

## THE LEGISLATIVE ASSEMBLY OF MANITOBA

2:30 o'clock, Monday, January 30, 1967

Opening Prayer by Mr. Speaker.

MR. SPEAKER: Presenting Petitions.

Reading and Receiving Petitions.

MR. CLERK: The petition of Mother Frances Byblow and Others, Praying for the passing of An Act to incorporate St. Paul's Home.

MR. SPEAKER: Presenting Reports by Standing and Special Committees.

HON. STERLING R. LYON, Q. C. (Attorney-General)(Fort Garry): . . . . report of the Special Committee appointed to prepare a list of Members to compose the Standing Committees ordered by the House.

MR. CLERK: Your Special Committee appointed to prepare a list of Members to compose the Standing Committees ordered by the House beg leave to present the following as their first report.

MR. LYON: Mr. Speaker, I wonder if I might interrupt the Clerk and suggest that because of the length of this report and the number of names contained in it, would it meet with the satisfaction of the House if we were to dispense with its reading, on condition of course, that the contents of the report are to be found in Hansard and in Votes and Proceedings.

MR. GILDAS MOLGAT (Leader of the Opposition) (Ste. Rose): Agreeable with us, Mr. Speaker.

MR. RUSSELL PAULLEY (Leader of N. D. P.) (Radisson): Quite in order.

## PRIVILEGES AND ELECTIONS:

Hon. Mrs. Forbes, Hon. Messrs. Lyon, McLean, Spivak, Messrs. Beard, Campbell, Craik, Froese, Hanuschak, McKellar, Molgat, Paulley, Stanes, Steen and Tanchak.

## PUBLIC ACCOUNTS:

Hon. Messrs. Baizley, Carroll, Evans, Lyon, Roblin, Spivak, Weir, Messrs. Beard, Bjornson, Campbell, Clement, Craik, Dawson, Doern, Dow, Einarson, Froese, Hamilton, Harris, Jeannotte, Johnston, McGregor, Miller, Molgat, Shewman, Uskiw, and Watt.

## PUBLIC UTILITIES AND NATURAL RESOURCES:

Hon. Messrs. Carroll, Evans, Johnson, McLean, Roblin, Witney, Messrs. Beard, Bjornson, Clement, Craik, Desjardins, Dow, Fox, Green, Guttormson, Hamilton, Klym, McGregor, McKellar, McKenzie, Molgat, Paulley, Stanes, Vielfaure and Watt.

## AGRICULTURE AND CONSERVATION:

Hon. Mr. Enns, Hon. Mrs. Forbes, Hon. Messrs. Johnson, Roblin, Weir, Witney, Messrs. Campbell, Clement, Dawson, Einarson, Fox, Froese, Hamilton, Hanuschak, Jeannotte, Kawchuk, Klym, Masniuk, McGregor, McKenzie, Mrs. Morrison, Messrs. Shewman, Shoemaker, Tanchak, Uskiw, Vielfaure and Watt.

## MUNICIPAL AFFAIRS:

Hon. Mr. Baizley, Hon. Mrs. Forbes, Hon. Messrs. McLean, Weir, Messrs. Barkman, Beard, Cowan, Doern, Dow, Einarson, Froese, Green, Hamilton, Hillhouse, Kawchuk, Klym, Masniuk, McKellar, McKenzie, Miller, Mrs. Morrison, Messrs. Patrick, Shoemaker, Stanes, Steen, Tanchak and Watt.

## LAW AMENDMENTS:

Hon. Messrs. Baizley, Carroll, Enns, Evans, Hon. Mrs. Forbes, Hon. Messrs. Johnson, Lyon, McLean, Roblin, Spivak, Weir, Witney, Messrs. Barkman, Bjornson, Campbell, Cherniack, Clement, Craik, Cowan, Dawson, Desjardins, Doern, Dow, Einarson, Froese, Green, Hamilton, Hillhouse, Jeannotte, Johnston, Klym, Lissaman, Masniuk, McKellar, McKenzie, Miller, Molgat, Mrs. Morrison, Messrs. Shewman, Shoemaker, Stanes, Steen, Patrick, Paulley, Petursson, Tanchak, Uskiw, Vielfaure and Watt.

## PRIVATE BILLS, ETC.:

Hon. Messrs. Enns, Witney, Messrs. Barkman, Beard, Bjornson, Campbell, Cowan, Einarson, Hanuschak, Harris, Jeannotte, Klym, McKellar, McKenzie, Mrs. Morrison, Messrs. Patrick, Petursson, Shoemaker, Steen and Vielfaure.

## INDUSTRIAL RELATIONS:

Hon. Messrs. Baizley, Carroll, Evans, Johnson, Spivak, Witney, Messrs. Beard, Craik, Dawson, Desjardins, Fox, Green, Harris, Hillhouse, Johnston, Lissaman, Masniuk, McGregor, Patrick and Stanes.

## STATUTORY ORDERS AND REGULATIONS:

Hon. Messrs. Lyon, McLean, Spivak, Messrs. Campbell, Cherniack, Cowan, Craik, Froese, Hamilton, Johnston, Klym, Molgat, Petursson, Stanes and Steen.

MR. LYON: Mr. Speaker, I beg to move, seconded by the Honourable Minister of Welfare that the report of the Committee be received.

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

MR. SPEAKER: Notices of Motion.  
Introduction of Bills.  
Orders of the Day.

MR. MOLGAT: Mr. Speaker, before the Orders of the Day I would like to address a question to, I suppose it should go to the Minister of Public Utilities. It's with regard to a magazine called "The Electrical Business" an industry newspaper in which there is a fairly substantial report by the premier and others with regard to the Nelson Power Development. What I am concerned about though, Mr. Speaker, is an article that appears on the front page of the magazine indicating very substantial increases in the estimates for the Nelson development and I wonder if the Minister can indicate whether there has in fact been some substantial increase.

HON. STEWART McLEAN (Provincial Secretary) (Dauphin): Mr. Speaker, I have not seen the report to which the Honourable Leader of the Opposition makes reference and have no knowledge of its contents. I would think that this might properly be a matter for discussion with the representatives of the Manitoba Hydro when they appear before the Commission on Resources, later or at least when called in this session.

MR. MOLGAT: Mr. Speaker, I wonder though in view of the fact that the announcement was originally made by the government and that this is a question of the overall estimates of the project, surely the Minister is aware of whether or not the estimates have gone up. The story indicates that the last published estimate was \$114 million and apparently now, there was an increase to \$150 million and now \$200 million. Now if these are correct, they are alarming figures and I am sure the Minister would be aware.

MR. McLEAN: Mr. Speaker, I am not aware of any increase in the estimates, I can accept no responsibility for the report in the newspaper.

MR. EDWARD I. DOW (Turtle Mountain): Mr. Speaker, before the Orders of the Day I would like to direct a question to, I would imagine it's the Provincial Secretary, but I am not sure. Has any consideration been given in the forthcoming tendering of license plates that they be illuminizated for the next issue?

MR. McLEAN: I answer that question, Mr. Speaker, as Minister of Public Utilities. The next set of license plates for Manitoba is expected to be issued in 1970. The question of purchasing luminous plates is presently under consideration, but even if a decision in the affirmative were made, I just indicate that it is expected that it would not be before 1970.

MR. NELSON SHOEMAKER (Gladstone): Mr. Speaker, before the Orders of the Day are proceeded with, I would like to direct a question to my honourable friend the Minister of Health. Is it his intention to introduce legislation regulating denturists and/or dental mechanics as a result of the recommendations that were brought down and tabled. I don't think accepted but tabled by the Dental Services Committee a year ago?

HON. CHARLES H. WITNEY (Minister of Health) (Flin Flon): Mr. Chairman, legislation is being worked on at the present time in an attempt to deal with the general problem.

MR. MOLGAT: Mr. Speaker, I wonder if I can ask a subsequent question of the Minister of Public Utilities with regard to the question on license plates. Do I understand correctly then that the present license plates for which the renewal tabs are going out now are to last until 1970?

MR. McLEAN: That is my understanding, Mr. Speaker, barring any change at a later time.

MR. T. P. HILLHOUSE, Q.C. (Selkirk): Mr. Speaker, I would like to address a question to the Honourable the Attorney-General, but in his capacity as Minister of Mines and

(MR. HILLHOUSE cont'd). . . . Resources, because I think it was in that capacity that he attended this convention to which I refer. I refer to the convention which was held last year, I think it is a Ministerial Committee, is it not, set up on the question of air and water pollution. I wonder if the Minister would table for the information of the House, the findings and the recommendations of that committee; or if these are not available in his department or the department of mines and resources, I wonder if he could inform the House where it would be possible to obtain a copy of their findings or recommendations or their discussions which took place I believe it was in Montreal last fall.

MR. LYON: Mr. Speaker, I believe my honourable friend has reference to the National Conference on Pollution that was held under the sponsorship of the Canadian Council of Resource Ministers last fall in Montreal. As yet, I have not received a copy of the proceedings of that conference, which I can tell my honourable friend will run to some several hundred pages. When they are received I think that would certainly represent the document that could well be tabled. While it will not contain findings and recommendations it will contain the guidelines that were adopted by this conference, the intention of which was to give general guidance to levels of government as to what policy they should pursue, but as and when that document comes into our possession I would be pleased to table it.

MR. HILLHOUSE: Thank you, Mr. Speaker.

MR. RUSSELL DOERN (Elmwood): Mr. Speaker, I would like to direct a question to the Honourable the Attorney-General. According to the Winnipeg Free Press on Saturday there was a story about a hold-up of a train in St. Boniface wherein a considerable number of motorists were delayed and also according to the news report, there was a cruiser car idly watching motorists crossing around the safety devices, which is a pretty dangerous procedure. I wonder whether he would investigate this whole thing - find out whether this is true, find out why the officer did not prevent the motorists from doing this - or pedestrians. I would also ask him to find out why this train took so long.

MR. LYON: Mr. Speaker, I am unaware of the incident of which my honourable friend speaks, not having had the advantage of reading Saturday's Free Press as yet. We'll look into the question that he has raised.

While I am on my feet Mr. Speaker, perhaps I might lay on the table of the House a Return to an Order of the House No. 2 dated the 12th of December 1966 on the motion of the Honourable Member from Gladstone-Neepawa.

MR. PHILIP PETURSSON (Wellington): May I direct a question, Mr. Speaker, to the Minister of Health. It has to do with certain forms, such as marriage licenses, death certificates and things of this sort - it arises because of a reference in one of the newspapers over the weekend to the fact that most of us are satisfied with being just Canadians. Now in these forms that people are from time to time required to fill out, the request is there for nationality or racial origin. I have looked over I think about six, four of them asked for nationality, two of them asked for racial origin, and the nationality or racial origin is to be traced through the male parent. In very many instances, in increasing instances now, there have been inter-marriages to such a degree that it is not really possible honestly to define what the --(Inter-jection)-- the question is coming, I just have to explain what it is about. I want to know how important this is, whether a man is permitted to put down Canadian; if he is not permitted, why not; and whether this is a requirement of the provincial law or federal law.

MR. WITNEY: Mr. Speaker, I understand the question is can a man put down on his birth certificate whether or not he is a Canadian. The answer is yes.

MR. SPEAKER: Does that answer your question?

MR. WITNEY: That's my understanding.

MR. SPEAKER: . . . . vital statistic forms, I think they. . . .

MR. PETURSSON: . . . . vital statistics forms. My reference was to marriage licenses for two people who wish to enter into a marriage relationship; each one is asked for his or her racial origin to be traced through the male parent, or nationality, and they will not accept Canadian in the issuing offices as the nationality of the individuals.

MR. WITNEY: Mr. Speaker, this is a matter that I had better get cleared up with the technical people at vital statistics, but I certainly think that to whatever side they are tracing the nationality that Canadian is recognized on the forms but I will check it out for you.

MR. GORDON E. JOHNSTON (Portage la Prairie): Mr. Speaker, I would like to address a question to the Honourable Minister of Highways. It is with respect to the by-pass around Flin Flon. Is the work on this by-pass being done by contract or on a cost-plus basis or a combination?

HON. WALTER WEIR (Minister of Highways) (Minnedosa): I will take the question as notice, Mr. Speaker.

MR. SPEAKER: It is my pleasure to bring to the attention of the House that on my right in the gallery are 60 Grade 8 students under the direction of Mr. Sarchuk and Mrs. Jefferson. This school is situated in the constituency of the Honourable Member for Selkirk. On behalf of all members of this Legislative Assembly I welcome you here today. It is also my pleasure to introduce another group of students. On my left in the gallery there are 26 Grade 6 students under the direction of Miss Morrison. This school is situated in the constituency of the Honourable the Attorney-General, the Fort Garry Constituency. On behalf of all the members of the Legislative Assembly I welcome you here today.

#### ORDERS OF THE DAY

MR. DOERN: May I have the permission of the House to let this matter stand.

MR. SPEAKER: Does the honourable member have leave? Adjourned debate on the second reading of the Proposed Motion of the Honourable the Provincial Treasurer, Bill No. 3. The Honourable Member for Burrows.

MR. BEN HANUSCHAK (Burrows): Mr. Speaker, may I have leave of the House to have this matter stand.

MR. SPEAKER: Does the honourable member have leave? Second Readings. Bill No. 17. The Honourable Minister of Mines and Natural Resources.

HON. GURNEY EVANS (Provincial Treasurer) (Fort Rouge): May I have this item stand.

MR. SPEAKER: Does the honourable the minister have leave? Bill No. 8, The Official Time Act. The Honourable Minister of Urban Development and Municipal Affairs.

HON. THELMA FORBES (Minister of Urban Development and Municipal Affairs) (Cypress): Mr. Speaker, I beg to move, seconded by the Honourable the Minister of Industry and Commerce that Bill No. 8, The Official Time Act be now read a second time.

MR. SPEAKER presented the motion.

MRS. FORBES: In Bill No. 8 we are introducing a new Official Time Act for the consideration of the honourable members. The Act will provide for the use of Central Standard time as the official time except for the period between 2 o'clock in the morning on the last Sunday in April of each year, and 2 o'clock in the morning of the last Sunday in October. The official time for the period between 2 o'clock in the morning on the last Sunday in April of each year and 2 o'clock in the morning on the last Sunday of October next following will be one hour in advance of Central Standard time. I recommend it to the honourable members of the House.

MR. SPEAKER: Are you ready for the question.

MR. JOHNSTON: Mr. Speaker, could I ask the Honourable Minister a question. Does this represent government policy or is it like the last former minister of municipal affairs who introduced a similar Bill, that said it was a free vote.

MR. PAULLEY: Mr. Speaker, there's another question I would like to direct to the honourable lady, if I may, Mr. Speaker. Can we in this legislature be assured that this might be the last time for some time that we'll have to deal with the problem of time.

MR. HILLHOUSE: That doesn't answer the question, Mr. Speaker, because it appears to me that this - the nature of this Bill is such that I thought we were dealing with the world series, but that's not as sudden. This is the fifth time that it has been introduced into this legislature since I've been here.

MRS. FORBES: Mr. Speaker, I introduce this as government policy.

MR. LAURENT DESJARDINS (St. Boniface): Mr. Speaker, is the Honourable Minister closing the debate?

MRS. FORBES: Well, if anyone else wishes to speak.

MR. DESJARDINS: I'd like to move, seconded by the Honourable Member from Gladstone that the debate be adjourned.

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

MR. SPEAKER: Bill No. 11. The Honourable Minister of Municipal Affairs.

MRS. FORBES: Mr. Speaker, I beg to move, seconded by the Honourable the Minister of Labour, that Bill No. 11, An Act to amend the Portage la Prairie Charter be now read a second time.

MR. SPEAKER presented the motion.

MRS. FORBES: Mr. Speaker, Bill No. 11 before you proposes to amend the Portage la

(MRS. FORBES cont'd).... Prairie Charter. The amendments proposed in this Bill make provision for the Portage la Prairie Charter to conform with Section 338 of the Municipal Act.

MR. MOLGAT: Mr. Speaker, I wonder if I could ask a question of the Minister. Is this at the request of the Portage Council or the decision of the Government of Manitoba?

MR. HILLHOUSE: On a supplementary question to my leaders' question, did the Mayor of Portage la Prairie join in the Council's request?

MR. SAUL MILLER (Seven Oaks): Mr. Speaker, I wonder whether the Minister could tell us whether there are any other charters permitting other forms or other powers to other mayors in Manitoba. Or does this now bring Portage in line with everybody else in Manitoba.

MRS. FORBES: Are there any further questions?

MR. DOW: Mr. Speaker, is this the same wording as The Municipal Act that a mayor can veto and it has to come up again within, what is it, 48 hours, and be voted on by Council in writing; or does it just give a direct right of majority to veto at a council meeting.

MRS. FORBES: I'll be closing the debate if there are no further questions.

MR. SIDNEY GREEN (Inkster): Mr. Speaker, I believe that what I want to ask is along the same lines as what my honourable colleague from Seven Oaks asked but I want to put the question in another form so that we won't have an answer which doesn't tell the whole story. The Honourable Minister said that this change is putting the municipality of Portage la Prairie or the City of Portage la Prairie in the same position as those municipalities that are governed by The Municipal Act. Now, my question is, does this change - put the City of Portage la Prairie in the same position as other cities that are chartered directly by the legislature.

MRS. FORBES: Mr. Speaker, in answering the questions, I'd like to again say that the amendments proposed make the provision of the Portage la Prairie Charter conform with the provisions of Section 338 of The Municipal Act - and I believe that I'm going to read section 338 of The Municipal Act so that there will be no confusion. Sub-section 1 of 338, "The head of every municipal corporation in addition to all other powers may veto any by-law, resolution or measure adopted or passed by a vote of council authorizing the expenditure of money at any time within 24 hours after the time it is adopted or passed by the council, by giving to the Clerk notice thereof in writing, and the Clerk shall forthwith give notice in writing of the veto to each member of the council."

Sub-section 2; "The veto may be overruled and removed at any subsequent regular or special meeting of the council if a majority of the members of the whole council, not counting the mayor or reeve are present, and a majority of the members present vote in favour of overruling and removing the veto." Sub-section 3; "For the purpose of the veto on the question of overruling and removing the veto, the mayor or reeve shall not be deemed a member of the council."

I believe this answers some of the questions directed to me and it is my understanding that all our councils in all jurisdictions are using Section 338 of The Municipal Act and this brings Portage la Prairie into line with all others in the province.

MR. MOLGAT: Mr. Speaker, I don't see that my question was answered. Whether this came at the request of the Portage Council or it was a government decision.

MRS. FORBES: I'm sorry I didn't answer your question. This was a recommendation to us by the Municipal Board.

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

MR. WEIR presented Bill No. 22, The Water Control and Conservation Branch Act.

MR. SPEAKER presented the motion.

MR. WEIR: Mr. Speaker, Bill No. 22 takes the water control and conservation sections out of the Department of Agriculture and Conservation department. It also lists certain sections out of the Public Works Act and the Highways Act which were applied to the water control and conservation branch, and incorporates them all under this Act, The Water Control and Conservation Branch Act. It also repeals the Land Drainage Arrangement Act which has not been necessary and all of the districts that exist have been dissolved by request of the municipalities involved and the possibility of them joining together in administrative districts is still possible through the Watershed Conservation Districts Act. All of the provincial waterways have now been established and it is now possible to repeal the Land Drainage Arrangement Act.

MR. DOUGLAS CAMPBELL (Lakeside): Mr. Speaker, when the resolution stage preceding this Bill was before the House there was considerable discussion and it was generally agreed that water, both its control and conservation was increasingly important in the

(MR. CAMPBELL cont'd). . . . Province of Manitoba, and the discussion ranged down from the question of its importance to the province to the very real fears that are entertained by a great many people about its contamination to the point of becoming a problem and then from there at least one or two of the speakers went further and dealt with air pollution as well.

Now, I gather that this one does not deal with the latter subject but it certainly does deal in what seems to me to be a very exhaustive way with the water control and conservation. And it's probably not to be wondered at that the Bill is both lengthy and complex. I have spent considerable time over the weekend studying this bill and I am glad to have the brief explanation that the Minister gave, but I still think it's a bill that is so important that we could be expected to pay some attention to it at this stage.

I recognize, Mr. Speaker, that we are not supposed on second reading to discuss a bill clause by clause or section by section and it's not my intention to do that. But I would like to ask the Honourable the Minister a couple of questions about areas that seem to me to be important and I think I could argue successfully if necessary that these are principles that are involved and not just details.

First and foremost, in the definition section I wonder why a "designated reservoir area" is not defined. I see no reason for leaving it to regulation to be defined when it seems to me it would be a simple matter to define it here. If it's going to be defined by regulation, then we will not know when we're passing the Bill exactly what a designated reservoir area means and yet we have sections that appear to me to be very important that are dealing with designated reservoir areas, prohibitions against people building or living in the area and penalties attached for non-observance of the law and yet no definition as yet of what it is.

A little further down in the definition section, the Bill defines a reservoir, and it would seem to me that if we can define "reservoir" in the Bill, we would not need to leave the definition of the designated reservoir area to regulation. As you know, Mr. Speaker, I am an advocate of putting as much of the legislation as possible into the Bill that we have before us here rather than having matters of considerable importance and sometimes vital importance left to regulation. This is one case where I would think that the definition could be without any difficulty contained in the Bill.

And similarly, provincial waterway is defined as meaning a water control work, natural water channel or lake that has been declared to be a provincial waterway under Section No. 13. Well that doesn't give us very much information as to what may be termed a provincial waterway; and I gathered from the Minister's explanation just a moment ago that - he made some reference to provincial waterways - and I understood him to say that they have been designated in the past. If that is not correct he will undoubtedly inform us of it later on. When we're dealing with the provincial waterway we find that authority is given to the Lieutenant-Governor-in-Council to designate any water control work or natural water channel or lake as a provincial waterway. And just by designating them as a provincial waterway they then become in fact a provincial waterway and I would think that this could have very far reaching effects. I notice in that connection that an Order-in-Council that brings this about is not a regulation under the Regulations Act. I suppose the whole force of that is that it doesn't have to be published in the Gazette; it doesn't have to be one of those items of information that comes out with the Gazette so it's generally seen, and I would think it would be advantageous that it should be so considered so that as many people as possible of those who are interested would know what is being done.

And somewhere in this Act - I don't see it at the moment - but I thought I saw that the government may enter upon either public or private land and take possession for any of their requirements. I realize that they are given power to expropriate or to purchase or to lease or otherwise - and that is usual I suppose in legislation of this kind - but a section which escapes me at the moment seemed to me to go even beyond that wide authority.

So, Mr. Speaker, recognizing the importance of the subject - we cannot object I am sure to the passage of the Bill - but I would think that when it comes to the committee stage that we should have much fuller information than the Minister has given us in his explanation and that we -- perhaps the Minister can answer some of these questions or give us fuller information in closing the debate and I will have a bit more to say at some later stage.

MR. DOW: Mr. Speaker, I move, seconded by the Honourable Member for Carillon the debate be adjourned.

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

MR. WEIR presented Bill No. 24, An Act respecting the establishment of the Manitoba Water Commission for second reading.

MR. SPEAKER presented the motion.

MR. WEIR: Mr. Chairman, Bill No. 24 is an Act as it says respecting the establishment of the Manitoba Water Commission. It is thought necessary to establish a body of individuals for the purpose of helping to provide a full discussion amongst the public sector and the people interested in the use of water as a resource in the Province of Manitoba. The Commission is, as it's envisaged in the Act, an Advisory Commission with the power to recommend to the Minister on any subject that might be referred to it by the Minister. It has the power to study projects and problems and schemes and to make recommendations on the matters designed to secure the maximum benefits to the province and it is instructed to hold all the hearings of the Commission in public, and will provide, I think, the medium of attempting to sort out a variety of priorities under different circumstances for the use of water within the province.

MR. SPEAKER: Are you ready for the question?

MR. PAULLEY: Mr. Speaker, I beg to move, seconded by the Honourable Member for St. John's, the debate be adjourned.

MR. SPEAKER presented the motion.

MR. PAULLEY: If I may, Mr. Speaker, if somebody else wishes to speak I have no objections to them going ahead.

MR. SPEAKER: Any other wish to speak?

MR. MOLGAT: There's one point I might mention, that the Minister did not cover in his explanation of the Commission is its structure. I note that it is proposed that one of the members of the Commission could be a member of the Assembly or a member of the Executive Council, or both. Now it seems to me, Mr. Chairman, that we've had debate on this in the past in the matter of setting up these commissions some changes were made a few years ago by this government whereby they have added on to the Manitoba Power Commission, or the Manitoba Hydro now, and the Telephone System, members of the Assembly and that they are proposing the same thing here again. We have objected to this in the past and I object to it once more. I have found no advantage insofar as this House -- insofar as the other Boards -- no advantage to us in having a member of the House sit on the commission itself and it seems to me this is just another opportunity for the government to use these appointments for its own advantages. If there was a public advantage to it then I would be prepared to support it but I see no public advantage and I have found no improvements insofar as the contacts of this House with these boards and so in this particular case I will again object to this addition.

Any member of this House who wishes to attend any of these meetings obviously will be welcome to it because the Minister says that all the hearings shall be in public and so there will be full contact for all of us. It seems to me that for the government to have someone on is simply a matter where the government in addition can exert some influence on the commission; if the commission is to be an independent one and do its job properly, then I don't think that the government should be in any different position than anyone else insofar as having someone to report back to it.

So I rise to object to that particular item in the Bill and I will certainly be proposing -- or members of my group -- that there be changes made when we reach the committee stage where we can deal with the clause by clause items in the Bill.

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

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

MR. SPEAKER presented the motion and after a voice vote declared the motion carried and the House resolved itself into a Committee to consider of the Supply to be granted to Her Majesty, with the Honourable Member for Arthur in the Chair.

#### COMMITTEE OF SUPPLY

MR. LYON: Before we get going on education estimates perhaps the Committee would permit me to make an announcement which may be of help to honourable members opposite particularly. The Estimates of the Department of Agriculture will be considered following the Estimates of the Department of Health which in turn follow the Department of Education.

MR. CHAIRMAN: Department of Education Resolution 29 Item 2 (c) University of Higher Learning - passed; Resolution 30. Item 3 Teacher Training (a) Administration (1) Salaries, passed. (2) passed; (3) passed. Resolution 30 passed....

MR. STEVE PATRICK (Assiniboia): Mr. Chairman, I wonder if the Honourable Minister would tell the House why the Faculty of Education of the University of Manitoba does not provide any teacher training for teachers taking Industrial Arts or Vocational Training. Because at the present time anyone that completes Grade 12 can go to the MIT, enroll for industrial arts course and in 2 years get a certificate to teach industrial arts. Now apparently for some unknown reason this is not a high enough qualification for all the schools in greater Winnipeg area and if this individual wants to get any more training there is nowhere in the Province of Manitoba that he can get it. He has to go out of the province across the line to the States to get any additional training for industrial arts or vocational training; and when he does get to some college across the line then he does not get any credits for the two years training that he has taken up at the MIT.

My question would be, I think it's only proper that the teacher training courses be established at the Faculty of Education at the University of Manitoba and I don't see any reason why they cannot be established there because this is the place where they should be established; unless the Minister feels that these courses are not important enough. I think that they are important; they're much more important today than they probably were 25 years ago.

The second point is, I understand that 75 percent of this program is financed by the federal government so there is no reason that these courses cannot be established at the Faculty of Education at the University of Manitoba so that we can train teachers for this type of programs and this type of education.

MR. HANUSCHAK: Mr. Chairman, dealing with the matter of teacher training, some three or four months ago an announcement appeared in the daily papers giving the figures from the enrolment at the Faculty of Education in both the Education I and the Education IA courses; Education I being that offered to students with a Bachelors Degree and IA that following Grade 12. No doubt the enrollment at the University in the Faculty of Education has increased, but I doubt, Mr. Chairman, whether this increase is solely or even largely due to the changes that had come about last year, namely the abolition of tuition fees or is it largely due to the teacher recruitment campaign that was held last year. My reason for saying so, Mr. Chairman, is that the number of Arts graduates last year had increased tremendously; the number of Arts graduates in the spring of 1966 was about 25 percent higher than that in 1965. There was also an increase in the number of Science graduates. It wasn't quite as great, but it was somewhere around 17 or 18 percent. In other words Mr. Chairman, there was a larger supply to draw from - a larger supply to draw teacher recruits from.

One other factor that does disturb me, Mr. Chairman about the enrollment at the Faculty of Education is the percentage of students taking Education I, that is the percentage of students having a University degree. If the figures which were quoted in the press last fall are correct, then it appears that the percentage of students presently enrolled in the Faculty of Education with a University degree, that is the percentage of the total number enrolled there, is somewhat less than, or at best equal to and certainly not much higher than, the percentage of teachers holding a University degree in the profession at the present time. In other words, what is happening at the Faculty of Education this year is not going to contribute much toward the raising of the academic qualifications of teachers in general across the Province of Manitoba - something that the Trustees Association and the Teachers Society have been pressing for for a good many years.

Now I am wondering, Mr. Chairman, what the real reason is - why is the Faculty of Education not being more attractive to students with a University degree?

There are two other factors, Mr. Chairman, that I feel the Honourable Minister for Education should take into consideration in dealing with the matter of teacher training and I just wish to comment briefly on this - and I do hope that the move toward single district divisions will eliminate this problem, because at the present time we still do have, or in 1965 we had 831 one-roomed classrooms and this is a problem that should be solved as quickly and as rapidly as possible.

I had mentioned a moment ago about the percentage of teachers with a University degree - or made reference to that fact. At the present time, or rather on the basis of 1965 figures which were the most recent ones that I was able to obtain, the percentage of degree teachers in Manitoba is 28.3% and at that figure we are tied for fourth place in Canada; we are tied for fourth place with the Province of Nova Scotia.



(MR. HANUSCHAK cont'd).....

There is still, Mr. Chairman, a tremendous exodus of teachers out of the Province of Manitoba. The net figure of the movement of teachers - of the emigration and immigration of teachers in Manitoba results with a loss figure. For the '64-65 term there were 566 teachers that came into the province and I am told that there were over 1,100 teachers that left - about 1,120 or 1,130 teachers that left - giving you a net loss of 560 teachers. So really about all that the Faculty of Education manages to do is enable the province to hold its own insofar as teacher supply is concerned but nothing is really happening to bring more teachers into the profession to enable our education system to relieve some of the present teacher load to decrease the size of classes.

HON. GEORGE JOHNSON (Minister of Education) (Gimli): Mr. Chairman, some of the remarks have been most interesting. Teacher training of course holds a very high priority in the Department naturally and we are very conscious of the fact that not only in this jurisdiction but all over the world, as the Honourable Member from Burrows well knows. The recruitment and retention of qualified teachers is a tremendous challenge in every jurisdiction and as he knows in the past few years great advances have been made - the addition of an 800 student capacity facility at the University shortly to be opened; 300 student capacity facility at Brandon; the increased teacher recruitment program in the past year where through radio, press and television, we have been trying to advertise the advantages and the challenge our young people for a career in teaching. A short film as he knows, may be aware of, last year was most successful - a ten minute film which was produced and distributed, also booklets. All high schools where Grade 12 was taught last year were visited by the staff to encourage students to consider teaching as a career and talks will also be given in March to students at the University, the affiliated Colleges, with a similar end in view.

The students at the University have been in to see me and on these visitation programs our people are accompanying them and pointing out benefits of teaching as well as other opportunities at the University. These are going on now. Our Assistant Director of Teacher Training appointed last year, a full-time responsibility in this field, spent a month in the UK, interviewed 123 teachers. We had 300 teacher responses to our advertising in British papers and right now in co-operation with the Trustees Association our director is garnering contracts and hopefully will be able to either have these mailed directly to interested trained people in that jurisdiction or go with them -- this is another avenue that has opened itself to us. And as he may know, in the past year the enrolment in IA increased to 901 students, an increase of 14% and IA rose to 266, an increase of 30% over the past year. The summer schools, a tremendous activity, as he knows, 1,419 teachers attended professional summer schools conducted by the Department last year. Fees are paid at these summer schools. Twenty-one courses were offered; 63 high school science teachers enrolled in the new sciences, PSSC Physics, Chem Study and BSCS Biology held during the winter of last year; 97 attended a six-week summer course in one of the three new sciences - about 160 high school teachers during the year took part in these upgrading and in-service training seminars. And of course the MTS, Manitoba Teachers Society, have been most helpful in co-operating with us in laying on these programs. Over 4,000 elementary and junior high teachers took part in retraining during the year, including New Maths, Junior High French, Introductory Practical Science, Oral French, Early Childhood Education and Primary and Junior High Phys. Ed. Instruction by TV was given in the Fall of '66 in methods to be used in teaching the reading course. We gave a principal's leadership course at the School for the Deaf last year in concert with the Trustees and Teachers Societies and the response was so terrific that we are planning this again this year. So we are attempting to do all those things I would point out to my honourable friend within the department that we think are available to us, through these various methods of opening doors for teacher trainees and retraining and so on.

As a matter of fact, we are in competition in the North American Continent for teachers, as he well knows. Lord knows why some leave; many of them are for personal reasons. We did our annual survey this year and much like last year we found that out of a teaching force of 9,422 teachers 7,904 continued to teach and 1,518 had not returned to the classroom, but, of that number 257 returned to the University, 405 went to home making duties not necessarily lost to the province but temporarily so. Other occupations, 92; 86 retired, 65 years of age and over; 154 taught outside our province; 41 in private schools, Indian Affairs Schools; and other reasons 200 and 265 unqualified in that area, but a total of 16.1%. Now this pretty well compares with about 16.3% the previous year. Our June graduates this year, elementary 724; May were 196.

(MR. JOHNSON cont'd).....

The interesting thing is that when you analyze these figures really, the 16%, you find that in the large volume of teachers, the large numbers involved, when I say that 257 returned to University, it's about 2.73% of your total, 4% to housekeeping, .9% retire, so your percentages of loss in each area are very small but when they add up they mean an awful lot of teachers. However, as of September of this year, of last year's class we made an analysis and found that 92.3% of last year's class are teaching in our province and another 3% are going on to University, continuing their studies, and there are 2 to 4% of that class not traced. This is an increase over previous years.

In secondary at the BA level, or the Education I, about 80% again of our people are teaching in Manitoba; about 9% in other provinces, much the same as last year; 6% of this year however of our secondary teachers returned to University versus last year it was about 1%. I should point out the combined enrollments this year in all Winnipeg, Brandon and the University and IA levels total 1,137 people in teacher training: 720 at the University, 164 at Brandon - these are elementary; 237 in Faculty, 16 at Brandon College for a total of 1,137.

In the summer courses last year we had a 12-week course, 121 people. In the past year, the last figure I have is '65 - '66, the percentage of secondary teachers to our total was 31.4%. You must remember that as you're each year getting a rising number in the total number of teachers, the total number, it becomes increasingly -- by arithmetic progression you get the same difficulty in keeping your percentage of secondary teachers in a system rising. For example, between '64 and '65, 422 new teachers came into the system or the system increased - more kids in school, more teachers. But despite that we are holding our own and gaining a little bit in the percentage of degree teachers. It has been a tremendous advance in the last eight years I can assure my honourable friend. But we recognize the need to continue with the various things we are doing through visitation, through television, advertising, the need for and the attractiveness of the teaching profession. We're even looking at overseas recruitment as I've indicated; in fact we have some very good leads there and will be following these up very vigorously.

With respect to the matter raised by the Honourable Member from Assiniboia, the vocational teacher training program has been carried out at the Institute of Technology mainly for the reason that that is where the facilities are. We of course took over the former school for the deaf on Wellington Avenue, and of course at our MIT institution we have a program for the industrial arts is -- the program is really held on Wellington Avenue. We provide summer school courses for these teachers to upgrade their standing; we also provide bursaries for these people if they require financial assistance. It really isn't necessary for these teachers in these areas to go outside the province as they once had to do for the kind of training here.

Under the present Technical-Vocational Agreement it has not been possible to obtain sharing for vocational teacher training if taken at the university. I think I should point that out to my honourable friend. The teacher training programs that we've put on were put on under the former T. V. T. agreement which will go out of being the end of March and that enabled us, as we reported in the House last year, to radically upgrade the number of people in vocational teacher training. That T. V. T. agreement never covered any courses at the university level. We have not yet been able to establish for sure whether or not teacher training would be feasible under the new program but it is again one of those areas where we're still negotiating.

But in business education last year at the MIT we had 46 teachers in training, we had 25 in industrial arts and vocational industrial 6. This was at the MIT. I can't put my finger on any new programs at the moment. Again, however, this is a matter which -- I think it's important too to look at this question raised by the Member for Burrows re the university's acknowledgment of these-- or the holding of courses in this area. It has never been done here as yet and of course many of our instructors -- as he knows, we have a few hundred -- are pretty well all degree people at our institutes, engineers -- that is in most of the technologies and so on are highly qualified university people who have gained the teacher training aspect of their program through our MIT training program - professionals who come back to us with their degrees - many of them take training with us. Others are journeymen who come up and take their training and go into the teaching of trades and so on. We've been very fortunate to date in getting the high calibre, excellent people from the journeyman area, practicing plumbers and so on, who decide with their qualifications to come back and teach. We can give them all that within our own resources, within our own program at MIT and Wellington Avenue, but

(MR. JOHNSON cont'd), . . . . we don't offer the university degree. It will undoubtedly be something to be pursued between our industrial arts people and the university people . . . . . be happy to do that.

MR. HANUSCHAK: Mr. Chairman, if I may ask the Honourable Minister of Education one brief question. Would not the Honourable Minister agree that if the students enrolled in the Faculty of Education or rather if the -- yes, if the students enrolled in the Faculty of Education are to lead the way in the upgrading of teacher qualifications then the enrollment in Faculty 1 (a) -- oh, I'm sorry, Education I, should be considerably higher than what it is now. I was trying to catch some of the figures that the Honourable Minister gave, but on the basis of the figures that I have it would seem that if the Education I students were to do nothing else than to maintain the present level of the ratio degree teachers to non-degree teachers then the total enrollment should be in the vicinity of 350, and I don't believe that it is -- that is taking into account the Education I students enrolled at the University of Manitoba and those at Brandon College.

However, Mr. Chairman, my second question -- I'd like to be fair to the Honourable Minister and indicate to him that I am not overlooking or ignoring the fact that there are many teachers taking upgrading courses during the school term and during the summer at summer school and by way of the university evening school program. I would like to ask the Honourable Minister how the percentage of teachers taking courses of this type compares with previous years or at least with last year; that is teachers enrolled at the evening school and summer school, how that percentage compares with any previous figures that he may have.

MR. DOERN: I would like to ask the Minister a question. There's two sort of features about getting people into the profession. One is first attracting them and secondly retaining them. I am very concerned about both and particularly the retention of teachers because it is my personal experience that I have run into people who are excellent teachers who were sort of dynamic young men and women. They went into the profession; they took it for a couple of years; they got fed up and they quit. They quit for a variety of reasons. One is salary; one is better opportunity; one is some of the things they have to put up with and so on.

I would like to ask the Minister in general if he could indicate what sort of general philosophy is behind the advertisements and the programs. We know that they're using television and radio and pamphlets but I'd like to ask him how he attracts people into teaching; and a bigger question in my mind is how does he attempt to retain teachers, because I know generally how they intend to attract them or at least I think I do but I think many people are quitting and this concerns me. I want to know whether the Minister does research or investigates or ponders the question of people who quit teaching.

MR. JACOB M. FROESE (Rhineland): Mr. Chairman, we're under Teacher Training I take it, and I see that we are voting \$120,000 for the purpose. Just what are the costs of our teacher training at the university? How much of the cost is assumed by the university and how much do we pay from out of the estimates?

MR. DOW: Mr. Chairman, I have two short questions that I'd like the Minister to clarify: the function of the Manitoba Textbook Bureau. I understand they supply textbooks at close to cost. Why it is now that the schools can buy cheaper from the publishers rather than from the Bureau?

MR. JOHNSON: I'll have to check that last one, Mr. Speaker. That's a new one on me for a non-profit organization to be undersold in that way. I would have it here, I have a great deal of information on the Textbook Bureau; maybe I can dig it out and get the information for my honourable friend.

With respect to teacher training, under one appropriation here, 3 (b) is \$388,000.00. In there is included the cost of payment of the 'in-service' training courses plus the fees of students at the university in I and IA which is a nominal figure that had been paid for years, for example: the student fee had been \$125 before we eliminated it in IA and it had been \$350 in Education I. In the university estimates was a sum of money they included in their estimates for their costs of the course and the balance comes out of here at the rate of -- I think it's \$350 per secondary student and \$125 per elementary. These are subsidized rates as we know.

With respect to the Minister's formula for keeping people in the system, well I think it's teaching -- I'm no philosopher in this regard, I haven't got the benefit of my experts at my elbow at the moment -- but generally speaking I think teaching is a very exacting profession and a very difficult one. I don't know how any person can be a thoroughly bad teacher who can stand in front of any classroom from 9 till 4 and meet all the challenges that come

(MR. JOHNSON cont'd).... to them. It must be a most demanding profession. How do you keep people in it? I think you do it by a number of ways. Namely, the new Foundation Program we're trying to sell throughout rural Manitoba to, over time, put quality into your system. People have to be happy doing what they want to do where they want to do it. It makes you wonder why some of us get up here from time to time. But nonetheless, I don't know the secret except that a person must seek gratification. I think it would help a great deal if we all put more accents on this and that's what we are attempting to do. I think it is being made much more attractive every year. I also think that as you raise the standards you don't scare people away, I think you will tend to attract more good people into the profession.

MR. DOERN: May I ask the Honourable Minister a question?

MR. JOHNSON: Yes, Go ahead.

MR. DOERN: I'd like to ask you this particular point. People are leaving the profession, people are quitting for a variety of reasons and I want to know whether you ever investigate these reasons or whether your people, you know in effect, analyze the reasons for, the most common reasons why people are leaving. Do you get that information as well?

MR. JOHNSON: 1,518 people were contacted individually or by telephone, by letter or by inquiry when they didn't answer the two former questions. The point I mentioned was that of that whole number we couldn't trace -- 125 would answer "no communication". The majority as you know, 4 percent went back to homemaking duties -- and I don't think these people are entirely lost to the profession, they may come back at a later date. In fact if it wasn't for these re-entering back out of other provinces at about the rate or better than they're going out, which is the case, and people returning to teaching, and our increased efforts each year of getting more trainees, we would indeed be in difficulties. We think to get ahead, to improve the standards of our teacher training we need a little help for a few years by trying to do some recruiting both in our schools and in other jurisdictions. The honourable member -- I haven't got the exact percentage for some reason in front of me, of the number of teacher trainees who underwent retraining last year -- or have I? I haven't got it at the moment, but my understanding is that never in the history of the province have we had more people in these in-service training programs as we have had in the past few years, as I indicated earlier. We're not only paying the fees as you know for all those special courses we put on in the summer; we pay a small amount to offset their expenses and we also pay the .... charges for the in-service training programs and the Teachers' Society helps a great deal in this area also. But the numbers who are coming back for training and retraining have never been greater. I believe the university enrollment last year during the summer months was in the neighbourhood of 3,800 students. That was pretty well all teachers coming back for courses, university courses or upgrading of one kind or another. I have these I think under different headings but I'd be glad to dig out that percentage story.

MR. DOERN: Mr. Chairman, may I ask another question of the Minister in the same regard? Perhaps I'm not being clear enough. I think the minister can give us information undoubtedly as to where these people went. In other words, he can tell us that some went to business and some went back to the home and so on and to other provinces. My question is really slightly different, and I didn't spell it out clearly before -- that is why do people leave teaching? In other words, are they unhappy with their courses; don't they like the system of lecturing one period after another? Do they find the extra curricular activities too heavy; do they find the psychological strains too much? This what I wish to ask the Minister. Why do people leave teaching in the sense of what are they unhappy about when they are in the classroom and when they're in the system. We know where they go. I want to know why they decide to go somewhere else. This is what I would like to know.

MR. CHAIRMAN: I was in the .... pardon me.

MR. JOHN P. TANCHAK (EMERSON): Mr. Chairman, I've listened with a lot of interest and I know the Minister doesn't need any help, but this time I think I'll take his side for a moment, knowing that he well can defend himself. As you know, I am still a holder of a teacher's certificate and who knows, maybe in 1968 I may go back teaching. It may be -- I still consider it a wonderful profession and I still think I consider it an attractive one. Maybe I think that's one of the reasons that I didn't deplore the state of affairs in the teachers profession as much. Probably if I was to hammer on this salary, maybe the salary would double and then for sure I would be in the teaching profession. So I feel I would be pleading my own cause in this House; that's why I didn't say so very much. But I know some of the reasons because I have spoken to many teachers, why teachers leave this profession and one may be

(MR. TANCHAK cont'd).... salaries. We know that. But looking over all I don't think that the whole teaching profession - I wouldn't like to term it as chaotic and a mess, because I would like to feel proud of our educational system here regardless of who instituted, whether it's the Honourable Minister sitting before us or the former minister, there's always been improvement. So they leave for salaries. It happens in other professions too. They leave also for other opportunities, better opportunities probably - and we can't blame them for that. Now many teachers, and I've asked them, why did you leave the teaching profession, oh, I'm young, I'm adventurous I like adventure, I like ... pardon ....

MR. JOHNSON: .... here in politics.

MR. TANCHAK: Well, I told you..... for awhile. They're adventurous people, some of them would like maybe to go to Europe, teach elsewhere and so on. You're getting some teachers that are doing it. Some are leaving on account of health. I know some teachers, I know one teacher in particular that couldn't take the track dust, and if you try to minimize this hazard in schools, I know that all the boards are trying to get the track that would have less dust, and so on, but some are leaving for health reasons. Some are leaving because in-door work does not agree with the teacher himself. Now some just leave because they would like to try another occupation; its human nature to look out and see the grass a little greener across the fence. They may think that they would like to change their profession. But what really concerns me is this, that if we continue to harp on this and go to extremes and exaggerate the plight of the teacher, I don't think that we are doing service to our educational system, to our boards and to the province as a whole; because instead of trying to retain our teachers actually by some talk that we hear in this House, we may be scaring the teachers away.

In my estimation the teaching profession is a very honourable profession and the good teacher in every district no matter where he is commands high respect from the people in there. As I said, the salaries could be a little better, but couldn't they be a little better all over, across the line, down the labour all the way to the lowest man. Somebody says even MLA's; maybe they could be better. So there's no limit to that. I'm not disagreeing that the teacher is getting enough at the present time, but it seems to be that the whole world at the present time thinks that they are not getting enough.

Now again I'll repeat that if we go to extremes and exaggerate the plight of the teachers in this House we will be doing disservice to the teacher, the teaching profession and to the public. And I think that by some of the actions in this House we might actually be scaring the teacher away when I think that we should paint a little brighter picture of our schools and our educational system. Let us get out and say that it is a wonderful profession; let us say that the salaries although not perfect but they're not too bad; let us tell the people right in the classroom if the teacher is looking for adventure he can find adventure there, because there's a lot of adventure in this teaching, molding the future generations of our country, there's great adventure. So I say let's start painting a little better picture of the teaching profession and maybe we will be able to retain our teachers here.

MR. DOERN: Mr. Chairman, am I to gather from the remarks of the Honourable Member for Emerson that he is in full agreement with the policies of the conservative government in education?

MR. TANCHAK: Do you want an answer to that? I've offered my criticism before. I'm not in full agreement. All I'm stressing, let us not exaggerate it because we're not doing service to our public school system.

MR. JOHNSON: Mr. Chairman, I don't want to delay my estimates more than a moment here but I do want to pick up what the Honourable Member from Emerson has said.

I think we must realize, as we do I think in our province, that teacher training is the supply of teachers, the need for more and better teachers has never been more real than it is now. Never have we had so many good people coming back into teaching and I'm surprised how many people in industry are becoming terribly interested in education and are coming back to help us for example in these basic upgrading courses and coming into technology and in our trades for teacher training. It's very heartening. I would also say that the activity here I don't think has ever been more -- I found the percentage the Honourable Member from Burrows was asking about. The number of those who enrolled in the department of education summer school in '66 was 1, 218. This is an increase of about 28 1/2 percent over the previous year. In '63 there were 875 in summer - departmental courses; it went up to 1, 218 this past year.

I must also say now that we have in addition to the in-service training which the Teachers' Society is helping us with, in addition to the courses we put on in the general university

(MR. JOHNSON cont'd)..... programme in the summer months in the arts & science division and so on, the high degree of involvement and sense of responsibility shown by the Teachers' Society is exemplary - and I say that very meaningfully, it has been tremendous. We have somewhere like, counting teachers and people in the department of education and at the university, close to 800 people involved in every aspect of our course revision from elementary sciences which is now under complete review to our high school courses of all types. And as they become involved and see the need for upgrading and retraining in methodology I'm certainly heartened as one individual with the response which they have shown in this area.

With respect to the textbooks -- the Honourable Member from Turtle Mountain, the question of how come they're buying library books cheaper. Where a publisher gives the same discount to individual schools that the Textbook Bureau receives, then the books probably would be bought slightly cheaper from the publisher direct. Our book buying power still gives us a bigger discount in most books. The Textbook Bureau also provides a very extensive re-ordering service to meet changes in book agents and which are never referred back to the schools. To handle all their own ordering, schools and school divisions would have to hire a staff to handle these problems which would add to the cost of books they purchase direct from the publisher. So apparently there are instances where on certain books and certain orders they can get them cheaper from the publisher.

The Textbook Bureau as you know operates on an open ledger account and just the cost of administration is picked up by the government in ordering all these books. This is the best advice I can get at this time. If there's any further clarification of that I'd be happy to try and look it up.

MR. FROESE: Mr. Chairman, there's one matter I thought I'd like to touch on briefly and that has to do with the summer school course and also the length of the school year. Has any consideration been given to shortening the school year, because I find and many people find this, that the teachers will use the summer vacation that they have for purposes of going to summer school and taking a subject or two at the university during the weeks of their vacation, and then come back later on and they're tired, instead of rested up, they're probably petered out. And I feel something should be done, either we shorten the school year or probably the courses should be shortened or the time should be shortened in which the courses are given or probably confine them to one course, so that at least they would not be worn out when the time comes that they are supposed to be back in school.

MR. JOHNSON: Mr. Chairman, I would just say at this juncture that we have - I have new regulations governing the school year setting down the time at which school shall open and close and spelling out the days, also spelling out the number of days to be set aside for examinations at the elementary and secondary level. These will be -- I'll try and get these and distribute them to the honourable members -- they pretty well I think meet the suggestions of the trustees and teachers society and I think are a pretty good set of regulations governing the school year. I think it cuts it possibly by two days but I don't want to be hung on that one. I still have the report.

My honourable friend would also realize that while at the same time placing more and more challenge on us to put more and more in the curriculum almost constantly, we're at the same time being asked to shorten the period of time. But I think teachers and trustees generally will be fairly satisfied with the new regulations which set out certain periods for in-service training, certain periods for the examinations, make it more standard, and to start the school year after the first Labor Day weekend which is constantly coming back to bug us at the last moment. So as soon as those regulations can be made available I'll be happy to pass them on to the honourable members.

MR. DOERN: Mr. Chairman, I would like to direct a question here to the Minister based on the Honourable Member for Rhineland's remarks. He points out that teachers are often exhausted during the year. This perhaps is my point, but he points out that often after a hard summer of studying they are also tired. I would like to ask the Minister whether he has a policy in regard to sabbatical leave. Some School Boards for example, the Winnipeg School Board and others offer sabbatical leave. This is a considerable expense. Does the department offer some grant to alleviate this or does the department simply not concern itself with this.

MR. JOHNSON: ..... policy on sabbatical leave, Mr. Chairman. I believe it is an individual school board decision, I'll have to look into the matter.

MR. CHAIRMAN: I was in slight error when I called pass on Resolution 30. I omitted

(MR. CHAIRMAN cont'd)..... subsection (b). (b) (1) passed, (2) passed. Resolution 30 passed. Resolution 31-4.

MR. MOLGAT: In the matter of curriculum, I want to rise and speak for a few moments on the question of reading in the schools. Now we have had discussions with the Minister about this on a number of occasions in the past and we on this side have made recommendations to him, in particular my colleague, the Member for Lakeside has spoken on this as so I have, because we are concerned and I think we were in this case indicating the concern of a large number of people in Manitoba particularly mothers who have children in elementary school with regard to the methods used. Now last year we proposed to the Minister that in order to resolve this matter that there should be a committee of the House established so that the members of the House who don't claim, and we certainly don't claim to be experts on the subject, would have an opportunity of finding out what in fact is the proper method.

The government at that time decided to vote against our resolution. I would like to point out that the resolution was based on recommendations that came to the Minister in the Royal Commission on Education back in 1959, that the School Trustees had made recommendations to him and we didn't feel that there was action on the part of the Minister in this regard. Well it seems to me that the thing has come to a head now in some of the newspaper stories that we have recently seen. These were reported in both Winnipeg newspapers. The Winnipeg Free Press had a headline "Sixty University Students now learn to read". The Tribune had a story "Reading Clinic Helps new students", and the indications are that there is in fact a very serious problem at the University. The story goes on to say that there is a specialist in remedial reading programs now employed by the University. She has worked with sixty students of all faculties and years since September and that she will probably deal with another sixty before the school term is over. And it goes on to say that the students were predominantly Canadian born students who are having difficulty in one of four reading areas. So it is not a question that it is a language barrier, these are Canadian born students.

The Tribune in its story says "illiterate isn't too strong a word to describe their condition. They can't read well enough to master books and they can't write well enough to pass on information and opinions to other people. They may be intelligent but they don't have the necessary tools for academic work."

Well whether this goes back to the problem of reading in Grades 1 and 2 I don't know for sure, but certainly the results are not satisfactory once we reach the University level. So I think that we have to take a very serious look at this whole question of reading back in the elementary grades and not have the situation where once having reached University we find students cannot proceed.

The Minister last year was not prepared to have a Committee of the House. I would ask him what his proposals are in this regard. Last year as a result of our discussions he did announce that there were going to be some changes made in the program. He announced here in the House - this is in Hansard March 15th that the professional committee, Elementary Seminar Committee were reviewing the reading matter for some time and they anticipated recommending a basal reading series to the advisory board this spring. Subsequently in May he announced this is a newspaper story - that the Dick and Jane series was definitely going to go. He said a new series is the first Canadian devised program for reading instruction, that it had been used successfully in Ontario and British Columbia. Well the question of course is what proof has the Minister in fact that this is a new method and a better method or are we simply changing to another book, the same method. My information is that there is no change in method, that really we are simply changing our type of text and I would like to know from the Minister whether this is so. The program he says, these texts have been used in Ontario and British Columbia. Has the Minister checked with the Departments of Education in both those provinces to get their points of view on this or is he getting his information from the publisher of the text? What analysis is being made in the Province of Manitoba insofar as the value of this new method as compared to the previous method?

The Minister I believe conducted some programs on another series for a period of time on the "Phonetic Keys to Reading" but there didn't seem to be any control program whereby you could compare what this method had accomplished as compared to the other method being used. So the question now is with the change, what control or what checks is the Minister proceeding with to verify whether the new method is in fact going to produce a better system.

The Minister also said he was anticipating two or more series were going to be suggested and that the teachers would have a choice. Well the question here is, will these other series in

(MR. MOLGAT cont'd)...fact be simply other types of sight methods or will they be in fact moved towards phonetic reading? Apparently in the Province of Ontario there are three authorized programs but they are really all basically sight methods, and in fact, the teachers then don't have a choice as to whether they want to use phonetic keys or not. So I would like to know from the Minister the answers to these questions and what he plans to do in the future in this regard.

The fact that the University has run into this problem I think indicates the seriousness of the situation and the extreme need in the Province of Manitoba - and I gather it is not strictly Manitoba, this is the case in other areas as well - of insuring that at that very first step we do the right thing for the children so that they can at a later date take full advantage of the improvements that the Minister is proposing in his over-all program.

MR. JOHNSON: Mr. Chairman, anticipating the request that the reading matter would have to receive the consideration of the honourable members, this is the report which I received from the advisory board, the first 29 pages give all the reasons and the rest are the appendices which are the most interesting. This is a big subject. It is a matter which - and I was hoping to have these ready before my estimates to distribute. I was advised this morning it's in the printers hands and will be made available to all of the honourable members.

Now in the meantime the honourable member is free to look this over. I'd better get them tabled properly as soon as I possibly can. In essence, the reading debate is a long one and there are those who feel very strongly that certain methods of introduction of reading into our system are more preferable to others; and yet listening to the head of the Public School System of Glasgow, Scotland, a very accomplished gentleman, who told me they had all the different types, four or five different methods of introducing reading to children. He said by Grade 4 all methods properly resulted in a child who read and read well and that was the sum and substance of the exercise. But in looking at the particular series PKR the problem there is that it is not a basal reading series, that a basal series had to be introduced and I am in this position, and I don't want to insinuate for a moment that the members of the House are not competent to examine carefully the pros and cons and professional reasons for our elementary curriculum seminar made up of our best professional teachers and our full-time staff people, why they would come to the conclusions they did. That is contained in here and it's in some volume. I think that I could summarize it by saying that I feel in this position that I am in no position to argue with these people in certain detail here as to the professional reasons for taking the stand they did and the recommendations they made to our advisory board, who incidentally have approved this of course, any more than I would tell a surgeon whether to do a vertical or transverse incision to take out a gall bladder. I think that's a professional judgment and I don't want to be in the position here -- this is a matter of community concern but I think honourable members will be heartened by the report and the extent to which the committee went in making their recommendation.

Now how was this new series selected? The Committee of experienced teachers first established the following objectives for their reading program: The development of the desire to read for enjoyment and interest; the development of word recognition skills; the development of comprehension skills, and it was decided that a basal reading series would provide a better developmental program since the teacher manuals would guide inexperienced teachers through the basic activities necessary for developing all phases of reading skill and would suggest ways of adapting to individual needs for more experienced teachers who wished to conduct a more flexible individualized program.

Six series were selected which met the criteria of an evaluation scale prepared by graduate students of the reading department at the University of Chicago. This considered authorship, format, story content, teacher guide books, work books, supplementary materials and so on and the series were used in 51 classrooms covering a wide range of ability and comments of teachers, inspectors, supervisors and principals were reviewed and considered. Mental ability tests and reading achievement tests are being used each year to measure the progress of children being taught by the various series. Regular contact is maintained with teachers handling the program and each series will be considered again at the end of the school year, this concurrent year. As a result of the evaluation, for example, two series were dropped from Grade 1 testing at the end of June with the children being bridged into another series and two new ones introduced. This procedure of testing new series will be continued in order that better materials be provided as they become available.



(MR. JOHNSON cont'd)....

Why was the Canadian Reading Development Series selected? Well this particular series prepared by Canadian authors, published in Canada -- incidentally it's in use in British Columbia I believe -- and the story content was up to date, the language patterns are those of every day speech and they had bright illustrations, poetry was introduced in pre-primer and format and so on -- appealed to the committee. They tell me this series has a much stronger word recognition skills program at the first level, provides children with a means of becoming independent readers more quickly; comprehension skills were also introduced and assumed greater significance in the second or third levels.

The skills program has two versions, (a) and (b) which provide flexibility for teachers in suiting instruction to individual differences. Apparently the (a) program introduces word recognition skills more quickly and in a different sequential pattern from the (b) program. This permits children of average or better than average ability to develop independence more quickly; and the (b) program is intended for one-third of the school population which needs a slower moving pattern. By the end of the third level these children have been introduced to the same program of skills as those in the (a) program that have been able to assimilate instruction at their own development rate.

These (a) and (b) programs are outlined as to the introduction of consonants and word-endings and so on, the use of vowels and what-have-you, and the (b) program introduces the students to another, all initial final consonants, word-endings, short vowels and so on. Work-books are an essential, an integral part of this reading series because they provide two word recognition skills programs and thus help the teacher to differentiate the different approaches. The series has a language development kit, there are short short stories and filmstrips at all levels which supplement the comprehensive skill reading program, and in the opinion of the Committee and according to the research available, the quality of teaching is much more important than the materials used.

The selection of an additional reading series will permit teachers to move at the rate of development of the class groups because children moving more slowly need not be exposed beforehand to story content or work activities assigned to the faster developing group. One of the major complaints about the old series can therefore be removed. They don't feel another series will be authorized this year because teachers are not accustomed to using more than one series. Those who aren't will need the extra year to become acquainted with the first series with its dual program, that (a) and (b), and several series being considered are American. This is significant as the content becomes more important beyond the first level and the American Social Studies, especially civics, must be replaced by Canadian material before the series can be considered suitable. It's a lengthy process. Several new Canadian series are being prepared which the committee wishes to evaluate before recommending a further authorization.

Is the new series being evaluated? Yes. A teacher evaluation is certainly being considered along with achievement test results and they hope to be able to measure progress with the original classes using the first selected series two years from now. In the meantime, the committee is receiving teacher reactions at in-service sessions and workshops and is aware of problems arising out of the use of the series.

What is meant by continuous progress? Growth in reading skills develops or matures exactly as physical growth takes place. A child who is physically 7 may have reading skills equal to those of children from 5 to 9. Therefore, any modern reading program must recognize that although children enter school at a particular physical age, they may not be able to begin formal education -- they may or may not. It has been proven apparently that failure in the primary grades, that is compulsory repetition of a year's program, has a very serious effect upon a child's attitude towards learning, and therefore many school systems have encouraged their teachers to adapt the school program to the level of ability of the individuals in their class. Experience seems to show that this system is successful where parents and teachers understand and accept the principles on which it is based. Attempts to force acceptance on a community before it has been carefully explained have usually resulted in failure.

The primary language arts and primary math programs are both built in levels rather than grades and it is intended that a non-graded approach would be considered locally rather than that it be imposed by the department. Several divisions have already adopted this system and there is a fair degree of public acceptance. The point is here that, in trying to read from notes which were prepared earlier anticipating this area, that the new series was the only

(MR. JOHNSON cont'd)...Canadian series available. It was recommended by the Elementary Seminar Committee and the advisory board.

The supplementary types of things such as material such as PKR and other aids to reading which a particular teacher may request in the classroom is something which the department feels, and the reading experts as I understand it feel, is something to be developed in any particular division. Now there is a division for example in one of the urban divisions where the superintendent and teachers have adopted a particular basal reading series, and any phonetical materials needed in addition to complement or supplement or improve that series is up to the individual teacher. They have agreed, as a division, to use certain supplementary materials, and then when we know that we can order these things into stock, into our Textbook Bureau and make these available to the particular divisions. But to stock all -- as we have indicated in debates on this in the past, these materials are available through the bureau and we have no objection or the department certainly has no objection to people complementing in this way.

But all things considered it's a very lengthy complicated difficult problem and I think that I'm not surprised to see certain university students not reading. I think probably we've all had the same problem. I know it wasn't until I was in third year Pathology that a professor taught me how to read and to cover a 400 page manuscript in an evening which apparently was his rate of speed, but I think the rate of speed and comprehension and what-have-you comes with maturity as we all know.

But I think the basic point in the whole exercise here was the tremendous volume of material, not only here but over the world in the matter of reading and which was certainly known to all our people the need to get on with the job of picking a basal reading series to replace the older Dick and Jane series, to bring in a type of series that would go at an (a) and (b) pattern and would fit in with allowing the child to develop at his own rate for the first few years, and at the same time leaving it up to the professional competence of the divisional board or staff or individual teacher concerned to complement her basal reading series with any other materials. For that reason this basal reading series was recommended to myself or to the department and approved by the government.

I think if we -- with all respect, Mr. Chairman, I quite appreciate the feeling of the House that an important matter like this is being passed upon by the experts in the field and we don't probably have a chance to come to understand all the facets of it. I would just shudder to think if we did this for reading, if we were going to do it for other subjects we would be a pretty full-time group - reading, studying and advising on PSSC physics, the new chem study, the new biology, the ecouter-parler and all these programs, I think we would be a pretty busy group of people. However, I will, as I say, if anyone wants to make use of this over the next few days they're welcome, but individual copies are being prepared for the benefit of the honourable members which I think summarizes the whole situation very well.

.....continued on next page

MR. MOLGAT: Mr. Chairman, I'm almost afraid to rise and ask the Minister another question but I wonder if I might -- I'll be interested in reading what he said in Hansard certainly. There were some specific questions that I asked and I wondered if he could answer at this time. Did he in fact check with B. C. and Ontario who apparently were using the present series? Did he get some information directly from their Departments of Education as to the results that they had had or are we here accepting the recommendations of the publisher of the text. Now if he could give me a yes or no answer as to whether or not he did check with them, or his department checked with them, I would appreciate it. I gather from his comments that he will not consider a Committee of the House to study this matter. What steps then is he taking to ensure or to find out whether this new series is in fact an improvement over the past series. What studies are going on in the Province of Manitoba to make sure that we are doing the right thing in this field.

I had one further question, Mr. Chairman, regarding the other methods. I gather from what the Minister said that he is prepared to allow schools to experiment if they so wish, and that provided they are using this basic method they can as well use Phonetic Keys to Reading. Now if this is so, is the material available? I understand that some teachers in the Winnipeg area have indicated a desire to carry on with P. K. R. and have been unable to get the workbooks.

MR. JOHNSON: This business of the publisher, I don't know what you mean. I don't know who the publisher is off-hand but certainly the department in discussing this matter advised me of their examination of this program in other jurisdictions in this particular series. The only thing I know about the publisher is that this was published - it's the only Canadian series that was available and it met the criteria of the Elementary Seminar Committee in the development of their basal program. As I say, we have had in-service telecasts on readings; there are people especially knowledgeable in this particular method who -- teachers, senior people and very qualified people, who are going throughout the schools, as I understand it, to introduce and assist teachers who have the program within the schools, and the fullest playback and soon is going on in order to evaluate just how the boys and girls are getting along with it.

MR. CAMPBELL: Mr. Chairman, I don't need to preface my remarks by mentioning once again the very high regard that I have for the Minister and I think everyone who watches and listens as the Minister pilots his estimates through this House must be struck by the fact that he believes in what he's doing so far as education is concerned. I think he's a dedicated Minister in nearly all areas, but I gathered that even he found it extremely hard to be enthusiastic about the answer that he read to us a little while ago, and I sympathize with him. I read in a western farm paper recently an article that dealt with what it called the arrogance of experts. I think we've had within the last few minutes a conspicuous example of the incomprehensibility of the expert. Whoever wrote that memo for my honourable friend - I'm sure it was not himself - really deserves high marks for confusing a subject that's already complex enough.

Now my honourable friend the Minister said that he was not suggesting that the honourable members of this House aren't competent to consider this question of reading and to deal with it, but he certainly indicated that he thought it was much better left to the experts in education and the experts in the particular subject of reading. Well, I don't think that we're so competent either in dealing with it, but the people who I really do think are competent to deal with it are the teachers who are trying to teach reading to the pupils of the schools and they are the ones who really form the basis of this study that was made and which seemed to get very short shift from the advisory committee.

I observe that in the report of the Department of Education we have a paragraph dealing with reading. I won't take the time to read all of it but it mentions the fact that "the final report of the Winnipeg School District No. 1 experiment with Phonetic Keys to Reading was received and discussed with the personnel responsible for it; and a minority report from Dr. A. Moore on the Winnipeg experiment was distributed and taken into consideration, together with information provided by the Fort Garry School Division on its use of this same series" -- Page 135 of the present annual report. And then over just at the conclusion of that paragraph on the next page this statement is made. "The Board further recommended that a complete report of the discussions on reading to date be prepared and presented to the Minister and that all aspects of the Reading program continue under assessment and review." May I ask the Honourable Minister, is that the report that he's offering to us? Is that the report that's mentioned here? My honourable friend is looking something up so he missed what I was asking him. The report on Page 136 says, "The Board further recommended that a complete report of the discussion" - and this of course is the advisory committee - "on reading to date be prepared and presented to

(MR. CAMPBELL, cont'd) . . . . the Minister and that all aspects of the reading program continue under assessment and review." Is that the report that my honourable friend has tendered to us a short time ago? -- (Interjection)-- That's not the one. Well then, I look with some alarm on that report that he has exposed to us already, but even with that, could we have this report which the Board has recommended should be prepared? If it's been prepared, could we at least have a look at it?

Mr. Chairman, I can understand it if the Minister is very tired of this subject. I can really understand it and I'm sure that he hates the sight of we folk getting up here to introduce the subject of reading. But we're getting a little tired of it too, because it's five years, five long years - maybe it's six - five anyway since I brought this subject before the House and I had at that time the very valued support of the Honourable Member for Pembina. She said that she agreed with me but she, acting on behalf of the government, diverted the discussion off to the advisory committee. The advisory committee has been wrestling, not very hard, but wrestling apparently with it ever since, and then we get this kind of a decision after all those years.

Mr. Chairman, I admit that in this consideration of this question that my approach is partisan. I admit that I'm on one side of this question. The reason that I'm on one side of it is it carries my judgment, and people who have talked to me are on this side of the question, and the other folks have never considered it worthwhile to talk to me - I don't blame them for that, perhaps they think that I'm incorrigible - but as I see it, and I read this report really carefully of the Winnipeg experiment, and if my honourable friend will just allow that report to go before a committee of this House, either a standing committee or a special one to be prepared, I think that we, with the help that we can get in interpreting that report of the experiment in the reading that was carried on in the Winnipeg Schools, that we can convince the members of this House that the Winnipeg school teachers themselves who conducted that experiment were in the great majority in favour of the phonetic system - in the great majority, not just in the majority - and in the light of that, how can the advisory committee - influenced of course by the curriculum experts on reading - how can they come up with a decision of this kind. This is what I'd like to know, Mr. Chairman. I'm well aware of the fact that some people or some person or people who are experts in their subject can proceed to rather influence and perhaps even dominate a group that are not so expert in that subject, but surely when the experiment was conducted for years in the Winnipeg schools - and I gather by this report in a Fort Garry school as well - in several Winnipeg schools, when the teachers' own reports are largely in favour of the phonetic system of teaching, then how do we manage to get an adverse decision. That's something I'd like to know.

I'm not going to say any more about it at the moment. I sympathize that the position that my honourable friend the Minister is put in because he certainly is not in a position to argue with the experts on these, and he has so many deals to look after that he can't get the time to take a personal interest in this matter, and I do appreciate the difficult position he's placed in. But, Mr. Minister, I suggest to you that this question, not only because of the difficulties that my Leader read with regard to the university students, but because the high school students and many others are finding, that parents are finding that their children, the students, are not able to read well. It's basic to an education - we consider education to be more and more important all the time, more necessary all the time, we spend more money in it - but we neglect the very basis of a good education.

So I am going to suggest to my honourable friend once again that we have this matter referred to a committee - we have it referred to a committee of this House, and admitting that we're not experts, let's bring the experts on both sides of this question before them; let's examine that report that was placed before that advisory committee; and let's see if we can't bring some order out of the chaos that in my opinion exists.

MR. JOHNSON: Mr. Chairman, the member for Lakeside, I want to ask him one question. In his considered judgment, is Phonetic Keys to Reading a basal reading series?

MR. CAMPBELL: Mr. Chairman, I have admitted that I am not an expert, and my opinion wouldn't matter very much, but from what I am told, it is not so considered, but it is considered by the people who know to be a very good text to get children to study the phonetic system of reading. These people do not suggest that it should be the only thing that is taken. They do not suggest that it is the only system but that it is a very useful approach and certainly that carries my judgment.

MR. JOHNSON: Mr. Chairman, I'm sorry that this whole report isn't before the House, and certainly my introduction may be a little difficult to understand when one is trying to present the philosophy as the experts have explained it to me behind the new reading series, but the Phonetic Keys to Reading experiment is listed and I thought because of this debate -- the honourable members are not as in good a debating position as they would otherwise be without this report, because the advisory board -- and it goes on, this is a few notes in the annual report referring to the paper -- but it goes into the close contact the advisory board maintained with the experiment from the outset within the Winnipeg division. As you know, we contributed to it and invited to its sessions the members of the Winnipeg school system and examined the papers and so on presented by Andrew Moore, and it quotes from the -- it mentions the wide public discussion this has had and quotes from the local newspapers and so on, and it points out that these Winnipeg findings did not go unchallenged.

I'm not taking one side or the other. I had a completely open mind on this as the Minister. This is an important matter of reading -- whom do we defer to? There's urgency in getting on with a better basal reading series. The people reviewed everything that's being used in Canada today; they discussed it with curriculum directors in other jurisdictions; they examined the Winnipeg system. As even Mr. Moore said, actually there should not be any controversy over the so-called sight versus sound methods of teaching reading. The best of both should be used. --(Interjection)-- That's right, and despite what honourable members in the House say, all my children read well, out of the Winnipeg School system. I don't know where we hear of these terrible reading problems, I'm sure they exist. I'm sure there are some kids when they start school -- and I'm talking as a layman and I'm no expert -- that grasp reading at different levels with different proficiency. Some are slower readers than others, and as I understood it, this new series, Canadian Development Reading Series, is a series which took care of both types in the basal series, and all the phonetic supplements which teachers, individual teachers or others may wish to use is made available. We don't say they can't use these materials, but we know that in isolation by themselves they are not a method of teaching reading. For example, it is interesting -- this I will be tabling -- it is interesting to note that few of the teachers who conducted those experiments that you mentioned elected to continue in the use of the experimental series.

Now until my honourable friends get everything -- I suggested, when they made a 29 page report to me summarizing it, that it was better to give the whole story -- I think the first 29 pages summarize it all -- then all the background material so our honourable members could be fully informed. But in the meantime, faced with all the advice of the experts and the Elementary Seminar Committee who took it to the advisory board, and all materials submitted to me I discussed with staff, sent it to the advisory board, asked them to see individuals who I thought had a point, which they did, and came down on the side of this and recommend it to me very strongly that it be put in in this way and that we arranged for the kind of teachers who are trained in this to get around to the schools and help those who may have difficulties with the early introduction of it. We went through a TV series on reading and to date I guess this will be evaluated in the current year.

But I would like honourable members to see this before we go to any further detailed discussion on it. If we have to come back and look at it, fine, but I just don't know when it will be ready. I spoke to the staff about putting it into the Queen's Printer before I went on estimate so they must be pretty busy down there.

MR. ELMAN GUTTORMSON (St. George): Some of the information I get isn't quite consistent with the information that the Minister is providing at the moment. I talked to teachers in the elementary classes and they are quite upset because of the instruction they are receiving. They feel that they should be allowed a freer hand in teaching phonetics and they're getting orders from above that they can't do it. One of the complaints that they have is a lot of these so-called experts are not people that are teaching in the elementary grades, they're teaching in higher grades and they're not familiar with the situation at the lower levels. They feel that a lot of this advice is coming from people who just don't know, in other words they're a bunch of eggheads, and we should let the people who are familiar with these classes to make some of the recommendations, teachers that are actually in Grades I and II, not teachers that are teaching at the university level who are not familiar with the lower levels.

MR. JOHNSON: Mr. Chairman, I never heard such a bunch of nonsense in all my life.

MR. GUTTORMSON: It may be nonsense in the Minister's opinion but it's still the fact.

MR. JOHNSON: It is not a fact! The facts of the matter are that the Elementary Curriculum Seminar Committee are made up of elementary teachers. The chairman of that, Miss Jessie Harrow, is a top teacher in the Winnipeg school system for years. The fullest discussion took place with all the elementary supervisors and teachers in the elementary system who taught the course, who were involved with it, and to make a statement like that just doesn't stand the light of day.

MR. GUTTORMSON: Are you suggesting that these elementary teachers I spoke to are all telling untruths then?

MR. JOHNSON: I would like specifics from my honourable friend, possibly time, place and teacher, but for him to stand up and say that I am listening to a bunch of people at the university on this just isn't true.

MR. CAMPBELL: My honourable friend the Minister speaks so much better when he is needed a little bit than when he is reading from a document, that I'm tempted to try once more. I suggest to my honourable friend, and I don't want him to get up and say that this is a bunch of nonsense because this is exactly as I heard it.

He reads a few sentences out of that voluminous report that he has in front of him and then talks to me about trying to promote a particular text in isolation. Well, I'm not promising to read all of that document but I do want to check into it when I get the opportunity, also the one that I referred to that's mentioned in this report, but in the meantime my honourable friend seems to suggest from that report that some of the teachers who were in the experiment didn't want to continue it. If that statement is made there, I'll accept it for what it's worth. I repeat the statement that I made, that I examined the report that was made. I examined it carefully myself. I spent a long time checking on it, and if my honourable friend will just agree to refer it to a committee of the House, I'll either prove to him that the vast majority of the teachers reported favorably on the experiment or else I will agree with him that I'll never raise this subject in the Committee again. They reported in the vast majority favorably upon it. If they didn't want to continue it, it was because they weren't getting the support that they thought was deserved for it or for one of the reasons that my honourable friend mentions here, that they don't find the texts available to them or are discouraged from using them or that they find the administration of the Winnipeg School District is unfavourable to that type of an approach, but the fact remains that that position was not communicated to the advisory board. They had the report before them but the analysis of that report by the Winnipeg authorities, in my opinion, left a lot to be desired.

MR. CHAIRMAN: (1) -- passed; (2) -- passed; (3) -- passed; (b) (1) --

MR. SHOEMAKER: Mr. Chairman, I wonder if this is the item under which my honourable friend wants to discuss the ten promised vocational schools for the province, or is it under the bottom item, No. 5, or perhaps he would like to make a statement at this time about the ten promised vocational schools.

MR. JOHNSON: Mr. Chairman, a Bill was passed in the Legislature last year under Bill 16 referring to the Boundaries Commission the responsibility of defining regions in the province where we might lend ourselves to the grouping of divisions for the purposes of providing vocational high school facilities, and under the Capital Item 32 sufficient monies are set aside to make a start on three of these during the current year.

MR. DOERN: I wonder if I could have your permission to revert to the Directorate of Curricula. I was watching this carefully but it just went by so quickly that I didn't . . . .

MR. CHAIRMAN: Well members of the committee have all had a chance to freely speak on all the items that have been passed and I would . . . .

MR. SAUL M. CHERNIACK, Q. C. (St. John's) . . . . if I may be heard on this.

This was just pronounced by you. As I recall, you read (1), (2), (3), and the honourable member rose to speak. It is not as if it had been discussed at all. It was just called by you, and I don't know that the Honourable Member for Elmwood was quickly on his feet at the time, but it was just a moment ago and I suggest that it is not unusual for this House to agree that when you do read it that quickly that he have an opportunity to speak on that item, and we are speaking now on (1) of the item for which you just called . . . .

MR. CHAIRMAN: (a) (1)?

MR. CHERNIACK: Yes, Item 4 (a) (1) is the item on which the honourable member wished to speak, and actually you said: (1) -- passed; (2) -- passed; (3), and it was then that you were caught, so it's not really going back on anything, it is still the same resolution.

MR. CHAIRMAN: I thought I was giving members of the Committee time to interject. However, in this case I will -- The Honourable Member for Elmwood.

MR. DOERN: Mr. Chairman, the reason I rise at this time is this is the whole question of curriculum, and as far as I am concerned, this is one of the major areas in which this government has failed. I think, in fact, they have failed to take into account one simple fact, namely, the courses of study are meant for live students who are actually attending school and this government should know that courses in schools can be compared to medicine for people, especially the Minister himself who is a doctor, and that what benefits one could harm another.

The mistakes made by this government in curriculum plans and authorizations are three-fold. First, the medicines they provided were never researched scientifically under local conditions. The result is that they could be fatal for a group or to any one to which they were administered, and if serums and anti-toxins were researched with the same care as were used for the courses, we would have no youngsters left to worry about or to provide for. Secondly, they labelled one medicine "University Entrance" and another "New General", and they did not have to label them at all because they did not care and still do not seem to care who uses which. Third, they hid and are still hiding the fatalities of the users of their own new medicines. This eliminates all choices for progress.

Consider, for example, the new mathematics courses. After piloting - and I use that word rather than research - after piloting, the Minister authorized the one grade 9 maths course for all of Manitoba. This is pretty strong medicine. It reminds me of the legendary Indian snake oil which was good for all ills. This course was intended for all Grade 9 students - the weak, the normal, the strong. How did the medicine work? Well the whole truth is not yet known because the Minister has not yet made public the raw scores on the last Grade 9 departmental exam and I would be very surprised if he did. For example, we don't know whether the average student in Grade 9 had an average of 10 or 15 or 20 or 40 in mathematics. We don't know what it was - he hasn't told us - but at least one of the ills simply could not be kept a secret and that is that the Grade 9 students simply could not swallow all of the medicine. After careful piloting, "the department has had to admit that the last two doses or chapters simply couldn't be taken in Grade 9. The student would have to swallow these two doses in Grade 10."

Now this reluctant but necessary decision raises many questions: First, what were the pilots doing? Were they bluffing? Did the Minister pay no attention to them? Did they not know any better? Second, what will now happen to the piloted Grade 10 course, the piloted Grade 11 and the piloted 12 which are based on the piloted 9? In February of this year, 1967, almost all the grade 10 students will be taking their last licks of the Grade 9 medicine. Well, these students are in Grade 10 and they are taking what they were supposed to get in Grade 9. Will the piloted Grade 10 have to be taken almost entirely in Grade 11 and the 11 in 12, and if so, will the piloted Grade 12 have to be taken in a new grade, grade 13? This seems to follow logically.

These are terrible and perplexing questions, especially for the guinea pigs who are students and the practitioners who are teachers. What went wrong? First, the Minister was so keen about changes that he paid no attention at all, or at least acted as if he paid no attention at all, to the advice of the original planners of the new courses, and I speak here, not of the people in Manitoba but I speak of the people in the United States who originally planned these courses. And I can back this up. First, in a pamphlet issued in 1965 which summarized the new maths and the new guides needed. On page 13 of this pamphlet, which was issued jointly by the National Council of Teachers of Mathematics Association for Supervision and Curriculum Development and the National Association of Secondary School Principals, we read this: "Differences in intelligence, learning style and specific kinds of mathematical understanding, differences in learning rates, and differences in vocational goals should be provided for. Five mathematics courses, for example, might be necessary to meet the range of needs at the 10th Grade level."

Now our Minister provided one in Grade 9 as the background for the five in Grade 10 - or the five potential - the five that these experts seemed to think are necessary for the range of ability. That's only one thing that went wrong. Secondly, the Minister was not ready to deal with any curricular changes. He had no research department worthy of the name and he had no director, at least I don't know if he has one now but he didn't have one a short time ago. The third mistake is the fact that the teachers who worked on the new maths courses and should have given guidance, remained silent on important matters. Did these teachers not know that one University Entrance Course in any subject is an irresponsible step unless that one course is reserved only for the category of students for whom it was intended? Did they not realize that courses and students are inseparable? Did they not know that they were actually planning this one University Entrance Course for almost 80% of the student body?

(MR. DOERN, cont'd) . . . .

I asked the Minister in my first speech whether he had general guidelines for how many students should be in which course. He has never given an answer to that. I think he does have something in mind but he hasn't publicly stated what it is. Because if he doesn't, then there are 80% in one course and he better know whether or not that one course, that one mathematics course for 80% of the students in Manitoba in high school is good enough, or whether they are going to die as a result of it. Was it not their duty - and I'm speaking here of teachers - was it not their duty to insist that no courses will be planned unless these were studied only by students for whom they were planned?

The fourth mistake is unforgiveable. Would the Minister take a medicine already known to be fraught with danger? Nevertheless, he closed his eyes to the cries of agony by people who had been administering these new medicines for years. I refer to the warning of Professor N. G. Begle, head of the School of Mathematics Study Group at Stanford University when he expressed "a concern that the pure logic and abstraction has been above the level of understanding of many elementary and high school teachers and has been pursued at the expense of the competence pupils need in elementary computation". He continued with the request for suggestions to begin studies on new courses. Why did our Minister not pay attention to Max Bieberman of Illinois, one of the fathers of the New Maths, when he said in Time magazine that he is "now very much disturbed that we are in danger of raising a generation of kids who can't do computational arithmetic."

Now the Minister is a professional man of high repute and I'm sure that he studies medical research on all new drugs before prescribing them to patients, and I'm sure he did when he was a practising doctor. Why this glaring exception with educational drugs? Is it of lesser importance? The whole problem of evaluation of courses seems to have escaped the Minister's attention. Surely he has had enough scientific training to know that when you hear remarks by pilot teachers like these, for example, "the kids seem to like it and enjoy it," that that is a rather unscientific and unreliable kind of evaluation.

I wonder if the Minister is acquainted with a local report, a Winnipeg report - I'm sure he is -- submitted by a science committee appointed by the Winnipeg School Board. This report is comparatively recent, November 15th, 1966. It was a report on a Conference of the National Science Teachers' Association held October 6th to 8th of 1966 at St. Paul, Minnesota. He should read it and study it before authorizing millions of dollars for the building of laboratories for chem study and PSSC physics.

Here's a few excerpts: Dr. Milton Pelland: "There is no evidence that the present high school programs are meeting the background needs of the students. Government agencies are dominating the curriculum and teachers must get in and do some battling or become pawns. This new chemistry program may backfire on us some day." Another person, John Deitrich, another expert, he said, "Chem study has lost students." What he means by that is very simple. People aren't going into it. They're not staying in it. It's too tough. This was in the States and we're putting it in right now here. Dr. Younger says the PSSC has just about run its course. Guess what the latest course is that we're putting in?

Among the impressions and the recommendations that one could make on this subject after studying it a bit and reading these reports are: (a) or first, it is evident that the discovery approach in science at the high school level has about run its course in the United States; and (b) the new courses are being swept aside by better courses that take into consideration a greater number of students that have a better understanding of their capability and maturity. For instance, Dr. Paul O'Connor says in this report that was made to the Winnipeg Division, "It is doubtful," he says, "that the science course is really doing the job for the citizen of tomorrow."

The Minister should do some homework on this and some of the other reports. In the face of such evidence what should he do? Well he must become aware of the following: First, study all curricular research but accept none until it has been tested scientifically under local control conditions. This is what my honourable friend the member for St. Vital pooh-poohs. He says there's all kinds of research being done and hundreds of people are involved - and that is true - and the Minister is right. He's right that never before have so many people been involved in curriculum. He's right that the teachers are more involved than ever before. He's right in that they have made progressive steps and he's right in that he himself has been a good Minister, but he has not produced a Department of Research. He spends millions on all sorts of things, but on professional research people hired by and within the Department of Education,



(MR. DOERN, cont'd) . . . . in effect there's one or two. We need about 6 or 8 or 10 Ph. D.'s or people with tremendous qualifications. We don't have them.

So the thing is that we need this local, professional, scientific research and we don't have it, and the word "local" is very significant. Until community colleges become a reality, until junior colleges are in operation, until technical and vocational schools present a real future and a real appeal to large bodies of students, until then, no realistic planning is possible. We will face the same dilemma we face today, 80 percent of the students attempting a course set down for the top 20 percent.

The second lesson is one that the Minister must impress upon the Manitoba Teachers' Society, and it is this, that no one will solve curricular problems for teachers except the teachers themselves.

The third lesson is related to the simple idea that the Minister must by deed and example sell to the people of Manitoba in general and also to the teachers in particular. The idea is this: courses must change and be under constant revision. We're moving in that direction. For years we stagnated in this province. We had the same English course, the same Science courses for 20 years. Well we're starting and perhaps we'll make greater strides still, and if this government can't make them then the New Democratic Party will make them. He must therefore provide the means and the climate to make teaching a recognized and desirable profession containing teachers so well educated and trained that they themselves will be in a position to evaluate proposed changes and discard, for professional reasons, the bad and adopt the good. In the meantime, however, we have thousands of students and hundreds of teachers struggling daily with courses and classes so mismatched that progress is impossible.

For the next few years, until proper research can make some headway, a radical step is seriously suggested. I had this speech prepared before the Minister made his announcement that the university is examining and discussing the possibility of entrance exams, and this really is a necessary step that must be taken and the Minister will have a great role to play in this. He must open the doors, and he of course won't tell the university this but I think he'll probably guide them and advise them, that the doors of the university must be open to Grade 12 graduates of both courses, general and university entrance. This step would give the General Course the status it needs and would enable principals to direct students to the one or the other, depending on needs, interests, efforts and ability, and it may well happen that many graduates of the General Course will be better equipped to cope with some university studies than many of the graduates of the University Entrance Course. I have taught these students and I have seen students in the General Course who are excellent students and they're bright students and they're good students, and I would say that if you look at the top students in the General Course they can compare favourably with the top students in the University Entrance Course and they sure as heck are a lot better than the bottom half of the University Entrance Course students who in many cases are simply in the wrong course. There is no danger either of toppling university standards because these can only fall if the university permits them to fall, but it will come to pass that both students and teachers will long remember with deep gratitude the opportunity to provide youngsters with better educational opportunities in our public schools. I hope the Minister will answer some of that, and if he doesn't, then I will leap up and try to say something else.

MR. JOHNSON: Mr. Chairman, I just can't let that speech go by. I don't know when my honourable friend prepared it but it's out of contact with all reality. Those base statements, that all-encompassing that nothing's being done, that everything is in chaos, my friend should recognize, and he knows full well as a member of the Manitoba Teacher's Society, that never have so many teachers been involved in so much activity in the history of this province in examining methods here and elsewhere.

I'm just going to go through one course. I'm going to take the time of this committee to go through one development of one course and the difficulty, the feedback and so on. The methods used are similar in Manitoba. The methods used, I should say, in Manitoba are similar to those that have led to the construction of some of the best programs now widely used throughout the whole North American continent and elsewhere - program selection, trial in the classroom, feedback, modification where necessary, implementation and continuous evaluation. I sat here the first year as Minister and heard speeches - I should refer to my honourable friend - where I was urged, if members recall, at the university entrance course seminar - and I want to put this in lay terms, none of this expertees from now on - and what did I hear then? Get on with it; put that challenging course through for those who are going to university; no more of these

(MR. JOHNSON, cont'd) . . . . watered-down courses. Oh yes, loud and clear it came through to me and I pushed the department: get these new science courses in, get them established, let's be on with this; bring in the General Course, which he knows full well was not designed originally as a University Entrance Course, it was primarily designed for those who were not going on to university.

What's happened with that course? Since 1960 through putting the developing course our own Manitoba teachers, privy to all the research in these fields throughout the land and in the United States, took this material; made a course -- one man here, one of our own professors wrote one of our textbooks. He knows full well that it's an excellent course. We put it in. We had to change them from time to time. We're still changing. We're still changing them. Take chemistry in Grade 10. We went into the chem study. We brought in experts who lectured our people. We developed a chem study course as they've done in the States and they've spent millions bringing it to that level. One hand he says ignore it; the other hand he says adopt it. You know I don't know quite what he wants me to do with it, but I'm telling you if it does any good we're going to pay attention to it and use it which we're doing. Not me, the best teachers we can assemble in the Province of Manitoba in the subject. They analyze it; they put it in.

For example, in chemistry you heard some nonsense about Beauchamp and all the articles in the paper, why have we still got Beauchamp on the course of study. Because in trying to keep that science study course up-to-date in the chem study program we found by trial and error and feedback and modification that we could not introduce -- the chem study would have to be introduced at the Grade 11 level and then on in Grade 12.

Our pilot courses indicated we had to go slower than the experts had told us we'd have to go, had to go much slower. We then looked back - what's the best kind of textbook to introduce it to the Grade 10 level for the chem study people. Our people could find no textbook on the North American continent that met their desires. They said we checked with the Americans and all the research down there, and what have they found out? The Americans found that the introduction to physical science text which they found, in their experience, they had to develop as an introductory text to the chemistry in Grade 11 chem study was now available. Our people found out it was available this year so the committee made a considered judgment. They told me they'd be leaving an old book on the course for a year that had some stuff in it about a TV set is something you can see if you go to the World's Fair, but they said we think for this year in Grade 10 the teachers can either use the general course science for introduction to Grade 11 chem study for one year because in the meantime, this current year, we want to introduce the introduction to physical science. We think this is the ideal science course to lead into this other program.

In short, that University Entrance Seminar Committee designed a challenging course for our students in these new sciences and mathematics and English and so on. We then found we couldn't introduce it as fast as we wanted to in stages and what have you; we had to go into the pilot phase, get the teachers' reaction and what have you. And we're still struggling with these courses at different levels, and as we examine one area like this introduction to physical science text, next year I guess Beauchamp will be out because this one will come in. We had to hold on to an old text that was obsolete for one year, telling the teachers frankly what we were up against until we could get the proper course. To have brought in some other course or other text in the meantime would have meant a lot of problem in programming.

So my people said not only once we start rattling the top we start rattling the bricks all the way down the line. And today what are we into? We're into a complete revision of elementary science from Grade 1 to 8, the whole concept of science, to prepare our boys and girls for the kind of science they're going to get in high school in these new studies, and albeit these things will be changing. Knowledge is changing so fast it may change by the time they get there. Many of us here remember the days in school when our professors at the universities told us that the atom hadn't been split but they thought theoretically it could be - not far from these walls a few years ago. Things have changed. But we're alive to it and we have to, it's true, get into more pure research within the department, a framework within the department that can look more closely into certain aspects of development. But in course development, we're going to have to take the advice of all the studies that people spend millions of dollars on in Los Angeles and elsewhere, adapt it if we can, if we think it's worthwhile, into our own programs and so on.

(MR. JOHNSON, cont'd).....

He said, why are we considering adapting the new physics when it has run its course in the USA? Because it's still the best course available. For the science or engineering oriented student, far from having run its course, I'm told it's still the most popular physics course in the U. S. high schools, more than 50% of all high school students taking PSSC physics in the U.S. are currently following this program. It's being used in Sweden, Norway, Italy, Israel, Brazil, Uruguay, Chili, New Zealand. While it's accepted that this course is not necessarily suitable for every child, there's no desire by educators to return to the archaic methods of yesteryear. Publishers are again attempting to produce a physics course suitable for the average student, and is it considered best for all students? No, right now we're giving them options. I have a lad taking PSSC physics in Grade 11. I think half of the school is taking the old and half the new as we train teachers. Get the methodology, the teacher learns it and implements it in the classroom. The university entrance students are getting it and it's not mandatory.

Why are we instituting such courses as PSSC physics before having done more research? We've not yet made the PSSC physics mandatory in Manitoba despite the fact that the course was one recommended by the university entrance course seminar - how many years ago - three or four. The growth of PSSC physics from its inception in 1956 has been steady with continuous feedback to the committee so that constant revision could take place to ensure the program would work in the classroom. The material was revised on the basis of this feedback three times before the first hard cover edition of this book was made. There was a further revision in 1965 when the second edition of the book was published. The growth of this new subject, physics PSSC in Canada has been steady. All western provinces use this program and most of the eastern ones as well. In Manitoba, from one class in 1962-63 it has grown continuously to 132 classes.

The teachers involved in these classes meet at least twice a year, with travelling and living expenses being provided by Manitoba Educational Service Incorporate, to discuss problems and share ideas as well as to hear an outstanding speaker. From these meetings come reports and suggestions to the curriculum revision committee as to how the program could be improved or modified. Now in Manitoba -- in 1956 a grant was made by the National Science Foundation in the United States to the Massachusetts Institute of Technology under the physical science study committee when it began formal operations. They held their conference in 1956 to build a good scientific background when the 25 percent or so of the student population were taking physics in high school and to develop the course that emphasizes the essential intellectual aesthetic and historical background of physical science. It was desired that the course stress the major achievements of physics, the great penetrating conceptions such as the conservation principles and so on. The entire story was to be a unified story in which the interconnections of all physics was brought to light. Plans for the program included a development of a text book, laboratory work and demonstration materials and so on.

In 1957 more than a hundred scientists, educators and other contributors, made up of approximately 40 percent from universities, industrial labs; 40 percent from secondary schools; and 20 percent from communication industries joined together in an intensive program to produce the first approximation of the teaching material to be used. This sort of tremendous effort that has gone in, as in all of these courses in developing them, we are the beneficiaries of this extensive research and it's our job through the best professional people we can assemble in our province to take this material, and with the large concept before us of what we're trying to achieve, to gradually introduce it throughout our system.

There are times, Mr. Chairman, when I feel possibly we're going too slow, but we can only go as fast as we have qualified people, and again I say the response of the teaching profession has been magnificent. I must say that. They have been wonderful in meeting this new challenge of introducing these courses. They have given every co-operation to the department and its fulltime Curriculum Branch in sitting down, designing programs, solving problems and gradual introduction. I know of no other way, nor have I been advised of any other way of bringing about the kind of changes in our school system that are necessary in this modern day and age except by this method that is being developed in the new physics course.

Concurrently with this we've had the challenge of developing alternative courses. The occupational entrance course seminar developed another course which we hope to introduce, and again having worked out the philosophy of what we're trying to achieve, we get a concept of what kind of a program we want to put on, the course is designed by our people using all the

(MR. JOHNSON, cont'd) . . . . information they can gather from other areas, and to me this is called research of a degree. Then the course is introduced in a pilot study. The teachers involved are brought back in and asked how we can improve it and what changes should be made, and only in this way on a continuing basis can we maintain alternative outlets for the boys and girls in our system. We've got to open more doors for these children, and I certainly agree that with the General Course and the University Entrance Course where previously 85 - five, eight years ago 85 percent of our children had the one course stream - today at least we've got seven thousand boys and girls in the General Course in this province; largest percentage still university entrance.

We've got to develop vocational outlets combined with the General Course; we've got to integrate the General and University Entrance Course. Our people, as I indicated earlier, are alive to this; they're discussing this with the people at the university who are alive to it; because - because for the first time in this province in the last eight years our university people have been intricately involved with our professional teachers from the classrooms in Winnipeg and Manitoba. Involved with them around the same table and hearing their problems. They're appreciating this very much and I hope the various patterns that will develop, as I say, will open more and more doors to these boys.

But I must emphasize that the methods we're using here, and to assure my honourable friend that either all the teachers are giving us a bum steer or I'm off the mark. I don't believe they are; I believe that they are being very frank with us and I believe our department have nothing to hold back on in the development of these courses. And I can tell you this, that they're just going 24 hours a day - 24 hours a day working on these problems - a good 16 hour day by all our staff in coping with this change. I'm adding more staff here again this year. I'm asking for another Assistant Director in Curriculum; we're asking for research people and research assistants; and we're alive to this change.

Not only have I got a complete story on the development of physics in Manitoba, I have a complete story on elementary sciences coming up; I have a complete story here on Chemistry that would take many hours of the committee's time for me to share with you. However, any one of them -- I would be happy if anyone particularly interested in any particular course to share it with the honourable gentleman by just making a copy of the kind of material that is coming to me, and certainly as a layman in this field I must transmit it to you as best I can. I know I fail in that regard at many times.

I welcome this constructive criticism and I welcome probing and suggestions, but I don't think that one can stand up and say that we're archaic, that we're away behind the rest of Canada or behind in that sense. Our boys and girls still enjoy, despite all this, a very happy reputation and our Grade 12 university entrance people can go into any university in the western world and we've maintained the integrity of our system. Throughout all this we must also keep that in mind. But I'm mainly concerned today in the development of this department in the broadest sense to the committee members that it's true, you can't always go as fast as the expert. These things take trial and error in the classroom. They are challenging new programs. A funny thing is - I'm going to share with the committee -- I met a teacher that taught me Grade 12 the other day and I said, "how's the new maths coming?" She said "you know" she said, "here's a book," - she showed me a book printed in Manitoba in 1885, it was in use in 1885, published in 1878 and the whole chapter on the so-called new mathematics. This is the sort of thing that one runs into from time to time.

We do want to take advantage of all the research and I can assure the committee that our people are in constant communication with all other Directors of Curriculum across the country. They meet regularly; they're sharing research and information on particular courses. Our matter of uniformity in Canada has always been a matter that Manitoba has been pushing and trying to get more meeting of minds on, and as I have indicated for example in this new physics, this is in in every province in Canada and most countries of the world, but they're in in different stages. Every province has experienced difficulty in introducing these things as fast as some would like; others say we're going too slow. But I think as long as what we do is done thoroughly and introduced cautiously and followed through with in-service training and assistance to our teachers in helping them grasp the new technologies and methods, I think we can feel much happier about it. It's going on in every single subject, including reading, I would assure the Honourable Member from Lakeside, that nothing has taken more time of my committee staff in the last month.

MR. CHAIRMAN: It is now 5:30 and I leave the chair until 8:00 this evening.