

Name	Electoral Division	Address
ALEXANDER, Keith	Roblin	Roblin, Man.
BAIZLEY, Obie	Osborne	185 Maplewood Ave., Winnipeg 13
BJORNSON, Oscar F.	Lac du Bonnet	Lac du Bonnet, Man.
CAMPBELL, D. L.	Lakeside	326 Kelvin Blvd., Winnipeg 29
CARROLL, Hon. J.B.	The Pas	Legislative Bldg., Winnipeg 1
CHRISTIANSON, John Aaron	Portage la Prairie	86-9th St., N.W., Ptge. la Prairie, Man.
CORBETT, A. H.	Swan River	Swan River, Man.
COWAN, James, Q.C.	Winnipeg Centre	512 Avenue Bldg., Winnipeg 2
DESJARDINS, Laurent	St. Boniface	138 Dollard Blvd., St. Boniface 6, Man.
DOW, E. I.	Turtle Mountain	Boissevain, Man.
EVANS, Hon. Gurney	Fort Rouge	Legislative Bldg., Winnipeg 1
FORBES, Mrs. Thelma	Cypress	Rathwell, Man.
FROESE, J. M.	Rhineland	Winkler, Man.
GRAY, Morris A.	Inkster	141 Cathedral Ave., Winnipeg 4
GROVES, Fred	St. Vital	3 Kingston Row, St. Vital, Winnipeg 8
GUTTORMSON, Elman	St. George	Lundar, Man.
HAMILTON, William Homer	Dufferin	Sperling, Man.
HARRIS, Lemuel	Logan	1109 Alexander Ave., Winnipeg 3
HARRISON, Hon. Abram W.	Rock Lake	Holmfield, Man.
HAWRYLUK, J. M.	Burrows	84 Furby St., Winnipeg 1
HILLHOUSE, T.P., Q.C.	Selkirk	Dominion Bank Bldg., Selkirk, Man.
HRZHORCZUK, M.N., Q.C.	Ethelbert Plains	Ethelbert, Man.
HUTTON, Hon. George	Rockwood-Iberville	Legislative Bldg., Winnipeg 1
INGEBRIGTSON, J. E.	Churchill	Churchill, Man.
JEANNOTTE, J. E.	Rupertsland	Meadow Portage, Man.
JOHNSON, Hon. George	Gimli	Legislative Bldg., Winnipeg
JOHNSON, Geo. Wm.	Assiniboia	212 Oakdean Blvd., St. James, Wpg. 12
KLYM, Fred T.	Springfield	Beausejour, Man.
LISSAMAN, R. O.	Brandon	832 Eleventh St., Brandon, Man.
LYON, Hon. Sterling R., Q.C.	Fort Garry	Legislative Bldg., Winnipeg 1
MARTIN, W. G.	St. Matthews	924 Palmerston Ave., Winnipeg 10
McKELLAR, M. E.	Souris-Lansdowne	Nesbitt, Man.
McLEAN, Hon. Stewart E., Q.C.	Dauphin	Legislative Bldg., Winnipeg 1
MOLGAT, Gildas	Ste. Rose	Ste. Rose du Lac, Man.
MORRISON, Mrs. Carolyne	Pembina	Manitou, Man.
ORLIKOW, David	St. John's	179 Montrose St., Winnipeg 9
PAULLEY, Russell	Radisson	435 Yale Ave. W., Transcona 25, Man.
PETERS, S.	Elmwood	225 Melrose Ave., Winnipeg 15
PREFONTAINE, Edmond	Carillon	St. Pierre, Man.
REID, A. J.	Kildonan	561 Trent Ave., E. Kild., Winnipeg 15
ROBERTS, Stan	La Verendrye	Niverville, Man.
ROBLIN, Hon. Duff	Wolseley	Legislative Bldg., Winnipeg 1
SCARTH, W.B., Q.C.	River Heights	407 Queenston St., Winnipeg 9
SCHREYER, E. R.	Brokenhead	Beausejour, Man.
SEABORN, Richard	Wellington	594 Arlington St., Winnipeg 10
SHEWMAN, Harry P.	Morris	Morris, Man.
SHOEMAKER, Nelson	Gladstone	Neepawa, Man.
SMELLIE, Robert Gordon	Birtle-Russell	Russell, Man.
STANES, D. M.	St. James	381 Guildford St., St. James, Wpg. 12
STRICKLAND, B. P.	Hamiota	Hamiota, Man.
TANCHAK, John P.	Emerson	Ridgeville, Man.
THOMPSON, Hon. John, Q.C.	Virden	Legislative Bldg., Winnipeg 1
WAGNER, Peter	Fisher	Fisher Branch, Man.
WATT, J. D.	Arthur	Reston, Man.
WEIR, Walter	Minnedosa	Minnedosa, Man.
WITNEY, Hon. Charles H.	Flin Flon	Legislative Bldg., Winnipeg 1
WRIGHT, Arthur E.	Seven Oaks	4 Lord Glenn Apts. 1944 Main St., Wpg. 17



THE LEGISLATIVE ASSEMBLY OF MANITOBA  
2:30 o'clock, Thursday, March 2nd, 1961.

Opening Prayer by Mr. Speaker.

MR. SPEAKER: Presenting Petitions.  
Reading and Receiving Petitions.  
Presenting Reports by Standing and Select Committees.  
Notice of Motion.  
Introduction of Bills.

COMMITTEE OF THE WHOLE HOUSE

HON. GEO. JOHNSON (Minister of Health & Public Welfare)(Gimli): Mr. Speaker, I beg to move, seconded by the Minister of Education that Mr. Speaker do leave the Chair and the House resolve itself into a Committee of the Whole to consider the following proposed resolution standing in the Order Paper in my name.

Mr. Speaker presented the motion and following a voice vote declared the motion carried.

MR. SPEAKER: The House do now resolve itself into a Committee of the Whole House and would the Honourable Member for St. Matthews please take the Chair.

MR. JOHNSON (Gimli): Mr. Chairman, His Honour the Lieutenant-Governor having been informed of the subject matter of the resolution recommends it to the House.

MR. CHAIRMAN: Resolved that it is expedient to bring in a measure to amend The Cancer Treatment and Research Foundation Act and to provide, among other matters, for authority for the Foundation to borrow money for its purposes and for the guarantee by the Crown of the repayment of moneys so borrowed and interest thereon.

MR. JOHNSON (Gimli): Mr. Chairman, this is one of the amendments which is being brought forward in a Bill concerning the Cancer Treatment and Research Foundation, and this amendment is self-explanatory. There's no provision in the present Act to enable the Foundation to borrow money or to own land. It has been necessary to acquire certain properties on which the Foundation will be built and also to provide for certain borrowings in addition to the grants, and moneys which the Foundation now possesses. Apparently the authority is needed in the present Act.

MR. CHAIRMAN: Resolution be adopted? The Committee rise and report. Call in the Speaker. Mr. Speaker, the Committee of the Whole House have adopted certain resolutions and directed me to report the same and ask leave to sit again.

MR. W.G. MARTIN (St. Matthews): Mr. Speaker, I beg to move, seconded by the Honourable Member for St. Vital that the report of the committee be received.

Mr. Speaker presented the motion and following a voice vote declared the motion carried.

MR. JOHNSON (Gimli) introduced Bill No. 33, An Act to amend the Cancer Treatment and Research Foundation.

MR. SPEAKER: Orders of the Day.

HON. GURNEY EVANS (Minister of Mines and Natural Resources) (Fort Rouge): Mr. Speaker, I wonder if I might before you proceed with the Orders of the Day invite your attention and the attention of the members of the House to a group of 35 students from St. Ignatius School who are attending and in the gallery immediately to your left, Sir. This is the second occasion within a few days that we have had a group from St. Ignatius School and it affords us the opportunity to say how welcome it is when any group of students will come from a school to visit the Legislature and especially so when a second group comes in quick succession. I hope that the visit will be indeed pleasant and instructive. I hope it may kindle an interest in the students, Sir, in the fascinating institution of parliament, to awaken their interest in it that some of them may take it up as a subject of study and become interested in it during their academic career, if they go on to university to follow it through in those events, and at least to become much more widely interested and educated in the institution of parliament, perhaps some day to take their own place in public life. So we do extend to Sister Francis Cabrini and the 35 students from St. Ignatius School a very warm welcome on the occasion of their visit here today.

MR. E. PREFONTAINE (Carillon): Mr. Speaker, I should like to join with the Honourable Minister in offering my welcome to the Sister and to the boys and girls of St. Ignatius School. Here is a school that is operating, and it has been opened some 25 maybe 35 years ago because there were parents in that parish who thought that education proceeds firstly from God, that God belongs in the school as well as in the home. And these parents have gone on for 25-35 years paying double taxes to see that these boys and girls should get an education along the lines of their conscience. I know that the teacher in that school does not receive any grant from this government; possibly she's teaching at a sacrifice. I'm sure that this school carries on a high standard, and I hope that we will see the day when school like this one will receive some assistance from this House.

MR. RUSSELL PAULLEY (Leader of the CCF) (Radisson): Mr. Speaker, if I may, before the Orders of the Day take this opportunity of drawing your attention and that of the House to a distinguished group of boys and girls on your right, Sir, from Central Collegiate in that very progressive town of Transcona, which incidentally, Sir, I hope that in due course this Legislature will permit the Town of Transcona to be called the City of Transcona. It is indeed a pleasure for me, Mr. Speaker, to welcome this group to this Legislative Assembly. I had the opportunity of meeting with them a few moments ago and I recalled to them that possibly in one of the seats in the school that one of them now sit passed one of the outstanding students in the Province of Manitoba in the name of Mr. David Blastein who was a Rhodes scholar here in the Province of Manitoba, and during his course at Oxford University had won the highest award that any Canadian student had been awarded at Oxford. And my injunction to you boys and girls from Transcona is to follow the path that one of the students from your school set for you many years ago. I think it is a tribute and a credit to the Central School in Transcona that their present representative did not go through Central School in Transcona. But I do suggest, Mr. Speaker, that there is among the boys or among the girls of the class opposite, an able and capable representative for that great thriving community for the future. I welcome Miss Albrecht and her pals and her students to this Legislative Assembly and trust, Sir, that they and other students from that great institute of public learning will be back sometime in the future.

HON. DUFF ROBLIN (Premier) (Wolseley): Mr. Speaker, before the Orders of the Day, Sir, I think it would be agreeable to the House if we would take notice of the fact that the Honourable Member for Burrows is with us this afternoon. I know that he has not been well and it's certainly a pleasure to see him back in the House and we hope that his health steadily improves.

MR. D.L. CAMPBELL (Leader of the Opposition) (Lakeside): Mr. Speaker, I would like to join in the words just now spoken by the Honourable the First Minister of taking official notice of the fact that the Honourable Member for Burrows has returned to his seat in this House. It probably comes with a certain amount of appropriateness from me that I should welcome back to this House a member of that particular party because I do not always find myself in complete agreement with the programs that they expound in this Legislative Assembly, but I think that's coming along within a different direction. I think that one of the things that is worth noticing so far as this Chamber is concerned, Mr. Speaker, that even though we may hold differing political views, even though we may at times appear to take quite differing points of view on subjects that come up, we are all good friends here and all of us sympathize with the misfortune that has overtaken one of the members in the form of illness. We are delighted to see him back again and I can say that the Honourable Member for Burrows is one of the really popular members of this House. Perhaps it's also appropriate that he should return at a moment when we have just had two groups of school students introduced to the House, because as everyone knows he is one of the school principals in the City of Winnipeg. We are very very glad to see the honourable member back, Mr. Speaker.

MR. J.M. HAWRYLUK (Burrows): Mr. Speaker, unaccustomed as I am to public speaking, the words of the First Minister and that of the Leader of the Opposition at this particular time overwhelms me. But I have followed the proceedings of the House the past two weeks that I have been away very diligently and as usual there has been a lot of action, and I hope to take part in it very shortly. Thank you very much.

HON. J.B. CARROLL (Minister of Public Utilities) (The Pas): Mr. Speaker, before the Orders of the Day, I would like to lay on the table of the House, the Report of the Public Utilities Board with respect to the Greater Winnipeg Gas Company.

HON. STERLING R. LYON, Q.C. (Attorney-General) (Fort Garry): Mr. Speaker, before

(Mr. Lyon, cont'd.) . . . . the Orders of the Day, I would like to lay on the table of the House the second Annual Report for the year ending December 31st, 1960 of the Municipal Board.

HON. GEO. HUTTON (Minister of Agriculture) (Rockwood-Iberville): Mr. Speaker, before the Orders of the Day, I would like to lay on the table of the House the seventh Annual Progress Report on Agricultural Research and Experimentation conducted by the Faculty of Agriculture and Home Economics at the University of Manitoba. I'd also like to lay on the table of the House, the Crop Insurance Agency of Manitoba Annual Report for the year ending March 31st, 1960.

MR. EVANS: Mr. Speaker, before you proceed with the Orders of the Day, may I have your permission to make a short statement concerning an affair for which I am responsible in our department. Today the government took action to reorganize the Manitoba Transportation Commission. The action taken today was to form a new organization very largely to replace the former rather informal association that had existed in the province for some time, to deal with transportation matters, matters of freight rates. There was this informal association between the City of Winnipeg, the Manitoba Federation of Agriculture and the Winnipeg Chamber of Commerce together with the Government of Manitoba. That association lost some membership and some financial support, and as revealed last year, I think as I announced in the House last year, the government had taken the manager of that association into the Manitoba Development Authority. However, it was thought wise to co-ordinate all the interests in Manitoba concerned with freight rates, interest in business, industry, labour, agriculture, university, municipal affairs, resources industry and provincial government and to form an association. The second function of this reconstituted Manitoba Transportation Commission will be to advise the government on matters of freight rate policy. The membership of the newly constituted organization to this date constitutes the following: the Manitoba Chamber of Commerce, the Winnipeg Chamber of Commerce, Canadian Manufacturers Association, Manitoba Pool Elevators, Brandon City and Chamber of Commerce, University of Manitoba, Northwest Line Elevators Association, the City of Winnipeg, the Manitoba Federation of Agriculture, the Manitoba Stock Growers Association, the Prairie Fisheries Federation, the Manitoba Farmers' Union, the Manitoba Federation of Labour, United Grain Growers, the Manitoba Forest Products Association, and the Manitoba Government being represented in that respect by the Manitoba Development Authority. I thought at this time, Mr. Speaker, that I would not deal further with the organization or the proposed program of the association but merely to advise the Legislature of a matter of interest of this kind and I will be happy indeed to make further statement or answer questions at estimate time.

MR. PAULLEY: Mr. Speaker, if I may, I listened with interest to the Honourable Minister and with the privilege of the House, I would like to suggest to him that the organizations that he has listed are very, very influential organizations, and I wonder whether or not it might be advisable to have representatives, Mr. Speaker, on the committee of the trucking industry in the Province of Manitoba and representatives of the railways as well. It may be that in working out the problems of Manitoba in respect of freight rates and transportation costs, it may be a good idea to have representatives of the organization which may be on the other side of the picture generally, invited in, in order that their view points may be brought to the fore in the organization itself and many of the difficulties encountered in the past may be resolved at home rather than continuous fights.

MR. SPEAKER: Orders of the Day.

MR. JOHNSON (Gimli): Mr. Speaker, I would like to lay on the table of the House the Annual Report of the Alcoholism Foundation of Manitoba to the end of December, 1959, I would hope to have an interim report for the House before my estimates on the previous year's operation -- the past year's operation.

MR. SPEAKER: Orders of the Day. Adjourned debate on the proposed resolution of the Honourable Member for Birtle-Russell. Does this Order stand?

MR. ROBLIN: 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 following a voice vote declared the motion carried.

MR. SPEAKER: Would the Honourable Member for St. Matthews please take the Chair.

HON. STEWART McLEAN (Minister of Education) (Dauphin): Mr. Chairman, at the time of adjournment yesterday afternoon I was making some comments on a number of the points which had been raised during discussion in committee. First, with respect to the question asked -- or the information asked for by the Honourable the Member for Turtle-Mountain, I have here now the information he has requested for the years 1958 and '59, in addition to that of 1960 on this sheet. It is rather lengthy. I could read it so that it would form part of the record or I would be most happy to send this over to him and perhaps that would be satisfactory for the present. Whatever he would like to have. If one of the page boys would come, I will send this, if I may, to the Member for Turtle Mountain and to the Leader of the CCF Party and the Leader of the Opposition.

Mr. Chairman, in the discussion yesterday the Honourable the Member for Brokenhead who is not with us this afternoon asked the question of why the allocation for teacher training was being reduced, he had looked at the figures and noted that there was a reduction in the amount of money being asked for there. May I just point out as a matter of detail that there's a reduction of \$470 in the matter of supplies, the Teachers' College is down \$9,300 in the substance account by reason of the fact that we are having a larger number of students from the Metropolitan area of Winnipeg attend Teachers' College, thus necessitating less accommodation including meals, and therefore, the amount of money required for that purpose is reduced. It is reduced by \$3,700 in the amount of money allowed for alterations to the building and the item under Additional Training Facilities has been reduced by \$5,000, and there's a reduction in the amount allocated to Brandon College in this respect of \$3,200 because of the fact that the amount paid to Brandon College is the equivalent of the subsidy as it were that is paid with respect to the students at the Manitoba Teachers' College, and because the costs at the Manitoba Teachers' College per student have been going down that means a smaller payment is required to Brandon College. Now that actually adds up to more than the amount by which it is reduced and as a matter of fact there are increments and other increases in staff and salaries, but the point I wanted to make was that the reduction is really not a serious matter. It doesn't touch on any of the really essential or vital aspects of the teacher training program.

Now the Honourable the Member for Brokenhead also drew to the attention of the House the case of North Kildonan debentures which he said were shown as being at the rate of 7%. I had in my original statement referred to the fact that the sale of school debentures was supported in such a way that the rate of interest did not exceed 6-3/4% and he very properly drew to the attention of the committee an instance where the rate was shown as 7%. The answer on this point, Mr. Chairman, is that the North Kildonan coupon of 7%, the debentures were sold at a premium which reduced the yield to the investors and the cost to the district to 6-3/4%. Evidently they preferred to have it in this way and it was arranged in that fashion, but I'm happy to inform the committee that 6-3/4% is the effective cost of the money to the district. In saying that I'm not arguing that 6-3/4% is a particularly desirable rate; I'm just wanting to emphasize that the rate to the district did not exceed 6-3/4 in that instance.

MR. PAULLEY: Mr. Chairman, just before the Minister leaves that, I wonder if he has any comment -- I understand the same rate of interest was listed insofar as school division 12 - Springfield-Transcona.

MR. McLEAN: Well, now I didn't check those but -- I can make no comment about them at the moment. Mr. Chairman, the Honourable Member for Brokenhead asked a question about plans for adult education outside the Metro area and I'm not too certain exactly what he had in mind. Adult education, certain aspects of it, comes under the jurisdiction of the University of Manitoba, the staff and people who deal with that are located there and I am not in a position to make any comment on what plans they may have. A certain amount of adult education goes on through the schools by way of evening classes and these have been and will continue to be supported by grants from the Province of Manitoba through the Department of Education. It's sort of set up in principle on the same basis as regular instruction, if there are so many students attending a particular class in shop work or whatever the case might be, the district or division offering the class earns a grant and it is paid. I think I might make this general comment that it would appear that these courses are not, what should I say, too popular. That's not quite the right expression but really many of the districts don't find, other than perhaps Winnipeg itself, don't find that there is a great deal of interest in it. I know that in the case of my own

(Mr. McLean, cont'd.)....constituency where night classes have been carried on in the Collegiate for a number of years that the enrolment has steadily dropped and a number of the courses, if not all of them, have been abandoned for lack of interest in them. I mention that just as a comment.

Now, Mr. Chairman, I do want to deal in detail with one observation which the Honourable Member for Brokenhead made concerning the appropriation for technical or vocational training and I would like to read from Hansard what he said, and I now quote: "I suggest, Mr. Chairman, we have done absolutely nothing much more compared with last year because last year vocational education appropriation was in the neighbourhood of \$565,000, this year it's \$638,000 for the entire directorate of vocational education. In other jurisdictions of similar population, I don't have to name them, the members know what province I'm referring to, they are this year appropriating over one million two hundred thousand dollars. In other words double the amount for vocational education." Now I want to answer this point in detail because it would not be right of me to let this go without just pointing out what is involved here. If the members will direct their attention for the moment to page 6 of the Estimates and the item 4 (b) titled - Directorate of Vocational Education. You will notice first that our total proposed expenditures are \$1,337,030 as compared by looking to the left side to \$1,132,500 a year ago. We do however, in this field receive substantial assistance from the Government of Canada provided through the Department of Labour, and so we have shown just below those figures that I have mentioned the recoveries; the principle recovery is from the Government of Canada and there are certain recoveries of a nominal amount from board which is supplied to students, leaving us with a net provincial expenditure this up-coming fiscal year, if the committee and House approves, of \$638,392 as compared to \$565,250 a year ago. May I just point out, however, that our expenditures in this item for the year will be \$1,337,030 --

MR. D. ORLIKOW (St. John's): Our expenditures?

MR. McLEAN: Pardon? I say the total expenditures for the year will be that amount.

MR. ORLIKOW: Our expenditures plus the Federal Government?

MR. McLEAN: That is correct. The joint amount paid by the Province of Manitoba and the Government of Canada. Now, I have with me the estimates of the Province of Saskatchewan, which though not named by the Honourable Member was obviously both in his heart and his mind, and I would like to give the comparable figures from that province. For the up-coming fiscal year in Saskatchewan they have an appropriation of \$1,118,670 and may I just here direct your attention to the fact that that is less than \$1,337,000. They will have recoveries of \$600,000 leaving them with a net provincial expenditure of \$518,670; the net Saskatchewan expenditure \$518,000 as compared to our \$677,000. Now I could give the figures for the last year in Saskatchewan which show that they were down and had only a net expenditure of \$351,000. I make this point Mr. Chairman, to show that if it's of any value and if one is going to make comparisons, that the expenditures in the Province of Manitoba in the current fiscal year are exceeding those in Saskatchewan and in the up-coming fiscal year will exceed those in the Province of Saskatchewan, and I think that I might, with the permission of the House, say that my comments to the Minister of Education in Saskatchewan would be the last sentence of the Honourable Member for Brokenhead and I now quote: "So the Minister certainly can't feel complacent on that score."

Mr. Chairman, some reference was made yesterday to the question of costs and the extent to which the cost of education was being borne by the Province of Manitoba as compared to local taxpayers. I haven't had too much time to dig out information on this but I did dig out some information on the school division of Duck Mountain. I like that school division because it lies so close to my own constituency, and find that in 1959, of the total combined operational grants \$222,649.60 that the Province of Manitoba paid \$206,313, or for the division operation itself that out of a total expenditure of \$129,000 the local taxpayers were required to raise only \$26,000. I think that the point I want to make about this is that that indicates that the Province of Manitoba is putting its money into those parts of the Province of Manitoba where the local taxation resources are not sufficient to sustain a program of education which is of equal quality to that provided in the more wealthy and speaking in terms of tax paying ability parts of the province. And that of course was what intended to do and I think we might rightfully claim that it is being done.

(Mr. McLean, cont'd.) . . . The Honourable the Member for Fisher said that there was no vocational education being given in the rural parts of Manitoba. I assume he was not here and didn't hear what I said in my original statement concerning the new places, the new vocational classes which were being provided, but I would like to just read to him for his information and the information of the committee, the places which are now offering, now offering vocational courses. And I read only those which can properly be described as being in the rural parts of the province, that is as distinguished from the Metropolitan area of Winnipeg. Dauphin composite; Selkirk; Transcona - well that's metropolitan; Morris; Gimli; Carman; Neepawa; Ethelbert; Winnipegosis; Swan River; Birtle; Brandon; Virden; Melita; Waskeda; The Pas; Churchill. Vocational classes are being offered now in those centres.

MR. PAULLEY: How many classes out of how many?

MR. McLEAN: Of how many what?

MR. PAULLEY: How many classes out of how many divisions?

MR. McLEAN: Oh well this list would have, this list would have -- I would say that there would be about 20 divisions represented in the total list that I have here. I must make it quite plain that the majority of them are in the metropolitan area of Winnipeg at the present time.

MR. PAULLEY: I would also suggest to you, Mr. Chairman, that the criticism of my colleague from Fisher would be valid insofar as his area was concerned because I did not note any reference to the problem that my, particular problem that my colleague had.

MR. McLEAN: Oh, that's quite true, but he made a blanket statement that it was now being provided in the rural parts, in the rural divisions of Manitoba and my answer simply is that that is not quite correct. These classes are being provided and I would hope --

MR. PAULLEY: Not quite -- but he was pretty well on firm ground.

MR. McLEAN: The Honourable Member for Fisher also made a comment concerning those cases where allowances are paid in lieu of transportation and he used the figure \$16.66 a month. I'm quite unable to understand the meaning of that figure and may I just make this comment, that the school division boards have complete autonomy and freedom to pay what allowance they wish to a student; they are not restricted in any way in that regard. So far as the Province of Manitoba is concerned the grants are paid on what are called the basis of the number of transported students and the Board is free to allocate its money as it sees fit among its students, and I think that if amounts of that nature are being paid and are not sufficient that the matter should be discussed with the school division trustees concerned.

There was some discussion, Mr. Chairman, concerning the matter of grants to non-division school districts and I just want to make this comment that the estimates before the committee make no provision for any change in that regard and it is not our proposal, we are not proposing any change with respect to the school districts located in what are generally called non-divisions.

Some comment was made about the financial statements of the school districts and the requirement with respect to auditing those statements. May I inform the committee that the school districts are not required to have chartered accountants audit their statements. The law makes it quite clear that school districts financial statements may be audited by a municipal secretary-treasurer, a school division secretary-treasurer or any competent person approved by the Comptroller-General of Manitoba, and of course accountants if that is the wish of the school district concerned. But I want to make it quite clear that there is no requirement that it must be audited by a chartered accountant.

The Honourable Member for Rhineland wanted to know if there had been any losses discovered. Yes, one. The officials of the department are afraid there may be others and hopeful that that will not be the case. What is being found as the new system comes into operation is that there were perhaps -- and this must not be understood as any criticism of auditors. Certainly if I were asked to audit any kind of a financial statement I'm sure I wouldn't know the first thing about it -- the audits were not perhaps in every case properly completed. And quite simply, Mr. Chairman, I think the position is this: that with the multiplicity of school grants and the importance of ensuring that public moneys both the moneys belonging to the local taxpayers and that comes from the Province of Manitoba, ensuring that that money is properly handled, we feel that it is only right and fair and proper that there should be proper auditing of the accounts. And the present provisions with respect to school districts, the rural school districts simply bring the provisions of the Act into line with the requirements that have been enforced for a number of years now with respect to village, town and city school districts.



(Mr. McLean, cont'd.)....We feel that the amounts of money are so vast even in the case of an individual school district that it would not be proper to do anything but ensure that there is the proper auditing of the accounts.

Now, Mr. Chairman, just in conclusion of this part, I want to say something of a more general nature. Some one or two of the members of the committee who spoke yesterday said that in the presentation of my original statement I was doing some boasting and that I was being complacent. Now I'm naturally sorry if that impression was created. So far as the statistics that I was quoting and my comments on them, the statistics are facts and if they are favourable fine and dandy. I want to make it quite clear that I personally take no credit for what I think is a favourable situation, a favourable development in our educational affairs in this province, because the real work has been done by my colleagues in the Cabinet, by the members in the group, the caucus to which I belong, and indeed the members of this House, because as has been said so often, you all voted for the general plans that are now in effect. And, of course, a great deal of the credit must belong to the permanent civil service in the department. So if there's anyone under the impression that I embarked on a campaign to boost my own stock, I would like to deny that as being the furthestest from my mind. But on the subject of being complacent, Mr. Chairman, I agree that the Minister of Education shouldn't be complacent, and I'm not. In fact I could make a much longer speech telling the members of this committee what needs to be done and what should be done that I can in telling you what has been accomplished. And I would hope that the Minister of Education and indeed the government insofar as this relationship to education is concerned would never become complacent, and we're not. I'm not and the government is not complacent. We're pleased that there has been some improvement and we are hopeful that there will be further improvement as the days and years go by. Because it's perfectly true what a number of the members said that we're living in an exclusive age when developments, scientific developments, the rate at which we travel and the rate at which new knowledge becomes available is just beyond all-- almost beyond human comprehension, and the job of education, the job of the schools is to keep as best we can our people, our children and our people abreast of developments and abreast of the day and age in which they live. I hope that the members of this committee will understand that that must be the underlying philosophy of educational system, that it is never finished, it is never good enough. All we can do is do our best to improve it and keep on improving it as fast as we can.

I'm proud of the school division system as I call it. And I think that it has been for good in our educational system of Manitoba, but let no one think that it's the final answer in education. Twenty years from now I hope that the person who occupies the position I have at this time will be able to advance a different and better plan for the people of Manitoba. If he isn't he won't be any good. That must be our approach to this whole matter of providing the education for the boys and girls of the province. And so I want to emphasize that of any of the people in a government, certainly the person being responsible for the Department of Education must be constantly filled with that what has been termed as the "divine discontent". He can't be satisfied. Of course he has to be realistic; one can't change any particular system or method overnight and one must always have in mind the financial resources of the group of people who are concerned. But I hope that the members of the committee will understand that that should be our approach, and in this the members in the Opposition groups have an equal responsibility with the members of the government, because you must keep chasing the government and chasing the Minister of Education, never give him a minute's rest, drawing to his attention as you have done here, ideas for improvement, where there are mistakes, and even though he may not always agree with all you say there is bound to be some ideas for good which will come from it. That's why I believe that this job is really a co-operative job. It's one in which all of us share an important responsibility.

MR. N.M. HRYHORCZUK, Q.C. (Ethelbert Plains): Mr. Chairman, there has been some complimentary remarks made about the address that the Honourable Minister gave us in introducing his estimates and I think that those compliments were deserved, the address was well prepared and very well delivered. I'm also glad to hear that the Minister has now taken the attitude that education is something that will continue to require our attention and that it cannot be done by any one person or by any one legislature at one time, overnight, but it is a continuous process. I'm also glad that he invited us to offer criticisms, because I intend to

(Mr. Hryhorczuk, cont'd.)...criticize and I did not relish the idea and I was hoping that I did not have to. I was just waiting for some of the other members to bring up the points I have in mind. They weren't brought up and since we have been invited I feel so much better about it.

There are two matters that concern me, Mr. Chairman; one of them is the increasing number of graduates from our high schools and whether our higher institutions of learning are prepared to receive them. At the present time the qualifications of the high school graduate are more or less dependent upon his academic examinations. Now I don't feel that that should be the only test. I feel, Mr. Chairman, that the ages at which our children attend the high school is the age of uncertainty and I don't think that they show us the best that is in them. And if they are going to be screened as I think they will have to be eventually if the present trend towards the large numbers of graduates continue, they'll have to be screened, and I hope that the screening is not going to be based on academic qualifications alone. I hope that some method is found whereby a child's qualities can be weighed. We know that there are students who reach very high academic attainments but when they come into practical life they're lost. We know of many others who are mediocre in the high school but when they come out into practical life they are some of the best citizens we have. And I was wondering, Mr. Chairman, whether we couldn't evolve some system. I'm not in a position to suggest any but I hope that other than the mere academic qualifications are taken into consideration when the high school graduate is screened for entrance into the university.

Now there is another matter, Mr. Chairman, that concerns me a great deal more than this one. For years the relations between the Manitoba Teachers Society or the Manitoba Teachers and the Manitoba School Trustees Association was of the best. And that is as it should be, because if there are any two bodies or organizations that can do a great deal towards making education available and worthwhile it is these two bodies. I'm afraid that within the last year or so there has been differences between the two organizations. In fact there has been considerable bitterness and the rift is one that I'm sorry to see. Now there's always some reason for that and I think that it is our duty, Mr. Chairman, to see if we can't find the reasons for it and see if we couldn't correct the situation.

Now I know that what I'm going to say is not going to be liked by a lot of people, but I think, Mr. Chairman, it has to be said and the sooner it is said the better. I cannot help but feel that in the first instance the Society, the Manitoba Teachers Society is responsible for the rift. And I lay the secondary blame on this government. I think that if the government had taken the action that it should have taken a year ago, and it was apprised of the situation, we wouldn't have seen this rift. We would have seen the kind of co-operation that we hoped to see. Now why do I say that the Manitoba Teachers Society is primarily responsible for this rift? And I do not blame the teachers of Manitoba. I blame the Society -- those that are in charge of that Society. And what has brought on this rift? I think the best way to find the answer to that question lies in the statements the Society has made to its teachers. I have here before me the Manitoba Teachers Society newsletter of January 27th, 1961, Vol. 3, No. 8, and I'm going to read the first page of this because I think it should go into the records of this House, and I quote: "A month and a half has passed since the Manitoba School Trustees' Association held its three-day convention and passed a series of resolutions, which if implemented would destroy the bargaining and tenorial rights of teachers and cripple the Manitoba Teachers Society." That's the first paragraph; and I'd like to comment on that paragraph, Mr. Chairman. I have not read the resolution; I have enquired as to what the content was and I have been advised of the content of those resolutions. I do not think, Mr. Chairman, that what the trustees suggested in those resolutions was the best answer to the present situation. However, I feel that the trustees passed these resolutions in desperation and frustration, and I will come to that again before I conclude my speech. Then the next paragraph, and I quote: "The depth of feeling aroused in teachers by this anti-teacher barrage proves once again that teachers are extremely jealous of the rights which they enjoy and will tolerate no attempt to put these rights in jeopardy". The end of the quote for the second paragraph. I do not think that the Trustees Association had any intention of putting those rights in jeopardy. I think they were only asking for some way of being able to meet a strongly organized body and since they represent the people of this province and are responsible to the people of this province, I think that they took the right attitude but didn't have the right answers. I continue to quote, the third

(Mr. Hryhorczuk, cont'd.)....paragraph: "The Provincial Executive made an assessment of the situation at an emergency meeting lasting twelve hours on Saturday, January 7th, and mapped out a course of action aimed at making it abundantly clear to the Trustees that the teachers of the province will fight by every means at their disposal, any attempt to restrict their rights". And I'd like to make the comment here that I don't think that what the trustees were seeking was a restriction of the rights of the society, and I think I can show the members of the committee, Mr. Chairman, what the Trustees were seeking. And I continue to quote: "As a first step, the provincial executive requested the 46 division associations to hold emergency meetings to discuss the resolutions passed by Trustees and to give direction to the provincial executive in the event that restrictive legislation was introduced at the coming session of the Legislature". They are anticipating restrictive legislation. I don't think, Mr. Chairman, that we need restrictive legislation. I think something altogether different from that is needed. From the smile on the Minister's face, I'm quite sure he knows the answer too. I think that if he won't give us the answer, maybe I can arouse him to before I am through. Now what really did irk me, to put it mildly, Mr. Chairman, is a sentence which appears at the bottom of that first page and it's in block letter standing out and here's how it reads, and I quote: "Be sure to clear with central office before applying for or accepting a teaching position". Now to me that indicates a trend towards something that could be very dangerous to education in Manitoba. I understand that they, we have a placement bureau, at least we used to have, I don't know whether you call it a placement bureau or what you call it, some branch of the Department of Education where teachers used to apply and ask for assistance in being located and ask for assistance in coming to an appropriate and agreeable salary and so forth. Well, it looks to me as if that placement bureau is a thing of the past, and if it -- (Interjection) -- It's still there? Well, if it's still there, I wonder what it's doing? The Manitoba Teachers Society is the one that seems to decide as to who is to apply, where they are to apply and whether they should accept the position or not. And to me that is the first step to a closed shop, Mr. Chairman, and that is where the danger of this attitude lies.

MR. ORLIKOW: What's wrong with a closed shop? You've got it in the lawyers.

MR. HRYHORCZUK: No they haven't! Oh, no they haven't!

MR. ORLIKOW: They sure have and you know it.

MR. HRYHORCZUK: All you have to look at is some of the lawyers in this building and you'll know that it is not a closed shop.

MR. ORLIKOW: If you don't pay the fees, you can't practise. And you know that too.

MR. HRYHORCZUK: And include myself in that. All I have to do is pass academic examinations and become a lawyer. But as a teacher, I can qualify as a teacher but it does not mean to say that I am going to teach if this kind of thing is going to go on, and that's the point! Now what does that mean? It simply means this, Mr. Chairman, each and everyone of us agrees that the better qualified a teacher is, the more hope there is that we'll have better educated children. And I think that stands as correct. But if the Manitoba Teachers Association is going to take the stand that every teacher has to contact them before they apply for a position or accept a position then what kind of a situation do we find? We can very easily find ourselves in the situation where we will produce, shall I say better qualified teachers, out of our teachers training school; but can we give them the assurance that they'll be able to obtain positions? Once we have reached the stage where we have sufficient teachers -- what we call qualified teachers -- who is going to say to the teacher that is already teaching, you must go because you are inefficient or not properly qualified. Who is going to say you must go to make room for the teacher that is better qualified? Who is going to say you are to stay or you are to go? And we can very easily run into that type of a situation.

MR. PAULLEY: Has the Teachers Society suggested that?

MR. HRYHORCZUK: I say that this is the first step to such a suggestion.

MR. PAULLEY: Not at all!

MR. HRYHORCZUK: Well, that's your opinion. I have mine. And if you wish to get up after I am through, you're quite welcome to do so.

Now, together with this I would like to read something else, and this is from the Manitoba Teacher of January and February of 1961, and it appears on the president's page, and I quote: "Teachers must have same freedom extended to other professions and tradespeople;

(Mr. Hryhorczuk, cont'd.)....the freedom to determine for how much they will teach and under what conditions; a determination settled by the mutual consent of themselves and their employers". Yes, it is bad! I say to the Manitoba Teachers Society that it's about time they make up their minds whether they are a profession or a trades organization, and I also say, Mr. Chairman, that this last phrase: "a determination settled by the mutual consent of themselves and their employers" has no basis in fact nor in sense the way matters stand right now.

MR. ORLIKOW: How else can it be done?

MR. HRYHORCZUK: Yes, I agree it can be done that way, but we have no employers in that sense at the moment.

MR. ORLIKOW: School districts are employers.

MR. HRYHORCZUK: Oh, yes, yes, sure they are. Can these school districts of this province or the school divisions stand up to a society that is as well organized and as well protected at the moment as the Manitoba Teachers Society? I think we saw evidence of that when the division plan came into being, when some of the salaries sky-rocketed, in fact I think there were salaries that were nearly doubled. And I don't think it's right, Mr. Chairman, I think that what the trustees are concerned with is that they as individual boards cannot stand up to the Manitoba Teachers Society when it comes to a matter of bargaining. The Honourable Member for St. John's says the "School Boards". Well, of course, Mr. Chairman, that's a lot of nonsense. The individual districts are not equipped to do that, nor can they, practical experience has shown it. I suggest, Mr. Chairman, that it is this government's responsibility to see that the trustees can act on behalf of the employers of this province, who are the people of this province. That is who the employers are, the people of this province. And until such time as the trustees are given as many rights or as many powers to sit across the table with the Manitoba Teachers Society and discuss in all friendship, goodwill, mutual understanding...

MR. ORLIKOW: They have it now.

MR. HRYHORCZUK: ....their respective responsibilities, until such time, this rift, that I have spoken of, this bitterness is going to be there. I know that the Minister at one time or another had made some statements about some sort of organized body to look into this matter or to represent the trustees -- I think it was brought up in the House here and he denied that he had made any such proposal or had any of that kind of a thing in mind -- but I do say, Mr. Chairman, that in my humble opinion something will have to be done and the Minister will have to make up his mind as to where he stands on this issue. I know it's very nice to have a good organization behind you in various ways -- I'm not going to mention "politically", but I say that our responsibility goes a little deeper than that. We owe something to the people of this province and we hope that the Minister will meet his responsibility in this particular matter with the courage and determination to do what is right.

MR. PAULLEY: Mr. Chairman, I wonder if the honourable member would permit a question? Would he suggest that on receipt of a certificate to teach, that the individual concerned become a civil servant, deprived of any rights to travel or go where they would like.

MR. HRYHORCZUK: No, of course not, I haven't said that, have I?

MR. PAULLEY: Almost.

MR. HRYHORCZUK: Oh, no, no, no, don't put words in my mouth. You perfectly understood what I'm driving at, what I have to say. If it serves your purpose to interpret it the way you want to, that's your business, but don't quote me as having said that.

MR. PAULLEY: .....certainly skirted around it.

MR. HRYHORCZUK: Not skirted around it. I never skirt around anything. If I've got something to say, I say it. You're the boy who does the skirting around in this place, I've seen youskirt over to that side and back here and all over the House.

MR. PAULLEY: I can never nail you down though.

MR. HRYHORCZUK: If you could just make up your mind once and for all where you stand in this House then probably we'd have a little more opposition.

MR. PAULLEY: I haven't been able to nail you down yet.

MR. HRYHORCZUK: No, you certainly haven't and you won't because when I have something to say I say it quite frankly and without fear of reprisal -- at least not from the CCF Party anyhow. Now, I'm not, Mr. Chairman, advocating any restricting legislation nor am I advocating that the trustees have the last word to say in any determination of any dispute or

(Mr. Hryhorczuk, cont'd.)....any consultation between these two bodies. All I ask the Minister to do is one very simple thing. Put the trustees in the same bargaining position that the Manitoba Teachers Society is in today. That and nothing more. Thank you.

MR. ORLIKOW: Mr. Chairman, I think I want to say something on this. I am not a teacher, I've never been a teacher, I owe them nothing and they owe me nothing, but I think that the last speaker, Mr. Chairman, if he didn't misstate the facts, he certainly came very close, because I think the provisions of the Public Schools Act are quite clear. I think that anybody who reads them and tries to understand them will realize that there is exact equality between the teachers and the trustees organization. I haven't got the Act in front of me but I think I understand the provision and I think that the members should understand the provisions. What does the Act say in fact? That where teachers and their board are discussing the question of salaries and working conditions that they shall meet together and try to reach an agreement mutually, and that when they cannot meet an agreement mutually -- and incidentally, Mr. Chairman, it might be interesting, I haven't got the information but it might be interesting to get from the Minister the number of cases in which they were not able to reach an agreement satisfactorily. I think we would find that the number is a very small number -- that where they are not able to reach an agreement what happens. The teachers' representatives appoint a representative, the trustees appoint a representative, an impartial chairman is chosen I think from a panel selected by the Department of Education and that three member board hears representations from both sides and makes a finding. Now, Mr. Chairman, what could be -- and in return for this, it's my understanding the teachers have given up all rights to strike and all the other rights which they might have had under the labour relations board. Now what could be fairer than this, Mr. Chairman? I don't know how the trustees organization or individual boards of trustees or how the honourable member who ought to know better, can arrive at the conclusions which he expressed today, Mr. Chairman, are beyond me. I suggest, Mr. Chairman, that it's nonsense, that the trustees have all the rights which they need; that they're not under any disadvantage and I want to reject completely the suggestion that they have been forced by some powerful force to give unreasonable increases. I don't think that there are teachers in this province who are overpaid at the present time. It may be true that some salaries came up and came up pretty sharply, but if this is so I suggest that they came up sharply only because they were underpaid for a long time, and I want to say, Mr. Chairman, that I think there's absolutely no justification for the attack which the honourable member made either on the Teachers Society or on the legislation which is in existence or on the methods for negotiations between the teachers and the trustees.

MR. PETER WAGNER (Fisher): Mr. Chairman, I think the Honourable Minister misunderstood me on that \$16.66. He states that the divisional board has that power to increase the amount if they so wish. That's fine. I would like to ask the Honourable Minister how many division boards practise this, and if they do, does it not bring up their expenses higher and then increase the taxes in the division?

MR. McLEAN: Mr. Chairman, I don't think I could tell the honourable member how many do it. I would think there are quite a few because the divisions adjust the payments to the individual parent or parents of the individual student according to the particular circumstances. The point I want to make is this, that if the -- let us take as an illustration the case where a school division has 200 students living the distance away from the school which entitles them to transportation. That number 200, entitles the division board to receive from the Province of Manitoba 200 times \$100. In other words \$100 per student. That gives the division a bulk sum of money which the division may allocate as between its students in whatever manner they wish. Now it's obvious that they're not going to pay as much to the student who only lives two miles away from the school as to the student who lives ten miles away from school. I would assume also that they would be more generous to the student who must come and board in town than they would be to the student that can go back and forth each day. The point I want to make is that the division becomes entitled to a sum of money which they may allocate as among themselves. There have been no instances drawn to my attention, and this is not to say that they don't exist, but there certainly have been no instances drawn to my attention where a division by reason of payment of travelling allowance, or by reason of payment of boarding allowance, has been having to raise more than its statutory share of what we call transportation grant or allowance.

MR. A. J. REID (Kildonan): Mr. Chairman, I would like to make a few brief remarks before we go into estimates. I congratulate the Minister on his basic plan for education. True he has had some constructive criticism but I'm sure a man of his ability will try and rectify as many of them as he can. I believe our greatest problem is the financing of education and it's becoming greater every year. The Minister mentioned that as long as the people of Canada spend more money on automobiles, tobacco and liquor that we have no worry about financing education. That point, Mr. Chairman, I disagree with him. But nevertheless he raised a point. When you realize what the Federal Government collects in excise taxes on these commodities I think it's only just and fair that the provinces should all share in it. He also stated that one-third of the provincial budget is spent for the financing of education while in my constituency, Mr. Chairman, two-thirds of the municipal budget is spent on the financing education, so it still shows that the largest share falls on the local taxpayer on real estate taxes. And there, Sir, I firmly believe as I've stated before that local real estate taxes are no longer adequate for the heavy burdening of financing education. It should be a national and federal responsibility to finance education.

I was thinking, Sir, that if at any time during the Federal-Provincial Tax Agreements have any of the provinces ever proposed such a plan to the Federal Government. This is where any province would make a great contribution to start the ball rolling because with their share of excise taxes, and the balance should be levied on the ability of a person to pay in proportion to their income, not on real estate taxes, that the cost would be more equitable for everyone. I won't go into detail of such a scheme, Sir, but it's been advocated by school trustees, municipal men and business men and I'm sure it would be feasible and just. I'll only make a couple more remarks, Sir. It's likely the Minister might have answered some of them by now.

The first one is, Sir, I was wondering if we were justified in building so many classrooms in Manitoba in proportion to our population? Another point is the merit rating that I'm not clear on. I have here a clipping from last summer's newspaper, I haven't got the date, but nevertheless Dr. Philip Ketchum, Headmaster of Trinity College, Port Hope, Ontario, spoke in Winnipeg last summer, quote: "The failure rate in Canadian Universities was between 20 and 30 percent. At Harvard in the United States it was about 2 percent and in England it was about 1%." He said: "the present education system here did not identify students for higher education at an early age. In the United Kingdom students were tested at age 11, again age 15 and finally in their final year at high school. That students who were not university calibre were weeded out." He also advocated, "that students write a three hour test similar to scholastic aptitude tests in the United States and that higher education should be within the reach of everyone regardless of financial status. This purpose would be accomplished by more scholarships." This is what I had in mind, Sir, and I don't know if the Minister has any such program on hand because I'm sure that our students should be weeded out according to their aptitude then they could be either placed at technical schools, business schools or such new courses as the government advocates. Thus money and time would be utilized for the right type of courses for such calibre students. I'm sure, Sir, we've heard here that the Soviet Union finances its education from state funds. One of our newest nations the state of Israel, they also do it, and I was just wondering why the difference here, for instance say the state of Israel. I believe they have an understanding and a true meaning of the fundamental things of life not the material things possibly like we place more on here, whether we got a car with bigger fins or a bigger TV set or a new type of ranch type house. I'm sure, Sir, that Canada in comparison, economically is in a better position than either Israel and even possibly Russia to accomplish such a plan, and I'm sure that that's what we should strive for and our educational system will not only improve but it would be a lot simpler for the municipalities, the provinces and on the local taxpayer.

MR. NELSON SHOEMAKER (Gladstone): Mr. Chairman, I think what the Honourable Member for East Kildonan was referring to earlier in his remarks as regards the high cost of education and comparing that to the revenue from liquor that what he was trying to point out was that the high cost of education was driving us all to drink, perhaps. Now, Mr. Chairman, to say that we in our deliberations on the educational estimates have given consideration to over-working your writing arm would probably be the understatement of this session, because I don't think up to now that you have had to make even one tick mark on your estimates there.

(Mr. Shoemaker, cont'd.)....The press earlier reported that we were progressing fairly rapidly in our estimates; they said that we were clipping along at 1.3 million per hour and I suggest we will have to go a little faster than that to keep ourselves within the 65 hour limit, otherwise the Honourable Leader of the CCF will have to put on his nightcap again. But, I think, Mr. Chairman, that inasmuch as the educational estimates now total \$33 millions or thereabouts, that we should give some serious consideration to the estimates, and indeed the Honourable Minister of Education has invited us to make comments and suggestions and I'm glad that he extended that invitation to us. He said in his rebuttal a little while ago as regards statistics, that statistics were facts. Well, that isn't exactly what Disralli said about them. You remember what he said as regards lies, he said there were three kinds: there were lies, damn lies and statistics. Now one of them are a little out on this.

Now, I would like to associate myself with the Minister in paying tribute to his staff. I know that he knows, and most of the members opposite know, that I took a fairly active part in the school division campaign. I think I assisted the government in putting over the principle of the larger school divisions; I know I spoke with two or three of the Ministers at two or three different meetings in the Beautiful Plains School Division and spoke at about eight different meetings with the School Inspector out there and in every way I attempted to sell the principle of the school divisions to the public because I still think the principle is a good one. I am a little disappointed however, Mr. Chairman, the results that have followed since the creation of the school divisions, because even I who was supporting it, I am disappointed at what has resulted. We told, and I include myself in this one, we told the public that the school divisions would provide equal opportunity for every child in the province, the cost would be equalized and there would be a reduction we thought in municipal taxation. There were many other things said but those were the three things that really concerned the people. But what has happened? Taking them in order as I read them before, as regards an equal opportunity for every child in the province, I think that that has been brought about to quite a large degree. However I know that the MFU apparently are a bit concerned because they think this has not been achieved, and no doubt the Honourable the Minister has read and reread perhaps, this little comment that they had to say in their brief recently and I just want to quote it: "School Division Expenditures" is the heading; "Your Government during its educational campaign for larger school areas informed the general public that the high school divisional area would place the rural students on an equal status with the urban students. It seems that in many sections of the province where there are a limited number of students, the area is not supplying transportation for the children, and parents are subjected to considerable additional costs for transportation, over and above the regular transportation grants. We request that the Manitoba Department of Education study this unfavourable situation and we recommend that those parents who have had to make additional payments for transportation be reimbursed and that transportation be made available to all students on an equal basis." Now, Mr. Chairman, they feel that that has not been achieved and while I don't always agree with everything the MFU says I can't help but compare my own situation where our youngest daughter who lives within a stone's throw of the high school -- we live directly across the street from it -- how easy it is for her to roll out of bed about 8:30 and make it to school at 9 o'clock, and in comparison, some of the pupils that have to be transported we'll say from Mountain Road, probably have to get up at 6 o'clock to catch a school bus at 7 or half past, that it really isn't an equal opportunity. (Interjection) To drive one of the school vans.

Now, as regards the reduction in real property tax, I know that at last session and probably the one before, the Honourable Minister claimed that he never did say that the real property tax would be reduced. But you will recall, Mr. Chairman, when you were occupying your regular seat the other day, that I read to the House the record of the Roblin Government that they say was endorsed by every Conservative Candidate, and certainly the Honourable the Minister of Education was a Conservative candidate at the last election -- and a successful one-- and I want to quote from the record of the Roblin Government as regards education, and quote: "A new program to provide equal educational opportunities for every child in Manitoba. Free text books for every child to Grade XII. Six million dollars more appropriated by the new Roblin Government for education; an effort to equalize education costs in the province, to lighten the load of the municipal taxpayer." Now, he has had a change of heart because on February

(Mr. Shoemaker, cont'd.) . . . . 28th about three days ago in his closing remarks following his statement he said, and I quote again from Hansard, Page 367: "Now, Mr. Chairman, all of these things which I have reported to you, cost money." Well, we can go along with that one, "The fact of that is indicated in our own estimates and indicated in the costs which are having to be borne by local taxpayers in their various school districts and school divisions. I think it is something that we must recognize as a fact and, of course, one couldn't expect, I suppose, that you would have a tremendous increase in the number of students without having an increase in the cost, both to the Province of Manitoba and to the local taxpayers." And I am now glad, Mr. Chairman, to have the Honourable the Minister recognize the fact that there has been an increase in local taxes. You will recall too, Mr. Chairman, that we in Neepawa are no exception because you will recall the other day that I produced the Neepawa Press for Friday, February 10th in which it was reported "a tax increase for Neepawa imminent," and a sub-heading "Four and a half Mill Hike for Education Likely." So we in Neepawa are no exception to many, many other municipalities where taxes have risen drastically as a result of education.

I do, incidentally, Mr. Chairman, want to commend the Minister his replies in rebuttal to many of the statements that have been made but I don't think up to now, he has given us an answer to a question asked as regards the Dauphin-Ochre area. I may have been absent when he made that. Someone asked what were the provincial grants to the Dauphin-Ochre area; were they the same now as school divisions or were they not? I don't think we've had an answer to that. I would particularly like to have an answer to that one, and I would also like to know if the Honourable the Minister still thinks that the larger areas, such as they have in his constituency, does he still think that it as as good, better or superior or worse than the school division plan? Probably we should be thinking more about larger areas if they are superior to the school division plans. I admit that they have qualities that you don't find in the school division plan because they do embrace elementary education.

I was glad to learn that the Minister of Propaganda -- that is the title that the Honourable Leader of the CCF refers to as the author of the Information Bulletins that we have before us -- I was glad to see that he plays fair to all departments and includes the Department of Education in his publications. And incidentally, Mr. Chairman if you haven't already subscribed to the publications that I refer to, I think you should because it doesn't cost a nickel directly, there's no subscription price, and I take quite a few publications of one kind or another and I still think that this one, for the price, is about the best value on the market. (Interjection) It's worth the price, yes, because the price is nil! But I would like to refer you to one issued from that department on September 30th, 1960, that's not too long ago, and it's headed "Province Assumes 60% of 1960 School Costs." Now the Honourable Member for St. John's speaking yesterday said that they were only assuming 18.72% of the costs in Winnipeg. One of these statements must be incorrect, Mr. Chairman, and I would be delighted to know who's right and who's wrong. The same publication of the same date has several other comments in it. I would like to read you one paragraph and I quote, "Division Boards hard pressed to accommodate the greatly increased influx of students started planning for the future. By the end of June 1960 the government had approved school building projects worth approximately \$17 million, of which \$13 million will be paid by the province." And I wonder, Mr. Chairman, if that will prove to be a fact. "Students are taken to the new schools in buses hired or purchased by division boards" and so on and so forth. And here is a much more recent publication. I obtained it from the Provincial Library today, Mr. Chairman, their stamp of approval is on it -- Provincial Library dated February 24th, 1961 -- and I just want to read the first paragraph, and I quote: "A comprehensive and careful program of driver education and testing was launched on Tuesday February 21st for the province's 2,500 regular and spare bus drivers who transport 2,500 pupils back and forth to school." Now surely, Mr. Chairman, there isn't one bus driver for every pupil. But that's what it says here -- "2,500 regular and spare bus drivers who transport 2,500 pupils back and forth to school." Well it looks to me. . . . .

MR. PAULLEY: The Minister of Propaganda failed on that one. . . .

MR. SHOEMAKER: There must be one taxi driver for every pupil if this is correct. I would also like to know, Mr. Chairman, if the MFU in their brief dated December 22nd, 1960, if they are correct in a statement that they have made. And it's headed, incidentally Mr. Chairman, this brief deals with many subjects other than education because immediately above it is



(Mr. Shoemaker, cont'd.) . . . the cost of machinery and immediately below this one is mas- titus detection but way in the middle is one on students pass marks. And it says and I quote: "It has been brought to our attention that it is an established practice to limit to a certain per- centage of those writing final June examinations the number of students allowed to pass. If this is so we consider it unfair that students marks be arbitrarily raised or lowered in order to comply with a fixed percentage, and we request the Provincial Government to urge the high school examination boards to cease this discriminatory practice." Now surely that isn't cor- rect, Mr. Chairman, and I would like the Minister to make a note of that and answer for me and for the MFU as regards that one.

Now, Mr. Chairman, I have very little more to say and you'll be glad to hear that, but it seems to me that we have made some errors and who doesn't. It seems to me that there is still a certain unfairness in the construction grants and I refer in particular to the school at Neepawa, Mr. Chairman, I suppose that you received one of these letters from the Beautiful Plains School Division No. 31 because it's headed to all provincial MLAs, municipal council- lers and town councillors. I don't know whether you received it or not but I would just like to read a part of it and I quote: "Since the inception of the division school legislation the trustees of the Beautiful Plains Division have been aware of the unique situation within the province of having to assume the deficits and liabilities of two large schools. The situation is unique in that there had been no debentures paid on a brand new school in Neepawa. The present grant allowed on this building is 40 percent. Had the school been build after the formation of a divi- sion the grant received would have then been 75 percent. The Beautiful Plains Division Board are now attempting to rectify this situation by an appeal to the Minister of Education to grant us a 75 percent grant on the new collegiate and to review the award made the Carberry School District for the Carberry Collegiate." Now as regards the Carberry Collegiate it was evalu- ated, I understand, by the evaluation board or whatever board it was that valued the schools in existence, and we find that as regards Carberry High School they placed a valuation on it of nearly \$30,000 more than it cost them five years before -- brand new to build. So it seems to me that that has thrown an additional load on the Beautiful Plains Board of \$30,000. The point is, Mr. Chairman, that I'm certain that the Carberry School Board would have gladly accepted what it cost them five years ago without tacking on an additional \$30,000.

I still think, Mr. Chairman too, that as regards the divisions that they are too large in size to ensure a favourable vote when we have a money bylaw before us. And to point out that-- and as you know, Mr. Chairman, our bylaw was defeated in Neepawa. I was one of about 87 that voted for it, but they turned it down about three to one in the town. But to point out that they are too large. It was at the time of the year when we were selling hail insurance and I was travelling all over country in an effort to sell insurance, and I inquired from several far- mers in these districts and most of them had the same answer that they were afraid of the resulting high taxes. And as I said earlier they had just received notice of the increase in MHS premiums and so on; they were so tax conscious that they were afraid of anything that might cost them money. But, I generally put this question to them: Now, listen if the money bylaw had only called for an additional expenditure we'll say of \$50,000 for three or four classrooms at Carberry -- and now I'm speaking about people at Neepawa -- would you have voted for it, and they said "No". You see, Mr. Chairman, they can even see that far. I mean it seems so far away that they do not feel that they should be liable for the payment of a school that's 30 or 40 miles away. I believe, Mr. Chairman that the Royal Commission on Education recommended that there be in the neighbourhood of 65 or 70 divisions or in that neighbourhood, and we pre- sently only have 42 or 43. Now the Honourable Member for Turtle Mountain has a resolution on the Order Paper as you well know, and he pointed out the fact too the other day that schoolrooms can no longer be built for \$15,000. Perhaps we will have the government voting with us on that resolution.

Another thing that concerns me, Mr. Chairman, is the high interest charges that many of the school divisions are having to place in their 1961 budgets. In reading the Neepawa press today I learn that they have \$10,000 in their 1961 budget for interest charges -- bank interest charges. Now, Mr. Chairman, that's quite a sizeable amount, \$10,000 for interest charges. And when you take that times 40 divisions you've got quite a little bit of money. And the only people that's benefiting from that is the banks. I think perhaps we should try and correct that situation somehow or other. Now, Mr. Chairman, I no doubt will have more to say as we proceed with the estimates but I will let someone else get on with the job for now. Thank you.

MR. CHAIRMAN: Item 1(a) - passed. (b) - passed. (c) - passed. (d) - passed.  
Resolution 23 - passed. Item 2(a).

MR. E. GUTTORMSON (St. George): Mr. Chairman, I'd like to ask the Minister why he delayed so terribly long in approving the request made by the Lakeshore School Division for school construction. Last May they offered their first proposals to the government and only, I think it was Tuesday of this week, that they finally received approval of their program. Members of the board tell me that they made many proposals during the course of the year, and were constantly turned down by the Minister; and at one point the Minister apparently didn't even trust the information that was provided to him by the Board because he sent out a team from his own department to check on the information provided by the school board -- the school division trustees. As a result of this undue delay the officials will not be able to put a by-law before the people until approximately June, and it's very unlikely that they will be able to have schools ready by the next school term if the vote is approved by the ratepayers. I certainly hope the by-law is passed. I'm beginning to wonder in view of the terrific increase in the taxes in the area, and the Minister will recall that when he spoke at the division's meeting, or the meeting prior to the division vote at Eriksdale, he gave them strong assurance that they'd have no fear of the taxes going up in that area. Now I was in the hall that evening, Mr. Minister. So were a lot of other people. The same assurance was given to the people in Mundare when the Minister of Industry and Commerce addressed them. And the members of the -- the school inspector gave them the same assurance when both Ministers were in attendance. Taxes have gone up very high and it appears now that there's speculation in some quarters that the by-law may not go through. I certainly hope it does because they are in dire need of schools. Fisher Branch, which is just outside my constituency but which is in the same school division which makes up most of my constituency, is in dire straits for school accommodation, and as a matter of fact right now they've got to put classrooms in the hall. In Poplarfield a similar situation exists because they've got school classrooms in the hall, because they haven't got school accommodation, and yet last May, when they offered this before, asked the government to allow them to put a proposal before the public, the Minister turned them down. And the Minister well knows of the case because he's met with them on countless occasions, and as I say, it is only this week when they finally received approval from him that they could go ahead with the building of the seven schools in the Lakeshore School Division.

I think that while I'm on my feet I would like to ask the Minister if he would consider helping the students in the rural parts of the province further with this equality of education. He goes to a great deal of length in telling us the equality of education that exists in Manitoba now under the present program. For instance, if a child lives a certain distance from a school, provisions are provided for them so that they can board out in the town where the school is located. I would like to suggest to the Minister to consider a program whereby the government will assist rural students wishing to go to university. I think the Minister will agree that the largest percentage of all the students in the university come from the city area. One of the big reasons is that the children from the country are unable to attend university for financial reasons, and one of the big stumbling blocks is the cost of board and room when they get to the city. I realize that this will take money and I'm not prepared to say what money should be granted to these students, but I would like the Minister to consider it, because if rural students were provided with some assistance with board and room in the cities where they are attending university, a lot more of them would attend university. I'm not suggesting -- even if they do come to the city they still have a big handicap; they're living away from home; they're not accustomed to city living, and I think this would be a big help to the rural students if the government would assist them with their board and room while attending university. As I said before, I'm not prepared to suggest at this time what the cost would be, but I think if some assistance was given to them in this form that we'd have a lot more rural students going to universities that otherwise can't attend today.

Another subject I'd just like to touch on and that's the one raised by the Honourable Member for Gladstone regarding the student's pass mark. I think this is a ridiculous situation where an arbitrary figure is set that so many children must fail every year. In other words, you could take a mark in which you could have literally every student in the province getting marks in the 80's, and some would just have to fail because of that arbitrary figure set by someone in

(Mr. Guttormson, cont'd.).... the department. He also raised a point about the size of a division. In my constituency the Lakeshore School Division is far too large. It extends from Oak Point to the Fairford River to the north, west to the shore of Lake Manitoba and east beyond Fisher Branch. This is an outrageously large division, and I think that some steps must be taken to reduce the size. The Minister knows the recommendation of the Royal Commission was for roughly 60 divisions and -- I understand -- they've been set by approximately 40 in the province, and I think this was done by Order-in-Council. Well, if I'm wrong the Minister can tell me where I'm wrong, and perhaps the Minister would be kind enough to -- when he gets to his feet -- to answer the questions that I have put forward.

MR. McLEAN: Mr. Chairman, first of all with respect to the Lakeshore School Division and its building plans, I think it would not be correct to say that they were turned down a number of times. These applications are dealt with by what is called a School Buildings Projects Committee; that's a committee consisting of people, permanent members of the staff, of both the Treasury Department as well as the Department of Education and the Department of Municipal Affairs, and I think that perhaps Lakeshore was having some problem with that committee. May I just say this, that Lakeshore is, as the honourable member has pointed out, a big one. It is the lowest or second lowest assessed division in Manitoba, having an assessment of just a little bit over six million dollars, so they have a very small tax base, and since the honourable member has brought it up I haven't the slightest hesitation in answering his questions in saying in relation to their needs and their ability to pay, that the division trustees proposed an unrealistic plan that would have saddled their taxpayers with a very heavy burden of taxation. Our concern has been to see that they have accommodation, but that they have it within some reasonable limits of their capacity to pay. May I also say to the honourable member that the members of the board were not always in agreement among themselves as to what they wanted, and that caused some delay. It has been a long time, and I think the plan that has now evolved is one that is realistic in terms of their school population, and I hope is realistic in terms of their capacity to pay for it. That's the story and I make no apologies, and am quite prepared to back the decision and the viewpoints of the committee in every respect, and to say that as far as we can tell, the decision that has now been made is a fair one and takes into account some pretty important factors.

Now with respect to telling the committee what I mean by equality of education, may I say at once that I have never used that term. What we did say was equality of opportunity, which is an entirely different thing from equality of education, because, of course, there's no man on earth that can guarantee or even suggest equality of education. Equality of opportunity. Now equality of opportunity means nothing more or less than this, that the school divisions system was set up on the basis that every child within a school division had the right to a high school education, and it was the responsibility of the division trustees, and the financial responsibility of course of the ratepayers, to provide the facilities, the schools and the teachers necessary for that purpose, but I didn't undertake, and I don't think anyone else did, to say that every child would have to get up at the same hour of the morning, get home at the same hour at night, that they would each have a teacher of exactly equal ability, or indeed that the children themselves would be exactly of equal ability, and I think that probably the whole debate about this equality business has maybe run its course. There is equality of opportunity in Manitoba in this sense, that there is a system under which every child has a high school that he or she can attend, and from which they can get, within the limits of human capacity both for the student, the teachers and everyone else, an education, but it isn't equality of education and I don't undertake to say that there is such a thing because I don't believe that there is.

With regard to the rural students going to university, I agree that that's a good idea. That program already exists, and if the honourable member knows of any student in any part of rural Manitoba who is unable to go to university because they haven't the financial resources with which to do so, and he will let me know, why I'll see that their name is put into the program, which wasn't started by this government although it's been extended a bit, but we'll do the best we can to see.

The Alumni Association of Manitoba does a good deal of work through the high schools of Manitoba to ferret out qualified students who would benefit from university educations, and to

(Mr. McLean, cont'd.).... bring to our attention those that may not have the financial resources with which to go. I'm not saying that there are not some that are missed -- that I'm sure does happen, but as far as we can we try not to let it happen, and so on.

Now with respect to student pass marks, and the Honourable Member for Neepawa-Gladstone mentioned it, and this idea just illustrates the great danger that arises when a fellow talks too much, because I sure talked too much on a particular occasion and I would like to tell the committee about it, because it's related to how it got into this MFU brief. I was invited last June to speak to the good ladies at a farm women's week, sponsored by the Farmer's Union, and it was one of these panel affairs where they ask you questions, and everything was going fine, and naturally every discussion of this sort comes to the question of examinations. How are they set? Why do so many pupils fail, and so on and so forth? So I, thinking that I would be helpful, undertook to explain that the system of -- papers are set by committees under the jurisdiction of the high school examination board, then the pupils write the examinations and they're all brought in to Winnipeg, and we have committees -- one of the schools is provided for it, and there'll be a big room with a whole group, probably 25 or 30 teachers, all marking Grade XI history, and in the other room they'll be marking Grade XI chemistry, and so on. They have a chairman and a sub-chairman, and the teachers, first of all they go over the paper and they discuss what would be the proper answers to the question, and then they go away marking it. Now every teacher -- and these are all qualified teachers, folks from your town and my town and all the other towns in Manitoba -- and they mark these papers. Now when a teacher, marker -- they're markers when they're at this job -- when they find a student that's down below the 50%, they take it up with the chairman and the deputy chairman of the committee. They ask him to look over that paper. Sometimes they even discuss it with the whole committee, because they want to be sure that they're not being unfair to the student, and so I think we can say, again within the limits of human capacity, that these papers are fairly marked. But there has been a principle that if on a particular paper you had 100% of the students writing all getting over 50% it may be, may be, that paper was too easy. And so if a situation of that sort is found, they endeavour to say, they'll say to themselves, well, perhaps we should grade this down a little bit, in other words make it a little tougher for the students to pass, and so you get maybe in some cases -- they'll say, three percent or 10% of the students who have actually passed on a first marking have been given failure marks. Now I'm not defending it. That's the system; it's been worked and followed for many, many years when the government of -- the party of which you are the Member for St. George was here. This is not any idea devised by me. But it's considered by the educational people to be fair.

Well, I was explaining all of this to the good ladies, and then I also pointed out that, of course, sometimes, if you had an abnormally high failure rate, that it might indicate that the paper was too difficult, and so you should bonus up the marks so that it would more clearly reflect the actual ability of the students. I was careful to point out, however, that the bonusing up procedure was perhaps a more -- something that happened more often than the other procedure. But both are followed from time to time. But what the ladies overlooked was that I also said that I wasn't satisfied with this system, and that we had specifically employed a man in the Department of Education to work on a system, if it's possible, of setting examinations which would be considered to be fair and proper, and a proper test of the student's ability; then we would mark them according to this procedure that I have outlined and let the chips fall where they may. And as far as I'm personally concerned, that's the way I would like to see it work. But the -- I'm not critical of the ladies. I think some of them got just a little upset by this frank disclosure -- and I must say I won't ever do this sort of thing again -- on how this thing works. Their resolution was, or what it was based on, perhaps a misunderstanding of what had been said. I'm satisfied, Mr. Chairman, that the examinations in Manitoba are fairly set, and I'm more than satisfied that they're fairly marked. Any student that fails -- put it this way -- any student that fails has really not got that understanding of the subject matter that would be necessary in order for he or she to pass to the next grade in that subject. I don't really think that there's any basis of us feeling, in any feeling, that there's any unfairness, and remember we're only talking about the students who hover around the 50% mark. The student that's getting 60, 70, 80 is not concerned in this procedure, and of course, the student who's getting the 10 and 20 mark is far too low to be -- I mean it's pretty obvious that

(Mr. McLean, cont'd.) . . . . they don't know what -- haven't an understanding of the subject matter on it.

Well, I'm sorry, Mr. Chairman, to have taken that amount of time, but I want to assure the committee that I think, as far as I can determine, I think that the examinations are fair. We are hoping that it will be possible to devise a system where, as I say, we can set the paper and let the results be what they are. The Honourable the Member for Neepawa-Gladstone asked me what are the provincial grants to the Dauphin-Ochre School Area. They are the same as in the case of a school division. The members of the committee will remember that legislation putting school areas on the same financial basis as school divisions was introduced, not last time, but perhaps in the 1959 session, and passed by this House. I don't think it's really necessary for me to say which is superior; it depends a great deal upon the circumstances in the area or the territory concerned, and I don't really think that anything very much turns on it. He asked the question of who was right between the 60% and the 18% in two different statements concerning school costs. I think it's important in explaining this to remember that there are two different types of school costs. There are what are called the approved costs, on which grants are paid -- and the members of the committee will understand that that's always necessary, to have the grants related to certain approved costs -- and then, of course, there are the actual expenditures that are incurred by trustees, and they're free to incur any expenditure over and above the approved cost that they may see fit. Now, the 60%, and speaking in terms of the Province of Manitoba, it is our estimate that we are now paying 60% -- this is taking the whole Province of Manitoba, lumping in together all of the approved costs of the Province of Manitoba -- that 60% of that amount is being paid in the form of payments by the Province of Manitoba, not 60% to every individual school district or school division, because remember that we have an equalization formula which relates provincial money to the balanced assessments of the division and the number of teachers. In the constituency of the Honourable the Member for Ste. Rose, I venture to say that they're getting 75%, probably 80% of their approved costs, and in Winnipeg they're getting much less because -- and that relates the relative capacity as expressed in terms of balanced assessment -- also two places to pay taxes. The 60% is our estimated figure of what we're paying on approved costs throughout the Province of Manitoba. The 18% is a percentage of the actual cost in the school district or school division of Winnipeg. If -- and I don't know what this figure is -- but the percentage being paid by the Province of Manitoba to the school division of Winnipeg on its approved costs, if one drops it down to that, would be much higher than 18%. But the school division of Winnipeg -- and quite properly so; they're entitled to do so -- they spend a great deal more money than the approved costs. They have a large number of teachers for whom they do not receive grants because they're super-numerary in relation to their enrolment, and so on. So I hope that that explanation will give what you said -- and you quoted Disraeli and I suppose it's perfectly true -- but there's that distinction to be made and those are the explanation of the rather strong variance between the two figures.

MR. PREFONTAINE: Mr. Chairman, are we on school grants right now, (a)?

MR. PAULLEY: Mr. Chairman, I don't want to interrupt my honourable friend, but you went over the item so rapidly after the Minister last sat down that I missed an item that I wanted to make a comment on, and if it's agreeable I'd like to just make brief reference to the Item 1(c), the Teachers' Retirement Allowances Fund, and I also wish to ask a question or two of the Minister in respect to the Statutory Boards and Commissions. I hope that I have the indulgence of the committee on this.

In respect of the item of Teachers' Retirement Allowances Fund, Mr. Chairman, my colleague, the Honourable Member for Brokenhead, raised a question or two I believe yesterday, in reference to this very important item, and if I recall the reply of the Minister, it was something to the effect that because of the fact that the system or method of Teacher Retirement Fund payments had been considered by the former administration a few years ago, that everything would be held in abeyance because of that, and that there was no further -- well you can reply, Sir, to me on that -- and that nothing further was contemplated at the present time. My colleague pointed out, and I think quite properly so, that the Teachers Society, in all due deference to my honourable friend from Ethelbert Plains, had undertaken a survey which had cost them, as I understand it, some ten thousands of dollars with a very reputable

(Mr. Paulley, cont'd.).... actuarial firm in the Province of Manitoba, and had pointed out inequalities or inadequacies of the Teachers' Retirement Fund. My friend and colleague from Brokenhead also had pointed out, without reply as I recall it, from the Honourable the Minister of Education, that it may be that a considerable number of teachers are carrying on in schools past the normal retirement age because of the inadequacy of teacher pensions here in the Province of Manitoba. Now I would like to hear from the Minister as to whether or not the department have received, as I understand they have, the new suggestions of the teachers in respect to superannuation funds, and what consideration the department is giving to inaugurate some portion or all of the new scheme. We note in the estimates that there is only an increase of approximately twenty thousands of dollars for the year 1962 in respect of the fund itself. Now the Minister the other night, with some justifiable pride, pointed out to the committee of the broad expanse of our educational system here in the Province of Manitoba. He told us of all the number of new classrooms, which of course require new teachers. Now, it seems to me, Mr. Chairman, that the increase in the figure between last year and this year of a contribution of \$20,000 increase is rather insignificant when one considers the expanding number of school teachers which we have here in the Province of Manitoba. It also indicates to me that there are going to be no greater benefits to the teachers themselves. I think my colleague properly pointed out the average pension for our teachers, who render such valuable service to the pupils and to the whole Province of Manitoba, are totally inadequate. So I would like to hear the Minister, Mr. Chairman, develop a little further than he did in reply to my honourable colleague the other day, the attitude of the Department of Education into the new approach of the Teachers Society of this very, very vital part of their livelihood, and again, I suggest that if I recall the answer correctly, and I'm subject to correction as I always am from my honourable friend, it appears to me that it's not just simply enough for the Minister of Education at present to say that because the Liberal Party in Manitoba had taken this matter under review a few years ago that we're happy with the situation as it is.

And while I'm on my feet, Mr. Chairman, I just want to recall a statement which I believe the Minister made just a few moments ago in respect of the method of examinations, that he said that my friends on my right had established this in the juggling around -- and I don't think there's any other word that you could use except the word juggling around -- of the percentages of examinations, that he indicated to me at least, possibly erroneously, that because of the fact that my honourable friend on my right had established this system two or three years ago, or four or five years as the case may be, that things are OK. I'd like to suggest to the Minister that one of the reasons that they're sitting over there today is because of the many failures of the Liberal Party in Manitoba, and surely to goodness, surely to goodness in the very important branch of education, with the vigor and vitality of the members opposite, there shouldn't be too much left of what were formerly the procedures and policies of the Liberal Party of Manitoba.

MR. HRYHORCZUK: Are you sitting there because it's choice?

MR. PAULLEY: No, I'm sitting here, Mr. Chairman, by the choice of my people in my constituency, and I can assure you that the Liberal Party are sitting where they are at the choice and request -- (Interjection) -- yes, and the request, of the people of the Province of Manitoba. But getting back to the questions that I rose, Mr. Chairman, I would like the Minister, if he would be kind enough, to just expand somewhat on this important question of superannuation to our teachers.

MR. ORLIKOW: Mr. Chairman, I want to just supplement that slightly. As I understand, it is now common practice for pension plans, both in private industry and in government, to follow the general rule that the employee and the employer shall both contribute equal amounts. It doesn't always happen but this has become the general and common practice. I understand, for example, that in the railways the workers contribute five percent of their wages or salaries and that the company matches, and that this is in fact what is usually followed. Now I understand, Mr. Chairman, that the teachers in the Province of Manitoba are on the whole contributing five percent of their salaries to the pension fund. I'm wondering, Mr. Chairman -- I'm not suggesting that the Provincial Government ought to carry the entire five percent. It may be that the employer's contribution ought to be divided between the local school district which employs the teacher and the provincial Department of Education. I'm wondering, Mr. Chairman,

(Mr. Orlikow, cont'd.). . . . first of all, whether the government has given consideration to this general principle being adopted, and secondly, what percentage of the teacher's salary is in fact being matched by either the province or the local school district. Certainly, Mr. Chairman, the figures I have heard as to what pensions teachers, after many years of service, get is lamentably low.

MR. McLEAN: Mr. Chairman, evidently it's not only the ladies of the Farmers' Union that misunderstand me. First of all, with respect to the examinations system. I did say that it had been in effect for a number of years. I thought I said that I didn't agree with it. If I didn't say that, let me say it now. I don't agree with it, so that if the Leader of the CCF is under any misunderstanding about that, I'm sorry.

Now with regard to the pension matter. I did not say that because the other plan had been introduced by the former government that we weren't prepared to do anything. What I pointed out was, that when the pension plan was last revised, which was during the previous administration, it was an extensive job; it took a lot of time; it's a technical matter; and that I recognize that fact, and exactly the same thing would have to be done in any revision that would be made now. I was only commenting that that was the case, and that I felt that if anything was going to be done we would necessarily have to take some time to do it. I wasn't making any comment on the plan that was approved before. I assume everybody was satisfied with it; they have it, and they got it, and I have nothing further to say about that, but I was only suggesting that any change now would require careful consideration, including a most important consideration, namely, the fact that the pension plan now requires a contribution by school districts and school divisions, and any new plan, I presume, would require a contribution, but it would be an increased contribution, and I said to the Teachers Society, as I say to this committee, that that is a matter which the government would have to consider very carefully. After all, we've heard the complaints about the increased costs to the local taxpayers, to say nothing about the increased cost to the province, and I said in complete frankness to the teachers that, under all of the circumstances at this present time, I would be hesitant to ask school districts and school divisions to pay more money into the pension plan. Now let me again repeat my personal feeling that the brief prepared by the Teachers Society was an excellent one. It is well prepared, well documented, and I'm rather attracted to many of the suggestions that they have made, and I can assure the committee that it will receive the most careful consideration, not only of myself and the Department of Education, but of the government itself, because we are vitally interested in this whole matter.

With regard to the Honourable Member for St. John, the present arrangement is that for each teacher the Province of Manitoba pays in \$60 per year, the employing school district or division pays in \$60 per year, and the teacher pays a percentage -- a percentage of his or her salary. Now I'm not in a position to say how the percentage paid by the teacher compares to the \$120 which is paid jointly by the employing district and the province. Of course, it would obviously be affected by the percentage being paid, which I understand can be not less than five percent, not more than ten, and of course the salary of the teacher upon which that percentage rate is based. That is the present method and it may be changed if we have a new plan. That arrangement may undergo some considerable change. The increase in the particular vote being asked now \$20,800, only takes care of the additional number of teachers in the province. It's our estimate of the amount required; there is no change in the principles of the plan, nor in the amounts being paid in or in the amounts being paid in the form of pensions.

MR. GUTTORMSON: Mr. Chairman, the Minister made an interesting reply to the questions I asked regarding the proposals of the Lakeshore School Division. He said he turned down the proposals last May --

MR. ROBLIN: May I interrupt my honourable friend and just make this observation on a point of order. We have had a pretty wide range of discussion on the question of the Minister's salary, which is certainly in order. I would hope now that we would deal with the various items under review, and if my honourable friend would raise his point again when we get back to Grants where he raised it in the first place I'm sure the Minister would deal with it then, but could we now clean up the question of Teachers' Allowances Fund and if we're satisfied with that, move on and deal with the specific items as we come to them? I think the committee would find that expeditious.

MR. G. MOLGAT (Ste. Rose): Mr. Chairman, I'm not rising to object to this way, but I would just like to point this out that the Minister did make some general comments just a few moments ago before the discussion of my honourable friend, and he did reply in a general way, and we had gone past the item of the Minister's salary at that time. Now I'm not objecting -- I'm agreeable to -- I just want to point that out.

MR. ROBLIN: I don't think my honourable friend has it quite right. I think what happened was that we went at the special request of the Leader of the CCF Party who asked us to go back; we did go back, and I think now, let's clean up him, and when he's satisfied and anyone that's satisfied --

MR. PAULLEY: Don't clean me up too much.

MR. ROBLIN: If he's properly sanitized -- let's put it that way -- we'll then go on and deal with the point that was raised, but I think that was the order of events.

MR. PAULLEY: I'm agreeable with that, but I would like to ask the Minister -- and as far as the retirement allowances are concerned I'm agreed to leave that now if that's agreeable with the committee, to get on to the item -- I would like on the next item the Minister to inform us of the Statutory Boards and Commissions that are in operation at the present time.

MR. CHAIRMAN: ..... Item 2 (a) School Grants.

MR. E. R. SCHREYER (Brokenhead): You didn't pass 1 (c), Mr. Chairman.

MR. ROBLIN: Mr. Chairman, the Leader of the CCF Party asked permission to go back to Item 1 (c), which I think the committee granted, and I think -- let's be satisfied we're through with that and then we'll proceed to Item 1 (d).

MR. SCHREYER: Mr. Chairman, I shall be brief. I merely want to point out for the record, because the Minister didn't have the information as to the comparison between the teacher contributions and the \$120 contributions of school district and province, and for a teacher with a P. 1 A. 4 classification, salary range \$4,500 to \$8,000 depending on increments and so on, for a teacher making a salary of \$4,500 a year his contributions would vary between two to eight times that of the \$120 contributions of local district and provincial contributions. In other words, the teacher would put in anywhere from two times to eight times the amount that the district and the province put in. Now then, I said I'd be brief, Mr. Chairman, and this is the last statement I want to make on this matter, and I don't want to be offensive. I hope I won't be offensive, but I must insist on asking the Minister this one question. Can we take it, then, that there will be in fact no revision of the Teacher Retirement Allowances Fund in the next 12 months?

MR. McLEAN: Well, Mr. Chairman, you can certainly take it that there'll be no revision placed before the Legislature at this particular session.

MR. SCHREYER: Mr. Chairman, I mean at the next session.

MR. McLEAN: I may not be here myself.

MR. ROBLIN: Now you really don't mean that.

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

MR. PAULLEY: Mr. Chairman, I'd like to know from the Minister the number of boards and commissions.

MR. McLEAN: High School Examination Board, Collective Agreement Board, Discipline Committee, Advisory Board and Boards of Reference.

MR. PAULLEY: How many of these are paid for their services, and how many are not?

MR. McLEAN: Well, the only people that are actually paid for their services are members of the Boards of Reference. The others are paid their out-of-pocket expenses, travelling and living allowances.

MR. PAULLEY: Do you anticipate a reduction in the boards this year?

MR. McLEAN: Yes, I see we do. Actually last year we were still cleaning up some work in connection with the Boundaries Commission and it will be in the '60 - '61. It's not anticipated that there will be anything there this coming year for them.

MR. PAULLEY: Fine, thank you, Mr. Chairman.

MR. CHAIRMAN: (d) - passed.

MR. CAMPBELL: Just before we leave that item. I had been going to withhold my remarks until we reached the item of examinations, but because it has come up earlier and because the Minister gave a statement with regard to it, trying to explain away the fact that he



(Mr. Campbell, cont'd.).... admitted that he talked too much on one occasion -- I wouldn't hold that against him at all because I think it's better to try and explain these matters fully. And I was going to suggest to him that while this matter was under discussion, when he did, I think, to a considerable extent, clear up the question of this old bogey about a certain number of students being allowed to pass and this sort of thing, that perhaps in his own interest he would like to mention as well just the method of setting the examinations, and then perhaps that would maybe have all of this rather close together on the record dealing with examinations. If he prefers to leave that until examinations come I intend to ask at that time some questions regarding creditation and matters of that kind, so if he prefers to leave it, it doesn't matter to me. I thought perhaps having dealt with the other question, perhaps he'd like to mention the allied one of the method by which these papers are set.

MR. McLEAN: Mr. Chairman, I'd be glad to do that and perhaps it's just as well to do it now. The High School Examination Board appoint committees, subject committees, with a chairman and members of the committee, whose duty it is to set the examination in a particular subject. The committees are chosen from actual practicing teachers and representatives from the university. The university have an interest in this because of course many of the students who write the examinations are preparing themselves for university entrance. The majority in each case, however, of each committee are teachers, and are teachers who are teaching the particular subject that they are setting, in other words, the history teacher on the committee setting the history examination.

MR. CHAIRMAN: 2(a).

MR. PREFONTAINE: Mr. Chairman, may I ask the Minister a question? I see that the amount has been raised by close to half a million dollars. It has reached now \$24,725,000. I would like to ask the Minister whether a part of this sum of money has been earmarked for the education of some 10,000 boys and girls in Manitoba who are receiving their instruction, not in so-called public schools, but in schools that have been approved by the Department of Education with respect to school attendance there. Has any part of this been earmarked for the education of these 10,000 boys and girls?

MR. McLEAN: Mr. Chairman, I think the best way to answer that question is simply to say that there has been no change in the legislation in the Province of Manitoba dealing with schools or school grants.

MR. PREFONTAINE: That means that the recommendation of the Royal Commission with respect to aid to private schools has not been implemented to an increase in grants in this vote.

MR. McLEAN: ..... conclusions.

MR. PREFONTAINE: Now may I ask the Honourable the Minister if he believes that this province, and he, as the Minister of Education, has an interest and responsibility for the education of every single boy and girl in the Province of Manitoba?

MR. REID: Mr. Chairman, is it true that any area once it is assessed or that the assessment in that area rises, the grants have dropped lower?

MR. McLEAN: Well, Mr. Chairman, that could be the case because the grant formula, that is the formula on which the provincial money is paid is dependent upon balanced assessment and number of teachers, or teacher count, which, of course, is just another way of saying, really, pupil count because the teacher count varies according to the number of pupils. Now as the balanced assessment rises that tends to reduce the amount of money paid by the province unless the teacher count rises in the same proportion. It is theoretically possible to have both the balanced assessment rising and the teacher count rising so that you maintain an equal position on this, but if the balanced assessment rises in a greater proportion than the teacher count, it is true that less money would be paid to that district or division than from the Province of Manitoba; or conversely, if the teacher count rose to a greater degree than assessment, then the amount of money paid by the province would increase. It's based on those two factors.

MR. PAULLEY: Mr. Chairman, may I ask the Honourable the Minister of Education whether the government has given any consideration to changing the formula from that of using the balanced assessment as the factor for grants to one of the equalized assessment, rather than the balanced, of being the factor involved in the computation of grants. The reason I ask

(Mr. Paulley, cont'd.).... this, the Minister of Industry and Commerce has informed us of a gradual expansion of industry into the rural parts of Manitoba, and when we take into consideration the balanced assessment -- I think I'm correct -- is the equalized assessment plus business assessments and the likes of that, that it could conceivably be that if we achieve what we hope in Manitoba to a greater degree of industrialization, that the grants picture may change. I am wondering, Mr. Chairman, whether or not the government has given any consideration to using the equalized assessment rather than the balanced.

MR. McLEAN: Mr. Chairman, naturally a matter of this sort is always under consideration. I wouldn't say that any special consideration has been given to the matter of using equalized assessment only, although it is certainly something that would deserve very careful consideration, and there are arguments both for and against it of course. I think that it's -- there is a basis on which one could well consider equalized assessment. But I don't suggest that it's being seriously considered.

MR. PREFONTAINE: Mr. Chairman.....

MR. PAULLEY: Mr. Chairman, that is the situation is it not -- just to pursue this a little further, if I may, in deference to my friend the Member for Carillon. I'm sure what he has to say is very important. But is not this the area in which there is the fear and apprehension of the school district of the City of Winnipeg, and if it was the equalized assessment used as the basis rather than the balanced that that might be overcome?

MR. McLEAN: ..... a smaller figure would naturally reflect itself in the rate of grant for the school.

MR. PREFONTAINE: Mr. Chairman, I'm sorry but I'm so placed in this House where the Chairman could quickly recognize me. I wanted to carry on my little discussion or my question to the Minister, but there were other men on their feet that the Chairman recognized before being able to recognize me. In view of the answers given to me by yourself, Mr. Minister, a few minutes ago, and in view of the fact that certain citizens of this province are carrying at the present time a double burden with respect to the education of their children, and in order to give the education that they feel they should give them according to the dictates of their conscience, do you believe that it is part of Canadian law and tradition that anyone should suffer disability for conscience's sake?

MR. ORLKOW: Mr. Chairman, if I repeat something of what I said the other day I will apologize, but not too much, because I don't understand whether the Minister thought that what I said wasn't worth replying to, or whether he didn't have the answers. The fact was, it seems to me as I listened to him today, that he answered almost every other member who spoke after he made his statement, except that he didn't answer at all any of the questions which I raised. So if I repeat them as we go through the estimates, it's because he didn't do it before. Now I raised the question, Mr. Chairman, of the statement which the Minister made, and I'm not going to repeat it again, in which he assured us and the people of this province that the taxes paid by people through their local municipal taxes -- their share of the taxes for education would be reviewed. Now I gave the figures for the City of Winnipeg the other day. I have before me, Mr. Chairman, the figures for several other areas and it makes me feel better, not that Winnipeg is getting so little of their share of education paid, but we're at least not alone in the raw deal, in my opinion, which we are getting from the Province of Manitoba. Now here is -- I don't know why I should have to speak for the City of St. James, but I think the House should be interested in what is happening in St. James. After all, there are two members here who come from St. James, but they haven't raised it so I'll do it for them. In the year 1959 the cost of education in the City of St. James was \$1,720,000 and they received from the province to meet that cost -- the province's share was \$623,000, or 36% of the cost of education. In 1960 the cost of education in the City of St. James had risen to \$2,072,000; the provincial share went up to \$807,000 or 40% of the cost. This year the estimate is that the cost of education for the City of St. James will be \$2,325,000, provincial share grant is dropping to \$601,000, and the percentage is dropping to 26%. Now how that squares with the Minister's promise I will leave to the Minister and to the people of St. James.

In Norwood, in 1959 the cost of education was \$657,000, the provincial share was \$398,000. And the mill rate for education was 24.78 mills. In 1960 the cost of education in Norwood went up to \$747,000, the provincial share went up to \$477,000, but the mill rate increased to 26.04

(Mr. Orlikow, cont'd.). . . . mills, practically one and a half mill increase. In St. Boniface in 1959, the cost of education was \$1,047,000, the provincial share was \$630,000, the mill rate was 25.5 mills. In 1960 the cost of education in St. Boniface went up to \$1,220,000, the provincial share dropped to \$548,000 and the mill rate increased to 28.34 mills, practically an increase of three mills that year. Mr. Chairman, I haven't got the figures for West Kildonan, for East Kildonan, for St. Vital. I used them last year, and I'm sure that a telephone call would get the figures, but I'm also quite certain that the same thing is happening in those areas. I'm interested in this so-called theoretical 60% figure. I'd like to see it in cold hard figures. The Minister is so good with his estimates, and we incidentally put in a question in which we asked for the tabling of this information. I'm sorry that we didn't give the Minister enough notice so we could have the answer at this time, but I sure would love to have it before the end of this session. The actual cost of education in the Province of Manitoba, the total cost, what is paid by the local school districts or divisions, what is paid by the Provincial Government; but I want to say, Mr. Chairman, that the Minister may be able to convince this House that they're paying 60% of the approved costs, whatever that means, but that's pretty cold comfort to the people of Winnipeg and St. James and St. Boniface and St. Vital, and West Kildonan, and East Kildonan, and I'm sure the same is true of Selkirk, Brandon and The Pas, who were told by the Minister, were told by the First Minister that -- well, the First Minister shakes his head; I have quoted from Hansard, not what the Minister said on the election platform in some little town in the heat of passion of making an election speech, and as he says, sometimes we tend to say things which some people draw inferences from which are not correct -- this is what he said in the House: that the cost of education to the local taxpayer would come down.

MR. McLEAN: Not come down.

MR. ORLIKOW: Well, the Minister, the First Minister . . . . . let me read the quote, and if I've cut the quote at the wrong place -- I've said this three times (this isn't a new thing), to the Minister so that he doesn't know what I'm trying to get at. If you'll bear with me for a moment I'll get that quote and I'll read it again.

MR. McLEAN: . . . . . it must be in 1959.

MR. ORLIKOW: Yes. Well, if I've misquoted you or if I've taken it out of context, you have three sessions to come back at me. So let me just take a moment, because you didn't do it earlier . . . . . Yes, but I haven't got that Hansard here, but I've got yesterday's Hansard here. Just one minute. Thank you. Oh yes, here it is and I'll repeat it again, and if this is misconstrued then let's have the Minister give us an answer. Here's what the Minister said in this House on March 18th, 1959; page 95 of Hansard, and I quote: "This plan will provide equal educational opportunities for children throughout the Province of Manitoba particularly with respect to high school education." And here's a part which I will repeat again: "It will relieve in large measure the real property from the burden of school finances transferring the larger share to the taxpayer which we have in the Province of Manitoba." Not transferring a larger amount, transferring a larger share. And I want to submit, Mr. Chairman, and I want to hear from the Minister, or maybe from the First Minister, from the figures which I have given, this year and last year -- you show me that that has happened. The exact converse is happening. The share is increasing to the local taxpayer, not to the Province of Manitoba. Well, Mr. Chairman, I have a difficult enough task to get the information about the urban areas. If the honourable members from the rural areas can say that the same thing is happening there, then it only makes the case which I have made that much stronger.

A MEMBER: We have said it.

MR. McLEAN: Mr. Chairman, I don't think that anything that I would say would get away from this discussion or argument, and nobody would really be convinced one way or the other. It's true that I suggested that the grant system would relieve in large measure the local taxpayer of the cost of education, and would transfer a larger share to the tax resources of the Province of Manitoba. And, Mr. Chairman, that's exactly what has happened. The amount of money paid by the Province of Manitoba in total amount has increased and the share -- the portion paid from provincial resources has increased. Now it's perfectly obvious that the expenditures by local trustees are not under the control of myself or the government and the amounts of money they spend is entirely a matter within their jurisdiction, and I make no comment whether they're spending too much or too little. That's for them to decide. I used to say, and

(Mr. McLean, cont'd.) . . . . I said it 60 times, so I rather well remember it, when I was addressing public meetings, in pointing out the system of grants that was attached to the school division plans, and I would say, if, if your trustees give you the same standard of education as you have now, your local tax bills should go down. If they decide to increase the standard of services that you're going to have then that will take up the increased provincial money and may indeed cost you more money locally. Now that's the situation that may be occurring in some parts of the province.

Now remember that the school grant system is based first of all on the recommendations of the Royal Commission, and secondly, and much more important, it is based on the premise of paying out the provincial money in such a way as to put it in to equalize the financial ability of all the parts of Manitoba to give the same standard of education; in other words, so that you can pay the teacher teaching up in Ethelbert High School at least basically the same salary as if that teacher were teaching down here in Winnipeg. And that's exactly what the grant system is designed to do, so that you'll have the same amount of money to transport the student to the school at Fisher as you have for transporting the student to the school at Morden. That's what the system is designed to do. It was a fact that in many parts of the Province of Manitoba, because of their high assessment and low number of students, that they had a very low cost of education. There is no question about that. There's equally no question about the fact that there were many parts of Manitoba where they didn't have enough financial resources to give anything but the most meager - the most meager kind of education. Well, I think we may say that within limits we're more or less on a basis of equality throughout the province. That's why -- that's why you can have in terms of facilities, you can have just as good a high school at Gilbert Plains as you have in the City of Winnipeg. I can't put it any stronger than that to the committee. That is the sort of thing that never happened before, and I'm not being critical, I'm saying just as a fact, it didn't happen before and it's happening now, and it's happening because of this principle of equalization.

Now with regard to Winnipeg -- (Interjection) -- well all right, St. James is a good one. As I understand it, St. James is a municipality that has a large development of commercial and industrial property. Their assessment is going up. They don't have so much residential territory so their number of students is not going up in near the same proportion. But they've got this ability to pay. I mean, if you assume that the assessment means ability to pay, and I think that's pretty basic to our understanding -- if you -- one might say that all costs should be paid by some other means, but we've accepted assessment as representing ability to pay. Here is St. James, with -- it's true that their share of the money from the Province of Manitoba may go down, but they have a tremendous increase in the number of dollars they can raise by exactly the same mill rate as they had last year, or the year before, or whatever the case may be. Taking the case of Winnipeg, by applying the same mill rate as they had a year ago, they can raise \$443,000 of the \$906,000 that they're going to be short on their amount of school grants. Now, these are facts and there you are. Now as I say, I don't suppose I'm convincing anybody, I'm just simply saying that this grant formula is based on two important principles, assessment as representing the ability to pay insofar as the local portion of costs are concerned, and teacher count, which means responsibility in terms of the number of students or number of teachers that are on the staff, and I can't think of any system that's better. It would be unfair, for example, to pay Winnipeg one-third of its cost with its tremendous capacity for raising money on its own account. Perhaps Winnipeg wouldn't consider it unfair, but it would be out of proportion to what the province would be doing for other parts of the province with less ability to pay. Now, that's the principles on which the system is based, and there you are. Now, I don't know if I've answered the question and I'm sorry I overlooked answering it before. It's as fair a system as has been able to be devised so far, short of, of course -- now mind you there is one method; there's a method of solving the whole problem, and that is for the Province of Manitoba to pay all of the costs of education and to run all the schools. That's the system that's followed in Australia, and it's open to us here in this province. Of course, we would have to withdraw any, obviously, any local control over the operation of schools. The teachers would become civil servants and every school would be operated, and that is, if you want a solution, that is, of course, the ultimate solution to the problem. But if we're going to proceed on the principle that there should be local control over schools and that people should elect their trustees that

(Mr. McLean, cont'd.)..... are going to run them, and that there should be a portion of the cost paid by the local taxpayers, then I think that as far as we've been able to determine up to the present time, we have the system which is the best and fairest to all concerned.

MR. ORLIKOW: Mr. Chairman, I don't have much to add except this. I represent a constituency in which the bulk of the people probably make \$50 a week or less, and I want to say that I don't think the Minister could convince any of them that it is fair that the Province of Manitoba only pay 18.72% of their educational costs, and that is what is happening. Now the Minister can try and say that it's fair; he will not convince them that it's fair, because it is not fair. And Mr. Chairman, not only is this not fair, it is not what he promised them in this House on the date which I .....

MR. McLEAN: Mr. Chairman, the person who is earning \$50 a week is not -- he's getting a great deal more of his educational costs than 18 percent. His educational costs are being paid by the industrial, commercial and valuable property assessment in the City of Winnipeg, and you can't reduce this to individual taxpayers, and there's no object in your endeavouring to do so. But I have good news, Mr. Chairman, just to finish off at 5:30, this message: Taxes went down in the City of St. James this year. Thank you!

MR. ROBLIN: ..... call it 5:30, Mr. Chairman?

MR. CHAIRMAN: I call it 5:30 and I shall leave the Chair until 8 o'clock this evening.