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THE LEGISLATIVE ASSEMBLY OF MANITOBA  
8:00 o'clock, Tuesday, February 25, 1964.

MR. CHAIRMAN: Education grants, University of Manitoba.

MR. JOHNSTON: Mr. Chairman, I wonder if on a point of personal privilege I could ask the leave of the House to introduce 100 high school students from Portage la Prairie who came in tonight under the direction of Mr. Allish and Mr. McIntosh. They are in the gallery facing myself. Thank you.

MR. CHAIRMAN: . . . . . carry along with not many in the galleries, but we've a very inspiring audience tonight from Portage la Prairie and I hope they enjoy the evening with us.

MR. M. E. MCKELLAR (Souris-Lansdowne): I would like to say a few words at this time about a member of this Legislature. I'm sorry he is not in his chair at this time but I have to deal with it on this item in the estimates. I want to take this opportunity to express on behalf of the citizens of Brandon, or the citizens of western Manitoba our sincere appreciation to Mr. Reg. Lissaman for his efforts to promote the Brandon College during his days in opposition and as a government member. His efforts, along with the support of the government, have made it possible for Brandon College to now become the leading educational centre in Canada. Thank you.

MR. CHAIRMAN: University Grants.

MR. MOLGAT: Mr. Chairman, I wonder if the Minister could give us some details as to the grants to the affiliated colleges. These were brought in I believe last year after some urging from this side, and I don't see them listed separately. I wonder if the Minister could give us the details on those.

MR. JOHNSON: Mr. Chairman, these are statutory grants. I just can't put my finger on them at the moment but I'd be glad to make a return for the honourable member.

MR. MOLGAT: Mr. Chairman, are these statutory? Are they not on the same basis as the grants to Brandon College on the basis of enrollment and so on?

MR. ROBLIN: If memory serves, the honourable member will recall that last year we passed a special act in which we took the proceeds of the interest payments from the School Lands fund and dedicated them to the support of the affiliated colleges on a formula basis that was set up out in the statute, so every year these colleges get a division of that money in accordance with the statute, and consequently it is not voted as a special item in the current revenue sheets. I am sure, however, that my honourable friend can get the figures of the distribution of that fund according to statute this year although it does not appear in these figures to the best of my knowledge.

MR. MOLGAT: I wonder then if the Minister would be good enough to give us this thing of the appropriation to each college for the fiscal year with which we are concerned here. I believe that insofar as Brandon College we are also involved here with the McKenzie Seed Company and the foundation as established. I wonder if the Minister could indicate to us at this stage how that is proceeding and what part the provincial government is taking in the administration of the company.

MR. ROBLIN: Probably I should answer that, Mr. Chairman, because I seem to get most of the negotiations with Mr. McKenzie in connection with this particular question, and I simply say that the situation remains unchanged from what it has been for many a long day. There are, as the House will be glad to know, this company made a substantial profit in the last year but that all goes into capital account and the amount payable to the college, which I think is somewhere in the neighborhood of \$14,000 a year, is the payment that is being made from the foundation at the present time. Of course ultimately there may be a different disposition of these funds but there has been no change in the situation as at present. Mr. McKenzie has asked the government to approve of some small changes in plans for the management of the company with respect to some of his rights as a director and that kind of thing and we have the authority under the statute to make those small changes at Mr. McKenzie's request. We have done so and they do not substantially alter the picture in any way. But the position is the same as before -- that's the best I can do.

MR. CAMPBELL: I think it should be recorded however at this time that eventually the

(Mr. Campbell cont'd) . . . . Brandon College is going to get a major contribution from this firm, and even though it may be taking a little time to work out and even though there may be some difficulties in the current administration, yet the net result is going to be that there will be a considerable endowment to Brandon College and I think that all of us will rejoice in that fact. I can't help but express appreciation of Mr. McKenzie's contribution in this regard, although I admit sometimes he makes these little proposals that are rather difficult to deal with, yet the beneficial result is there for Brandon College. I agree with the statement that was made earlier by the Honourable Member for Souris-Lansdowne in paying tribute to the good work that the Honourable Member for Brandon has done, and I am not at all averse to saying that the government of this day has co-operated very well in the program of Brandon College too.

But with all the compliments that are paid to them, and some probably even to the preceding government, we still must acknowledge that the donation that Mr. McKenzie has made is a very generous one and some day will enure to the benefit of Brandon College with a very sizable endowment. I would guess that the feed business has been making a profit in the last year or two and that the estimate of some years ago is probably still a valid one, that this business will be in the neighborhood of \$1 million as a going concern, and that is a pretty important gift to any college. So as one Scotsman to another, I'd like to say that every once in a while even a fellow named McKenzie comes along and makes a good gift.

MR. LISSAMON: Mr. Chairman, I would like to just add a word as the representative for Brandon. Certainly I was remiss in not mentioning Dr. McKenzie although this comes in an earlier history than I was dealing with, but certainly I must agree with the member for Lakeside that Brandon College might even not have existed had it not been for the generosity of Dr. McKenzie during the years of the 30's, and the citizens of Brandon and certainly the directors of Brandon College are very cognizant of the debt they owe Dr. McKenzie for his very generous contributions to the College.

MR. GRAY: Mr. Chairman, perhaps the Honourable Member from Lakeside will correct me, but it is my understanding -- I wasn't in the House at that time -- when the original McKenzie Seed Company . . . . was taking place there was a certain reason at that time outside of generosity why the government has stepped in with a partnership or has taken over the McKenzie Seed Company. Now we are discussing about the generosity of Mr. McKenzie -- I don't know the gentleman but I know he must be generous when so many members speak so highly about him and I have to take their word for it -- but hasn't the province any physical or moral rights in the McKenzie Company now? In other words, if the Brandon College will benefit off the McKenzie Seed Company, Mr. McKenzie could take all the credit, but at least the province should not be outside the pale. I think that the province should also participate in the generosity of the McKenzie Seed Company, so I think the only individual that I know that could probably enlighten the House would be the Honourable Member from Lakeside because he was there then negotiating with the McKenzie Seed Company.

MR. DOUGLAS L. CAMPBELL (Lakeside): Mr. Chairman, I must say that I can't take very much credit for the negotiations. The fact is that Dr. McKenzie made a very generous gift to take place later on -- but a very generous gift which amounts or will amount in time to complete ownership of that \$1 million seed business. While it is true that in the interval the government is circumscribed by the Act that this House passed, the one accepting the gift, and it has to live up to the terms of that Act. Mr. McKenzie was represented by a very able lawyer when that Act was drawn, and as those who have dealt with him in the interval will have found out, he's a pretty able man himself. They have the gift hedged about with all the qualifications that they wanted to put in there, and I think that sometimes they may keep pretty closely to their rights under that Act of this Legislature. But eventually this will be a major endowment for the college and, as such, is something that's going to mean a great deal to that western institution.

MR. CHAIRMAN . . . . Resolution 25 -- Pass?

MR. CAMPBELL: No, Mr. Chairman, I just wanted to check one matter and I've not taken very much time up to date. I understood the Minister to say the other evening that Grade 12 is now going to be, starting with the next University year, Grade 12 is going to be a prerequisite for University entrance. Then I take it that, dealing with the course that I

(Mr. Campbell, cont'd.) . . . always consider sort of the standard one or the model one so far as arts is concerned, the Arts Course, there will be just three years taught at the University?

MR. JOHNSON: Yes.

MR. CAMPBELL: This is correct? And students who want to take Grade 12, want to take university entrance, must take it in some of the high schools. Then the general course that my honourable friend the former Minister used to tell us about in this committee, that one also qualifies for university?

MR. JOHNSON: No.

MR. CAMPBELL: No? Is there no other course that qualifies for university entrance?

MR. JOHNSON: That's right. There's the general -- the plans are for the general course through for 10, 11 and 12, plus the university entrance course, which you don't necessarily have to go to university on, but it's the more academic course of the two. You'd have to have that to proceed to university.

MR. CAMPBELL: So my old complaint about discrimination between a first year university student and the Grade 12 students has been cured, as many things are, by the affluxion of time. It's no longer a complaint. I don't need to raise it. Then this university entrance must be taken in the high schools of the province and only there, in the senior high schools, and only there. Has my honourable friend succeeded in convincing the Leader of the New Democratic Party about the general course and warning the students that it does not lead to the professional degrees?

MR. PAULLEY: As a matter of fact, Mr. Chairman, I was going to say a word or two on this. I'm still not convinced, and the more that I study the matter the more I am convinced that I'm right, that there still isn't a fair shake to all of the students in the province.

Another point that I wish to raise at this time, that I have raised in the past. Now then we are going to have, as the Minister has told us, that Grade 12 will be a prerequisite for university. So, therefore, comparing with what the situation is at the present time, that a student leaving high school now, completing what we have now as high school now with Grade 12, will in effect in the future be going into what is considered at the present time as being second year university. Would that not be correct, in effect?

Now then, one of the complaints that I have laid before the House and through the House into the field of education, is the methodology of teaching and instruction in Grade 12. The Minister may recall, and if he doesn't I'm sure the former Minister of Education will recall that I've always complained because of the fact that the student that was taking first year university, or Grade 12 as it is known of at the present time, in the public school, then goes on to take second year in university, is faced with great difficulties in what we now call first year university, due to the difference between classroom teaching and lecture teaching in our university. I've made an appeal on you on numerous occasions to this House to consider this aspect in education, and I've had, if I recall correctly, numerous offers of investigation into this matter, but thus far I haven't heard from any Minister of Education where anything has been done about changing this. Now I would say that with the new system that is being adopted that a student will be in Grade 12, or first year university, now going into second, the difficulty will be encountered by the student in second university that is now being encountered in first year. And until such time as, at least, there is some consideration given to the transition period between the methods of teaching in our high schools and that in university, I say that the students in Manitoba going on into university are prejudiced against, by virtue of this. I speak of experience from this, not personal experience, Mr. Chairman, but by daughters and sons of friends of mine who have had this difficulty and even, indeed, in my own family. This was a grave difficulty, between the methods of teaching in the two types of schooling.

MR. JOHNSON: Mr. Chairman, with respect to this point, while my honourable friend has had no personal experience, I have, having completed Grade 11 at public school at 16 and going to first year university and finding out that I gravitated back to Grade 12 by Christmas, and I know exactly what he means. However, I think we can take much consolation. I regret I haven't got the curriculum study -- I'm getting 70 copies of this which I'll have in your hands tomorrow -- outlining in great detail the exhaustive work that has been done on the general course and on the matriculation course. To make it with options and basic courses -- to try

(Mr. Johnson, cont'd.) . . . and make it as flexible as possible. For instance, kids taking the general course in Grade 11 may suddenly want to switch to university and they're trying to make provision for a ready transfer from one course to another, based on his ability and so on. And, I think this is probably the most important aspect and the most sensitive area, and the area that will require the greatest concentration by the department and the government before this goes into effect -- before the university course is finalized. But we have had these seminars, as you know, on the university entrance course committee with both high school and university people right here in Manitoba working at this very hard. I would hope that the so-called late starters would be able to re-enter the university course; and where the general course would be of such a calibre that it would, of course, as we hope, have the recognition that it will deserve. With respect to that particular problem, I think, especially with students coming from rural points, it's even more marked than it is in the larger city high schools, but to go from the didactic more or less to the lecture system, requires this change. I think this is why there will be a certain amount within the university entrance course itself; I think this the type of study they're going into. For instance, in the sciences, in physics, chemistry and biology and so on where they're patterning their courses after the highly successful courses that have been introduced into the United States. The physical sciences' curriculum committee there have come up with -- I think they call it yellow blue courses, just for description, plus a chemistry course, which has had very wide acclaim throughout America, and exponents of this have been up here in the past year talking to our curricula people in the province -- and actually some of these courses have been on the experimental basis in Winnipeg schools in the last year and have been extremely successful. The new methodology of teaching the sciences in 1964.

It is hoped that this summer -- there is provision in these estimates for quite a number of teachers to come in and take this what they call physical sciences approach, a new approach to the methodology of this teaching, in order to get these courses going. Now in any major change in curricula like this, I think is of the most profound consequence to the Legislature, and to the children and boys and girls of Manitoba. We can be happy that this tremendous amount of back work, sympathetic understanding has been given to this, and the very point mentioned by the Leader of the Opposition, the Member for Lakeside are the very points that we will have to watch in the coming year. But I have been told that the whole purpose of the machinery in setting up the general and university entrance course has left room for re-entry, as you would call it, from general to university entrance and a change in the methodology of the university entrance subjects to better prepare the student for the higher grades.

MR. PAULLEY: I wonder if the Minister could explain how, if any way, is this going to affect the affiliated college -- I'm thinking of St. John's or St. Paul's United College which at the present time do have first year university or Grade 12 as part of their university courses. Now, if memory serves me correctly, there was some grants based on student enrolment in these colleges because of them taking first year university which, in effect, they will not be taking in the future. I wonder if the Minister could indicate to the committee what effect, if any, this is going to have on these colleges?

MR. JOHNSON: As I understand it, just United has the collegiate division as I know it. In St. John's and St. Paul's I imagine there would be a slight decrease in enrolment the first year.

MR. HRYHORCZUK: Mr. Chairman, yesterday the Honourable Minister gave us the assurance that most of the divisions, or all of the divisions in the province are going to offer the general course. I would like him to give us the assurance that the divisions, or rather our collegiates in the rural area are going to be in the position to give the matriculation course and will have the facilities to accommodate all the Grade 12's, because, as I understand it, without the matriculation course you cannot enter the university. I don't know whether this is applicable to the Manitoba Teachers Training College or not, but if it is, it is very important that the collegiates are in the position to look after all of the Grade 12's, especially in the rural areas, insofar as the matriculation course is concerned. I sure would appreciate the Minister's assurance that we will not find ourselves with a bottleneck in our rural collegiates insofar as that course goes.

MR. JOHNSON: In discussing that very point with the officials in the department, my

(Mr. Johnson, cont'd.) . . . understanding is precisely that; that the university entrance course will be the easier one to deliver in the rural areas -- you know, in the smaller schools. Also they said that most divisions would have the general course. They may have to put it in one school within a division in certain areas, they advised me. I don't know just what this means, but it would be harder to introduce than the university entrance course which would be the one that would be continued in most rural small schools.

MR. HRYHORCZUK: Mr. Chairman, the requirements for entrance in to the Manitoba Teachers College are the same as they are for the University.

MR. PAULLEY: Mr. Chairman, I'd like to go back to this affiliated college just for a moment. The Minister replied to the effect -- I think he said something, "Well their enrolment will be reduced." Well certainly, it will be eliminated will it not, if they don't have first year, or what we now call first year university in there at all. It will be eliminated completely if as a prerequisite to go into university you have to have first year university outside. Now then I think I am correct in stating that at the present time the affiliated colleges are receiving grants per student for taking first year university. What we call first year university at the present time.

MR. JOHNSON: Or the equivalent of Grade 12.

MR. PAULLEY: Yes, the equivalent of Grade 12 today. Now then the new setup in education is going to be -- and in effect we won't have first year university at university -- it will be second year. Now how is this going to affect the affiliated colleges? Because I am sure they are relying, if my information is correct, to a considerable degree for the revenues that they are now receiving for the students that are registered in first year, which no longer will be there, or at least presume that they will no longer be there, and these are the points I am directing to my honourable friend.

MR. JOHNSON: Well I hope I can elucidate my honourable friend. I am a little confused at this point too. However, I believe there are not large numbers of students in the first years of the affiliated colleges. There will not be these students -- they will just be getting grants on 2nd, 3rd and 4th next year, because there will be no first year Grade 12 students. Is that not correct?

MR. PAULLEY: No, I'm asking the question, Mr. Chairman. That's what I want to find out. I want to find out in effect, how much the affiliated colleges are going to lose in student fees that they are now receiving as a result of the new program of my honourable friend?

MR. JOHNSON: I'll have to determine that, Mr. Chairman.

MR. PAULLEY: I take it from my honourable friend that he hasn't got the answer but we will be getting it subsequently. In the meantime however . . . .

MR. JOHNSON: I'll have to determine the number of children -- boys and girls in Grade 12 in the affiliated colleges.

MR. PAULLEY: Well, I want to say to my honourable friend that it is my understanding, at least at St. John's College where I happen to have one of my offspring attending at the present time, there are a considerable number of students who are taking first year university this year, trusting they will be in second next year, but there will be none of them, no students in first year next year and as a result I am sure that the revenues to the College will be reduced accordingly and as we are well aware, the costs of affiliated colleges, in fact all colleges, are pretty hard to come by.

MR. SCHREYER: Mr. Chairman, the long and the short of it is that the enrolment in first year at the affiliated colleges is quite substantial, and accordingly the reduction in grants will be fairly substantial. It would be interesting to know the amounts, and we look forward for this information.

I want to again ask the Minister if it is a fact that the new university entrance curriculum will be put into effect as of next September, or rather September '65. It doesn't give us much time, Mr. Chairman, and I repeat for the third time that I'm very concerned about how the new university course is going to work out in practice in our high schools, because I maintain that the curriculum committee, despite the fact that the committee is made up of the most experienced educators in the province, they are working here a little in the realm of politics, and I feel that they are ill at ease, and I go so far as to say that they are beginning to equivocate a bit, because they're trying to draw up the course outlined -- university entrance course outlined -- that is on

(Mr. Schreyer, cont'd.) . . . . the one hand demanding and on the other hand well balanced, so that it will lend itself to the largest possible number of students. Well, I hope this will work out, but I do issue one warning and that is, there will be quite a bit of answering to do by this Minister if it does in fact turn out that students are being failed in large numbers out of the university entrance course into the general course. There are other ways of getting them into the general course, by persuasion and so on, rather than by failing them, in which case they will lose a whole year. And so, I leave it to the Minister in his snug department to work that one out, and it is a dilemma, but it has to be faced somehow.

MR. HRYHORCZUK: Mr. Chairman, as I understood the Honourable Member from Brokenhead, he mentions September '65. I think that he meant September '64. It's this coming school year that we're talking about, is it not, starting in the fall of '64 of this year?

MR. JOHNSON: Yes, that was my opinion.

MR. GILDAS MOLGAT (Leader of the Opposition) (Ste. Rose): Mr. Chairman, I had thought that we would be discussing this matter of the university entrance course under Curriculum. However, I see we're into it now, . . . . .

MR. ROBLIN: . . . . . that we should wait until that time -- didn't want to interrupt the flow of conversation here, but would it not be better to wait until we come to Curriculum?

MR. MOLGAT: Well, I was reserving my comments until Curriculum, because this is where I felt they came in, and I am prepared to do so under those circumstances then.

MR. PAULLEY: Mr. Chairman, let's get the records straight. The reason that I raised this was because of the fact of the fees to the university, and we're dealing with university grants at the present time.

MR. ROBLIN: Well, one thing led to another, obviously, and I think we should reserve the discussion of the curriculum for the Curriculum.

MR. PAULLEY: Oh, I'm not too concerned with curriculum. I'm still concerned about the affiliated colleges and their grants that they're getting under University Grants in this item that we're having under discussion now.

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

MR. PAULLEY: I haven't got the answer.

MR. JOHNSON: Mr. Chairman, . . . . . the university, which includes the affiliated colleges, decides what courses will be given, at what level they will start, and we must credit them with knowing what they're doing. Now, they will lose grants through the loss of first year but will be free of expenses that exceed the grants. Now, my honourable friend wants to know what those grants are.

MR. PAULLEY: . . . . . going to lose by your . . . . .

MR. JOHNSON: Yes, well I'm going to try and find that out for the honourable member. I don't know if I can get that information, but I'll do my best.

MR. PAULLEY: You're a very obliging . . . . .

MR. CHAIRMAN: Item 3 -- Teacher Training.

MR. MOLGAT: Mr. Chairman, under the subject of Teacher Training, I believe it was some time in March of 1961 that the two trustee organizations in the province and the Manitoba Teachers Society in a joint presentation to the Minister of Education recommended -- and I quote here from their statement -- that "All teacher education should be under the aegis of the Faculty of Education and administered on the university campus" -- and the brief goes on to state that the three organizations recognize the advantage of having student teachers in the atmosphere and environment of the university, not only for the immediate beneficial influences but also as an incentive towards continued academic and professional education. I believe that this was also the recommendation of the Royal Commission on Education here in the province, and that the government has received a number of briefs from others urging that this step be taken. I wonder when the Minister intends to proceed on these recommendations. Here we have the two trustee organizations basically responsible for the administration of our schools in the province, the Teachers Society, representing the teachers in the Province of Manitoba. The three groups agreed, making a brief to the Minister almost three years ago now, March of 1961. So far, Mr. Chairman, we have seen no action whatever from this government. I might point out that the Province of Saskatchewan is proceeding to act upon this. I understand that -- and I'm quoting now from a Canadian Education Association Newsletter, February of



(Mr. Molgat, cont'd.) . . . 1964 -- "that agreement has been reached on the integration of teacher education in Saskatchewan and on the content of a program leading to initial certification. This is a joint announcement by the Minister of Education of Saskatchewan and the President of the University. And specifically this agreement provides: (1) That teacher education will be located on the campus of the University of Saskatchewan; (2) That budgeting for teacher education will be done by the Board of Governors of the University, except that the Department of Education will retain the right to make special grants for special projects; (3) The Department of Education will retain the right to determine the qualifications required for teacher certificates and to issue them;" -- and on and on. But the facts are that this is now being turned over to the University of Saskatchewan.

I'd like to refer to an editorial that appeared in the Manitoba Teacher, which is the official organ of the Teachers Society in Manitoba. This is referring to their issue, January - February this year, 1964. This is what the editorial says: "Of the four western provinces, we alone" -- referring to Manitoba -- "continue to have teacher education facilities outside the jurisdiction of the University. Of the four western provinces we alone have not adopted a two-year teacher education program as a prerequisite for permanent certification. Of the four western provinces we alone have a special teacher education course during the summer months, a course that began as a stop-gap measure to meet an emergency and is now taking on an air of permanency. We are the only teacher organization in western Canada that has no voice in the determination of teacher education policies and curriculum." Referring back to the action of Saskatchewan, who is the only other province apart from Manitoba, I understand that they are setting up a board made up of fifteen members, six from the Department, five from the University, two from Saskatchewan Teachers Federation, and two from Saskatchewan School Trustees Association. So this is what is happening, Mr. Chairman, in other provinces. They are proceeding to set up teacher education on a two-year course under the University. Three years ago this government was approached, as I referred originally, by the two trustee organizations in the province and by the Teachers Federation in the province. So far, we see no action whatever from this government to act upon this joint brief of these three organizations; and I think that the Minister should give us a statement of policy in this regard.

MR. JOHNSON: Mr. Chairman, you don't have to be Minister of Education very long in this province to know the tremendous problems facing government and the Department in the last few years in staffing the schools in this province. From a state of pretty lowered teacher standards a few years back, there has been a tremendous movement, concern and interest by the people of Manitoba, an investment by the people in Manitoba, an upgrading of our school system and the opportunity for the teachers to raise their standards and get recognition for their training. The raising of teacher standards this fall means that you must have a complete Grade 12 and a year's teacher training to get a certificate in Manitoba. Now, I think frankly that in handling this tremendous increase and in its direct responsibility, that is the department and the administration's responsibility, being such a direct one in the upgrading of teacher standards, its direct responsibility to the taxpayers of this province, I think that this course has been a wise one. You have an excellent Teachers College. You have more teachers in training today than at any other time in the history of the Province of Manitoba. At the faculty at the University in '61 there were 70; '62 -- 98 at the faculty level; '63 -- 111; this year -- 167. At the Brandon College Faculty of Education there were 10 and this year there are 15; at the Brandon College elementary and the Teachers College there are 587 at the Teachers College, 125 at Brandon College elementary, for a total of 894. And I can't look into the crystal ball, Mr. Chairman, but it would appear that as the standard of teacher standards are raised in this province -- and we were behind the province as the Honourable Leader of the Opposition has mentioned -- as we raise our standards, as more of our teachers receive degrees and faculty training, it may well be that what has been recommended will come to pass. The present policy of the administration is, until we have licked the bigger parts of our teacher training program the present policy will remain, and we will hope for more and more of our students graduating from Grade 12, where this year there will be 45-46 percent of the children who entered school 12 years ago reaching the Grade 12 level, we'll be able to build the university training. Let's hope that this will be the story in our province. At the present time I think the present policy is producing the kind of teachers and has licked these initial problems facing

(Mr. Johnson, cont'd.) . . . the province in raising our teacher standards.

MR. MOLGAT: Mr. Chairman, the Minister says that it may well be that this may come to pass. Mr. Chairman, this isn't new. The Minister was told this in March of 1961. This is now February of 1964. What exactly has been going on in the Department during that time? Why haven't my honourable friends, who were going to settle all the problems in Education, why haven't they tackled this situation? Now Mr. Chairman, this year in the Throne Speech we were told that the government is thinking of establishing once again in the Province of Manitoba a school for the deaf. I suggest to the Minister that the buildings that he is presently using in Tuxedo where the old school for the deaf in the Province of Manitoba -- it was a wonderful institution. As a result of the war and negotiations with Saskatchewan this was suspended. Why doesn't the Minister now turn this back as a school for the deaf? Why doesn't he make use of those facilities, which I think were built originally for that purpose? Instead of proceeding with new facilities for the school for the deaf, there is a set of buildings established. Why doesn't he proceed now to deal with the University of Manitoba, to follow upon what was suggested to him three years ago, which his predecessor apparently was unable to act upon, or unwilling -- I don't know which -- act upon this now? Rather than proceed to establish separate facilities for the school for the deaf let us set up at the University of Manitoba, as has been done in other provinces, a joint teacher program under the University of Manitoba.

MR. PAULLEY: Oh brother, does this take us back over the years. If I may, just for a moment. To hear my honourable friend now plead -- the Leader of the Official Opposition, the Liberal Party of Manitoba -- Mr. Chairman, I don't have to come to the defence of the government but one who has sat -- (Interjection) -- oh, on this case they don't need any but your statements are so ridiculous and so far from being accurate. As one who has had the opportunity of sitting in this House for 10 or 12 years, to hear the Leader of the Liberal Party in Manitoba pleading with the government as to why they didn't change the venue of the teachers training college at Tuxedo over to the University in order that the facilities at Tuxedo should be used for a blind school, is utter nonsense and ridiculous coming from my honourable friend, because when they sat on that side of the House my colleague from Inkster pleaded for this very thing year after year and it fell on deaf ears. Mr. Chairman, it's ridiculous to hear the Leader of the Opposition pleading what we pleaded them to do for over 10 years; and I just want to remind my honourable friend, with all of his ability, a very capable young man, except that he has one failing -- a loss of memory when it's convenient. I respectfully suggest to my honourable friend that I don't know whether it's necessary to go to a school of the deaf to get back hearing, or what school you go to to be able to have treatment for loss of memory, but I suggest that to my honourable friend.

MR. MOLGAT: Mr. Chairman, it's unfortunate that my honourable friend, the Leader of the NDP cannot be accurate. He wasn't in this House for 10 years when the previous government was here, as he entered this House at the same time as I did in 1953. My honourable friend was here exactly the same length of time as I was, so he needn't talk about 10 years of pleading, Mr. Chairman. But, my honourable friend you know is the same as the members opposite. They don't want to get up-to-date. They don't want to deal with today's problems today. They want to go back and deal with the old days. Mr. Chairman, we have a problem right now in the Province of Manitoba. We have to get active in this matter of teacher education, and nothing is more evident in this regard than the figures produced by my honourable friend opposite this very year, because when you look at the situation in the Province of Manitoba over this past year, you find that the number of permit teachers has increased very substantially. It's gone up from, well almost -- I haven't got exactly the figure at the moment, but a very substantial increase over last year. Now, all of us are concerned about this because I can well remember how we were criticized when we were on the far side on this matter of permit teachers. The Minister this afternoon gave us some explanation for this, saying that the extension in the program had meant that for one year we would be short of teachers by comparison to the previous year. Now, all of us who are concerned with education in Manitoba want to see the maximum improvement in teacher training here in the province, and my submission, Mr. Chairman, is that at this time Manitoba is lagging behind other provinces. I'm not interested -- if my honourable friend wants to discuss what went on 10 years ago or 12 years ago that's fine. He can spend all his time on that if he wishes. Mr. Chairman, we're here today to discuss the immediate problems in the Province of Manitoba, and I say that on the basis of

(Mr. Molgat, cont'd.) . . . the figures given to us by the Minister we are not keeping up-to-date with our sister provinces in the west, and we have to step up our activities. The Minister was advised of this three years ago by the three associations concerned and I think he should tell the House when he is going to act upon this; not some time in the future in a vague reference, but when does he intend to, or possibly he rejects the recommendations. If that's the case, let him tell the House.

MR. JOHNSON: Mr. Chairman, I just want to make it abundantly clear that there's more to teacher training, I would imagine, than where the facility is located, and from my knowledge of the situation in the few short months I have been Minister here, and from discussions with my colleague the former Minister, we have a teacher training program that is quite excellent. I recall just recently discussing the teaching situation with members of the staff who said, despite the cure-alls in the western provinces referred to by the Leader of the Opposition, that proportionately there were just as many, if not more, permit teachers in those provinces. However, I stand to be corrected on that and I certainly intend to take a much closer look at it.

But what are the facts? The facts are we're turning out, from an excellent teacher training college, first-class teachers; starting this year every one of them with a minimum Grade 12 standing and one year of teacher training in a facility and led by a staff that I understand enjoys a very high reputation across Canada. This is typical of Manitoba's history in the field of education, as my honourable friend well knows. Now I have to be convinced that at this time in the evolution of teacher training in this province that the move to the University is the panacea and the cure-all for all the ills affecting education in this province. I promise him, however, that I will certainly busy myself with a good look at the very subject he is mentioning, in the coming year. However, with the inheritance from the past, with the need for rising standards and the volume of teachers that had to be produced in the last few years, I think that the government has, to this point, followed a most judicious course.

MR. FROESE: Mr. Chairman, when we speak of teacher training I think we should not concern ourselves only with the ones that are in Teachers College at the present time or will be in the future. I think we also have to think of those who are already in the field and are teaching at the present time. We find that more and more teachers are going in for special courses during the summer months, or they will take one or two subjects at University during their time of vacation. While I welcome teachers improving their standards -- and naturally they are entitled as a result to higher salaries, and in most cases we would say that a better qualified teacher will do a better job, but it doesn't always seem to work out that way. We also find that these very teachers, when they come back from University or from these courses, they probably have spent seven out of the eight weeks that they should be vacationing, at hard work, and they come back to school tired and probably discouraged if they didn't make their subjects; so that I wonder whether the school boards in the province are getting their money's worth in this case.

Now what I'm coming up to is, has the government considered cutting the school term to nine months instead of the regular ten-month school term? We know that across the line -- what do they have, a nine-month school year? Other states have it, why not in Manitoba? I find that during the hot days in June some of the students certainly aren't paying too close attention, and probably if they wrote their exams a little earlier they might do better than they are doing at the present time. Certainly there are advantages to this. For instance, if we had a semester system here so that students wouldn't be failing their whole year's work through their final exams. In this way they'd be writing exams each semester and therefore if they failed could start over again. So that I feel that this has advantages, and I would like to know from the Minister whether this has been given consideration at all and whether he would recommend it.

MR. JOHNSON: Mr. Chairman, I don't know how many friends the Honourable Member from Rhineland has in school. I know how many I have in school and I know how much time it takes them studying at night, with the increased courses, to cope with what they have. I don't know what can be done about a nine-month school year. That's something quite new. I certainly feel that the school boards are getting their money's worth from the teachers. I think that there certainly is something in the suggestion that these people do need a holiday in the

(Mr. Johnson, cont'd.) . . . . summer months, but I think again this is the problem that has faced us over the past few years in getting a basic teaching force, and under the grant system on the basis of credit for qualification, and the opportunities which teachers have seen by the advantages of increasing their standard and their standing academically and in coping with new courses, they have picked up this challenge. I think -- and we would hope that this is the sort of thing that will level off with more incentives to the teaching fraternity and a settling down of our program in the years to come.

MR. SCHREYER: I presume we are on item 3 -- Teacher Training. It seems that's what we've been talking about so . . . . The member for St. George and myself have asked, at least twice, as to the number of permit teachers in our schools. I don't know that the Minister's answered to that, so could he tell us now? The Leader of the Opposition spoke as though he had the figures. If he does I wish he would give me the page. -- (Interjection) -- Page 203?

MR. MOLGAT: The number of teachers holding permits increased sharply from 84 to 203 over the past year. This is the annual survey of the Manitoba Teachers Society as reported in the Winnipeg Tribune on the 2nd of January, '64.

MR. SCHREYER: Thank you, Mr. Chairman, I would like, on this point, to ask the Minister to see to it that the annual report of the department doesn't attempt to mask the number of teachers -- permit teachers -- as does the report for the year ending June 30, 1963. Up until 1960 the information here is quite complete, but then after 1960 it trails off, and masks permit teachers along with others, with third class, second class certificates, and after all this report is intended for information. Why deliberately make it difficult to get this information.

MR. JOHNSON: Well now, what page is the Honourable Member referring to where he is charging deliberate misrepresentation?

MR. SCHREYER: No, no, no.

MR. JOHNSON: You are not doing anything like that, eh?

MR. SCHREYER: No. Page 108. The Minister can see for himself.

MR. JOHNSON: Oh, you mean, after '59.

MR. SCHREYER: That's right.

MR. JOHNSON: Well we can -- I don't know why it's stopped there. The number of permit teachers I can tell the honourable member from '60 is 127; '61-'62, 115; '62-'63, 63; and this present year 293, which is 3.39% of the total number of teachers registered in Manitoba. The percentage a year ago was 1.44. Now I explained in answer to the question from the Honourable Member from St. George this afternoon that in the coming year they hope to see a tremendous improvement here, of course. I would hope that this would disappear soon. But those are the figures and I'll check and see why they are not in the annual report.

MR. MOLGAT: Mr. Chairman, did I understand the Minister correctly to say 293?

MR. JOHNSON: I'm sorry, these are permit and other certificates.

MR. MOLGAT: And others? What is "others" in that case?

MR. JOHNSON: Well, just a minute, that may be wrong. I've got two -- I'm sorry. I gave you the wrong figure. The elementary -- 229 is the total figure -- elementary and secondary. I think 229 are permits. I'm just not sure what the "others" refer to. Letters of authority -- no I'll have to get an answer to that. There are 229 actual permits. I don't know what the "others" are.

MR. MOLGAT: . . . . the Minister is waiting for from the gallery?

MR. JOHNSON: Yes, page 74 in the annual report gives you the permits.

MR. MOLGAT: Page 74 gives the permits?

MR. JOHNSON: Yes.

MR. MOLGAT: . . . . in 60. This doesn't agree, Mr. Chairman, with the figures that the Manitoba Teachers Society gave, nor with the figures that the Minister gave, because this report, as I take it, for the year '62-'63 indicates that there are 69 permits in the elementary field, 91 permits in the secondary field, for a total of 160. The Minister gave us varying figures. Once he said 293; the last figure he gave us is 229; the Teachers Society say 203. It would be extremely interesting, Mr. Chairman, to know what the figure is. This does happen to be fairly important, because Mr. Chairman, this matter of permit teachers is one that

(Mr. Molgat, cont'd.) . . . . received a great deal of discussion in this House over many years, and while we may be prepared to accept the statement the Minister made this afternoon, that because of changes in the standards of entry to the Teachers College that for a certain year the entrance, or the enrolment, might have been reduced and therefore that they may have to have taken emergency steps to give permits out to teachers for that year, surely the House and the people of Manitoba are concerned to know what steps the Minister is taking to see to it that this situation does not continue. We are prepared to accept it for one year, Mr. Chairman, but I'm sure we're not prepared to accept a continuing situation of this type from this Minister. We want to know from him what steps he is taking to correct this. He says he hopes it will improve. Well, Mr. Chairman, we can't operate here on hope. If we're going to supply properly trained teachers to our schools we have to know from the Minister exactly what he is doing to see to it that this situation is corrected. Now, at this moment it appears that he doesn't even know what the situation is. He can't even give us a figure. Where do we stand?

MR. JOHNSON: Mr. Chairman, I'll get the exact figures. There's a couple of little bookkeeping entry mistakes here. The big point is, I tried to point out today that the measures -- the Honourable Leader of the Opposition I don't think listened to what I had to say. There are more teachers in training in the province than ever before. There was this hiatus created where the permits had been going down substantially and were down to -- and I'll stand to be corrected on the exact figure -- in my book here last year January 63, at that time there were a total of 144 in permit teaching. The other figure I have here is 229 on permits this year. I think the difference between 293 and 229 of other certificates, whatever they are -- I'll have to double check on this, I haven't got that answer with me -- but the point is that with the enrolment this year, with the requirement of minimum Grade 12 and one year teachers to get into Teachers College, with the present enrolment they hope to take a big step forward in locking the permit problem in the coming year, and I would hope this would be the case. Certainly the policy is clear. We've got to maintain the type of qualifications of persons coming into teaching. We should be able to cope with this situation. I don't take this lightly by any means, but I think that we're on the right track; we're licking this problem. The exact figures I will produce.

MR. MOLGAT: I certainly don't want to fault the Minister for this one year. This I recognize -- I accept his statement this afternoon to us. What I'm concerned about is that the situation does not continue, and I presume we have the assurance of the Minister that this high figure of 203 or 229 or 293, whichever is the right one, will not be continued. I wonder if the Minister has taken any survey to see what our losses are of teachers to other provinces. Are we still suffering from this movement away from the Province of Manitoba or are we now holding the teachers that we are training here?

MR. JOHNSON: I'll determine that last . . . .

MR. FROESE: Mr. Chairman, one further matter. In the city we have a number of schools that are accredited and therefore can pass on their students from one grade to another. I just wonder now that we are getting more of the bigger schools in the rural parts of the divisions whether these divisions will be able to come up to the standard so that they can also receive accreditation and therefore be accredited schools. Are we moving in that direction? What is the situation?

MR. JOHNSON: Mr. Chairman, with respect to the last matter, not that I am aware of.

MR. MOLGAT: Mr. Chairman, before we leave the general item of teacher training, I just want to clarify one item of policy. Did I gather from the Minister then that he does not intend to act upon the recommendation of the two trustee associations and the Teachers Society to establish a two-year course under the University of Manitoba, and that he intends to continue the present system outside of the University? Is that correct?

MR. JOHNSON: At the present time, yes.

MR. CAMPBELL: Mr. Chairman, I recognize the difficulty that the Honourable Minister is labouring under, because he is new in this position and goodness knows, there's a lot of detail to it, and with all of his well-known ability, why it takes quite a while to become fully conversant with every aspect of such a large department. And so, if the Honourable Minister who preceded my honourable friend would care to give the answer to this question that I'm going to

(Mr. Campbell, cont'd.) . . . ask, because no disrespect to the present Minister but I know that the Honourable the Attorney-General is most familiar with this, I would be delighted to have him answer instead -- if the Minister so prefers. This is the subject of reading in the schools. -- (Interjection) -- Well, then my honourable friend, I'm glad you're "with" me. I'm most interested in the progress that is being made -- I hope that I'm not too optimistic -- in the greater use of the phonetic system in teaching reading. The former Minister and I have discussed this question on more than one occasion, and I went to the extent of presenting a resolution to the House that I thought would be very helpful. I received some help in regard to it from the Honourable Member from Pembina, herself a former school teacher, and she came to my assistance and proposed an amendment to my resolution and that I believe has been acted on.

Now, what I would like to know is what progress has been made, because I notice the report with regard to reading in the Annual Report of the Department -- it's on Page 98 and 99, if anyone wants to check -- and I find that there has been a recommendation go forward, and I'd better read it. "As a result of its study and investigation, the Board" -- this is the Advisory Board, I believe -- "has passed the following motion, which was forwarded to the Minister of Education. While the Committee is fully aware that no one method of teaching reading taken singly is likely to be wholly satisfactory, in view of the experimentation currently being conducted in the Winnipeg and Fort Garry School Divisions, the Curriculum Committee prefers to reserve final decision on this matter until the results of these experiments have been made available to the Board. In the meantime, it was recommended that: (a) Instructors in primary methods in the various teacher training institutions be requested to include instruction in supplementary phonic methods in their courses; and (b) A questionnaire be prepared and circulated to a number of elementary teachers asking for their comments on reading generally, including the present series of texts and any other method or series in which they are interested and knowledgeable."

Mr. Chairman, I have not read all of the report that's given here with regard to reading, but I notice that the Advisory Board heard representations from several groups and people, and I'm delighted that they had representation from Mrs. Mary Johnson, whom I believe deserves a great deal of credit for the fact that she has kept this matter prominently before the department and before the school teachers themselves and school boards; and I think the credit for the progress that has been made and the fact that these experiments were begun is coming very largely to Mrs. Johnson. Inasmuch as it's two years ago that the Honourable Member for Pembina and I were making the recommendations on this question, I would be very interested to know what progress has been made. I have been favoured with what appears to be a report to the Winnipeg School Board on the experiment that's been carried on, but quite frankly, it's so voluminous and it's couched in such educational terms, with so many qualifications, ifs, ands, buts, and fors, that a mere ordinary mortal like myself finds it very difficult to understand, so I would like to call upon one of the two ministers to elucidate on this subject. I'm still convinced that it's to the benefit of education in this province that the youngsters should be started off with the phonic or phonetic method in reading, and when the suggestions are made that it should be only supplemental -- well perhaps there's some advantage in trying the other systems too, just to see how much poorer they are than the phonic one. I'm still very interested in the subject and I hope that there's a report since the report of the department has been written.

HON. STEWART E. McLEAN, Q.C. (Attorney-General) (Dauphin): Mr. Chairman, I thank the Honourable the Member for Lakeside for having suggested I might answer. I've been sitting here wanting to get into this discussion here earlier this evening. Mr. Chairman, I think the report with regard to the teaching of reading is, that following the resolution to which he has referred, the matter was as the resolution required, referred to the Advisory Board, and they were asked to study it, and their report essentially is that to which the honourable member has made reference. In addition, the Winnipeg School Division undertook a control experiment in this method of reading, that is generally what is I believe -- there's a different name to it now -- but it's what would be regarded as the phonetic method by those who deal with it under the older term. And we, that is, the government suggested that because of our interest in this, that we ought to make a contribution, a special contribution, toward the purchase of textbooks, special textbooks that would be required; and that was arranged, and

(Mr. McLean, cont'd). . . you may have noticed a press story a short time ago about it -- the Winnipeg School Division didn't know that it was coming. In addition, the Fort Garry School Division undertook a similar experiment and a similar contribution was made with regard to the special textbooks required.

Now, I don't have -- I've been away from it for some two or three months now -- any official report, except that my understanding is that the experiment is proceeding most satisfactorily and the indications are that the reports, or the results will be, as I'm sure the Honourable the Member for Lakeside would hope that they would be, although it is perhaps too early to tell -- this sort of thing will take three or four years before one can really give a final conclusion or anything approaching a judgment on it. It has been watched closely by the staff, the Director of Curricula and his staff, and it is my understanding that at a reasonably early time now, though it has not been made, that the Advisory Board will be taking under close examination the results from the work that is being done in the two school divisions. That isn't really much of a report, other than I get the feeling that things are proceeding rather nicely, and that perhaps there'll be some interesting changes in the teaching of reading as a result of it.

MR. CAMPBELL: That's a very good report, particularly when the honourable the former minister says that he thinks that the result is going to be rather satisfactory from the point of view from which I regard the matter. I hope that his hopes are justified. My information is -- and I do not pose as an expert on this matter at all -- but to the extent that I have been keeping in touch with it at all, my information is that the suggestion that is made here would be most helpful to get the teachers in training familiar with the method of teaching by the phonetic system, because I'm given to understand that even though the experiment is being made, I have no doubt in good faith, and with every attempt being made to make it a successful one, that many of the teachers have been so long in the other system that they simply are not as familiar with this method as they could be. So I applaud very definitely the suggestion that the teachers in training will be given close acquaintance with this type and system.

MR. CHAIRMAN: Perhaps the members might like an announcement with regard to the Sonny Liston and Cassius Clay fight. The second round is just over.

MR. CAMPBELL: Well, anyway, if he lasted to the second round he did pretty well.

MR. CHAIRMAN: The Honourable Member for Gladstone.

MR. SHOEMAKER: Mr. Chairman, I was just going to comment that anyone sitting up in the gallery would think that the members of this House were far more interested in the "fight" that was going on out in the members' lounge than the fight that's going on in here, and the spending of some \$41 million on education. But, I guess we only have a fight of the kind that's going on out there every year and we fight here continually, so there's probably some excuse for that.

MR. CAMPBELL: . . . . one place the Minister and I agree.

MR. SHOEMAKER: Good. I was going to comment too, Mr. Chairman, that I felt a little sorry for the new Minister, because as you know and he knows I have always said that he was my favorite, if I had to judge the front benches and pin a ribbon on them, that he was my favorite, and I still say that that is so. -- (Interjection) -- . . . . Yes, well there could be some truth in that, Mr. Chairman. I used to be able to say, one good thing about the government of the day -- I used to say in introducing certain Ministers, that -- and I did say in introducing the Honourable Minister of Agriculture recently, that one thing I noted about the government was that they appointed a farmer Minister of Agriculture and they appointed a doctor Minister of Health, and a lawyer the Attorney-General, and so on. I thought this was an excellent idea, and gee whiz, here they've gone and upset that apple cart by appointing the doctor Minister of Education. However, that gives them depth, I guess, my leader has said.

Now, Mr. Chairman, it strikes me that not too much up to the moment on these estimates has been said about merit rating, or teacher evaluation, and I believe that a committee was appointed back about 1960, was it not, 1959 or '60. I'm quoting from an article here, and I don't know the date of it, I'm sorry, but it says: "In 1959, a "distinguished" committee consisting of teachers, trustees and education department officials was set up. The committee,

(Mr. Shoemaker, cont'd.) . . . after diligent study, reported in 1960, but for all the attention their recommendations received, the members might have saved themselves the trouble." Well, I recall that the former Minister of Education was a little touchy on this particular subject, and he preferred to talk about new school buildings as being the new symbols in Manitoba that had replaced the grain elevators that, to the tourists that were visiting Manitoba, they would no longer know it by the number of grain elevators and the tall structures that they were, but they would remember Manitoba by the bricks and mortars that went into the school buildings. Now there is a certain amount of credit coming to them for their vast job in erecting new buildings but I for one would like to know, what does the new Minister -- what are his views on this subject of teacher evaluation or merit rating and does he intend to pursue this phase?

MR. JOHNSON: Mr. Chairman, I have no firm views of that at the moment. I know there are pros and cons to this. First things come first and I think that the raising of the standards of the candidates who come into teaching, which has been going on, the qualification of a teacher, the present inspection system, lends a great deal. We'll certainly I think in the future have to, as our supply of highly trained people becomes more plentiful -- I'm hopeful it will be so -- be more opportunity to carry out the kind of rating which the Honourable Member from Neepawa is mentioning. I have no firm views at the moment.

MR. CHAIRMAN: Resolution 26 passed. Item 4, Student Instruction (a)

MR. MOLGAT: Mr. Chairman, this brings us then into the realm of the curriculum I believe. I was going to say something earlier when we began the discussion of this under the University entrance because I wanted to refer to the University entrance course that has been brought in, or is in process now here in the Province of Manitoba. I am very concerned, Mr. Chairman, about the manner in which we are going about this course. I'd like to know first of all from the Minister when he expects the new University entrance course to take effect and to be in application in most of our schools in the province.

MR. CHAIRMAN: 3, passed; 4 passed . . . . Perhaps someone else has a question to ask while the Minister is looking . . . .

MR. JOHNSON: At the present time it is now anticipated that a complete revised Grade 10 in the University entrance course will be ready for September of this year. It is hopeful that pilot programs of an experimental nature at least will be introduced on a limited scale for the majority of subjects. It may be necessary to introduce some of these experimental programs at a level below that of Grade 10. Somebody mentioned the year '65 here. It was my interpretation that every effort was being made this year, it was hopeful that by September '64 that the University entrance course would be adopted at the high school level. This statement here says it will start in Grade 10. I'm afraid my general interpretation was, in talking with the staff, that the general outlines for the course were ready for introduction next September; that they hoped to hold the special seminars to assist the teachers in handling the new course subjects of the course and that the complete revised ten would be ready and certain of the other course subjects in the other grades. However, I don't notice that in my notes. It's in the more detailed explanation here. If my honourable friend wants -- I was hoping to have this prepared for distribution before I came up to my estimates. However, it won't be ready for tomorrow. It's an exhaustive statement on the various courses that will be offered, when they hope to introduce them and so on, and I'll have to try and find a more comprehensive statement here.

MR. MOLGAT: Mr. Chairman, in the month of December the previous Minister, who is now the Attorney-General, indicated that he expected to have the new University entrance course -- I will admit, on a partial basis -- ready for introduction in Manitoba high schools by next fall. Now he indicated then, he said, "We are now concentrating on revision of the high school curriculums in Grades 10 to 12, and I hope to have some of the new University entrance course ready for next fall." He indicated that full revision of the senior high school curriculum should be completed in about two years. Is this what we can expect or are there changes in this proposed schedule?



MR. GRAY: Mr. Chairman, may I say a word? All right, May I ask a question? Dealing with the curriculum, I'm rather surprised that there wasn't any definite amount for a program outlined, for the high schools at least, on the question of alcoholism by education. I understand there is another department, perhaps the Health Department has a small amount in their Estimates on this subject, but I think that the schools, particularly the Estimates now of over \$41 million, surely there should be an item there to provide the schools with education, either by the teachers or by literature. As far as I know there is only one booklet been published here about ten years ago. I do not know whether the booklet is still in use but surely since then there must have been new ideas presented by those who want to curtail, eliminate the habit of the young pupils of school age, even the older ones, teenage, to stay away from this evil, irrespective of the large revenue of over \$17 million which this province gets from alcohol. So I thought perhaps I would mention it under the curriculum.

Another subject is I have not heard the Minister react on the matter I have spoken yesterday in connection with social diseases, or education for the senior classes in the schools on what we know, the dangers of the social diseases and social education, or lack of education that is now prevailing in the schools. Now there's only one thing left on the estimates and I don't see a single line in Education which is as important as geography, or reading English because that affects the health, the welfare, the future of our young generation whom we expect to take over this troublesome world and try if possible to straighten it out. If we can't do it perhaps they will and it's a surprise to me -- I'm sitting here all evening, I've never said a word about any other subject because there were others in the House who perhaps know better, and I don't claim to know something about these two problems I have mentioned, but I do know one thing, it is necessary. I know it from life; I know it from talking to the children; I know it from conversations I have had with the teachers, and no one in this House has ever denied that the situation does exist in a very dangerous way to our youth.

MR. SCHREYER: Mr. Chairman, I notice in the report that the number of students writing German examinations is quite low and I'm concerned that as the years pass the teaching of German in our high schools is declining more and more and very little is being done to try to arrest this trend. Since now we are going to have no first year at the University which will of course make it mandatory that students take Grade 12, it doesn't seem to me that we're offering German in enough of the high schools of the province. I have the figures as to now many have written in Grade 11 and 12 so I don't need to ask about that, but I would like the Minister, at his convenience, sometime this evening on this item, if he can, to give me the number of schools that are offering German on the premises.

MR. CHAIRMAN: A further message for which we are awaiting. We haven't all transistors here, and the message which comes to us now is that Liston failed to come out of the seventh round, and so it's Clay's victory.

MR. TANCHAK: Mr. Chairman.....

MR. CHAIRMAN: We seem to be at sixes and sevens while we are getting all this settled but perhaps you might be interested to know that just before I took the Chair the Honourable Member for St. Boniface wished to know whether we'd adjourn the House for half an hour while we listened to the fight and as I went away from him, I ran into the Honourable Member for St. Vital who asked the same question.

MR. MOLGAT: It's certainly nice to know that they agree on something.

MR. TANCHAK: Mr. Chairman, I think maybe we'll come back to the matter on hand -- interjection -- No. I know that it's pretty hard for the new Minister to grasp his department so fully in so short a time and I'm not critical of him, and I believe, knowing his ability and his former department, I believe that the new broom will sweep the House clean this time and I wish him well in matters, the second time I've had to say that, but coming on the subject of curriculum, I have a clipping here from the paper, newspaper. I didn't note the date on that but "Teachers Unanimous - Curriculum is Bad." November 28. "Curriculum is bad." I presume that the former Minister accepted that, and last week when he...

MR. McLEAN: What did you say? The former Minister - what?

MR. TANCHAK: Accepted the saying that the curriculum was bad.

MR. McLEAN: Don't be so silly.

MR. TANCHAK: Maybe he didn't, but I think he should have because these people, there are quite a number of people here, teachers and so on, who agree that the curriculum is bad, and it is time to have it changed. And I know

(Mr. Tanchak, cont'd)... that the new Minister will act more expeditiously. A few days back, the former Minister tried to justify his policy on this curriculum revision. With some of those views I'll agree with the former Minister. For instance, he said that the curriculum revision is a continuous effort. I would agree that it is a continuous effort. We can't say that we are through at a certain period or a certain year with revising the curriculum and sit back for the next 5 or 10 years. Changes come in science and so on, and we have to keep up-to-date. But, it isn't enough simply to say that it is a continuous effort. I would say that greater effort should have been made by the former Minister to see that there was more expeditious revision being made than what has been done up 'till the present time. Now he also said or indicated that the need for revision was greater in the secondary level, and therefore that's where -- he tackled it from the top. According to this some of the teachers do not agree, and I would be inclined to agree with these teachers because what the children learn in elementary grades actually brings them up to the level where they can go into a new revised curriculum. So in my opinion, and the Honourable Minister said that there might be as many opinions as there are people in the province of Manitoba -- 999,000 or something he mentioned -- that means all the children, the babies and so on are included in that figure -- 999-- I wonder if they have opinions or not. They may. They are a little too young. But I think that this revision should be a continuous effort, continuous stretching, not from the top down, but headed broadside. It should be considered from Grade 1 to Grade 12 as a whole, attacking the problem not in spots, something like plugging a dike, trying to plug a big dike, a hole develops -- working in the middle of the dike and a hole develops in the top -- plug that one, then a hole develops below -- you've got to plug that one, with your finger -- finger in the dike system, then eventually you find out that you run out of fingers. It should be treated as a whole, not piecemeal. I'm sure that the Minister, the present Minister, also agrees with me that there are hundreds of classrooms throughout the Province of Manitoba who are following a curriculum in which some of the textbooks date back maybe as far as 1920, '30, and '40. I think one of our spelling books dates back to 1920. It says in here, "I don't think there are very many textbooks in Grade 1 which are adequate or interesting." It mentions another one here in Grade 10, "Textbook was written in 1948 on science."

A MEMBER: Who wrote that?

MR. TANCHAK: It doesn't say here. You'd have to go to the library and find out. I'm not a .....

MR. McLEAN: What does it say about the 1920 textbook? Just readus that part, will you?

MR. TANCHAK: It doesn't say in here about 1920 -- interjection -- No, but I know, I mentioned what it is; it was a spelling book -- one of the spellers, and I think the Honourable Minister knows which one I am referring to.

MR. McLEAN: No, I don't. I'm asking you.

MR. TANCHAK: I will have private ... You should know, being the Minister, but I'll give it to him privately. I think I have the book. If I haven't got it with me now I'll bring it the weekend. We will discuss it then. I think that the need for revision is greater at the second level, but as the Minister said, but at the same time we should have tackled it as I said before as a whole. It is time that a more concerted effort be made to end this primitive approach to curriculum revision, and I wonder -- I don't know whether it's a fair question to ask of the new Minister -- if the new Minister has been contemplating any changes or is he going to follow the same pattern that the former Minister did?

MR. JOHNSON: Mr. Chairman, I must apologize to the committee for finding my way around some of these notes I have here and spread around a few books. However, I just want to make it clear, the general course curriculum committees are completing their Grade 12 programs and this is hoped to be completed for September of '64. They tend to get mixed up in this, the whole story. It is hoped that the university entrance course, the complete revised Grade 10 program will be ready in September of '64 for a limited number of schools. That is, in Grade 10, fall of '64. And then in Grade 11 in the fall of '65, there would be the introduction of the University entrance course in the Grade 11 and in '66 into Grade 12. So that it is correct that by the fall of '64 the complete Grade 10 should be in full force, on a general basis. Now with respect to that particular matter, I think these are the dates that I have written down here.

(Mr. Johnson, cont'd)

With respect to the Honourable Member from Inkster, the health, in '61 I think, I read the school inspectors started the revision of the health curriculum and I think the matters to which he refers in alcohol education and in education against -- that is, physical and personal hygiene studies -- are better introduced to curriculum studies into our teaching courses in health, and certainly the comments he has made, I'll take note of them, and speak to the officials about that.

With respect to the Member from Emerson who is suggesting we should have had a broadside in curriculum, I don't want to be partisan in any way, but no money. There was very little as I can see, in reviewing the departmental activities, very little to any activity in curriculum, and as recently as 1957 only \$12,000 a year was spent in the whole area of curriculum and curriculum development. And development of curriculum, reviewing of texts, up-dating, is a continuing process in recent years, and tomorrow when my honourable friend gets the 122 page document, documenting the various seminars, committees, personnel involved, in the several reviews that have gone on with respect to every aspect of high school, and he'll note some elementary studies I believe this year a 1 to 3 review of the curriculum studies in elementary schools from 1 to 3 should be in full swing. Much reading has been going on through committees of different subjects in the elementary grades. Certain of the health, and different vocational subjects have been reviewed almost on a continuing basis, and as I review the department, from two people that were in the department in 1959, the curriculum division now has a director, an assistant director, a research assistant, 3 full-time consultants and two stenographers, and in the last two years seminars in the general courses, University entrance with people brought in for two or more weeks for the sole purpose of working on the courses. And as the Member from Brokenhead mentioned, probably some of his colleagues -- many of these people are the leaders in our educational field from all spheres of teaching, and they have been devoting a great deal of their time and effort toward this program and working on these courses. Now I understand from reviewing the -- what time I've had to review activities here, that this was never done before in the history of the province. There have been consultants brought in from the United States, and new techniques, and the current estimates provide for the completion of the general course and introduction next fall of the Grade 12 and the continuing work on the University entrance course. There is major work being done and has been done and going on in the terminal course, and revision of the elementary school set-up which has been going on all the time. And now the department is just beginning to get to the area of pulling all this together, with activity going on in almost all spheres of the curriculum. So I think the Member from Emerson can take heart that his broadside is being launched.

MR. WRIGHT: Mr. Chairman, I would like to say a few words on curriculum. Seeing as though the Honourable Member for Lakeside and myself have been engaging in a friendly little battle about bringing in novel ideas into this House, I want to talk tonight for a minute or two on a new movement of separation, and there's nothing to be alarmed about because, if you remember last year, I mentioned that there was an experiment down East where they were separating the boys and girls in order to give the boys a better break; and I quoted from an article in Macleans of last year, written by a junior high school principal, and the article was entitled: "Our schools are loaded against boys." There was a very refreshing argument about a new idea in education. And I came across the other day, from the Winnipeg Free Press, that there's now an experiment in this separation of the boys and girls in Vancouver, and I think it would be in order for me to read it;

"The Burnaby school board is segregating the sexes. Boys and girls have been segregated into separate Grade 1 and 2 classes at two schools. The experiment, now in its second year, was the idea of Kathleen Collins, primary supervisor for Burnaby, who has a Ph.D from the University of Alberta and has been interested in boys' learning problems for many years. Miss Collins said the aim of the experiment is to try to develop an instructional program along with teaching aids, which will allow boys to compete on an equal footing with girls. 'We are not trying to convince education authorities that boys and girls should be segregated in primary grades,' she said, 'but we are trying to prove that boys can do as well as girls, provided teaching techniques are adapted to allow for special interest of boys. Girls tend to dominate the classroom activities, because they react as the teachers expect them to do, and the boys don't,' said Miss Collins. 'Boys show less enthusiasm for girl-dominated activities, and

(Mr. Wright, cont'd)... therefore are less interested in their school work, and don't do so well,'she added. 'The result is,' said Miss Collins, that the bottom half of most primary classes is made up with boys, remedial classes are filled most with boys, a majority of referrals to special classes who deal with social and academic problems are boys.' The Burnaby School Board decided to give the boys a more masculine approach to learning. The Dick and Jane reader has been replaced in their classes with a reader that tells stories of animals getting involved in a variety of activities, including being mischievous and naughty as well as being good. In their art work, singing and class projects, boys are given things to do which they will enjoy. At present, only one male teacher is involved in the experiment, but Miss Collins hopes eventually to have all male teachers from Grade 2 onward to encourage students and teachers to have man-to-man talks. 'The results of the experiment to date are encouraging,' said Miss Collins, 'but it will take five years to complete.' She said that compared with boys in mixed classes, those in all-boy classes have a better vocabulary, because they can investigate things in more detail, are better adjusted to classroom activities because they are doing things they like to do instead of having to do things girls want to do, enjoy music lessons because they can sing loudly without being inhibited by girls, and enjoy rough and tumble physical education activities without having to go easy because girls are involved too."

Mr. Chairman, I submit that we're going to hear more and more about this as time goes on. I, for one, have long thought that our schools are loaded against boys, and I just wanted to put this on the record, but I would also like to ask the Minister if -- because I think he expressed interest last year, the Minister of last year -- whether or not any experiments are going on along this line.

MR. JOHNSON: Was the question: "Are any experiments going on in the separation of ...?" No, not at this time.

MR. SCHREYER: Mr. Chairman, has the Minister been able to find anything relating to the number of schools offering German on their premises? I must say that it looks more dismal than I thought at first glance, because out of a student enrollment of 6,000 in Grade 12 last year, only 280 apparently studied German, which leads me to believe that outside of the constituency of Rhineland there are very few schools that are offering German. It's not available to anyone who is interested.

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

MR. MOLGAT: Mr. Chairman, I think -- with regard to matters on Curriculum, do I gather from the Minister that we're going to get a 132-page report tomorrow? I had understood first of all that it was to be a 36-page .....

MR. JOHNSON: Well I got it typed, Mr. Chairman. It's 122 pages. However, it's easy reading. I just thought that it's so hard to describe the kind of committee work and so on that went on with respect to each subject, and this is something that gives the list of the various courses that were under study, and the University entrance course, and the general courses, the committees that studied them, the seminars which they had, and the text which they recommended and the reasons for picking certain texts, and I thought this might serve as good background in understanding the vastness and scope of what is involved in curriculum development. It's something I can't describe, and I could read the 122 pages, but I didn't think my honourable friends would appreciate that.

MR. MOLGAT: Mr. Chairman, is it the intention of the Minister then to leave this item of Curriculum open in the estimates until such time as we have an opportunity to study the report he is going to give us, or what is exactly the procedure?

MR. JOHNSON: If there are any specific questions or problems which the honourable members would like to bring up under this item now, I'd like to hear them, and I regret that I haven't got this ready until tomorrow. I couldn't get this curriculum thing set up. However, as I pointed out, it just relates the activities. I don't think that it's -- just outlines the general course, the seminar, the options and so on, the university entrance course. I thought the main value of this, really, to the committee, was to give the subject outlines of the two major courses that we're anticipating to show you the work that has been done and the progress that has been made. If you want to keep it open, it's all right with me. I don't know how much more -- if you'd rather do that, I'm agreeable.

MR. MOLGAT: Mr. Chairman, if it's the intention of the government to leave the matter of curriculum open, then possibly we should forego further discussion until such time as we

(Mr. Molgat, cont'd)... have the Minister's full statement. It's fine with me. Providing we leave the whole matter of Resolution 27 open and come back to it later, then I've certainly no objection.

MR. CHAIRMAN: Is that agreeable? Then we will let Resolution No. 27, the item for Student Instruction (a), (b), (c) and (d) remain open. That will be the completion of your department.

Department VI - Agriculture and Conservation. 1. Administration.

MR. HUTTON: Mr. Chairman, I don't intend to make any opening statement on this department, but I would just like to take this opportunity to thank the staff of the Department of Agriculture and Conservation for their work in this field on behalf of the people of Manitoba. They are an extremely able, loyal and dedicated group, and any success that we have in dealing not just with the province, but any success that we have in helping the agriculture industry in Manitoba to move ahead is for the most part due to their untiring efforts, and I commend the estimates to the House.

MR. CHAIRMAN: The member for LaVerendrye.

MR. A. VIELFAURE (LaVerendrye): Mr. Chairman, first I would like to say that I was very deceived, when I heard the Throne Speech, to see how little there was in it about agriculture. The Throne Speech debate has now ended, but I did not speak during it and this is why I mention it at this time. However, even if I'm a very new member, I have learned that the amounts meant in a certain department is not always the reflection of what has been said in the Throne Speech. I agree that we should make our minds on what is spent on the department from the estimates, and I see here that the estimates for this year are \$3 1/2 millions over what it was last year. However, we can immediately see that \$2.25 millions of this will go for the floodway and another million for ARDA, which means that there will not be too much left directly for agriculture. On the other hand, when the First Minister made his budget speech, I thought he made a fairly rosy picture of agriculture in the province, and it is probably true in a general view. However, I would like to say that in my end of the country, in the south-east, the picture is sure not too rosy. We did have a very poor crop, and the fact that we are engaged there in the dairy industry and the cattle feeding, and the prices of grain have risen continually in the last year, have put quite a squeeze on the farmers.

I have here some figures which exemplifies this; the fact that the prices of grain went up and the prices of cattle at the end of the year were lower than at any time in the last three years. For example, you will find that in 1962 the prices for good finished cattle in January on the average was \$23.48 while our feeders were \$22.30, which made an increase of \$1.18, while in 1963 the good steers were \$24.55 and the feeder cattle was only \$23.79, less a margin of only 75 cents. However, in 1964, if you look at the same figures, the prices of the feeder steers was \$1.16 less than the finished product. With a rise in grain it's definitely very hard to make a profit in that kind of of an operation.

I also noticed that last year our hog production went down 17 percent. Another major step in agriculture last year was in the milk industry with the change from the resazurin test to the plate loop test. This I do not argue. I think it's a step in the right direction. We now can boast that milk is one of the finest farm products sold in the city. However, this again has added another load to the people engaged in that industry. Now another industry which will be faced as far as I am concerned with some drastic changes, is the cream shippers, and I would like here to draw the attention to the Minister that as far as I am concerned we could look to the cream shippers in two different groups, those who do ship cream with the idea of providing some cash along the year between the bigger payments from either cattle or grain, but we also have the other cream shippers who do ship cream as a matter of livelihood. Now the new standards, I should say, that will apply to the cream shippers --and again I don't argue these new standards; I think it's a needed thing-- but definitely will affect these shippers that depend on cream shipping for their livelihood. Therefore, I would suggest to the Minister to be very cautious in implementing these new standards because definitely this will create hardship on the shippers that I have just mentioned.

MR. PETERS: Mr. Chairman, about three years ago I think was the first time that I tried to bring the attention of the Minister of Agriculture to the drop in the hog production and the importation of pork products from the United States. I don't think the Minister paid much attention, because last year in the Province of Manitoba alone we imported from the United States

MR. PETERS, Cont'd). . . for the period of January 1st to September 4th, 11 million pounds of pork and pork products. The honourable member that just took his seat has mentioned that hog production has gone down. There is no need for it to go down because when we have to import from the United States, pork into this country, there is something wrong. The next thing we will be importing, and I mentioned this three years ago, was chickens and turkeys. That will be the next item that will be imported into this province, because apparently the government is not encouraging the farmers to find better ways of bringing their product to market in a more efficient way. They haven't gone outside the country to find markets for our pork products. During the war we used to sell all kinds of pork and ship all kinds of pork to the United Kingdom. Now the federal government has taken great pride, both the Conservative government in Ottawa when they were in power and the Liberal government now, on the selling of the surplus grain that we had. What have they done about looking for other markets for the farmer in western Canada? They haven't done anything, and until they do something about this problem the farmers are not going to produce hogs because they can't make any money at the prices that they're getting for them. What is actually happening, Mr. Chairman, is that the price of hogs is virtually being set in Manitoba by the United States hog producers.

MR. SCHREYER: Mr. Chairman, I don't intend to make any extended remarks on the introduction of the estimates of this department this year. I've been here now for six years and each year at this time the Minister made a lengthy introduction and usually the statements from this side were quite lengthy. I feel that most of the matters which I wanted to raise at these times have been raised and there is no point in rehashing them at this time, especially in view of the fact that the Minister has seemed to come around to our way of thinking regarding many of the fundamental problems that face agriculture and regarding many of the various policies that might be implemented as possible solutions, so I don't suspect that there will be much to argue about between the Minister and myself this year, but it seems that just when one Minister of Agriculture seems to be taking the enlightened view we're plagued with another Minister of Agriculture who is going in the opposite direction. I know this is not the place, perhaps, to debate the efficacy of the policies and statements made by the Federal Minister of Agriculture but I daresay that each statement he makes that appears in the press is more outrageous than the one that went before. It's only necessary to look at the latest statement from the Honourable Harry Hays to notice that he is harping again on the old ploy that Canadian farmers must become more efficient. This was a rather popular argument in certain circles in past years. It's also one of the most misleading ones, and it's unfortunate that the Federal Minister of Agriculture should be adopting this as some kind of a tactic. It simply doesn't make sense when you relate Canadian agriculture and its efficiency to the agricultural industries in other countries.

So I don't have much to say to the Minister in this province now because I think that we'll have to direct our attention to what the Federal Minister is saying, but I would like to ask this Minister what I consider to be a very important question and that is, when is he going to announce his attitude and his intentions regarding the requests that have been made to him for a vote on marketing boards? I know that we will be, in a matter of a few days, debating the concurrence of the report of the Livestock Marketing Committee, of which committee I have the privilege of being a member, but this does not create any conflict. It's no reason why the Minister should not indicate what the intention of this government is with regard to the request for a vote on a hog marketing board in this province and, in addition, there has been a request put to the Minister by people involved in the potato industry. They have been asking for a marketing board. The matter has been outstanding for some time. I think that it is entirely proper that the Minister tell us what has transpired in this regard and what is going to be done. I would assume that if anything worthwhile is going to be done, it will have to be done quite soon so that the matter can be put before the producers of these two commodities and settled before the next crop year. So that's all I want to ask the Minister at this time, Mr. Chairman. I hope he will have an opportunity soon to respond to these questions.

MR. SHOEMAKER: Mr. Chairman, I would like to make a couple of comments in this department. About a month ago now, or six weeks ago, I attended a meeting in the Town of Gladstone, along with 37 other people according to the newspaper report that I have before me

MR. SHOEMAKER: (Cont'd). . . --it says 38 attended and I was one of them so I guess there were 37 others-- and the meeting was called to set up a Community Development Committee. Present at that meeting was the ag rep from Neepawa and his assistant, and another ag rep I think that is chairman of the ag reps for the province --I don't know what his official title might be --three excellent men anyway-- that proceeded to tell the meeting what they should do in the early stages in forming this committee. They told them that they should sit down among themselves and decide for themselves what projects should receive priority and then set about to get them, and that was all fine and dandy but in listening to the various speakers, and most of them had a little bit to say, it seemed to me that the two projects --and they had plenty of problems the same as every other community has-- but the two projects that they gave top priority to was (1) an ag rep for Gladstone, and (2) a veterinary surgeon for Gladstone.

Now it struck me as rather odd that here was the government and three sincere civil servants from the government telling a community what they should do to help themselves, and the two projects that the community felt that they needed worst of all were two that the government themselves could do something about if they really wanted to; and I know my honourable friend will recall that I have been harping about this for some time, that is, that it is high time that all of the boundaries for the ag rep districts in the province should be changed. That is, I believe it is a fact that we have something like 35 ag rep districts at the moment. Perhaps we don't need any more but we certainly need the boundaries changed. There is an area around Gladstone and Langruth that gets very little service from the ag rep and this is no reflection at all, Mr. Chairman and Mr. Minister, on the ag rep that we have. He is an excellent ag rep but he has a Herculean task there that is impossible for him or any other one man to do. He can't get around to doing all the work that is expected of him. It is true that he does give help at certain times of the year but the people in the Gladstone and Langruth area feel that by reason of the fact that his office is in Neepawa that they are neglected. And so, Mr. Chairman, I do believe that something should be done in this regard. I believe a delegation met with the Minister the other day and certain members of the staff, and I sincerely hope that it is his intention to do all he can to carry out the wishes and desires of that committee that met with him.

Now, Mr. Chairman, I note in a recent issue of the Free Press, I believe --I neglected to date this but it isn't an old one-- and it is headed "Poor Land Can Mean More Profit," and the article goes on to say that "the Manitoba Government has produced a report which states flatly that the net farm income does not depend on either good land or expensive machinery. The report says a survey showed that farmers on poor land with little machinery made twice the profit of those on good land with the same machinery. There was no explanation," it says, "in the report, for the statement." And it is quite an interesting statement, but to me the news contained in it is not news, in a way, but I would like the Honourable Minister to table the report. Apparently they have set up a committee; they have made a study here, and come up with a lot of interesting facts, and I wonder if the Minister intends to table the report that is referred to in this article. Mr. Chairman, if he does not know of the report of which I speak I could send this over to him and perhaps he would know by reading this what committee was set up and what report was made. I notice Mr. Chairman, and I am sorry that I was not here when the Honourable Member for Brokenhead made certain comments about the Federal Minister of Agriculture. I was just informed by one of my colleagues that he made some reference....

MR. SCHREYER: If you like I'll repeat every word of it.

MR. SHOEMAKER: Well I wouldn't mind. You can do it here, or we can do it over a cup of coffee, but my guess is that it wouldn't be too flowery. But I will say this, Mr. Chairman, that at least the Federal Minister of Agriculture and the Minister of Agriculture of this province have something in common. They both believe that it would be a dandy thing for the farmers, that is, particularly the small farmers, to quite buying this expensive machinery and start renting it. And I agree that this would be a good idea; that is, I can see no sense of a farmer on a quarter section or half section spending nine or ten thousand dollars for a combine and a thousand dollars for a manure spreader, and so on, if they can rent it. Both of these honourable gentlemen, the Federal Minister and the Provincial Minister, agree on

MR. SHOEMAKER, Cont'd). . . this, according to reports that I have before me; but I would like to know, Mr. Chairman, what are they doing to make this possible? Because I don't know where you can rent machinery. I'm wondering if the government intends to subsidize or set up a committee, I guess that's what we should do, to study this problem because it is a problem. There's no question about that. But it would be interesting to me to hear what he has to say. I have not had a look at some of the reports that have been tabled by my honourable friend. I have not read that lengthy report that was tabled on Water Conservation Act. Isn't that the one, I believe --something like that, but for about five years all that was on it was n-i-l and I guess that this year it's just about the same length, but I must say I haven't looked at it, but if that's all that's on it it won't take me long to read it. N-i-l that was all that it's been for the last 3 or 4 years, and to me that's very, very disappointing. Not only disappointing to me, Mr. Chairman, but more disappointing to the committee that was set up at Neepawa nearly ten years ago, I believe now, to do something in this regard and they indeed had high hopes of the government doing a great deal. Then last year, or two years ago perhaps, the federal government came along with this, what is known as the ARDA program. We heard quite a bit about it last year from my honourable friend, but by golly Mr. Chairman, there doesn't seem to be too many people in the province that thoroughly understand the program or its objectives. It seems to me to be pretty complicated, in reading some of the literature that has been given to us, and it strikes me too Mr. Chairman, that some of the designated areas --I'm not certain how many have been designated in this province-- I believe the Interlake area was the first one to be designated. I do know that one has been designated, I don't know just what they call it in the central area, but it does include roughly 5 million acres of land I think, and it takes in Neepawa, Carberry, Gladstone, Portage, and all of that area. Now if there was one reason that the Riding Mountain-Whitemud River watershed never got off the ground so to speak, I think it was because of the large area and the problems within that area. It, that is the Riding Mountain-Whitemud River watershed area contained 1.6 million acres of land, and it was difficult I will admit, to get everyone within that area to agree on what they were after, that is the concept of water conservation, and certainly there were plenty of problems. Well now that we have learned the boundaries of the new ARDA area, they are indeed I think three times that size. So it strikes me, Mr. Chairman, that this is one of the problems that we will have to look at. I believe that they recognized this problem in the United States when they started designing and setting up their various watershed districts down there, and they have districts within districts so to speak. They recognized that it was a problem to get a huge committee to do anything and they set up a smaller watershed committees. Perhaps we should take a look at this one, and follow their practice if it has been a good one.

Now there is another problem that I see facing the farmers of this province. This winter and presently, a sincere effort is being made by certain fertilizer people from the East that are manufacturing a liquid fertilizer, to introduce it to this province. There is quite a concerted effort on. They have appointed agents, I believe, in various parts of the province, and there now seems to be quite a battle on in the various papers, particularly the Co-op, saying that it is no good, and some other people saying it's good but it's too expensive, and all this kind of business. Now I don't know how many thousands of dollars worth of this fertilizer has been sold to date, but they say that there has been quite a volume of it sold, and I think the government should come out on record as being in favour of it or being opposed to it, and make a statement on this, and tell the people all about it.

When I was speaking the other evening on information services I was stopped by my honourable friend, the First Minister, I believe, when I got to the subject of the flood scare film, and I was told by the First Minister that he was not guilty of bringing out this particular film, and that I must wait until I reached the estimates of my honourable friend, because he was the author and so on of it. Well now, Mr. Chairman, we have arrived, and I asked a few questions that I did not get an answer to and it is quite possible that I will have to put these questions in the form of an Order for Return, but I will ask them because probably it will be fairly simple for my honourable friend to reply to. I see that he has his pencil all sharpened up over there. I wanted to know who produced it, and at what cost, and is it being shown at the various theatres throughout the province? I know that it has at several. And then what



MR. SHOEMAKER, Cont'd). . . are the theatre operators being paid per run? Now, it's no secret that my honourable friends opposite had a sneak preview of this last Wednesday night and they know of which I speak, (interjection,) Well, both, Mr. Chairman. The Honourable Leader of the NDP asked whether it was a sneak or a sneaky one. It could be both. I suggested about three or four days ago that it was only fair, since we are a captive crowd here and may be so for the next couple of months, that this film --and maybe we'll change our minds when we have a look at it-- should be shown to the House and the press over in room 200 or 234, and invite the delegation back from Portage, both the one that's coming from Iberville and the one that's been here, and we'll show them this film and the one on the Portage diversion and see what they think of it in colour. I might comment just at this particular stage --my honourable friend the First Minister isn't here. I was going to pay him a compliment but he can read Hansard. (I have said I don't.) But when this friendly delegation from Portage met with us the other day, and I was there-- I don't suppose my honourable friend noticed that I was there but I heard the delegation was coming in, and incidentally the Portage diversion doesn't mean much to my constituency, I'll tell you that, thank heavens, but I went over to the room 234 there and I saw this gathering marching around two or three times and coming up the steps, and I listened to the presentation that was read and the brief that was read by Mrs. Hyde that day (Interjection) --I'm not going to read any part of it, I don't think, but here was the interesting part, Mr. Chairman, that as soon as Mrs. Hyde finished reading this brief my honourable friend got up and said something like this, because I made some notes on the back, and he may correct me if I'm wrong, but he said that just about every politician likes to build a monument to commemorate what he has done in office, and gosh, I thought to myself, if this is the monument that my honourable friend is building for himself I surely hope that he lives many, many years beyond his political life because it could just be the monument that would end his career here. That, or the Winnipeg floodway, and he has two monuments now started. And then I thought, "Well gosh, that maybe isn't so bad because even back two or three or four thousand years ago the Egyptians set about to build things that were just about as big called the pyramids --and just about as useful-- but they did serve to create employment and then I --someone has asked me if I would read this brief but I don't intend to, but I thought the delegation must have had this monument in mind when they referred to, I think it was article No. 7. I don't know but I thought it was 7 here. (Interjection) Gosh, I don't know --they were pretty critical of it anyway. I'm sorry, I can't find it right at the moment, but anyway the other day when this subject was brought up I think by my honourable friend from Portage la Prairie, my honourable friend had changed his mind about the monument and said he didn't think it sounded so good and he said that just about every Minister had a cross to bear, and that he guessed that the Portage diversion was the cross that he had to bear. Well, whether it is a monument or a cross. . . . (Interjection) Yes, that's right. I'm sorry, Mr. Chairman, I can't find that particular article so we'll have to forego that for the time being.

Now, Mr. Chairman, about two months ago I made the error that a lot of politicians make, of walking into the cafe at Neepawa about 8 o'clock to get a cup of coffee, and the president of the Farmers Union cornered me and he said, "Come on in the back, we're having a meeting back in there," and he said, "We would like you to bring greetings to the vice-president of the Farmers Union of Saskatchewan." And I said, "Well, I'll be very happy to do that." As a matter of fact he asked me to bring civic greetings from the town and I said, "I have no authority whatever to do that. You'll have to get the mayor." And he said, "The mayor isn't in town." "Well," I said, "I'll be glad to welcome him there." So, I was immediately introduced by the chairman and he said I was going to speak to the gathering; and I made this statement and I was misinterpreted a little. I said how happy I was to be there, etc. etc. but I said, "I might as well tell you people here, since I've made the statement on the street several times, that I don't believe that a compulsory hog marketing board will solve all of the problems that the farmers find themselves in today."

Now that's quite a political statement that you might expect a Minister to make, or something like that. And when the vice-president of the Farmers Union got up to speak he said he was very, very disappointed to hear me say this thing because he was here to sell the plan to the people of this province. He said, "Do you know that I just this afternoon" --I think he

MR. SHOEMAKER, (Cont'd). . . said that afternoon, "met with my honourable friend the Minister of Agriculture." Incidentally Mr. Yonge was his name but it was spelt Y-o-n-g-e I think. "And," he said, "I was very, very impressed with my honourable friend the Minister of Agriculture." He said, "I was very impressed with what he is doing in the Province of Manitoba to preserve 'the family farm.'" He went on at some length about this and then after he finished speaking, as usual they allow for a question period, and I said, "Mr. Chairman, I don't suppose that I would be permitted to ask a question" and he said, "Yes, you can." I said, "Is this your first trip to the province?" and he said, "Yes," and I said, "Was this your first meeting with my honourable friend the Minister of Agriculture?" and he said, "Yes." "Well," I said, "I know him a little better than you do" and I said, "Would you mind telling me what has he done to preserve the family farm?" "Because," I said, "I don't know." And I more or less put him on the spot, you see, and I said, "Gee whiz, I'll bet any money that I can go in to the Manitoba Development Fund or some of these other funds, not being a farmer, and borrow money to go in to nearly every type of operation that the farmers are in, so that I'll be in competition with them" And incidentally, Mr. Chairman, I do a little bit of farming myself --interested in it-- financially not making much money, I'll tell you that though. So. . .

MR. EVANS: . . . . . Permit me, I don't think he meant the Manitoba Development Fund, did he?

MR. SHOEMAKER: Well, Mr. Chairman, I don't know. Isn't it possible to borrow money to set up a feed lot, and so on, from the Manitoba Development Fund? Well, I'm very happy to know that, Mr. Chairman. I won't apply there then, but I thought that you could borrow money from the Manitoba Development Fund for certain agricultural enterprises. Pardon? Well, Mr. Chairman, we should get this straight but it doesn't matter much whether we get it straight tonight because we still have the Department of Industry and Commerce to deal with, and likely as not we will ask a few questions when we come to that one, so we'll find out. But I rather thought that you could borrow money, say, to get into the potato business and certain agricultural --Pardon? Potato chips. Well we will pursue that a little further.

But to get back to my honourable friend, the Minister of Agriculture. This talk about the family farm. I would certainly like my friend to define it in his terms and tell us, number one, what he thinks a family farm is. I had lunch today --at my expense-- not like the First Minister the other day when he told the delegation from Portage that he was going to buy them a cup of coffee and a doughnut. They probably didn't go home with everything they expected but at least they went home with some things that they didn't expect and that was a cup of coffee and a doughnut, but it sounded as if --it sounded as if the First Minister was paying for it out of his pocket. Maybe he was, but my guess is that he bought it for the delegation at their own expense. That's my guess.

Now, Mr. Chairman, I have been getting so many interruptions I nearly forget --oh yes, yes-- Mr. Chairman, I had lunch today with --there's nothing peculiar about that; I have it every day. I have it every day, but there is something peculiar about this because he was a chap that ran-- he was nominated and ran two or three times as a Conservative candidate and was defeated. That is peculiar. (Interjection) Well he has a job. I better not name him. He has a job. He has a job --he did have, unless the work's completed-- on the Winnipeg floodway. Maybe you people will guess, if I keep talking long enough, who he is, but it doesn't matter anyway. This is the point. We got talking, since we were both from nearly the same area, within a 30-mile radius, of the family farm and he said, "Let's quit talking about the family farm. It's gone." He said, "they've got a \$45,000 egg operation, out at Steinbach, Grunthal or wherever it is. The Honourable Member for Emerson is raising turkeys by 25 thousand down there and the Hutterites up in our country raising pigs by the tens of thousands; and, he said, "This is the way that it's going to be." He said, "Let's quit talking about it." I said, "Tell that to your friend, the Honourable Minister of Agriculture. Let him quit talking about it. If it's gone, it's gone." But, what in the world is the use in talking about preserving something that's already gone, if it has gone? This is something I think that needs some attention.

Now, I would like to know, although I can ask this when we get down to it, but I would like to know how much of the expenses under Publications is attributed to the new green propaganda

Mr. Shoemaker, Cont'd). . . sheet here. There's so much for Economics and Publications, page 8, Resolution No. 30, \$126,000.00. How much does the flood scare film cost, and how much do these things cost? Just this morning, in addition to having lunch and prior to having lunch, I left at 8 o'clock with a Mr. Gil Shaw of the Manitoba Hydro, who is with their Marketing Services Department, an ex ag rep. We went down to St. Cloud to look at a new pig operation down there, because I'm interested in the pig business; and in this particular farrowing barn they had electric wiring in the floors. It was a very interesting forenoon that I spent down there, and then the finishing operations a little farther down the road.

I spent about four hours with this chap, and I said to him, "You know, it is too bad that we cannot get the kind of information that you and I have learned this morning from the Department of Agriculture." You can't get it. And I defy my honourable friend to give me up-to-date information on farm buildings, and ones that he will conscientiously recommend. I built for my son-in-law an \$8,000 barn at Gilbert Plains, and after we built it they will come along and tell you what you should have done. They'll come along and tell you what you should have done. Why didn't you do it when? But they haven't got up-to-date material to tell you what you should do when you're doing it. It's like my honourable friend, the present Attorney-General. Last night he said, "How many days?" If he said it once, he said it 40 times. I thought he was going to keep on for several days. Well, how many days do we gotta wait to get some up-to-date information on this kind of stuff? You just can't get it. And the federal government's just as bad, and two wrongs doesn't make a right. When we were on this delegation up --the agricultural delegation last September when we went up to Regina and Saskatoon and Calgary, Edmonton and so on, I made it a point to try and get certain information on various agricultural buildings. Half the stuff they gave you was federal material. It's dated about ten years ago; it's not up-to-date stuff at all. So I think, Mr. Chairman, we could spend a lot less money on these green and pink propaganda sheets and a lot more money on up-to-date publications that are of some value. Incidentally, I phoned over to the Publications Branch about a week ago for this new account book that they have out, and I'm not condemning it because I haven't even see it, but I haven't got it yet. I don't know whether it's off the press or not. (Interjection) Well I guess I'll have to do that.

Now, I don't know whether I should be talking about this one on the Education estimate that we have not completed, or on this particular item, but it has to do with these new schools that were set up for the different people that sold fly-tox in the province and like that. I understand that this year, even a secretary-treasurer of a municipality cannot sell pesticides until he's gone to school and got his certificate signed by my honourable friend, the Minister of Agriculture. I believe they get a diploma after one day attending this course which costs them ten bucks or something. Is it the course that costs them \$10.00 or the \$10.00 license, or \$10.00 for the diploma? There's \$10.00 in it somewhere. Well, I know of two secretary-treasurers that told me what they could do with their licence, and diploma and everything else. (Interjection) The same thing as one of our fellows said the other night, that it does seem to me to be getting a little ridiculous when a secretary-treasurer of a municipality has to go and attend a school and get a diploma and pay \$10.00 to sell some . . . powder, because isn't that about all they sell? (Interjection) And they ran this ad, I think, in every weekly in the Province of Manitoba, "Attention Pesticide Dealers. To obtain a 1964 Pesticide Dealer's License, you must first (1) Attend a special course," and then of course you have to qualify, you've got to write an examination and pass it to get your diploma, and then pay \$10.00 to sell certain pesticides. And speaking about pesticides and the like, . . .

Mr. Chairman, I'm going to be forced to quit pretty soon by the clock. But I attended, and my honourable friend will probably tell me that I have no right to bring this subject matter up here, but I think it does concern him, and that is these various cases of dieldrin and, what was the other? The traces of dieldrin and the other --yes-- found in cream in the province. And I attended two trials at Gladstone on this particular day. There were two different days. Well, I never got a diploma. But I did learn this, and it was quite interesting. I don't know how many members of the House attended these court cases. (Interjection) Pardon? Well, here was the interesting thing. Apparently --and my honourable friend, I'll give him credit for this; he has outlawed this now, I believe, and I want to commend him for that. I think it was the right thing to do under the circumstances. I believe that at Gladstone,

MR. SHOEMAKER, Cont'd).... for instance, the inspector took samples from ten cans of cream. Six of them had definite traces of dieldrin in them. So the, we must assume that 60 percent of all the cream that came in that day had traces of dieldrin. Well, what other inference can you take then? If you take each --he said "I want that can" and he took ten cans off the truck, tested the ten cans and six of them had dieldrin in them. (Interjection) No, they didn't all come from the same farm, Mr. Chairman. They were from all over the area, and these six farmers were taken into court, and they were asked if they were guilty or not guilty of selling cream with dieldrin in it. Well, how did they know they were? That's the whole case. It seemed to me to be a kind of a shameful thing to lug farmers into court and say, "Are you guilty of selling cream with dieldrin in it?" They hadn't purchased any dieldrin. They hadn't purchased any additional cattle. They were sent out a questionnaire to answer, and they seemed to be guilty of something that they had absolutely no control over at all. I haven't heard what has transpired in this regard. I don't think anybody has gone to jail over it anyway. But I think my honourable friend did take the right steps at the time. As a matter of fact, I do believe that he has now banned the sale of it in certain cases.

Now, Mr. Chairman, I see that it is just about 11 o'clock and I will have an opportunity tomorrow no doubt to complete my statement, and no doubt we will have one from my honourable friend as well.

MR. EVANS: I move that the committee rise.

MR. CHAIRMAN: ... Committee rise and report. Call in the Speaker. Madam Speaker, the Committee of Supply has adopted certain resolutions, 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 Springfield, that the report of the Committee be received.

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

MR. EVANS: Madam Speaker, I move, seconded by the Honourable the Minister of Mines and Natural Resources that the House do now adjourn.

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