

Supply—Labour

upgrade the standard of these people so they can take part in further training. I do not think we should dovetail the two aspects of the program. This is a building program to provide the facilities we shall need in the future.

There is also the training of the unemployed under schedule 5, which is an entirely different program. This is a program in which we participate to the extent of 75 per cent of the cost of the training and equipment with respect to training courses established by the provinces in areas where they are needed. I know that in the city of Oshawa, for example, advantage has been taken of this program. When the first class for the training of unemployed was undertaken, some 80 people took part, and the result as reflected in the placement of these people was excellent, well over 60 per cent. All those who completed their training were placed in useful employment. Consequently another course was undertaken, and it is in progress now. This is due to initiative on the part of the province, and we as a federal government can only offer them an incentive to undertake such a program. This we are doing, and we note that this program is gathering impetus and momentum. We are glad that this is happening.

I do not know whether there is anything I can add to what I have said. I hope I have answered the questions which were in the minds of those who took part in this discussion. I do want to assure the committee that we feel this is a worth while program, and that the schools are most necessary to deal with the situation with which we shall be faced in the future. In my own experience and down to earth thinking on this matter I have seen the following situation time and time again. Young people in grades 9 and 10 leave an academic school because they may have an opportunity of getting jobs in industry at that time. However, after a year or possibly two years they find themselves unemployed, and it hits them very hard at that time that they do not possess the skills required to get jobs. They are reluctant to re-enter the school system because their classmates are probably two or three classes ahead of them. These facilities which are now being provided will enable them to re-enter the school system in order to learn a trade and equip themselves so as to fit into useful life again.

Anyone can enter a technical school and take a training course. It is fine and dandy for people to say that the technical institute in Toronto is a marvellous institute. So it is; but how can a person from Belleville attend that school? It is almost as expensive as going

to a university. A student has to pay room and board to live in Toronto while attending the school. The facilities now being set up will provide similar opportunities in localities which can easily be reached by those in the area, and will bring about more of this kind of training.

Mr. Carter: I should like to ask the minister two questions arising out of the remarks he has just made. We all want this program to be successful, but I think it is evident to everyone that it can only be successful if it is properly integrated into the educational systems of the different provinces. We know that the systems vary from one province to another. The system in my own province is different from that which exists anywhere else in Canada.

Mr. Starr: That is why there should not be federal direction.

Mr. Carter: Yes. If the minister would let me continue, I should like to say that the degree of integration in connection with this program will vary from one province to another. Take, for example, the supply of teachers. In my own province we have no facilities whatever for training teachers for technical or vocational schools. We have to secure these teachers from outside the province, probably from the mainland, from England or other countries. When they are brought in they might have to be paid salaries that are out of line with what is paid to the ordinary teacher. That, too, is going to create problems for the province.

The first question I wish to ask the minister is this. Have the minister and the department satisfied themselves that the plan for integration of this program into the various school systems in Canada is satisfactory and meets the requirements?

The background of my second question is this. In my own province additional accommodation is going to be provided for 3,000 students. Taking an average of 20 students to a class, there will be a requirement for 150 teachers, which represents a significant training program in itself. In Ontario the student accommodation will be increased to make provision for 70,000 students, which means there will be required at least 3,500 additional trained teachers.

In his statement the minister told us that in Ontario there are facilities for the training of only 300 teachers at a time. He went on to say that the qualifications require at least a year's training. If I understood the minister correctly this means that Ontario can train approximately 300 teachers a year to match the facilities that are going to be provided. Unless the training can be speeded up,