

THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock, Thursday, March 25th, 1965.

MR. CHAIRMAN: Item 2(c) 3 Brandon College. The Honourable Member for Brandon.

MR. R. O. LISSAMAN (Brandon): While we're on the item of Brandon College, I think members of the Chamber would be very interested in hearing something of the program that has been going on there for the last few years. As members are aware, about five years or so ago the members of the board decided that something must be done in the way of keeping up with the increasing demand for college services, and so it was decided that the board would make some effort to expand the facilities at Brandon College. And the board members met with the government, the government very wisely seeing the future needs of this province and recognizing Brandon College already in the position in western Manitoba to take care of future expansion in that area, offered Brandon College very magnanimously a deal of \$2 for every \$1 which was raised by Brandon College with a limit of \$1 million by the government -- \$2 million by the government, \$1 million being raised by the college. In addition to which previously there had been a \$500,000 grant.

Now it's a story, very heart warming I think, it tells the story of a considerable accomplishment and one of those examples of the government and the people working together because this has become, this first phase of the expansion, has become completely successful. And I'm sure members would like to know the rough story of how the money was raised. And I think for considering the size of the City of Brandon, with a population of about 30,000 and the area around, I think you will say that the achievement has been really phenomenal. Now a little over a million dollars has been raised, and rather than give you the figures in dollars and cents as to the various sources, I will give you the percentages of the million raised. It was first thought -- we employed a fund drive company to get us started for the first few months, and they set the figures for outside of the Brandon area, outside of western Manitoba, much higher and felt that we could not raise a greater sum of money than they had suggested in that particular area. But as I recite these percentages to you, you will realize that the college enjoys a very wide and enthusiastic support in that part of the province. And I think this must be very encouraging to government, to know that there is that local support in this capital fund-raising drive. In the Montreal-Toronto area we raised 26.1 percent; in the Winnipeg area, 12.5; Brandon, 24.5 percent; Western Manitoba, 15.6 percent; the Board of Directors, 6 percent; faculty and staff, 4.1 percent; alumni outside of Brandon, 2.1 percent; students' projects, .3 percent; students' activities, alumni, 1.1 percent; students, 1.6 percent; special allocations, .6 percent; miscellaneous, interest earned, and so on these funds as they were being held ready to be used in the various buildings, 5.5 percent.

Now, if you add together the Brandon, Western Manitoba, the Board of Directors, faculty and staff, you will find that of the total, this area raised 46.1 percent of the million dollars. And I think this is a very notable and worthwhile accomplishment and shows what can be done with a government working in co-operation with the people, and receiving the earnest support of the people of the area.

Now the growth -- not only have we increased the number of buildings available on the campus but as I come to it a moment later you will see that the growth has been quite phenomenal. We have now completed this first phase of the construction of the actual physical buildings and there are on the campus eight new buildings. I should correct myself there, there are seven new buildings on the campus and an off-site heating plant two blocks away down near the railroad track, to enjoy the convenience of coal shipments and so on without any hauling. And we have an underground steam-main to the buildings. The Arts and Library Building was first, and this building was named after Dr. A. McKenzie in memory of what Dr. McKenzie had done for the Brandon College during his lifetime. And I think members, knowing the job that he did, would not deny me this opportunity to once again register the appreciation of Brandon to the late Dr. McKenzie because I am sure that without his assistance during past years, particularly coming out of the depression, Brandon College might not be in existence today. As you know, Brandon College was once a Baptist College and during the depression things became difficult and the college was re-organized with the co-operation of Brandon and district businessmen and people who offered their assistance, and became at that time completely non-denominational college, which as I have reminded this House many times in the past 15 years, places Brandon College in a completely different category than the denominational colleges.

Well now, in addition to this building named after Dr. McKenzie, we have the John R.

(MR. LISSAMAN cont'd) . . . Evans Lecture Theatre. This is a small, quite handsome inside, building which seats about 350 people; quite adequate lecture theatre for years to come. Then we have a new men's residence and a new women's residence of about 150 capacity in each case. A new dining room -- I think most of the members have been in the Brandon College dining-room -- a very handsome interior and a very useful building; and thinking of the future when we were building it, it could have been built without a basement but we thought that this was almost necessary in Manitoba temperatures and this is probably one of the cheapest parts of a building you get, so that now we have a canteen and student rooms in the basement which makes it a very overall useful building.

Probably the most expensive while certainly not the largest building on the campus, but most expensive because of the special needs, is the Music Building, another very attractive building but here the architects encountered the problem of sound controls and I think anyone who has been in one of the older buildings and heard dozens of small practice studios going, can appreciate the problem of controlling sound. And so this type of building becomes quite expensive because even the duct work for the heating equipment must be specially baffled; partitions are built of special materials; room walls are even set at an angle to break the regular refraction of sound up. Then, as I mentioned previously, the one building off the campus, of the new buildings, is the boiler room and here again the board I think were thinking not only of economical operation at present but as to the needs of the future. It is being operated now on a low pressure basis, this being the most economical way to handle the heating load that we have because when you get into high pressure you need a shift of first-class engineers and we avoid this with the low pressure system. And when our building facilities reach such a size that the capacity of the plant will no longer handle it, then we convert to high pressure using the same facilities but with special valving and control valves and so on.

And in addition to these buildings of course, there will be on the campus the Centennial Auditorium, the cost of course of the building being shared with the federal, provincial and local government, the City of Brandon, with the college donating a site for this auditorium. And at one time, several years ago, when Brandon was thinking of an auditorium the college were a little reluctant to enter into any thinking on such a project that an auditorium that would be useful to the city might be too large at that time for the college, but now with the growth that is continually facing us we can see that an auditorium of this nature on campus will be very useful to both the college anticipating future growth and to the City of Brandon and to the people of the area, because this auditorium is not simply for the people of Brandon but for the people of Western Manitoba and arrangements will be made for these people in the area to make use of the building.

Now, it's rather interesting to note that with all these new buildings, the board have had to go down in the basement of the old building and set up classrooms where there were never classrooms before. Already we're packed to the roofs, and where we moved a few years ago to the new ladies' residence we now have some residents back in the old Clarke Hall and some men in the dormitories over Brandon College, so you can see that our facilities are already again being filled to capacity. It is interesting to note that in the last two years full-time enrollment has grown by 37 percent. Roughly speaking, there are approaching 600 full-time students. In Arts and Science, and it's interesting to note that the discontinuance of the first year, Grade 12, didn't stop the growth. The Arts and Science, first to fourth year inclusive, in 1964 442 students; in the Teacher Training Bachelor of Education class, 15; and in the Elementary Teacher Training Course, 164. And then there are various extension courses offered evenings and Saturdays, and I think here is a value that just doesn't become apparent quite at first, but it certainly permits the upgrading of teachers in the area, because people are driving in for evening courses and Saturday classes from several miles around. All in all, part-time students and full-time students, the college is serving more than 1200 students.

An interesting addition was made in the fall of 1964. An evening class was enrolled to study French by the St. Cloud method developed in France, and we of course have been offering this course in the normal way but this was started as an evening course in 1964. The evening course, as I said, has been quite valuable. In the last three years it has included at least one subject with a Bachelor of Education degree in addition to the Arts and Science subjects. I mentioned the Music Building and probably the most important addition in courses during the period of the last few years has been the start of a four year Bachelor of Music program in the fall of 1963 and this was the first of its kind in Manitoba.

I don't recall Mr. Chairman whether I mentioned the last building that we had completed

(MR. LISSAMAN cont'd) . . . on campus and that is a gymnasium, and this of course not only will be very useful to the students but will certainly be a very valuable asset to various functions of that type within the community. I think though that I should come back to the subject of the local enthusiasm and support that the college has enjoyed and tell you that the city has been voting since the period in the depression when the A. E. McKenzie agreement was entered into -- the city has been voting and being renewed periodically by the voters one mill toward the fiscal operating costs of the college in addition to these capital costs that have been raised in the area. I had the pleasure with another member of the board of interviewing all the members of an Oil Company locally, the Anglo-Canadian Oil at that time, in trying to plead support for the college and you would be amazed, and I was certainly surprised, at how many of these workers mentioned the fact that one of the reasons that they had come to Brandon was in the hopes that their children might be able to enjoy the college education which they might not otherwise obtain. And while I'm not trying to tell members of this committee that this was anywhere 50 or 60 percent of them, but it was a big enough percentage of these workers that it surprised me, that realized the value of a local college and what it would mean for their children.

So that Mr. Chairman, while these estimates are so often a period of criticism for the Minister and must give him rather a frustrated feeling when the government is trying, and his department is trying to do such a good job for the province, to be facing continual criticism I'm pleased to be able to bring this example of what co-operation of the government and the people of my area have done in the way of building an institution that will I believe, and I have stated ever since coming in this House and I think one of the first motions I placed on the books here was that the previous government was not supporting Brandon College adequately because at that time the annual grant was \$22,500 and if you will just glance at your estimates you will be rather surprised to see what that has grown to, particularly within the last few years.

So it's a real pleasure to be able to, without any feeling of apple polishing Mr. Chairman, to be able to tell the Minister and this government what this co-operation has meant and can mean for the future of Manitoba, because Brandon College has been of great service. I am sure that many have received degrees there, who would not otherwise have received a college education. Since the re-institution in the Brandon area of teacher training, I know from what many farm people have told me that their daughters would not probably have attended a Normal School, had not Brandon College been offering these courses; and then to the future of Manitoba because a university can only grow so large and certainly our University of Manitoba must be approaching that point of diminishing return, that a second university within -- at one time I hoped within my lifetime -- now I believe within the next few years, is very likely to be necessary in this province and an excellent start we have in Brandon College in Manitoba.

MR. CAMPBELL: Mr. Chairman, I was just going to get to my feet to heartily compliment the Honourable Member for Brandon on the excellent report that he had given when he somewhat dampened my enthusiasm by mentioning the fact that one of his first actions in this House was to voice regret at something that the former government had failed to do, according to him, and I recall the eloquence with which my honourable friend used to champion the cause of Brandon College. He always found a most receptive audience as far as I was concerned because for the little bit of education that I have and its miniscule I'm afraid, I have largely, or partially at least, to thank Brandon College and when I look around this Chamber and see that the three of us who must pay allegiance simultaneously to Brandon College, see that they are represented by the Honourable the Minister of Municipal Affairs and the Honourable Member for Brandon and myself, I'm sure that the members of the House are inclined to say that they appreciate the Honourable Member for Brandon much the greater of the three of us because he spends so little of the time of the House compared to the other two of us. And unlike one of the others of us, when he talks he has something worthwhile to say and I must join with him in paying tribute to Brandon College and the good work that it has done. Certainly I couldn't do that without coupling with that expression of appreciation my word of tribute to the late Dr. McKenzie for the endowment that he made to that college. Mind you it's interesting to reflect Mr. Chairman, that some of us including I think my honourable friend the Member for Brandon, had the advantage of benefiting from its educational facilities at the time that no government gave it anything whatever and even the amount that was given at the time that my honourable friend refers to was pretty big help to Brandon College compared to the situation that they faced some years before that.

(MR. CAMPBELL cont'd) . . .

The one reason for getting on my feet was to ask the Honourable Member for Brandon if he could go a little further and tell us something of the thinking of the board itself now with regard to Dr. McKenzie's endowment. I believe my honourable friend still is a member of the board of Brandon College, and now that the benefactor has passed away I know that the trust becomes operative under different conditions and recognizing that in the ordinary valuation that there's at least a million dollar asset there, perhaps now much more than that, what are the plans of the board itself, because I'm sure that the plans of the board have a great deal to do with the policy that the government would be inclined to adopt as trustee.

I hesitate to give my suggestions in the matter because I would -- I have not been close to the situation either from Brandon College end as my honourable friend is, or from the government end as the Honourable the First Minister is, but it seems to me that the government in its position as the holder of, if I recall the figures correctly, more than 90 percent of the shares of the A. E. McKenzie Company itself and virtually all of the shares of the McFayden Company, is in a position now to lay some plans with a good deal of definiteness that simply could not be projected at all because of the terms of the trust as long as Dr. McKenzie was alive.

So what I really wanted to say in addition to paying tribute to the good work that Brandon College has done throughout the years and advertising the fact that it has some very distinguished representatives in this Chamber and elsewhere, because I have always felt that it should be recorded to the credit of Brandon College that it must have an an exceedingly "liberal" point of view inasmuch as the fact that it counts among its graduates such diverse characters as the three who are represented here, along with Tommy Douglas and Mrs. John Diefenbaker. And I think one need only mention that group to show that it was not a restricted education that we received there; it allowed us to branch forth into many and varied lines of endeavour and pursue rather separate ways of thinking. And I think this is the function of a university.

I must say one other thing about Brandon College, the days that I had the opportunity of being closely connected with it. I felt that there was much to be said, as my honourable friend the member of its board has mentioned here -- much to be said for the small college, the comparatively small. Maybe it isn't small now either but there's much to be said for one where the contact between the students themselves and the faculty is closer. It just is closer than its possible to get in the huge degree-conferring bodies that we have these times in the very large universities. And once again I have said and I said this when my own children were going to school and I'm now prepared to repeat it when my grandchildren are going to school, that I honestly believe that when you're talking about education that the education that you get by mixing with the people that go to your school or college or university and the faculty who instruct there, the close association with those two groups is of equal importance for the battle of life later on with the academic course itself. And so I too really think that Brandon College has done, is doing and will do a very good job and I want to compliment the Honourable Member for Brandon, in spite of those last few remarks that he made, on the fact that he continues to be a part of that achievement by serving on their board of governors.

MR. LISSAMAN: Mr. Chairman, I would have to inform the Member for Lakeside that no discussion actually, because of the relatively recent period that has elapsed since Dr. McKenzie died -- no discussion has taken place on the board as to what will be done. As I understand originally any change in the status had to be agreeable to all three parties of the agreement, the company and the government and the college, and while the government now rests in the position of trustee I imagine that anything that is done would have to certainly meet the approval of the board of directors and I couldn't hazard a guess as to what their ultimate decision might be.

One thing I realize that I neglected to say when I was on my feet, Mr. Chairman, if you'll pardon me, I think a very great deal of credit for this expansion drive must be given to Mr. Holden, the general manager of the Wawanesa Mutual who headed this drive and was personally responsible for raising a great deal of money in the east and I must say that the college owes a great debt to the Honourable Minister of Municipal Affairs who gave up one holiday period to raise funds in the east for Brandon College. So all in all the College has enjoyed very generous and loyal support from its supporters.

MR. CHAIRMAN: (c) (3) passed --

MR. SCHREYER: Mr. Chairman, before you leave (c) (3), I would like to take the opportunity to make one last comment on the appropriation. I think that we in this House should be

(MR. SCHREYER cont'd) happy for the progress that is being made by Brandon College and also we should be happy that the public treasury is able to provide as much financial support as it is providing to this institution. I think that it is good that we do have more than one higher educational institutional centre in this province. Often I get the feeling that Manitoba is trending somewhat toward the kind of development that we see in these banana republics to the south, that is to say where most of your development, most of your progress is taking place in the big metropolitan or urban complex and then the rest of the countryside is relatively lethargic and not experiencing much growth or development. So I am happy that in our city in the western part of the province or we are seeing the institution, the educational facility there, the college, growing.

Another reason why I am happy to see Brandon College doing as well as it is is because I support, and I think most members here would want to support the concept of smaller colleges. In the United States they are finding that the universities are tending to become too large, in fact they are coining a new word. They don't call some of them universities any more but rather multiversities, Berkeley being perhaps the best example. And here in Manitoba the University of Manitoba proper is growing rapidly which is good, fine; there is need for the large type university but there is also very clear need and a very obvious place for the smaller liberal arts college.

But I want to make this one point clear to members here and particularly to the front benches opposite, perhaps not to them so much since I'm sure that they are well aware of it, and that is that the smaller affiliated colleges here in Manitoba -- not Brandon College because as we can see from its own efforts and from provincial financial support it is doing rather well -- but the denominational affiliated colleges are approaching a condition of financial crisis and I don't want to put into this words that might tend to alarm. I am not suggesting that the crisis is imminent; I'm not suggesting there is impending financial collapse but I am saying that they are approaching financial crisis, and let's be very blunt, if the financial support is not somehow improved we will soon see the day come when the university or the province through the university will have to take them over and run them as an adjunct or part of the university proper. Now there isn't much point to that since it's going to cost the provincial treasury a lot of money in that event and it would be unfortunate if this had to happen. But because of the mounting costs -- because of mounting costs in all sectors of the economy, this has affected educational costs too and there is real concern. Now I know that the government is taking already the first step toward meeting this financial challenge inasmuch as they are going to put before us the framework for a council of higher education, a council of higher learning, which council I presume -- at least I hope -- will have the function of co-ordinating the budgetary requests or grant requests of the various post-secondary institutions and will then make recommendations to cabinet and so on. But there is one mental block we shall have to overcome and that is the mental block that because these affiliated colleges are denominational they somehow cannot qualify for substantial grants approaching the per student head grants that are received by the non-denominational institutions. They serve a very useful and a very worthwhile function. The opinions of the top educators in the province are to the effect that these affiliated colleges have a very real place and serve a very real need and therefore they should get more financial sustenance than they are doing at the present time. Now I am sure that this plea that I make is one that the government is well aware of but I think that it is so important that it bears statement once again.

MR. CHAIRMAN: 3 (b) passed --

MR. ROBLIN: Mr. Chairman, I would like to say a brief word on this general topic because I think it's a matter of some real importance. Perhaps first of all I might say to the Honourable Member for Lakeside, who enquired about the future of the A. E. McKenzie Foundation and the A. E. McKenzie Seed Company, that that matter is now and has been for the past few weeks receiving very careful attention indeed on the part of the government. I think we have at least two objects to keep in mind with respect to the A. E. McKenzie Seed Company and all that is connected with it. First of all we want to preserve that asset as a revenue-producing organization insofar as Brandon College is concerned. I think that's the most important thing that we have to consider in connection with it. And we have to regulate our policy so that the best interests of Brandon College are served in whatever future course is decided upon with respect to the operation of that company.

There is however a secondary consideration which is also very important and that is to retain the A. E. McKenzie Seed Company as a going concern in the City of Brandon because

(MR. ROBLIN cont'd) . . . it is one of the large business institutions of that city and it would certainly be our aim, not only to protect the best interests of Brandon College itself, but also to see to it as far as we are able to do so that this company continues to operate as a business concern in the City of Brandon. It is -- I doubt that we will take advantage of the opportunity of making that a Crown corporation. I think there may be better ways, more (Interjection) -- It is only a Crown corporation from the point of view of the income tax collector. Apart from that it operates as an ordinary commercial concern.

MR. PAULLEY: If I may, Mr. Chairman, is it not also insofar as the revenue is being directed toward enhancing somebody's education?

MR. ROBLIN: Well, I'm not man to sneer at the revenue. I think that's a very good thing that we have it available in that connection but this matter is being gone into but it can't be completed or finalized and no discussions can be opened with the people at Brandon College until such time as the estate is placed in proper condition so that we're able to deal with the assets that remain after the interests of the estate have been taken care of in this connection.

It's rather interesting however to note that Brandon College has got a double-barrelled role in Brandon. It not only is a splendid educational institution and I for one am heartily in favour of the development and growth of such an institution in the City of Brandon for the people of Western Manitoba but it is also a tremendous commercial advantage to the City of Brandon. I think it is probably the biggest business producer there in the City of Brandon today which shows what the ramifications of an educational institution of that sort might be. So I'm pleased to note the progress that's been made there. I'm happy that the government has had a part in it and we look forward to increasing growth at Brandon and ultimately, one of these days, who knows, it may be eligible for a change of status, although frankly I do not think that that prospect is an immediate one, but it's certainly one that must be considered in the relatively near future I am certain.

I'm also concerned about the vitality and the viability of the other affiliated colleges to the University of Manitoba which are denominational in character. It has been our policy from the beginning to regard these institutions as being very valuable assets in the Province of Manitoba and we have a real concern and a real interest to see that they continue to serve the people of this province. I would remind the committee that in recent years under the direction of the past Minister of Education and the present Minister of Education that for the first time in our history, operating grants have been made available from the public treasury to the affiliated colleges. That was never done. I think this is the second year, perhaps the third year, which this policy has been followed -- the third year -- and as a result these affiliated colleges do receive some support of an operational character from the provincial government. I hasten to say that capital support has been available for a longer period of time, before we came into office, but not operating support. That is now available. It is a question as to whether the support given is adequate and I'm certain that we're going to have to give this matter some careful thought in the near future. But I would point out this, that one of the most important things in the field of educational finance, particularly in the field of higher educational finance, is the attitude and the policies of the federal government. We have known for some years that the federal government have acknowledged a responsibility for the support of higher education, by which I mean our universities and colleges. We get today a grant per capita; it's not exactly a per capita formula but it's related to population and student count, of \$2 a head, or something of -- I think it's \$2 a head, for the students that we have attending our own university, attending Brandon College, attending the affiliated colleges, which comes to us as a grant from the federal treasury and from the federal authorities. I am of the opinion however that that per capita grant is not really an adequate way of securing federal financial support because it has very little relation to the rising costs at these institutions. The costs at these institutions is rising not only because of the tremendous increase in numbers -- 15 percent per year is what we expect we're going to get in the next few years, perhaps even more -- the cost per capita is not the only cost; in fact, it's hardly the most important aspect of increased costs, but it's the other costs of operating universities besides mere numbers: increases in the costs of construction of new facilities; the cost of salaries for the professors and teachers at these colleges. There is a norm of escalation in those costs and a per capita grant from the Federal Government bears very little relation to that exceedingly rapid escalation of costs, and that is the point where I think we must expect to see some progress in the near future.

For example, this year at the University of Manitoba, the extra grant received from the

(MR. ROBLIN cont'd) . . . federal administration is only some \$60,000 more than what it was last year, based on this per capita system, whereas the grant increase from the province is several hundreds of thousands of dollars, if not a million dollars, more this year than it was last year; and when one compares the \$60,000, being the federal increase, and the million dollars, being the provincial increase, one gets the picture when I say that the federal grant does not meet the escalating character of university costs. So I have been in correspondence with the Federal Government about this point. Perhaps I should tell the committee that I have placed at the head of my suggestions for the agenda when the Dominion-Provincial Conference resumes some time after Easter, as I expect it will do, this question of the relationship between the cost of higher education and the contribution that is made by the federal administration; and I am going to make to them the argument that I am making to this committee, that the basis of their support, a per capita grant, is unrealistic -- completely, totally unrealistic in these days when we have a rapid escalation of costs which is not reflected in the federal grant to any degree at all.

Now I don't think that this needs to be approached from any partisan point of view. I think it needs to be approached, and can be approached, from a very rational and sober point of view, because the Federal Government recognizes a responsibility for higher education, and I think that when the facts are presented to them, we may hope and expect that they will also agree that some new system of support as far as they're concerned should be seriously considered with respect to these institutions. I say this because the strain on the provincial finances is considerable, and we can expect nothing but the most rapid growth in that demand on our financial support. We have just completed this revolution in providing high school education for our children and it is only to be expected that there's going to be not only the average rate of growth in university enrolment, but perhaps an even higher rate of growth when this flood of new high school students gets through the high school system and begins to look around for higher educational facilities in this province of ours.

So I say to the committee that I appreciate what has been said about Brandon College and I appreciate what the Honourable Member for Brokenhead has said about the affiliated colleges, and I think we're all in pretty substantial agreement about the nature of the problem, the nature of our responsibilities, and I imagine that there will be pretty wide support in this House for the proposition that it would not be out of the way for us to suggest to the federal administration that some different system of federal support for our institutions of higher education is called for. The principle is established that the support should be forthcoming. It now remains to be seen whether it can be provided on a basis that is adequate to the burden that has to be discharged.

MR. CAMPBELL: Mr. Chairman, I have exactly the same feeling on that latter point as the Honourable the First Minister has. What I am rather interested to know though is whether my honourable friend was pursuing the question with the same vigour under the former federal administration, because the situation was just the same before the present administration took over. As a matter of fact, it goes back to the very first institution of this program, and we pro- tested at the very beginning. Has my honourable friend been pursuing it all the way through?

MR. ROBLIN: Mr. Chairman that I have been pursuing it with as much vigour as I can, and I may say that with the previous federal administration we had the largest single improvement in the tax rental sharing agreements that has taken place during my time, so I think we got some results. But I'm certainly not going to say that I'm satisfied. Since that time we've had increases in our Federal-Provincial relationship, which I also acknowledge, and I don't minimize those in any way, but I think that we must still pursue this matter until we get a more satisfactory adjustment.

MR. CAMPBELL: I agree, Mr. Chairman. -- (Interjection) -- My witness for the moment, if you don't mind. I agree, Mr. Chairman, completely, but if my honourable friend didn't succeed, and I think this is a matter separate and apart from the Federal-Provincial financial arrangement as such, although I'd be prepared to debate that question with him too, I would say to my honourable friend that if he had so little success, in fact no success, during six years of the former administration, he shouldn't be too disappointed by little or no success so far with this

MR. ROBLIN: Well, in that case, one might say that we're batting 0-0-0 with both these administrations, because we haven't got anything out of the present one either, but that certainly isn't going to prevent us from going to bat once again. Perhaps we can get a little better score.

MR. CAMPBELL: If my honourable friend had just mentioned at the start that he was 0-0-0 with the former administration as well as this one, I wouldn't have even tried to enter into the debate, but I still want to comment on the Brandon College situation, Mr. Chairman, because the two matters that were mentioned -- No. 1, to be sure that the revenue-producing program of the A. McKenzie Seed Company and its affiliates, is maintained. Of course, we can all agree with that completely. But my point in speaking to the Honourable Member for Brandon on this was to urge him, as a member of the board -- and I know he needs no urging -- to see that the board itself considers this, because there's no question that the Board of Brandon College is closer, must be closer to this situation than the government can possibly be, and there's no question that they're just as anxious to maintain the revenue-producing position of the Company as we are, but the point where I think they're still more aware of the fact than the government, is the fact that the honourable gentleman who made this bequest was a pretty outstanding businessman, and with no disrespect in the world to either the present management or any other management that the government might choose to put into that institution if they continue to run it for awhile -- with no disrespect at all -- I must say that they can't be certain in this extremely competitive business that the results will be the same that they were under Dr. McKenzie's administration, because he was a man who had built that business up. He brought it to that position of influence under pretty difficult conditions and he certainly was outstanding in his work.

Then, as to retaining the institution in Brandon, I am sure that the board is just as cognizant of the situation there as the government could possibly be; and so my reason for wanting to further interest the Honourable Member for Brandon in this, was simply to suggest to him that the Board itself give the government the benefit of their advice, and I'm sure that my honourable friend will himself admit that he is likely able to have more influence with the government now than he was able to have in those late lamented days that he spoke of a little while ago, when he was, to quote my honourable friend who isn't here tonight, "a voice in the wilderness," so to speak. But he tried hard then -- I give him credit for it. And I urge him to keep on trying hard now, because this is something that's going to need to be pretty carefully considered.

MR. ROBLIN: Mr. Chairman, if I may just answer the last gentleman, if the members will allow it. I ask him to set his mind at rest, because the government is not going to proceed with any plan for A. McKenzie Seed Company without the fullest consultation and advice with the representatives of Brandon College.

MR. CHAIRMAN: The Honourable Member for Emerson.

MR. JOHN TANCHAK (Emerson): Mr. Chairman, I would say that I agree with the Honourable Member for Brokenhead, that we are approaching a crisis soon, that there will be a lot more money needed for our educational purposes. But I think we are also approaching another crisis. It seems to me that our universities and colleges are fast approaching this crisis, and that is that our young people now, with student population explosion and with the fact that the people -- the young people -- are more aware of values of higher education, that soon our universities, if not already, will be overcrowded. These institutions that we have at the present time will not be able to absorb the student population in this, and this would necessitate great expansion of existing facilities which would incur higher costs, and I would say that money properly spent on education is money that is spent to very, very good advantage. I cannot see where it could be spent to better advantage, and I would suggest that Manitoba look into the possibility of probably introducing more educational facilities of similar type, not only in Winnipeg and Brandon, but in many other centres throughout the Province of Manitoba; and perhaps the answer to this -- I feel that I am right -- would be the construction of junior colleges in many centres in the Province of Manitoba. I would feel that these junior colleges could absorb some of the overflow, at least in the first two years of higher education. We like to refer to them as the first year and second year of university. And probably for the balance of their training they -- when the student population may thin out a little, probably the universities proper could absorb these students for the rest of the period of their education, or until they graduate. I think that this, considering these junior colleges, would be something worthwhile, and as far as the second suggestion by the Honourable the First Minister of the Province of Manitoba, I would say that I agree with him. I would say that if we could get more money for our educational purposes, it's fine, and I wish him luck. I would say probably -- that's my feeling anyway -- that he will have better luck with our friend Mike than he had with his friend John.

MR. PAULLEY: This has been a most interesting discussion, Mr. Chairman. I've been particularly intrigued with the remarks of the First Minister, who is of course now the Premier of the province, and also the Honourable Member for Lakeside, who for some considerable period of time was the head of the government prior to the present Conservative Government; and I would suggest, Mr. Chairman, that both of them had opportunities with affiliated groups at Ottawa to achieve what they're both now talking about, namely, an endeavour to get the federal authority to make greater contribution to education, particularly at the high school level. I think any impartial observer, such as myself, who listened to the two gentlemen this evening, could not help but come to the firm conclusion that both of them failed at the time that they had the opportunity to do something about it.

MR. ROBLIN: It takes two to tango.

MR. PAULLEY: Yes, it takes two to tango, Mr. Chairman, and sometimes two women can tango together; it's not usual for two men to tango so you usually have to have either two women or a male and a female, and I would suggest that both my honourable friends . . .

MR. ROBLIN: Are you suggesting that I should tango with the Member for Lakeside?

MR. PAULLEY: Oh, definitely no. This is out Mr. Chairman. That's the point that I'm trying to make; but they've had an opportunity to tango with their compatriots; they've had an opportunity to tango with their opposites; but nothing has been accomplished insofar as aid to our universities here in the Province of Manitoba, aid to education here at the federal level. So what basically then does this mean? It means that you can't tango with Ottawa -- it's out. You've tried it, and except for maybe just a wee teensy weensy little waltz that they might have had with Ottawa which gave us our increased grants or start of the feeble grants, so it definitely means that here at the provincial level we've got to increase our efforts and our contributions into the field of higher education in order to enhance the position of the young people whom we desire to go into the fields of higher learning.

Now we have discussed, Mr. Chairman, for the last day or so, the position of the affiliated colleges. If I recall correctly, the Minister of Education has told us that the grant to the affiliated colleges at the present time amounts to about \$79.00, whereas on a per student basis in the college proper -- and I suggest that it's also the same at Brandon -- it amounts to about \$1,130.00.

I'm happy to know from the Minister of Education that it appears that at the present time consultations are taking place between the heads of the affiliated colleges, particularly those of the religious areas or sects, such as the St. John's College of the Anglicans, and St. Andrews which is not, but it's only a small college just starting out, and St. Pauls, etcetera. Now this is good, but I do suggest once again that those portions of instruction that are being carried out at the affiliated college which lead to theological degrees can be set aside, and those subjects which are being taught at the university or affiliated college that would lead to degrees in Bachelor of Arts apart from the theological concept of them, are now entitled, are now entitled, Mr. Chairman, to far more consideration than has been given to them in the past; and I respectfully suggest that we, as I mentioned a moment ago, should stop waiting for the tango to be concluded. Let's carry on the waltzing -- no objections to that. But in the meantime, let's come to the aid of our affiliated colleges that are doing such an invaluable job.

Now I would like to ask a direct question of the Honourable the Minister of Education; the total amount of grants to the affiliated colleges from the Provincial Treasury, and also the amount to each. In addition to that, Mr. Chairman, I'm rather concerned that if my observations of the last report of the Department of Education is correct, I'm rather concerned. We're talking all of the time about the expansion and explosion of education here in the Province of Manitoba. We're talking constantly of more students going into higher levels of education, but if my honourable friend the Minister would kindly take a look at Page 26 in the report for the year ending June 30th, 1964, it appears to me that this reveals something that is rather disturbing. It deals with the enrolment in the secondary schools as a percentage of Grade 2 enrolment. And I observe Mr. Chairman, that the number of students who were in Grade 2 in 1957, who are now in Grade 9, the percentage has gone down by .2 percent, which is relatively a small amount, but the actual number though, Mr. Chairman, has gone down by about 400. In other words, we have 400 less students in Grade 9 in the year under review who were in Grade 2 in 1957, than we had who were in Grade 2 in 1956. It appears to me as I read the table that the absolute number has been reduced, and I would suggest that as we go on Grade 10, 11 and 12, that this same -- absolute numbers will drop. Now it might be due to population count and age groups and the likes of this, I don't know. But I wonder if the Minister of Education may

(MR. PAULLEY cont'd) be able to comment or have any explanation as to why this appears, or what appears to be a fact, in the report of the Department of Education.

So again I say, Mr. Chairman, a plague on both of their houses. They did not when they had the opportunity come to any degree of satisfaction and contribution of the federal treasury. I say to them both, both the administration at Ottawa and the administration here: Continue your discussions, but let's accelerate what you've done. We do need contributions from federal authorities into education and particularly into the higher echelons of education of the Province of Manitoba, but let's as far as we're concerned in this committee and again I say as an impartial observer, recognize the fact that neither the present administration at Ottawa or the compatriots of the present administration here in Manitoba when they were the government of Ottawa, faced up to their proper responsibilities.

MR. ROBLIN: Mr. Chairman, I have to apologize to the honourable gentleman who is just taking his seat because I neglected to give the correct information to the House because it escaped my mind at the time, and it would have saved him the trouble of making his speech, because during the administration of the former Conservative government at Ottawa we did receive 33 1/3 percent increase in the grants that were given to students at our universities. I forgot that in the course of the debate but it is a fact and I'll have to go back and claim a better batting average for that particular period than I can claim for the present.

MR. CAMPBELL: Does it not still maintain the same formula though, for the way that it is given?

MR. ROBLIN: increases the same formula by 33 1/3 percent.

MR. CAMPBELL: the same basis which means that, compared to other parts of the country, we're at the disadvantage that we were before.

MR. ROBLIN: Compared to what?

MR. CAMPBELL: Compared to other parts of the country we're at the same disadvantage as we were before. Is that correct?

MR. ROBLIN: No, I think we're on the whole than other parts of the country.

MR. PAULLEY: . . . no matter what the percentage be, whether it was 33 percent or 50 percent or 100 percent increase, it's easy to talk about percentage increases but both the honourable gentlemen will admit that insofar as any material advance to the contribution to education in the Province of Manitoba, or any other provincial authorities, the federal government, no matter whether it be Liberal or Conservative, has not faced up to the responsibility. It's easy to talk -- 33 percent. What's 33 percent? A third of a dozen eggs.

MR. ROBLIN: Well I can tell my friend what it is. He's not going to get me to say that I'm satisfied. I'll assure him of that, that he and I will remain on common ground there. But the 33 1/3 percent was worth several hundred thousand dollars, and that's not to be sneezed at.

MR. CAMPBELL: My point was, Mr. Chairman, was it not the fact though that the formula remained the same so far as computing the grant, so that we would be -- if we considered ourselves to be at a relative disadvantage with other provinces that had a smaller population compared to their university enrolment, we would be at the same disadvantage compared to them as we were before.

MR. ROBLIN: That's true. I don't think that's a very big factor in our case though.

MR. SMERCHANSKI: Seeing that there's been such a good discussion on a very high level, I thought I'd add a few remarks to this, in that, Mr. Chairman, what are the facts in reference to our education budget and expenditure for last year and this year, and I think that if you take it on a percentage basis, last year our university grant, both for the general grant and the Brandon College, averaged something like 18 percent of our total budget. This year that percentage has dropped to something between 13 to 14 percent. Now this is most strange and most peculiar in that if you took the public schools as being one third, the high schools as being one third, and I think you can rightfully ascribe one third to the universities, here you have a body that we look upon as being a very necessary part of our education in the province, and yet we only decide to give it 14 cents out of every dollar that we spend on education in the province. I know that making due allowance on the federal government subsidies and the grants, for my part this is not enough. We speak almost on every department, and there isn't a single hour goes by in this committee but what somebody talks about our economic expansion in the province, our professions, the furtherance of the betterment of mankind in this province. We do need more engineers; we do need more economists; and yet we only see fit to allow 14 cents out of our dollar for the education of our so-called upper crust of educated

(MR. SMERCHANSKI cont'd) people in the province.

Mr. Chairman, the anticipated increase in the students' fee is one of the biggest detriments that the students of the University of Manitoba are faced with. This covers the largest percentage of student body that's going to be affected by it. Those who come from richer homes, this makes no difference to them. Those who come from the poorer homes can of course go in under the student aid program or under the student loan program, but there is a middle section of the students who are good students, capable students, and very clever students. They are the ones that have to suffer. Now surely, when we sit in judgment of the expenditures of the Department of Education and we see fit that last year we appropriated 18 percent of our total expenditure for the university, only 13 percent this year and I know that somebody is going to say there's 10 million of a rebate, nevertheless this is how the Department of Education budget has been arrived or set up and I think that something more than simple talk, something more than just good intentions has to be done because the cost of the student fees at the university are being increased and this is a segment of society that we need in order to have Manitoba continue to grow in the field of the leaders that we want in Manitoba because what is happening and what is going to happen more, Mr. Chairman, is that these young people when they graduate will not stay in the province, they'll go to other parts of Canada and they will go to the other parts of the United States. So I think that something more should be done in terms of taking a good hard look at the average university student and although we've maybe helped a lower segment, the upper segment doesn't need it, but there is a middle segment which constitutes the largest percentage of the student body and he does need additional help in this phase and our budget simply does not give the university sufficient money.

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MR. CAMPBELL: Mr. Chairman, I have a matter that I wish to raise before we leave the general question of grants. It has not been raised before and I believe it should be mentioned under grants. I wanted to ask my honourable friend the Minister of Education if the Department makes a grant to St. Johns Cathedral Boys School. If so how much and on what basis; and if not, why not. Because I have been favoured by being placed on the mailing list for a good bit of the literature of this particular school and I suppose my honourable friend the Minister will not be astonished when I tell him that I am very impressed by it. It seems to me that this is a school which seems to adopt the rather rigorous atmosphere and the high standard of both academic and other effort that I believe is a good thing in these days. I would be inclined to read to the committee, I don't think my honourable friend the Minister of Education would require it, I doubt that his predecessor would, but maybe not many other members of the committee have read the forward that His Grace the Primate of Canada makes in this report on the St. Johns Cathedral Boys School. I for one was very impressed by reading this report. It seems to me that this is a program that is deserving of support. I hope the Department is giving it. If it isn't would the Minister be prepared to tell us why; and if it is, to what extent? If he would like to comment on the work that they are doing I'd be even more obliged.

MR. JOHNSON: I'm sure they have an excellent program there. I have read the brochure myself. No we do --this is a private school to which the department contributes no funds.

MR. HILLHOUSE: Madam Speaker the Minister of Education or the Minister of Agriculture is not in his seat but I understand that that school the Dynovar school has considerable acreage which they use for agricultural purposes. I think it is part of their youth training program. Now I feel that that land should be exempt from taxation because it is all part of the school curriculum and I realize that under The Public Schools Act that that is not possible, but I think in this particular instance an exception should be made because that land is serving a very useful purpose in training these boys in agriculture and I wish the Minister would take it under advisement with his colleagues and see if something cannot be done to relieve the taxation situation of that school at

MR. FROESE: Mr. Chairman, I would just like to know what are we receiving in the way of revenue from the McKenzie Estate as it is now and this revenue that is accruing is it given to Brandon College in addition to the amount that we have set out in the estimates?

MR. JOHNSON: Yes, that is the trust account. I believe \$14,000 a year is allocated from the foundation to the general revenue of Brandon College. It's not part of what you're looking at in this estimate.

MR. CHAIRMAN: (c) (3) pass . Resolution No. 28 pass. Resolution No. 29, Teacher Training.

MR. MOLGAT: Mr. Chairman, I would like as we enter upon the teacher training item to congratulate the Minister on the decision that's been taken to move the teacher college out to the university and on following our advice in that regard. We have been suggesting it to him for some time and I am happy to see that after having resisted valiantly for some time he has now agreed that this is the proper thing to do. I am interested however in knowing what particular action will be taken now that the course will be out at the University. What changes is he contemplating insofar as the qualifications for entry. Is it going to be now the same as for the other university courses, that is, a full grade 12? And what changes in the course does he intend to make when it goes out there? Will it be a full two year course, or a one year course, or how will he proceed in this direction? What about the matter of permit teachers, what does he intend to do along that line? I note that this year there seems to be an increase in the number of permit teachers. Then going along on the same line, the matter of teacher training, what are his plans insofar as merit rating? I understood that there were some experiments that were to be conducted in that regard. Have they been completed and what has been the results? Does the Minister plan on proceeding with further experiments or does he plan on proceeding with merit rating? I think that in view of the fact he's making some changes in the structure that whatever other plans he has should be tied in with the whole matter and I would appreciate very much hearing from him what the overall plans are in this regard?

MR. TANCHAK: Mr. Chairman, I have one or two questions, perhaps the Minister can answer at the same time.

MR. JOHNSON: Well let him. . . .

MR. TANCHAK: They are very short. I notice in his introductory remarks the Minister mentioned that the proportion of graduate teachers has increased now up to 25 percent. My question on this is, how does this compare with the other two prairie provinces, Alberta and

(MR. TANCHAK cont'd) Saskatchewan? The second question --this is for clarification because I have been told it's not so; I believe it is. Is Grade 12 clear standing now compulsory for entrance to Teachers' College at Brandon as well as it is in Winnipeg? These two questions.

MR. JOHNSON: Mr. Chairman, I am happy to make a short few remarks here. I think I should first of all draw the attention of the committee that under the agreement with the University which takes effect next September, all elementary teacher training with the exception of courses taken at summer school and in-service programs will be transferred to the University of Manitoba. This is not to say the University will continue and operate certain summer school teacher training courses but training will be discontinued at the Teachers' College and offered at the University and Brandon College. I should point out of course that the agreement as I said earlier doesn't apply to the training of technical and vocational teachers which we do at the technical vocation training centre because of course the shops are there and so on.

I would like to share with the committee a synopsis of the major points on which agreement has been reached with the University for the transfer of teacher training from Manitoba College to Teachers' College to the faculty. And the course of course to be transferred is the elementary teacher training course and with this transfer all formal teacher training courses other than in-service, technical and vocational and summer training courses will be transferred to and conducted in the University and Brandon College. For the present, entrance standards to the university course will remain as they are, that is grade 12, but the standard of admission will be raised as quickly as possible without decreasing the supply of candidates below the numerical requirements required in the schools of the province. Now a Committee of Admissions in the agreement is to be established. This has been done, including two members appointed by the Senate of the University and four members appointed by the Minister of whom one shall be a teacher and one shall be a trustee. This committee of course will be responsible for selecting suitable candidates for admission to the elementary teacher training course. The terms of reference with respect to this committee of admissions have been forwarded by myself to the President of the University for his comment.

The University will conduct the elementary course for up to 700 students and its length will be about the length of the present Teachers' College course. There will be no reduction in the time devoted to practice teaching. A committee of teacher education is being established to recommend to the Minister, this is part of the agreement, and to the Senate, the content of the courses. Five members will be appointed to the committee by the senate and 10 by the Minister of whom three shall be teachers and two shall be trustees. An addition of course to the present faculty building is going up at the present time and the expense of this is entirely that of the province. The government will underwrite the current cost of the course after taking into account the fees paid by students which may be set by the University and shall not exceed the fees charged for the regular faculty course. The staff of the Teachers' College will be transferred to the Faculty of Education and their salary and pension rights will be protected. When circumstances permit, this is the summary of the agreement, without restricting the supply of trained teachers necessary to staff the schools as determined by the Minister, the University may offer a two year course for elementary teachers concurrently with the one year course and it is possible that the two year course will eventually replace the one year course. The Minister will continue to determine the professional courses to be offered in summer schools for teachers but he may make arrangements with the university for it to conduct the courses; or if this is inconvenient or inexpedient he may arrange to conduct them under the direction of the department. The Faculty of Education will continue to offer academic and professional courses in its own summer school under its own discretion as it has done in the past. The Department as you know holds summer schools in various centres in addition to the summer schools at the university. The certification of teachers will continue to be the responsibility solely of the Minister and the Department. Brandon College may continue to offer its Faculty of Education courses and its one year course for elementary teachers.

I would point out to the Member from Emerson all these courses will now parallel the corresponding courses given in the university itself. Students in teacher training at both the university and Brandon College will have the same rights to residence accommodation as other students, and in general terms our agreement with the university then calls for, and this has been done, the setting up of the admissions committee, as I said earlier, consisting of two members from the senate, four appointed by the minister, one is a teacher, one is a trustee. The terms of reference for the admissions are determined jointly between myself and the president of the university and then the teacher education committee is being established at the present

(MR. JOHNSON cont'd). time. I can point out that the building is coming along on schedule, we hope that it will be completed by the middle of August which will give us the necessary time to effect our transfer into the present teacher training facility as a facility for the School for the Deaf. This agreement has been concluded as I say some, about last October I believe it was, it was completed and agreed to. The decision had to be made by November in order to be able to construct the building in sufficient time.

With respect to merit rating, following a recent resolution from one of the trustee associations, we reviewed the whole program of merit rating and experience locally here in the past. I asked an official in the department to review merit rating, not only here but in whatever jurisdiction it has been offered in the world and this is still being --I have not received a report from the departmental officials on this matter to date but I did inform the trustee organizations most interested in experimenting once more with a merit rating project, that we would like to review everything and share this with them before putting forth another proposal. With respect to permit teachers I believe I reviewed that at the time of the minister's salary when I pointed out that despite a steadily increasing enrolment this facility, right now for example we have 605 students at the teachers college, the new facility will provide for 700. We increased the number of teachers in training at Brandon from 120 to 160 this year. The number in faculty is an all time high, both here and Brandon, of 199 in the secondary faculty of education. We therefore have an all time high in training. As you realize the increasing numbers of students in the school system as a result of the grade 12 being brought into the public school system, universally caused an increased number of teachers and then a couple of years ago we had a drop momentarily when we went to the full grade 12 standing for entrance. These factors have mitigated against us abolishing or have resulted in us frankly having to hire permit teachers much the same as last year, but at the same time we've been able to withdraw the so-called conditional certificate pretty well. I think they're down to zero this year. That is the conditional as given to someone with less than a grade 12 and the year of teacher training. Last year we had a considerable number of applicants, applications for the Manitoba Teachers College and Brandon College went up from 1,197 in '63/64 to 1,379 in '64/65 and on balance, rather than the --55 percent of the applications received were accepted which gave us-- the standard of selection has been gradually rising in the last four years from about 67 percent in '61/62 to 55 percent this year.

Insofar as the comparison with the other provinces go, I haven't got those figures offhand. What I was trying to point out on the initial statement to the committee was that despite the tremendous increase in the numbers of teachers, we still made a percentage increase in the number of teachers, fully qualified secondary teachers in that short period of time. However, we have a long way to go in --we're getting there but it's-- it actually takes time when you have so much to catch up.

I have some figures here which might be interesting to the committee. The summary of the certificates, this year there were 2,314 collegiate interim and permanent certificates for a 25.36 percentage total of the certificates issued. First class with grade 12 interim and permanent 37.83 percent. First class with second and third year interim and permanent 20 percent. Permanent first class grades 1 to 9, 1.93 percent. Permanent second class 4.08 percent. No third class certificates this year. Special certificates .96. Vocational, industrial and commercial certificates 1.28. Industrial arts .75. two percent of our total were letters of authority, and our permit teachers, the number of permits that had to be issued because of these factors this year was about four percent. I think this summarizes the questions asked.

MR. CHERNIACK: The Honourable Minister taught me an expression two years ago which I learned with relish never having heard it before, and I use that phrase properly because it was an expression about "cutting the mustard." I never did know what it meant, but to him it obviously meant a great deal of pride in accomplishment. I note with regret that he is not speaking now with the enthusiasm with which he spoke two years ago when he was steering through the estimates on health. This may just be my conclusion of his lack of enthusiasm, but it seems to me valid Mr. Chairman.

Last Friday I had occasion to deal with the question of grants and the salaries being paid to teachers and I suggested that the most recent graduates of our teacher training institutions in Manitoba were tending to go to other provinces. I gave statistics showing a substantial difference in pay, in salaries to teachers, salaries offered in this province and salaries offered in the province to the west and the province to the east and I suggested that there was an active recruiting program going on here for teachers from Manitoba to settle in other provinces. I also suggested that it was the result of or largely

(MR. CHERNIACK, cont'd) contributed to the fact that this government had not changed its grant formula since 1959. It was recognized years ago and it must be more obvious year by year that the grant formula is falling behind simply because the increments provided in the formula are considerably less than are the increments provided in all the teacher contracts in the province.

Now I just acquired a fairly recent news clipping from, it looks like the Winnipeg Free Press, a clipping entitled "Says Manitoba Teachers not as well Qualified" and I'll read the first paragraph, the first two paragraphs. "Manitoba teachers are paid less than their counterparts in other western provinces because they are not as well qualified according to a press release issued Wednesday by A.G. Anderson, Executive Director of the Urban School Trustees Association of Manitoba. Mr. Anderson said figures of teachers average salaries in the western provinces were misleading because it did not take into account the differences in academic qualifications." I know nothing Mr. Chairman about Mr. Anderson's knowledge and experience in judging the qualifications of teachers, but he is the Executive Director of the School Trustees Association, that body which is made up of employers of teachers, and on their behalf apparently he states that the average salaries figures are misleading because of the difference in qualifications. Now I did not deal with average salaries when I spoke last Friday, I dealt with salaries both minimums and maximums being offered to, I think it was Class 4 teachers that I dealt with, and since Class 4 teachers are described by the number of years of training academic qualification, then they could not really be on the level of differences suggested by this Mr. Anderson. But he speaks of average salaries and therefore we now find that the figures I quoted dealing with specific salaries in a specific class, are apparently supported by averages. And it now seems to me that I must insist in my request to the Minister that he answer the question that I posed last Friday. Is it true and if so what is being done about it? Now I must add to that question, is this clipping true and if so what is being done about it. I suggested that our present teachers are of first-class quality considering the training that they have had up to now. I suggested that our present teachers have vested stakes in their communities and in their jobs and it is not too likely that the more established teachers in the province would be leaving. But I also stated that it seemed to me that the graduates would be leaving the province and leaving in droves, and I used a figure given to me of 50 out of 200 --200 who have yet to graduate, 50 of whom are already booked to go out of this province. If that's true, that's a very serious situation, and if the statement I'm quoting from Mr. Anderson, the Executive Director of the School Trustees Association is true, then it is again a very serious matter. And that's why I understand the expression that the honourable minister just used about "it takes time; we have so much to keep up." But nevertheless when we are able to give substantial grants to people whose names appear on assessment rolls by direct grants to them, and at the same time we are doing nothing to increase grants to school boards to enable them to pay higher salaries to attract better qualified teachers, what does the Minister feel does the future hold in store for the qualifications of the teachers and retaining them in this province? What is there in Manitoba to attract the young teacher? What is there in this province to make a teacher feel that he would rather come to Manitoba than go to other provinces in this country? What are the practical aspects of what is being done? What are the incentives being offered?

MR. JOHNSON: Mr. Chairman, the Honourable Member from St. John's surely knows that there are more opportunities for teaching graduates in the Province of Manitoba today than there have been in the history of this province. He knows that. And when he said the other day that he heard that 50 people were leaving the Department of Education and travelling to other provinces, I can't find any substantiation for that. . . .

MR. CHERNIACK: I never said that. I said I was told 50 out of 200 of the graduating class from the Faculty of Education.

MR. JOHNSON: I have no way of substantiating that anymore than he has at the moment. I did contact the Faculty. They had not as yet taken a head count of the present, or a count of the present students, but it was pointed out to me by the department and by the staff that many students come to this province from other provinces to take training for personal reasons and others, and it would almost take an individual count to determine just where the movement is. Certainly we know of some of our graduates going to other centres for personal reasons and so on. I have no way of substantiating at the moment of course just what he's referring to in that latest article by Mr. Anderson. from the urban school trustees, but I've been following the trustee bulletins very carefully; because as the honourable member knows, teachers' salaries are a matter of negotiation between the teachers and the various school

(MR. JOHNSON cont'd). boards, and I've been reading these figures that have been coming through, and some of these bulletins have stated that more teachers moved into Manitoba than moved out last year.

As I see it at the initial level, in general terms I'm just talking, it appears to me that in some instances our salary levels are somewhat lower but nearer the top of the scale they come more into line. I have no way of giving exact figures on this without a pretty intensive survey, nor would I attempt to do that at this moment with my honourable friend. However this was the general impression which I have received from looking over the various salary schedules. I must agree that salaries are only going one way and that's up. This year, there are frankly no increased teacher grants in these estimates over the present salary schedule included in that 3.1 million dollar increase in our general grants. I would though point out again that, and I think it is a fact, that there are more opportunities today than ever existed in the past. I do hope that most of our graduates will stay with us. I think the new and challenging courses are going to simply require more and more graduate teachers in the future, and better trained teachers. I think we've picked up a hiatus in the last few years that existed which has not been easy. I don't think that as much has ever been done in the field of teacher training than is going on at the present time in the Province of Manitoba. I think that we can be optimistic despite the competitive field that we're in at the moment.

MR. CHERNIACK: Mr. Chairman, I wonder if I could just ask the Minister not to be as general in his replies as he has been. He says he could not quote other than general figures, or he could not quote figures. I quoted very specific figures, not general ones. I quoted specific minimums, specific maximums. I stated the areas where these salaries were being paid. I related them to the School Division No. 1 in the City of Winnipeg. I related them to Class 4 qualifications, not the high ones, not the low ones, but what I understand to be the general mean of teacher qualifications. I dealt in specifics, Mr. Chairman, and surely the facilities I have for acquiring information of that kind don't in any way compare to the information which must be available to the honourable minister.

Now sometimes the Minister has received messages from up above. I received a clipping from below me, not too far below, but below me, and this is a clipping again from the Free Press dated the 21st day of December 1964, not too long ago, and I don't by any means suggest that because the Winnipeg Free Press says so it is necessarily correct, but I do suggest that it's here and the statement given, the first sentence reads: "According to a survey recently completed by the Manitoba Teachers Society, Manitoba's supply of qualified teachers is still considerably less than adequate." So now we have a quotation I've given from the School Trustees, and now here is one from the teachers. This editorial says further down: "The survey shows there are 248 permit teachers in the province this year as compared with 203 a year ago. Of these, 161 are in elementary schools with 87 at the secondary level. But the number of graduate teachers has increased from 2,039, 23.8 percent to 2,205, 24.6 percent."

The Honourable Minister said, well now, there is occasion for optimism because it is increasing. But the Winnipeg Free Press, which I don't believe is really partisan to the government but its statement is one which I am bound to accept. They state, "Even here", that is in the increase in number of graduate teachers, "Even here, however, there is small cause for rejoicing. The percentage increase, less than one percent, is smaller than in the three previous years." Now again, if this statement is correct then it's a very serious matter which I don't think should be brushed aside too readily. We have heard a Minister of this government indicate that there seemed to be some justification for doubt whether the taxation is too great on the real property taxpayer. In that doubt it would appear that it is not so certain that what the government is doing is the correct policy, and that is raising funds and then distributing it amongst a select group of taxpayers. But the government in doing this and in acting as a receiver and distributor of --redistributor rather of tax monies, is I think overlooking an important situation which is coming more and more to the fore.

Now the honourable minister says he knows that there are persons coming to Manitoba to apply to take teaching courses here, and I presume he means by that that they may go home, but I am still concerned about the number that are leaving here after acquiring their training here, and I'm afraid that the honourable minister has not yet indicated that positive steps are being taken, because I don't think he has recognized that there is a serious problem taking place. I think this statement of general optimism is not justified, and I don't think he's given us figures to support the optimism which he has expressed.

MR. HRYHORCZUK: Mr. Chairman, there seems to be general agreement that the gravest problem that the government faces at the moment is the quantity and quality of teachers in the province. I don't know whether that is peculiar to the Province of Manitoba. It probably is not. There must be some way in which we could encourage or entice more of our good keen minds to enter into the profession. Now, we've tried the matter of salaries. The teachers received fairly substantial increases in their salaries during the past five or six years, and increases prior to that also. We base our salaries on academic qualifications and tenure of service, and it may be that we are not doing something that should be done to encourage more students who are naturally qualified to become teachers to enter into the profession. I, myself Mr. Chairman, do not agree that academic qualifications in themselves make a good teacher, because in my experience as a chairman of a board for many years, I've had occasion to see teachers come into the district with a string of degrees but they turned out to be hopeless as teachers altogether. And we had the same experience down in my area within the last two years where academically the teacher was qualified, but at the end of the year we had to obtain tutors to assist the students that he was teaching to get through their courses. I've always been of the opinion, I expressed it on the floor of the House in the past, that a person who has the natural aptitude to be a teacher will make a better teacher with more education; but that same argument does not apply to one who does not possess the natural aptitude to teaching. Now the only thing I could think of at the moment that would make the profession more challenging would be merit rating, and I think --I hear from the Honourable the Member from St. John's, "No". . . .

MR. CHERNIACK: I said, "Dough --money."

MR. HRYHORCZUK: Oh, dough, he said. Well, the dough hasn't proved to do as much as we'd like it to do. As far as dough is concerned, I think that it has a certain amount of encouragement in it, but it doesn't seem to be the answer, and I doubt whether it is the answer. The teachers now have security of tenure, they have their increments for their services, and I don't think that is the answer in itself. There's no doubt that salaries have a certain amount of effect but they certainly are not producing what they should be producing in our teacher training centres. The move to the university may be partly a challenge it may bring in better minds into the profession but I doubt whether it will have the desired effect.

Now insofar as merit rating, whether it is desirable or not, I happen to have the latest issues of the Time and Life Magazine here. The Time magazine of March 12th of this year, and here's what they say on the matter of education, and I quote, "Evaluating classroom performance is complex but a growing number of university administrators are insisting that it can and must be done. Ohio State's new Dean of Faculties, Dr. John C. recently warned the university must seek attractive indeed compelling reward and recognition for good undergraduate teaching. This should become every bit as important an element in the formulae for promotion and salary increases as research and publication. If not, he said, we would do well to close the university doors. Mightn't administrators get a good line on teaching ability merely by attending a few lectures. Most professors consider this a form of snooping. William Fiddler, General Secretary of the American Association of University Professors doubts that many teachers would stand for it. Such classroom monitoring he says is a very ticklish problem, but many a layman, openly and constantly evaluated in his life's work, feels entitled to wonder." And I think that is a very true statement. In other walks of life, in other professions, you are constantly being evaluated and I see no reason why the teachers shouldn't be even more so, because of the importance of the positions that they hold.

Now in Life magazine of January 15th of this year I quote the following: "One of the most effective tools a college president can use to keep his faculty stars and attract new ones is a high salary, and since we don't have the financial resources that some other institutions do, the only way we have is to concentrate salaries on the people who are really doing an outstanding job." And I quote further, "They think every faculty member ought to get some kind of a salary increase every year no matter how good or bad he is, but padding the bottom means robbing the top" --and with that last statement I entirely agree. And I continue to quote, "I am absolutely tough on this, I think that about a third of our faculty teachers are good enough to get substantial raises and maybe another third modest raises, but I think a third of our faculty members don't deserve any raise at all. If more presidents had the courage to try to distinguish between the ineffective teacher, the mediocre one and the great star, we could do a lot more towards increasing faculty salaries than we have in years past." And I agree with that statement also. I think the deserving should be properly rewarded and the undeserving the sooner the

(MR. HRYHORCZUK cont'd). profession gets rid of them the better. And I do believe that that would be an incentive. I firmly believe that if you had a good merit rating system that you would be getting better naturally qualified people into the profession and you would overcome some of the difficulty that we have today. In 1959 the former Minister of Education told us that he was setting up a committee to study merit rating. Well nothing came of it. We hear from the present Minister today that he is going to start some type of a study and I hope that six years from today we won't find ourselves in the position we were six years ago.

It is rather odd, Mr. Chairman, that Dauphin, the place where the former Minister of Education came from decided the year that he quit that particular portfolio to test merit rating and I have before me the Dauphin Herald of February 10, 1965, and here's what the Board proposes to their teachers, one of the proposals. On discretionary power of the Board reads, this is section 6 of the proposed agreement: (1) the principals, vice-principals of schools and supervisor of elementary schools are to be excluded from the schedule and to be negotiated separately. (2) increments are not to be automatic but will be paid if teacher shows reasonably good teaching practices. Teachers doing outstanding work the increments may be doubled. We at least have one school area, the only one school area in the Province of Manitoba, is going to try merit rating if the agreement is acceptable to the teachers. I don't know whether this agreement has been accepted or not but I feel satisfied Mr. Chairman that merit rating is a must. If this President of the Ohio State University finds that there is a third of the faculty members who are not carrying their load, we can imagine that in our secondary schools that proportion may be higher and I think it's only human nature that if you receive the same consideration for doing double the amount of work that the person next to you is doing at the same kind of a salary, that as time goes on you are going to weaken in your effort. I do believe that if we could find some good sound merit system that at least part of our problem would be solved.

MR. CHERNIACK: I am really surprised, Mr. Chairman to have listened to a former chairman of a school board, for many years telling us about merit rating. I did not have many years on a school board, nor was I a chairman, but I had four years of participation in school board activity and I have heard these statements made many times and I have heard everybody agree with them. If we could find a merit rating system, if we could find a good merit rating system, if we could find a better merit rating system, these are the things that the honourable member said. Everybody agrees, Mr. Chairman, if we could find a good merit rating system then things would go ahead beautifully but neither the former government nor the former Minister, and in matters educational I respect both; in matters economic I have much greater doubt

MR. McLEAN: That's because I am a lawyer.

MR. CHERNIACK: Pardon?

MR. McLEAN: That's because I am a lawyer.

MR. CHERNIACK: Well, that makes the former Minister of Education a good educator being a lawyer, and I am inclined to agree that that's probably a good qualification. None of them were able to come up with good merit rating systems and the reason is that nobody has come up with a good merit rating system. The article referred to in the Life magazine which I remember reading with a great deal of interest, speaks of the great problem that universities have in a merit rating problem, and they speak of the policy that many universities have of publish or perish, and they decry that in that article and they say that that is considered one of the most dangerous qualifications that is established for good teachers on the university level. And we have had the case --who was it, the son of President Harding I believe. No, not Harding, Wilson-- in any event let me not guess at names --a prominent professor in one of the universities in the States was discharged, he was let go on a merit rating basis, in spite of the fact that he was considered one of the most popular and one of the best teachers, but the fact was that he was so busy teaching he didn't find time to publish, and not finding time to publish and thus adorn the catalogues of the university by a list of the publications for which he was responsible, he was considered not good enough to stay at that school. And the problem of publish or perish is just a recognition of the problem that if you set standards for merit rating you're in trouble because nobody has yet found out how to properly evaluate on a formula basis a good teacher.

Now the honourable member from Ethelbert Plains did say that however, if you tell a teacher we'll reward you for your outstanding work, if we give as Dauphin proposed, a double increment, then surely we are back to the proposition which I proposed and that is that teachers deserve and ought to have recognition, recognition in society, recognition in their work,

(MR. CHERNIACK, cont'd). recognition for the contribution they make to society and one of those forms of recognition is recognition by economic and material return.

Now I was fortunate again in having a clipping brought to my attention, this time from the Winnipeg Tribune, dated December 23, 1964, a report on negotiations in the City of Winnipeg, and the headline of this report is, "Teachers Get Less Than The Carpenters" and in the body of the story is the following: "Winnipeg teachers' business agent, Howard Loewen, released figures showing the school board is paying its teachers less on the average than it is paying its electricians, carpenters, painters, bricklayers, and plasterers. The average annual wage for city teachers is \$5,250.00. Salaries for the other employees, confirmed by school board maintenance director E. R. Carpenter are: --electricians, \$6,250; plumbers, \$6,579; plasterers \$5,950; painters, \$5,220; bricklayers, \$6,055; carpenters, \$5,638. And elsewhere in this clipping, "In their negotiations the teachers have claimed the low salaries in Winnipeg have driven out many of the best qualified teachers to other areas in Manitoba and also to other provinces. Also, they claim, experienced and highly qualified teachers are not attracted here." This is the City of Winnipeg, Mr. Chairman, which when I was a member of the Board, prided itself as being the Board which paid the best and had the best --but that was over ten years ago. The clipping states that the turnover rate on the city teaching staff reached a record high of 16.6 percent last year. That's a fantastic turnover Mr. Chairman, and merit rating certainly isn't going to produce a better solution to this problem because you can see that there is a turnover of this rate, you can guess that it's the best teachers that are leaving because they are finding more challenge and more return elsewhere and if that's a form of merit rating then that's one that acts against the best interests of this province. Now the chairman of the school board, a man who has been chairman for some years, he has been a spokesman for the party represented by the speaker who last spoke, therefore of course is a man to whom one must listen, he stated, and this is a quotation in this clipping "The board doesn't want to deprive the teachers of their rightful pay but the money has to come from somewhere."

Now that may be out of context but taken as it is it seems to me a recognition on his part that the teachers are being deprived of their rightful pay. "But," he says, "the money has to come from somewhere," and further on he is again quoted in this article as saying, "The city, faced with a two mill increase in the Metro levy and its own expanding costs is holding the line. We think we should too."

Now, Mr. Chairman, we come back to what I said earlier, and that is that this government cannot afford to permit the situation to continue where the school divisions are unable to provide sufficient monies with which to pay the teachers, and this government in 1959 saw its way clear to increasing the grants substantially to the school divisions, and some people have deplored the fact that much of those increases went into teachers' salaries. I see no occasion to deplore the fact because, as indicated by the figures which I gave last Friday and which I repeated today and which so far have not been refuted by the Honourable Minister of Education or anyone else, these figures indicate that those school grants, those big increases of 1959, have by now diminished. I don't mean they're lessened, but diminished in comparison to what is being provided elsewhere; that teachers' salaries in the other provinces are rising beyond those paid in this province; so that merit rating is fine. Merit rating would produce better teachers, but I suggest to the honourable member who last spoke and to other members of this House, that to attract the best teachers one must show them full recognition of their worth and of their desirability, and it is not enough to raise them to a high level and speak highly of them and thank them and give them certificates or fountain pens or whatever they are given on retirement age. They are entitled to have security of income which is comparable to that of other professions, and they do not get that, and as long as they do not get that then there is no reason why they should sacrifice any more than any other member of society should do.

I again call on the Minister to give us some sort of indication that there will be a program of study and of recognition on behalf of teachers to make their lot all the more attractive, so that not only will they stay in this province, not only will they be attracted to this province, but more students who are yet in doubt as to what their future will be, will be turning towards the teaching profession, which I really think is probably the most important task that any person can undertake in society today.

MR. FROESE: Mr. Chairman, I have listened with great interest to the discussion that went on here this last while in reference to merit rating. I am happy that we are going to have a review and a study made of merit rating once more. I remember when the previous committee

(MR. FROESE cont'd) was set up some five, six years ago, although I don't think I ever saw a report come back from that committee. It's always said that it's difficult to apply merit rating, because we feel, and I think all members will agree, that good teachers are underpaid and poor teachers are paid too much. I think this is a fact, that's true, and while normally salaries take into consideration the qualification a teacher has, and will get the normal increments, still I feel that merit should be applied where merit is due, and this could be done through increases or bonus in salaries.

I wonder if the Minister later on could inform us, if the information is available, how many of the teachers that enter the profession become career teachers. A lot of them, I think, are coming in just to teach for a few years and then off they go, select a different vocation and quit teaching. In my opinion, we should have and train a greater quantity of teachers. We're limiting the number of teachers too much. We should have greater quantity, and this will automatically then improve the quality because they will improve their qualifications and you will have greater selection. While the selection that is being made or the screening that is being done prior to the applicants entering Teachers' College might be good in itself, still I feel that if we had a surplus of teachers that these teachers would apply themselves better and as a result we would have better teachers. I also feel that our teaching profession, as they call themselves, are still following union practices and that they are not really following a profession. They still assist the underdog, and that is that through collective bargaining they want the same salaries to be paid to teachers that have the same qualifications. They don't themselves recognize merit rating, and I think this is one of the sore points. I think in a number of our smaller schools throughout the province merit rating is applied, and that whenever a school has a good teacher they pay him more regardless of his qualifications, so that in this respect in some of the smaller schools you do have merit rating.

I know from past experience, and I think this still holds true, that B. C. in a number of respects is far ahead to the other provinces in teacher pay, and I think also in teacher qualification. We find that both the trustees' organizations and the teachers' organizations have supported this fact. I hope that when this committee, or this review is made, this study is made, that we will be supplied with further reports on the progress that is made. I, for one, would like to see that something will come about.

MR. HRYHORCZUK: Mr. Chairman, the way the Honourable Member from St. John's started out it looked as if there was a division in our opinions that formed a gap that couldn't be crossed. By the time he got through it was quite evident that we're not too far apart. He's for a general increase in salaries, whereas I state that only those that earn an increase should obtain it. That is the difference between us. I'm not opposed to salary increases but I'm certainly opposed to increases across the board without any recognition of the value of the teacher. That is the difference.

Now I'm surprised to see the honourable member take the defeatist attitude that there is no possibility of a good merit system, because there is. I don't believe that the ingenuity of men is such that he can't find a solution to that problem if he wanted to. I'm afraid there are other considerations than this. It may be the serious opposition that we have to this merit rating system that is making it so difficult to find a solution. But I think the teachers themselves, if they can see how it will enhance the profession, and if it is even a partial answer, we should have the solid support of the teaching profession as well as everybody else in the province, because I'm quite sure that the teachers are concerned about the quality of teachers as well as anybody else is, and there is a system, as I have already mentioned, is being practiced. There's Dauphin coming up with one that I think would be workable. It may not be the best but it would be a start, and with a start like that we could find something better. If we're going to sit back and wait for something to come out of the clear blue, we'll never have it. I think we've got to put our minds to it and find a solution, and I've yet to find a problem that human ingenuity couldn't find a solution for, and I think with --oh, my honourable friend-- I thought he was gone from there. He's sitting back here. I'm very glad to see that he is at least within hearing distance; and I say to the honourable gentleman that instead of us being at cross purposes, if he'd give me a little bit of support it would be much easier for the government to find a solution too, because they have a hard problem. I'm not belittling the problem. I think it's one of the most difficult problems that the Department of Education's ever had to face, but face it we must, and if there are any other suggestions that would supersede or are better than the merit rating system suggestion, I'm willing to listen to it. I haven't heard it. And I want to repeat again that the only difference between the Honourable Member from St. John's and

(MR. HRYHORCZUK cont'd). myself is that he believes that salaries across the board are the answer --an increase in the salaries across the board. I don't agree with that. I do believe that an increase in salary is an answer, but providing that it is paid to those who earn it and not across the board.

MR. CHERNIACK: Mr. Chairman, may I only say that across the board doesn't sound quite the way I would term it. I would say that salaries must be based on qualifications and on experience, and if you can devise this method of merit rating, fine. You can incorporate that. I just don't believe you can do it equitably and fairly, and I think you can only create difficulty if you do it. Human ingenuity, as far as I'm concerned, has not solved very very much problems in our lives and we have a long way to go, and it'll take as long to find a proper merit rating system as it will to find other things that we're looking for. We may get to the moon but we haven't yet found peace on this earth nor means whereby we could have people come to this country and speak to us even about ideas that they have, so let's just work on the basis of making this profession more and more attractive.

MR. CHAIRMAN: Resolution No. 29 passed. Resolution No. 30, 4(a) (1) . . .

MR. JOHNSON: Mr. Chairman, because of the importance of this item on curriculum, I'd like to make a statement to the members on curriculum development in the past year. May I first of all just take the liberty of trying to summarize rather briefly, if I may, the interest in the uniform curriculum matter that was raised in this House sometime ago, and just give you an up-to-date report.

As you know, the House passed a resolution calling for uniformity of curriculum, and the former Minister made a proposal in '62. At that time the resolution as proposed wasn't accepted; however, the Ministers of Education across Canada didn't reject the curriculum matter, but they did suggest that the curricula directors across Canada be called together and asked to report to the Minister of Education at their annual Canadian Education Association meeting. They reviewed the elementary program in September '63, and forwarded this report to the Standing Committee of Ministers, and then were asked to work further on the report and study the secondary field with respect to uniformity; and the interim report, the interim report presented to the Standing Committee of Ministers last September at the meeting in Winnipeg was received by the Standing Committee of Ministers, and the ministers were asked to study this matter, and this will be coming up again this Fall.

I thought I should read excerpts from the report of the meeting, of the curriculum members across Canada to the Standing Committee of Ministers. The terms of reference to the group were that the CEA executive in November of '63 considered it advisable "that a further meeting of Directors of Curriculum be held prior to the conference in Winnipeg to complete their work and prepare a report to the Standing Committee on the uniformity of curriculum at the secondary level." And this completion of the work was the examination at the secondary level. They noted that "the proposals for uniformity arise mainly out of the provinces associated with a transfer of increased numbers of students from province to province," and they expressed the opinion that the difficulties of transfer might be mitigated by improved transfer procedures, and suggested an interprovincial transfer letter form; and we further suggest that each province give consideration to the annual publication of a standard form of syllabus.

Secondly, after examining the subject survey charts for grades 1 to 9, the directors recommended in this interim report to the ministers that (1) No serious transfer problems exist in the following subjects: science, handwriting, spelling, English language, reading, literature, music, art and health. The curriculum directors point out that difficulties of significant magnitude do exist in mathematics, second language and social studies. With respect to mathematics, it was observed that the change to modern mathematics at the different stages in the several provinces --and they pointed out the present circumstances offered an opportunity to bring about greater uniformity of program in this regard.

With respect to French and the other second language, they made no recommendation. With respect to Social Studies, they noted a large measure of uniformity in grades 1 to 3, but increasingly pronounced differences as they examined the program from grades 4 to 9. They suggested to the Standing Committee of Ministers that further study would be made in this area and offered to undertake this study if a suitable frame of reference were established and adequate resources provided.

The interprovincial transfer letter form shows evidence to indicate that the extent of pupil transfer was limited to no more than 2 percent of the total population, and following the presentation of the chairman of the curriculum, Mr. Meredith --the Chairman of the

(MR. JOHNSON cont'd).curriculum's report-- and subsequent discussion, the directors were in agreement that (1) There is a considerable value in the type of transfer letter form that provides essential information to receiving schools and that seeks to allay parental fears by evidencing an effort to ensure the continued education of transfer pupils without dislocation. They were in favour of the type of form endorsed by the CEA executive and recommended that action be taken by all provinces to make effective use of this or some similar form, and within provinces a general distribution be made accompanied by an explanatory letter; and the CEA was asked to survey the provinces in June '65 to ascertain the extent to which such a form is being used. We intend to co-operate fully and to try to participate, and will be developing this form.

The directors were also in agreement that many students included in the two percent figure referred to previously were in grades below 10, where the problem of transfer is less serious; that while recognizing the two percent figure involves a significant number of pupils, they wished to raise a pertinent question as to whether this figure was of sufficient significance to warrant the consideration of a standardized curriculum across Canada. They recommended to the Ministers that a more extensive study be made to ascertain accurately the number of pupils involved in transfer, and that a special study be made with a view to gathering specific information on the province of transfer associated with the student in the last three years of high school proceeding to a university preparatory course.

In preparing for that meeting and to complete their work for September '63, comparative studies of secondary school curriculum in various provinces were made and they divided up the different subjects amongst the different directors across the country. It was agreed by them that secondary education should be interpreted as referring to grade 10 to 13 in the University preparatory program. From these comparative studies, in general they said (1) Although there's a considerable common ground in the topics covered, there is considerable variances to grade placement of topics, and there is a variance in the texts used. Specifically, they said, differing requirements for second language study creating major problems in uniformity. There is no significant problem in Health, Physical Education, Music, Art. There is considerable degree of similarity in English language programs. There is a great variation in Science texts, but many common topics are studied. (5) The problems noted in their last report in connection with Social Studies and Maths in Grades 4 to 9 continue into the secondary grades.

Observations regarding moves towards uniformity. The attention of the directors of curricula was constantly drawn to the multiplicity of problems associated with any attempt to introduce uniformity into the curriculum across Canada. It was felt these problems should also be drawn to the attention of the Standing Committee of Ministers as follows; generally (1). The need to provide for the differing ages, interest, abilities and levels of maturity of pupils; the prevalence of provincial traditions, that is, the second language instruction; the tremendous variety of opinion found among professional educators and informed laymen. They recommended that administrative problems can be listed as follows.

There is a variation in the pattern of school organization and grade structure in 11, 12, 13 year systems. There is general agreement on the number of courses required in English and to a lesser extent in Social Studies, but wider variations in Maths, Sciences and the languages exist. There is a considerable variation in the starting and terminal points of programs. There is quite a variation in the order in which specific content is presented, and in the level at which it is studied in the various provinces. From Ontario to B. C, as examples, one could cite Social Studies, where Canadian History can or must be taken as a course subject in Grades 10, 11, 12 or even 13. English, where only two provinces require a Shakespearean play in Grade 10, but all five require at least one such play in each of grades 11 and 12 and the same play may be studied in any one of the grades --example, Julius Caesar. Science, where specific disciplines, Chemistry, Physics and Biology, as opposed to general science are taught in several grades by some provinces and in one grade only by others. Languages, where requirements for matriculation varied from one to three years of study.

There is considerable variation in the texts authorized for similar subjects in each of the provinces. At times the same text will be used by two different provinces at different grade levels, a situation which does not necessarily employ different standards or levels of achievement. There's wide variation in provincial textbook policies. In regular courses there doesn't appear to be sufficient unanimity in the authorization of individual texts to permit any easy approach to uniformity in this regard. Problems are posed by rigid grade standards and

(MR. JOHNSON cont'd). practice controlling grade placements. There's a general lack of individual pupil time-tabling as a means of coping with problems occasioned by transfer.

All provinces are dedicated to the improvement of curriculum and are in the process of making or completing fairly major revisions in their programs from Grades 10 to 13. Any move towards uniformity would have to take into account this highly complex situation.

Lastly, there is a lack of resources and personnel at the moment to carry out the kind, depth and breadth of study necessary to examine the many facets associated with the problems of uniformity. Two additional points are worthy of note in this regard. It would appear from the comparative charts and the general acceptability of matriculation standing from province to province, that where the amount of time devoted to a subject in the secondary grade is reasonably comparable, the knowledge and ability of the student with matriculation standing in that subject is similarly comparable from province to province. The introduction of new curriculum materials in Maths and Science provides a good basis for closer co-operation toward the achievement of similar programs. An example of this is a series of two meetings held by the western provinces to exchange information, plans by the western provinces, plans and experiences arising out of the introduction of physics into three of the four provinces. Similar meetings of personnel interest. in modern Maths, Biology and Chemistry could be quite beneficial.

The co-operation between the curricula's directors, of course, in the four western provinces, has gone on for some years, and there was quite a bit of interchange here. This last September, the following recommendations were made to the ministers in summary. They recommended that the following measures be considered to alleviate the problems associated with the present diversity among provincial curricula: That action be taken on the pupil transfer letter form which is going forward. That a study be made to ascertain accurately the number of pupils involved in transfer and that special attention be paid to the problem of the high school student in the last three years of the university preparatory course. That inasmuch as possible developments concerning university admission procedures have significance both for curriculum development and student transfer, consideration be given to the initiation of a joint study of the matter by those responsible for curriculum in the Department of Education and those concerned with admission requirements at the university level. This is going forward here. That there be developed an official office or agency to collect, prepare and disseminate public information concerning curricula in all provinces; and that the Ontario Curriculum institute and the assistance available from that organization be brought to the attention of the various departments of Education .

So, in conclusion, the recommendations to the Standing Committee of Ministers were: In considering the problems of uniformity of curriculum and texts in the secondary grades, the directors deliberately limited their consideration of courses taken in all provinces by university-bound students. This was done to permit discussion of an identifiable body of students in terms of needs and abilities. In this regard, the directors are not prepared to support any move towards uniformity of texts, which implies single prescription or authorizations. It is felt that such a move would be unnecessarily restrictive and educationally unsound. In regard to uniformity of curriculum for the program considered, the directors are prepared to support any measure designed to achieve greater similarity in both content and level so long as the freedom of the individual provinces to continue study and experimentation is protected. The Directors of Curriculum in other words point out in addition to this that the state of flux in curriculum development not only in Manitoba but across Canada complicates and compounds their problems in looking at uniformity at this time and seem to generally --the report would seem to indicate that at the elementary grades through this interprovincial pupil transfer letter form and by curriculum consultation a system can be worked out at that level. There aren't too many problems in that area but it'll be some time before agreement can be achieved at the secondary level. However I think that we can say that in the western provinces the curriculum people are in general terms much closer together than across the country. I thought the committee would like to have this last report. This report is now before the Standing Committee of Ministers since the last meeting and will no doubt receive further information at this forthcoming, this year's meeting, and will have, all have an opportunity to study the directors' report and see what further measures might be carried out to cope with the problems before them. But it will not be resolved very easily.

I would like to point out some of the highlights on the tremendous activity in the field of curriculum and revision which was reported to you in the House last year and to all intents and

(MR. JOHNSON cont'd). purposes it has doubled in intensity in the past twelve months. As a result of developments during the past summer it is now no easy generalization to state that virtually every subject in every grade in every program in the schools is under review and revision. To go further, we're in the process of outlining and developing detailed syllabi for additional educational opportunities never before offered in the Manitoba schools except in limited quantities and under experimental conditions.

I don't believe I need to expand on the increasing demands for higher and better education posed by the rapid increases that are taking place in the world's total of knowledge and the accompanying technological advances in the fields of business and industry. Nor is it necessary to do more than remind you of the increasing range of interest and abilities that must be catered to by our schools owing to the happy fact that a greater proportion of our children are staying in school longer and demanding increased educational opportunities. The challenge posed by these factors is one that we're bending all our efforts to meet and I'm happy to acknowledge the wholehearted interest and co-operation we are receiving from the Teachers' Society in Manitoba, the trustee organizations, the Home and School Association, the school administrators and all those who are interested and concerned with education of our young people.

By now we're all familiar with the General Course which was first introduced in pilot form in the fall of '62. This course has been in operation for three years and the original grade 10 classes are now completing their grade 12 year. You see we really have no graduates from these people yet from this course. I'm happy to report that the course has met with continued approval and acceptance throughout the province, evidenced by the fact that in 1962 we started with 29 grade 10 classes in some 25 schools with 760 pupils and the following year an additional 44 classes were open in grade 10 to give a total of 73 in 37 schools with 1,840 pupils. This past September a further 74 classes were begun for a total of 147 classes enrolling 3,390 pupils. This spring will see the first group of the grade 12 graduates from the general course. During the course of its introduction the general course has been under constant review in order to assess the suitability of its content, textbooks and syllabi. Already a number of changes and adjustments have been made in text and content and in programming as a result of our experience in the schools. The fact that the number of adjustments found necessary has been quite small, is I think a clear tribute to the competence and efforts of the large number of teachers and administrators who worked so hard to make this course a functioning reality. Like all other courses the general course will continue to be appraised and if necessary revised in the light of developments in other grades and other courses. Members of the general course curriculum committees have already been called into consultation with committees engaged in the study of the revised university entrance, the vocational course and the new elementary program in order to ensure the closest co-ordination between all educational offerings.

I think it would be appreciated at this point to add some comment on the acceptability of the general course particularly as it affects the future of its graduates. The tenor of certain statements which I have read from time to time in newspapers would indicate certain misunderstandings of the purpose and nature of this course. I think it should be made clear that the general course is not designed to supplant completely, by any means, the university entrance course. It was intended to complement the university entrance course by providing a satisfying and challenging educational opportunity for a large number of students for whom such provision was not available through the former high school programs. The growing demand for an ever increasing standard of education for entrance into virtually every form of occupation cannot possibly be met through one single program. Evidence of the truth of this statement can be found from the most cursory glance at the curriculum developments taking place in every province in Canada, as well as in other nations. The number of students who continue to go on to university studies or into various professions and semi-professions which demand an education at the university entrance standard as a prerequisite is growing, but it still represents only a small proportion of the total student body. Adequate provision must be made for the majority of students who leave school and go either directly into a job or into some form of post high school education, other than the university. It is the function of the general course and the vocational course and the proposed occupational entrance program to make provision for these latter students. The occupational entrance program is the name the committee this summer gave to the old terminal course as we knew it.

Speaking only of the general course. From its beginning in 1960 every effort has been made by the committee to ensure that business, industry and labour and professional and

(MR. JOHNSON, cont'd). semi-professional bodies have been kept informed of the purpose and content of the course and I can attest that numerous endless meetings have been held with the various bodies and organizations to explain the general course and to outline its contents with a view to encouraging these bodies to examine its suitability for their purposes. The Winnipeg Chamber of Commerce conducted a thorough investigation of the general course through a special committee composed of businessmen, personnel representatives and educators. This study resulted in the president of the Chamber sending out a letter to every member of that organization commending the general course graduates for consideration as potential employees. In terms of post secondary education the graduates of the general course are eligible to enter eight of the ten technologies now available at the Institute of Technology and of course all of the courses offered in the trade training section of that institute. Two of the technologies, medical laboratory and radiological continue to require senior matriculation standards for entrance. Both of these latter bodies lay down their entrance requirements on a national rather than a provincial basis and for this reason maintain an entrance requirement which is recognizable across Canada. However the local chapters of both these organizations have been kept fully informed of the general course and have discussed its possibilities with their parent bodies. In fact an exhaustive study of the contents of the general course was performed by a special sub-committee of the Manitoba branch of the Medical Laboratory Technicians and the findings of this study were reported to their national certification committee. As a result the national committee has agreed to accept applications from general course graduates for entrance into the Medical Laboratory Technicians course for 1965 on an experimental basis in competition with university entrance course students. They have also indicated their willingness to co-operate fully with the Department in continuing to assess the relationship between their academic prerequisites and the courses available in Manitoba secondary schools.

The Radiological Technicians I now understand may extend the same privilege for one year on a trial basis. We are continuing our discussions with these groups with a view to determining their needs more precisely in terms of academic prerequisites. Considering publicity has also been given to the fact that the general course graduates are not accepted for entrance into nursing careers, nurse training. I would point out first of all that this decision is one that has been taken by the various nurse training schools in the province and by the Manitoba Association of Registered Nurses. I think it is only right to point out here that the majority of our nursing training institutions over the past few years have demanded entrance standards which exceed the minimum statutory requirements. Part of the problem here arises from the fact that the whole pattern of nursing education across Canada is under revision at the present time. The establishment of schools of nursing training at various Canadian universities also has a significant bearing on this revision. The Department is maintaining the closest continuing contact with the nursing profession as they continue their study of their training programs with a view to effecting the greatest possible co-operation and co-ordination between high school programs and the minimum educational requirement necessary to provide an adequate foundation for nursing training.

From a consideration of the general course it is logical to move to some comments on the vocational programs available in our high schools. As was pointed out a year ago both the vocational-commercial and the vocational-industrial courses for the high schools are being revised and strengthened in terms of academic and technical content. The initial strengthening of the academic content for both these courses is being achieved through the replacement of the former outlines for academic subjects by the parallel general course subjects. The two subjects most immediately applicable to this revision are English and Social Studies which along with certain portions of the general course science programs are already included in the revised outline for the vocational commercial course. Both the general course mathematics and general course science programs are now being studied in detail to determine their exact application to the revision of the vocational industrial course which is now underway. The technical aspects of our vocational-commercial and vocational-industrial courses have been under revision now for two or three years and certain of the revised subjects are already in operation, and this is particularly the case in the vocational-commercial course and the three areas of the vocational-industrial course as reported upon last year. It might be of interest to note that in the proposed revision of this vocational-industrial course consideration is being given to possible arrangement of courses which will provide educational opportunities for students who are not prepared to cope with the full revised vocational-industrial course up to the end of grade 12 but who wish to pursue the technical aspects of this training as far as their capacities will permit.

(MR. JOHNSON cont'd). Whether such a program will be educationally sound, administratively feasible has yet to be finally determined. It will be necessary to ensure that there is no overlapping here as the work is being done in preparation for the occupational entrance program.

I would like to turn to consideration of the revised university entrance course mention of which was made in the House at our spring session. As you will recall the seminar consisted of representatives of the university, the teaching profession including teachers, principals, administrators, departmental personnel, who met in the summer of '63 to plan the revision of this course. You will recall that the initial report of this committee was released for study and comment in the fall of '63 and the seminar has met on a number of occasions since and has now presented its final report for consideration. This revised university entrance course in the words of the seminar report and I quote "was designed primarily for students whose interests and abilities are the kind required for university students and will contain content that is both rigorous and challenging." The provision which has been made to the general course and the vocational courses to meet the needs of the majority of students who do not intend to go on to the studies at the university has made it possible for university entrance course to be designed more specifically to provide an adequate background for students proceeding to higher studies at that level. At the same time the seminar devoted considerable thought to the necessity of ensuring that this revised course would provide both a sound educational foundation as well as the specific training required for entrance into the various individual faculties at our university. I may say that this seminar report has been studied by both the University Matriculation Committee, the Advisory Board, both of which groups have concurred general in its recommendations and in the principles upon which its planning is based.

Following the practice which proved so successfully with the planning of the general course, committees were established in the Fall of '63 following the seminar to begin elaborating the general recommendations of the University entrance seminar to specific subject outlines for the various grades. By the spring of '64 the deliberations of a number of these committees had proceeded to the point where it was possible to institute pilot projects in the testing of their recommended texts and subject outlines. Thus, during the current school year approximately 18 classes are experimenting with various new texts for the revised grade 10 English program. I would note in passing that one of the texts is a poetry anthology compiled by an experienced Manitoba teacher which has undergone minor revisions in accordance with the recommendations of the English sub-committee for use in this course. The composition text is being prepared by the same author in consultation with our committee members to meet the requirements which the committee has laid down for the grade 10 composition program. In the science field pilot classes are being conducted in the use of modern science programs in grades 10, 11 and 12. As the annual report points out some 26 classes in grade 10 are experimenting in the recommended grade 10 science program, using portions of the new physics and chemistry text; 25 classes are following the so called PSSC physics program in grade 11; while an additional 7 classes are continuing with PSSC physics in grade 12 as an extension of the project begun a year before. An additional 13 classes are experimenting with a new biology program in grade 11. All teachers who are conducting classes in these new science programs have received special training in the content, methodology and philosophy of these programs, either last summer in special classes held at the university or in other institutions in United States and Canada. Additional special classes will be held at the university this coming summer to provide training in these new approaches to science for an increased number of teachers.

Pilot classes are also being conducted in social studies and mathematics. However, in both of these subjects the pilot classes are being conducted at levels which indicate the care which is being taken to ensure constant adequate articulation between the various grade levels and the preparation of the new subject outlines. In the social studies for example 15 classes are experimenting with a new combined program for grade 9 which is based on the treatment of history and geography as separate but related disciplines. The history portion of the course is designed to teach the British heritage and the pilot classes are using two texts this year: The British Epic and The Modern Era. As a result of experience with the course outline developed by the sub-committee and with these two texts, the new text which is now ready combines the most valuable features of both these books for our particular course and will be entitled appropriately enough "The British Heritage". This text as I say has been prepared by the authors of two texts currently being used, in consultation with the sub-committee responsible for the development of this course. The geography portion of the pilot grade 11 program is a regional

(MR. JOHNSON cont'd) . . . study based chiefly on southern latitudes using Canadian texts. The decision to conduct this pilot class in the teaching of British history in grade 9 level is the result of co-ordinated planning for the developmental program in the social studies from grade 7 to 11 inclusive. Once adopted this new subject at grade 9 will mean that British History will once again be taught as a portion of the corp program in our schools and an optional British history subject at the grade 10 level will be dropped in favour of projected course in American history providing a suitable text can be obtained. There is in fact an American history text suitable for use in Canadian schools which was being prepared by a publisher before our decision to offer such a course was taken. The publisher has submitted his text for committee study with the request that the committee suggest such changes as would make the book suitable for use in Manitoba.

In mathematics 24 classes are following a pilot program at grade 8 level using a text called Introduction to Mathematics and additional 15 classes in grade 9 are using two texts: Modern Elementary Algebra and Exploring Modern Mathematics. The decision to undertake pilot studies at this level once again was based on the need to make a careful study of the basic preparation for the introduction of the new maths content at the high school level. I think it is necessary to point out here that in contrast to opinions which have been expressed recently, this introduction of modern mathematics at the junior high level as it is sometimes called, is not simply the result of university entrance level work being forced down into the lower grades nor is it material only for advanced pupils. In fact the text being used at the grade 8 level in our pilot study and which has been recommended for authorization for all grade 8 classes this coming September is the authorized text book for all grade 8 students in British Columbia.

I should also point out that all the teachers who are conducting these pilot classes in grade 8 and 9 maths were given four days of preliminary instruction in the modern maths in a series of seminars held last Spring in co-operation with the mathematics faculty of the university and the mathematics specialist group of the Manitoba Teachers Society. You may have also noticed an announcement in the papers recently to the effect that a further series of familiarization workshop will be held this Spring for all teachers in maths in grades 4 to 9 inclusive throughout the province, to prepare these teachers for the introduction of new texts, stressing the modern mathematics in all these grades in the coming school year. I will comment further on this at a later time. Although current revision of the university entrance course is proceeding satisfactorily in all areas it will not be possible nor desirable to attempt to introduce the complete revised grade 10 university entrance course into all of our high schools in this coming September. In the first place differing time allotments in the new program necessitate general introduction across the board in each grade. Secondly, in a number of subject areas such as maths and French the developmental nature of the discipline has necessitated the laying of a firm foundation in the previous grades. There are also certain subject areas in which further study and revision has to be completed before their outlines and programs have reached the point where they can be introduced into all classes. For this reason, while certain of the revised subjects such as grade 10 English will be introduced in the coming year, the full introduction of the revised grade 10 will be put over until September of '66 by which time both curricular and administrative planning will have been completed to the point where it will be possible to introduce the revised programs with the fullest knowledge and co-operation of all concerned and to the best advantage of the students themselves. This timetable will also make it possible for both individual schools and school systems to complete their own planning for the adjustments which will have to be made to accommodate demands of these new programs and will permit further in-service training of teachers in preparation for the successful implementation of the teaching of these new programs.

Turning to the elementary grades, a seminar was held in the summer of '64 to plan the revision of the subject outlines of the entire curriculum in grades 1 to 8. This seminar included representatives of the Teachers' Society, Manitoba Association of School Superintendents, the Faculty of Education at Brandon College, The University of Manitoba, Manitoba Teachers College, supervisory personnel of the Department of Education. The report prepared by this seminar represents a very high level of professional effort and contains many interesting and challenging recommendations. It is obvious that the seminar approach to curriculum revision is becoming an established technique which our educators are learning to use with increasing skill. Throughout the report it is evident that the seminar members have given careful consideration to modern developments in education at the elementary level to the principles and recommendations for the development of programs and subject content outlined

(MR. JOHNSON cont'd), in the reports of the seminars which preceded their work. In fact care was taken to ensure that this seminar group contained representatives from both the general course and the university entrance course seminars to ensure the closest correlation between the work of the elementary course seminar and these other two. Immediately upon receipt of the seminar report sub-committees were established to begin the study of the recommendations in detail that were made by the seminar and to translate these into detailed outlines. Various types of co-operative arrangements have been worked out in order to ensure there is articulation between committees working at the secondary level and at the elementary level. In fact certain members of the elementary sub-committees have already spent a full year working with the curriculum sub-committees in their respective subjects at the secondary level in preparation for this articulation of committee work. All committees are making excellent progress in the preparation of their revised outline.

You are aware from previous reports a study and revision of various areas within the elementary grades has been underway for many years. I refer here to areas such as music, reading, mathematics, French, conversational French, Health and physical education. I don't intend to deal with all these individual areas. You may be interested in one or two comments concerning certain of these subjects. A committee to revise the program in elementary mathematics has been set up at least a year before the elementary seminar held their work and have progressed to the point at which we were able to set up this past September pilot classes in the use of three different series of texts in maths grades 4 to 6. While the committee had looked at a number of text series and had the benefit of reports and experiments conducted in several of them these were three series in which they desired actual classroom use reports before coming to a final conclusion on the series to be recommended in the schools. Consequently 56 classes in various areas throughout the province are experimenting with these series of maths in each of the grades 4, 5, and 6. There is constant communication between the math sub-committee and the teachers who are conducting the pilot classes and meetings are set up at intervals at which the various series and their advantages and disadvantages as they are revealed in actual classroom use can be discussed. The work of this committee is also closely co-ordinated with the elementary seminar and reports on progress to date were made to the seminar during its planning session. There's very close co-ordination between the Maths Committee for the elementary grades and for secondary grades, in order to ensure that the final program will be sequential in both philosophy and content throughout all grades. I guess I'd better not carry on.

MR. ROBLIN: I move the committee rise.

MR. MOLGAT: I trust that the Minister can continue tomorrow though.

MR. ROBLIN: expectation that he will.

MR. CHAIRMAN: Call in the Speaker.

MR. COWAN: Madam Speaker, the committee has adopted certain resolutions and requests leave to meet again. Madam Speaker, I move seconded by the Honourable Member for Turtle Mountain that the report of the committee be received.

MADAM SPEAKER: I didn't hear your seconder.

MR. COWAN: The Honourable Member for Turtle Mountain.

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

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

MADAM SPEAKER presented the motion and after a voice vote declared the motion carried and the House adjourned until Friday afternoon at 2:30 o'clock.