion of it, I'm quite sure, will really be -- the courses will be less than 10 months or one year in duration; there will be turn-over -- a turn-over each year, perhaps three classes being able to go through. So I think among other things, that what should be pointed out in this section of the report, is the total enrolment capacity of our vocational training facilities at any one given time in the year so that we know where we're going, we know what our facilities are capable of doing.

In one other section, for example in teacher training, we have everything very neatly broken down; the students in Teachers College by age and by racial origin, by religion. Perhaps that's over done. Well in the case of vocational training it seems to me that we should have some segregation or some detailed figures given here as to the age of the students in the various programs of vocational training, because it seems to me that we, in this Assembly, should know just how many of our young people are taking trades; how many are taking post secondary technologies; how many are taking pre-apprentice training; how many are taking unemployment training courses and so on; but certainly you have a difficult time in determining that when you read through this report of the Directorate of Vocational Training. So I would suggest to the minister that considerable revision be made before the report is handed to us next year. For example, and I would like the minister to answer this if he is able -- how many do we have enrolled at the present time in trades and the technologies here in this province, and how many -- I should say when I ask how many, I mean of less than 20 years of age -- young people.

MR. McLEAN:971, Mr. Chairman. All of these are in the trades training, since we do not have any of the technologies operating at the present time and won't have until we get out Institute operating. Now I do not have the information and I would doubt whether we

(Mr. McLean, cont'd) . . . have the information as to age. No, I don't have the information as to age -- the age breakdown.

MR. PAULLEY: Mr. Chairman, I just want to make one more comment. The minister has apparently obtained the information from the gallery of six hundred odd under training in this Schedule M, and I cannot that because if the minister will first of all refer to page 83 of the report, on the bottom of the page it mentions that Program 5 is a program for the training of unemployed "M" which means Schedule M, as I understand it, for which there is the 75 percent contribution from federal authority. Now I read down as far as the fact that for this expenditure of \$270 odd thousand and 30 persons -- I should have gone on a little bit further, because there is an additional 11 students enrolled at the request of navigation employers operating on Lake Winnipeg; there was a basic course in pipeline welding of 21 students enrolled, which seems to me to indicate that the total enrolment under Schedule M is 62, because in the other programs which are listed -- and just as an illustration, we'll take Program No. 3, which is a separate program from that -- Program 3 is trade and other occupational training programs of which there is a 50 percent contribution from the provincial government, lists in there numbers of students in the various categories. So I wonder if the minister would check the figure that he gave me of the 600 students because it does seem to me that the way the report is set up here, that program 5 which deals with Schedule M is separate and has listed the number of students in the various courses.

MR. PAULLEY: Mr. Chairman, that the minister will have to obtain this later and I don't want to delay the committee at this stage because of that.

MR. McLEAN: I can't give him any further figure just quick off the mark here and I'd better give it to him later in order that the information will be correct.

MR. WRIGHT: Mr. Chairman, one brief question. The report of the department starts off with apprenticeship here and deals with "pre-apprenticeship courses are designed to assist young people to enter into a trade as apprentices. I'm wondering what the number of indentured apprentices are as a result of this pre-apprentice training. In other words, how many of these pre-apprentices finally become indentured and really get training as mechanics. Or are we just interested in teaching this. I can see no point to it unless they finally become indentured as apprentices because the great need is for mechanics. . . (Interjection) . . . Page 95, Mr. Minister. Pre-apprentices enrolled by trade, July 1st to June 30th, '64.

MR. McLEAN: And you want to know the number of indentured apprentices.

MR. WRIGHT: Of these people who finally become indentured under an agreement.

MR. CARROLL: I believe that the Department of Education doesn't normally keep these records on apprentices but that might well be asked on the Department of Labour estimates, who do have the apprenticeship division there and do have records of all apprentices.

MR. WRIGHT: for us considering pre-apprentices, unless we know in this report if this is going to bear fruit. There's no point in teaching boys, giving them the pre-apprentice training unless a good proportion of them finally become indentured. The two tie together. I can see no reason to wait for the Department of Labour estimates. Surely they must know the fruit that this is bearing.

MR. CHAIRMAN: 4 (c) passed; 4 (d) passed;

MR. PAULLEY: Mr. Chairman, just one question I wish to ask under 4 (d). Directorate of Special Services, is that the one you're at?-- (Interjection) -- From the report, Mr. Chairman, this deals with the question of training of the deaf and the blind and the handicapped. Would the question of training of, or facilities for speech therapy come under this, or would that be in the Department of Health. There's no mention of it at all in this -- (interjection) -- Okay, I'll raise the question there because it's a matter I think of concern in the province today.

MR. CHAIRMAN: (d) passed; Resolution 29 passed.

MR. FROESE: Mr. Chairman, I think this brings us to the close of this department's estimates and before we leave the estimates, I was wondering whether the minister would be kind enough to give me an answer to one item which I should have brought up under the minister's salary and I didn't do so at that time and I was wondering if he'd be kind enough to do it at this time. It has to do with the matter of depositing school funds in credit unions. The Act now states that all deposits have to be made in a chartered bank and we find that today

(Mr. Froese, cont'd) . . . a good number of our trustees have indicated at their Annual Trustee Convention their desire to deposit school funds with credit unions. We also have had this matter discussed at the Credit Union Convention and they too, are in accord and have ratified this proposal, so that as far as the Credit Union's Act is concerned there is no obstacle there, the Act does allow and makes provision for that. But the objection comes into the School Act because it definitely states that all monies have to be deposited in chartered banks and I would like to know from the Minister whether he would consider allowing and amending the School Act so that funds could be deposited in credit unions. I think here a certain amount of discretion would have to be exercised, or at least to the effect that only credit unions of a certain size would be able to function in this regard, or would be eligible, because I know that not all credit unions -- some are rather small -- would be able to handle the monies, or the size of the funds that some districts have. I'd like to know whether the Minister could indicate at this time whether this matter would be considered and whether he would be agreeable to bringing in such an amendment.

MR. GRAY: Mr. Chairman, I intended to speak on (d) for a minute and you passed it so quick that I

MR. CHAIRMAN: Resolution 29.

MR. ROBLIN: Mr. Chairman, I for one, would be glad to hear the honourable member if he wants to bring up something that may well have been passed over.

MR. GRAY: youngsters jump up quick, I can't. In connection with the item of \$67,000 for Alcohol Education Committee. First of all I really don't know what they're actually doing, but supposing they're doing a very perfect job, how can they do a good job for \$67,000? I think perhaps consideration be given -- I brought this to the attention of the estimates last year and two years ago -- it was a voice in the wilderness. The gross sale of liquor is increasing every day. I understand that this year the small population of the Province of Manitoba will spend \$55 million on liquor, alcohol. I realize fully that perhaps you can't do anything with those who have been consuming liquor for many years, but when it comes to school education I really don't know what you can do for such a small sum of money. I'm not predicting the budget but I wouldn't be surprised that we were going to have about \$15 million profit this year. And we are economizing on something which is a ruination to the young people; a ruination to the school population -- they're all consuming liquor. To educate someone to lead a sober life we've got to start right at the early grades, perhaps grade 5, 6 or 7, to educate them; teach them the harm it does; the expense that is involved; that's taking away the bread and food from the table, because the average person, the average home cannot afford to supply food and shelter and other necessities in a family and take away the price of a bottle from the food of the children and food of the table. I realize that we cannot eradicate this; this evil has been existing for centuries, but nevertheless a start should be made, and even if we accomplish something in 25 years from now, in 30 years from now, or accomplish part of this evil, we'll do well, for there must be a start -- and I don't see any help with this \$67,000.

I haven't seen any booklets issued since the late Minister of Education, Mr. Miller at that time, issued a very effective brochure; but how long can a brochure last? And there are new remedies, new ideas how to do it -- not by putting them in gaol -- but teach them and train them, encourage them. What we have in the ads -- I don't know whether this is a part of the money or not but there's another item somewhere -- "Don't drive while you are drunk." Fine, but they don't put up any other reason for quitting drinking. The only thing they do is the danger of hurting someone; which is very important. So I feel with such a big revenue that more money could be given. Secondly, is this, I don't know how many capitalists there are in the Province of Manitoba, but 800,000 of a population, including children, to spend \$55 million in my opinion is a definite crime -- and this province doesn't do anything to eradicate or help. This amount is absolutely peanuts.

MR McLEAN: Mr. Chairman, answering the question raised by the Honourable the Member for Rhineland, he himself indicated the serious problem when he said: "Of course there would have to be limitations". This has been the problem which has faced us every time we go to look at this question of allowing credit unions to accept school funds on deposit. So I'm not in a position to say to him that consideration will be given to it. I do have occasion, because I'm on a small committee with the Honourable the Minister of Agriculture, who has

(Mr. McLean, cont'd.) . . . the Credit Union's Act under his jurisdiction, I'm on a small committee to meet with him and we must do that within the next day or two after we are finished with our estimates here, and I'll be glad to discuss it with him in the context of some possible amendments that he is considering. But the problem is one that is surrounded by difficulties, as I'm sure the honourable member knows and it would be a problem if one were to get into the field of trying to distinguish between those that were suitable to receive the money on deposit and those that might be considered not suitable, at least at the present time.

MR. CHAIRMAN: Now we move to Department VII, the Attorney-General.

MR. ROBLIN: Mr. Chairman, the night is well advanced and I daresay it would be generally acceptable if I suggested that we did not start a new department at the moment, and postponed that interesting development for tomorrow afternoon. I therefore move that the committee rise.

MR. MOLGAT: Mr. Chairman, before the committee rises, could the First Minister indicate what we will do after we do Attorney-General?

MR. ROBLIN: As far as I know at the present we will be continuing straight on through the book from there. I'll let my honourable friend know when we're going to slip Agriculture back in. We'll do that as soon as we can; there's a certain development that I'm waiting conclusion on. That's the best information I can give at the moment. As soon as I have anything firm that's different from that, I'll be sure to let him know.

MR. CHAIRMAN: Committee rise and report. Call in the Speaker. Madam Speaker, the Committee of Supply has adopted certain resolutions and directed me to report the same and ask leave to sit again.

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

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

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

Madam Speaker presented the motion and after a voice vote declared the motion carried and the House adjourned until Wednesday afternoon at 2:30 o'clock.