

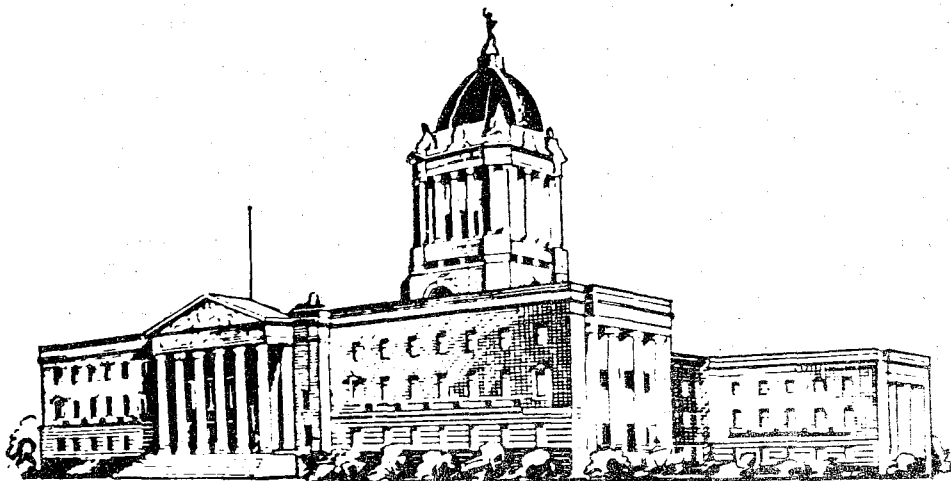


Legislative Assembly of Manitoba

DEBATES
and
PROCEEDINGS

Speaker

The Honourable Peter Fox



Vol. XIX No. 103 2:30 p.m., Monday, June 5th, 1972. Fourth Session, 29th Legislature.

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WOLSELEY			

THE LEGISLATIVE ASSEMBLY OF MANITOBA

2:30 o'clock, Monday, June 5, 1972

Opening Prayer by Mr. Speaker.

INTRODUCTION OF GUESTS

MR. SPEAKER: Before we proceed I should like to direct the attention of the Honourable Members to the gallery where we have 45 students, Grade 11 standing of the St. Norbert School. These students are under the direction of Mr. Martin. This school is located in the constituency of the Honourable Member for Fort Garry.

We also have 40 students of Grade 7 standing of the Carberry School. These students are under the direction of Mr. Hart and Mrs. Porter. This school is located in the constituency of the Honourable Member for Gladstone.

And we have 27 students, Grade 5 standing of the Governor Semple School. These students are under the direction of Miss Hrabluk. This school is located in the constituency of the Honourable Member for Seven Oaks, the Minister of Colleges and Universities.

And we have 72 students of Grade 6 standing of the Ralph Maybank School. These students are under the direction of Messrs. Moffatt, Wenzel and Mrs. Page. This school is located in the constituency of the Honourable Member for Fort Garry.

And a further 9 students of Grade 9 standing of the Sansome Junior High. These students are under the direction of Mr. Dave Smith. This school is located in the constituency of the Honourable Member for Assiniboia.

On behalf of all the Honourable Members of the Legislative Assembly I welcome you all here today.

Presenting Petitions; Reading and Receiving Petitions; Presenting Reports by Standing and Special Committees; Ministerial Statements and Tabling of Reports; Notices of Motion; Introduction of Bills. The Honourable Minister of Labour.

INTRODUCTION OF BILLS

HON. RUSSELL PAULLEY (Minister of Labour) (Transcona) introduced Bill No. 72, an Act to amend The Employment Standards Act and Bill No. 68, an Act to amend The Vacations with Pay Act.

MR. SPEAKER: Oral Questions. The Honourable Member for Morris.

ORAL QUESTION PERIOD

MR. WARNER H. JORGENSON (Morris): I would like to direct my question to the Attorney-General and ask him if he could explain why a directive of The Liquor Control Commission now compels applicants for community licences to spread their purchases amongst all of the breweries in Manitoba rather than those chosen by the applicant as has been the case in the past.

HON. A. H. MACKLING, Q.C. (Attorney-General) (St. James): I'm not aware of the directive that the honourable member referred to and I'll certainly inquire into the matter.

MR. SPEAKER: The Honourable Member for Fort Garry.

MR. L. R. (BUD) SHERMAN (Fort Garry): Mr. Speaker, my question is to the Honourable Minister of Health and Social Allowances. I wonder if he could advise the House on the status of the request for new facilities by the Manitoba Cancer and Treatment and Research Foundation.

MR. SPEAKER: The Honourable Minister of Health and Social Development.

HON. RENE E. TOUPIN (Minister of Health and Social Development) (Springfield): No, Mr. Speaker.

MR. SPEAKER: The Honourable Member for Fort Garry.

MR. SHERMAN: A supplementary question, Mr. Speaker. Has the Minister been approached by the Treatment and Research Foundation for new additions to the facilities in which they operate at the present time.

MR. TOUPIN: Mr. Speaker, there has been discussion with officials within the department that I, at this stage, cannot relate to the House.

MR. SPEAKER: The Honourable Member for Fort Garry.

MR. SHERMAN: A further supplementary, Mr. Speaker. Can the Minister advise the

(MR. SHERMAN cont'd.) House of the reasons for the bottleneck in the negotiations, what the reasons are for not proceeding with the request.

MR. TOUPIN: No, Mr. Speaker.

MR. SPEAKER: Orders of the Day. The Honourable Member for Fort Rouge.

MRS. INEZ TRUEMAN (Fort Rouge): Mr. Speaker, I have a question for the Honourable Minister of Health and Social Development. In view of the statement by the President of the Manitoba Medical Association that venereal disease has reached epidemic proportions in the province, is the government prepared to conduct an educational campaign which would emphasize that those who are infected must receive treatment.

MR. SPEAKER: The Honourable Minister of Health and Social Development.

MR. TOUPIN: Mr. Speaker, there is such a campaign that has been under way now for some time by either the Department of Health and Social Development, but I'm quite sure that there is a greater need for a joint approach to the problem that the citizens of this province are facing today by departments of different levels of government and private agencies.

MR. SPEAKER: The Honourable Member for Fort Garry.

MR. SHERMAN: Mr. Speaker, I have another question for the Honourable Minister of Health and Social Allowances. Can he advise the House whether there will be an early end to the reported Provincial Government moratorium on hospital expansion in order to alleviate the over-crowding situation at the Winnipeg General Hospital?

MR. SPEAKER: The Honourable Minister of Health.

MR. TOUPIN: Mr. Speaker, discussions are now under way and the House should be advised before too long of the outcome of the discussions and the policy to be decided by government.

MR. SPEAKER: The Honourable Member for Fort Garry.

MR. SHERMAN: A supplementary, Mr. Speaker. I thank the Minister for his information. Could he advise the House whether those discussions include consideration of an expansion at the Winnipeg General Hospital? Expansion of physical plant.

MR. SPEAKER: The Honourable Minister of Health.

MR. TOUPIN: Mr. Speaker, like many other discussions that are under way, this is part of it.

MR. SPEAKER: The Honourable Member for Roblin.

MR. J. WALLY McKENZIE (Roblin): Mr. Speaker, I have a question for the Honourable Member of Health and Social Development. I wonder if the Minister has announced a change re policy in the free drugs for our senior citizens under the Medicare plan. Has there been a policy change?

MR. SPEAKER: The Honourable Minister of Health.

MR. TOUPIN: Well, Mr. Speaker, there has been a change since we took office back in July, on the 15th of July, 1969, change so far as the policy that your administration had. I haven't got the clear-cut policy at this stage on how many are receiving these cards but I believe that the last figure was quoted at being around 65,000.

MR. McKENZIE: A supplementary question, Mr. Speaker. I'm aware that some kind of a change has taken place at the present time. I wonder if the Minister can explain this change to the House?

MR. SPEAKER: The Honourable Minister.

MR. TOUPIN: Mr. Speaker, I do believe the honourable member is making reference to a study that is being conducted now pertaining to the needs of senior citizens in the Province of Manitoba and that is to try and update the policy - the existing policy of this government - and to try and meet other needs that are now not met either by the Department of Health and Social Development and/or the Manitoba Health Services Commission.

MR. SPEAKER: The Honourable Member for Roblin.

MR. McKENZIE: A final supplementary. Then in due course the Minister will be announcing to the House these proposed changes.

MR. SPEAKER: The Honourable Minister.

MR. TOUPIN: When and if there is changes, these changes will be announced by the government.

MR. SPEAKER: Orders of the Day. The Honourable Member for Fort Garry.

MR. SHERMAN: Sir, I have one further question to the Minister of Health and Social Development. Can the Minister advise the House when the White Paper, the government's

(MR. SHERMAN cont'd.) White Paper on community clinics will be available? Will it be available during this session?

MR. SPEAKER: The Honourable Minister of Health.

MR. TOUPIN: Well, Mr. Speaker, the White Paper that the honourable member's making reference to is not only the White Paper on clinics as he calls them but is a White Paper on health needs in the Province of Manitoba and that will be presented as soon as it's ready.

MR. SPEAKER: Orders of the Day. The Honourable Member for Fort Garry.

MR. SHERMAN: A supplementary, Mr. Speaker. Does the Minister anticipate that that will be before the end of this session?

MR. SPEAKER: The Honourable Minister of Health.

MR. TOUPIN: Yes, Mr. Speaker.

MR. SPEAKER: The Honourable Member for Thompson.

MR. JOSEPH P. BOROWSKI (Thompson): Mr. Speaker, I rise on a point of privilege. I have here before me an Indian paper, The New Nation. I believe it's put out by the Indian Brotherhood and there's a forgery on here purporting to be written from me. The letter goes on as follows: "Dear Dave: I'm very sorry for all the problems and embarrassment I have caused you and to your organization. Please forgive me. Signed 'Joe'." And the answer from Dave is: "Dear Joe:" - and it shows a little child there tapping his foot saying - "And I still don't forgive you. Signed 'Dave'." I want to make it clear that this is a fraud and a forgery and I ask the Attorney-General if there's action can be taken for any organization to produce forgeries in their newspapers?

MR. SPEAKER: The Honourable Member for Rhineland.

MR. JACOB M. FROESE (Rhineland): Mr. Speaker, I'd like to direct a question to the Honourable Minister in charge of University Affairs. Could he inform the House as to what percentage of the professors instructing in Manitoba at various universities are foreign - foreign people from other countries?

MR. SPEAKER: The Honourable Minister of Universities and Colleges.

HON. SAUL A. MILLER (Minister of Colleges and Universities) (Seven Oaks): No, Mr. Speaker, I don't have that information but I would like clarification. When he says "foreign" I'm not sure what he means. Did they get their degree from another university or are they non-Canadians? I'm not quite sure what he meant.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: I meant non-Canadians.

MR. SPEAKER: The Honourable Minister.

MR. MILLER: If the member means those who are not Canadian citizens, I don't have the information; I'll try and get it for him.

MR. SPEAKER: Orders of the Day. The Honourable Leader of the Opposition.

MR. SIDNEY SPIVAK, Q.C. (River Heights): Mr. Speaker, I have a question for the First Minister. I wonder whether he can indicate whether he's been in communication with the President of Pan Arctic Oils in the last 48 hours?

MR. SPEAKER: The Honourable First Minister.

HON. EDWARD SCHREYER (Premier) (Rossmere): No, Mr. Speaker, not to my knowledge. I cannot say however whether or not the communication has arrived in my office, that is to say the office of the Executive Council, but it has not been brought to my attention if it has been.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Yes, Mr. Speaker. I wonder if the First Minister could advise the House whether it is his intention or the intention of the government through the Minister of Industry and Commerce to meet with the President of Pan Arctic Oil within this week?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Well certainly, Mr. Speaker, there may well be merit in meeting with Pan Arctic Oil. I don't know of any apparent specific reason at the moment for so doing except that I do have the general impression that Pan Arctic Oil is a good Canadian venture that may well have prospects for commercial success and therefore it would be helpful to keep in liaison with its activities.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Mr. Speaker, my question is for the Minister of Industry and Commerce - in his capacity as Minister of Industry and Commerce, and also as Acting Minister of Mines

(MR. SPIVAK cont'd.) and Natural Resources. I wonder whether he can indicate to the House whether the Provincial Government has undertaken any studies on the economic and environmental implication of the proposed pipeline either through Manitoba or possibly Quebec.

MR. SPEAKER: The Honourable Minister of Industry and Commerce.

HON. LEONARD S. EVANS (Minister of Industry and Commerce) (Brandon East): I'm not sure because - I'm sorry, Mr. Speaker, because of the acoustics in the House, I'm not sure whether I heard the latter part of the question and I would ask the Leader of the Opposition if he would kindly repeat it.

MR. SPIVAK: My question to the Minister is whether the Provincial Government has commenced any studies on the economic or environmental implications of a proposed pipeline to be built in the Pan Arctic development. Has such a study commenced?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Mr. Speaker, perhaps I'm in a position to reply to the question. I have asked for some preliminary advice on this specific point as to the necessity or desirability of having environmental baseline studies commence. I have received such advice and intend to communicate it further, and some decision will have to be taken fairly soon with respect to just how we proceed and to the extent to which we would want close involvement with the Government of Canada.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: I wonder if the First Minister could indicate whether such requests for advice and the request will be communicated to the Federal Government and to the Pan Arctic Oil Development itself?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Well, Mr. Speaker, it's certainly implicit in my last reply was the statement that we were going to endeavour to have a close liaison with the Government of Canada with respect to the necessity, the urgency, the desirability of having environmental baseline studies commence.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Another question to the First Minister. I wonder whether he can indicate to the House whether the government has any information about the studies now being conducted by the Province of Quebec?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: No, Mr. Speaker.

MR. SPEAKER: Orders of the Day. The Honourable Member for Rhineland.

MR. FROESE: Mr. Chairman, I'd like to direct a further question to the Minister of University Affairs. Has the University Grants Commission any jurisdiction in regard to employment of professors other than Canadian?

MR. SPEAKER: The Honourable Minister.

MR. MILLER: No, Mr. Speaker, the University Grants Commission does not involve itself in the hiring of the staff - the academic staff - or the non-academic staff at the universities.

MR. SPEAKER: Orders of the Day. The Honourable Minister of Agriculture.

HON. SAMUEL USKIW (Minister of Agriculture) (Lac du Bonnet): Mr. Speaker, the other day the Member for Rupertsland put a number of questions having to do with the fishing operation at Ilford, one of which was whether or not the department influenced the changing of the staff or the management at Ilford Co-op. The answer is that the department as it usually does did have a meeting with the Board and did indicate that there was a conflict of interest on the part of the manager at that time and did recommend that that would not be in the best interests of the Co-operative.

The second point was whether or not the fishermen are in fact on the lake fishing and the answer to that is "yes". Under new management and a new packer, both of Indian ancestry.

MR. SPEAKER: Orders of the Day. Orders for Return. The Honourable Member for Rock Lake. The matter stand? Very well. The Honourable House Leader. The Minister of Finance.

HON. SAUL CHERNIACK, Q.C. (Minister of Finance) (St. Johns): Mr. Speaker, I beg to move, seconded by the Honourable Minister of Education that Mr. Speaker do now leave the Chair and the House resolve itself into a Committee to consider the Supply to be granted to Her Majesty.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried and the House resolved itself into a Committee of Supply with the Honourable Member for Logan in the Chair.

COMMITTEE OF SUPPLY

MR. CHAIRMAN: Resolution 53 (a) -- passed; (b) -- passed; (b) (1) -- passed; (b) (2) -- passed; (c) -- passed; (d) -- passed. Resolution 53 in the amount of \$4,620,300 -- passed. Resolution 54 (a) (1). The Honourable Member for Inkster. Resolution 54 (a) (1) -- passed; (2) -- passed; (3) -- passed; Resolution 54 in the amount of \$964,700.00 -- passed. Resolution 55 (a) -- passed. The Honourable Member for Rhineland.

MR. FROESE: Mr. Speaker, Resolution 55? Is it 55? . . . deals with the . . .

MR. CHAIRMAN: Order please. The Honourable Member for Rhineland.

MR. FROESE: Resolution 55, Mr. Chairman, deals with the financial support to public schools, and I note from the schedule that is before us the school grants and other assistances increased roughly by - not quite 7 million 6.7. I think in other years we have had greater increases. I think since we last met some of the divisions have gone unitary and as a result I take it that this amount is increased. I think the Minister mentioned the enrolment for the current year; I forget the exact number that it gave us, whether it was 204,000 or 214,000 in the elementary schools and he also gave the high school enrolment as something like 49,000. I do not have the enrolment for the previous years before me - whether this assistance or the financial assistance being given here is purely as a result of increased enrolment or whether it is also due to other divisions coming in. And if he could give us some indication as to what portion is for increased enrolment and what portion is going to the new divisions that have come in - and that the figure has increased because of that.

The tax rebate under this resolution is down to 310,000 and I take it this applies to the only multidistrict division left, although I think we have some districts up in northern Manitoba and elsewhere in the remote areas. Do they come under this section too or are all of the remote areas under the unitary plan? - because the unitary plan definitely offers considerably more grants toward education in Manitoba than the plan still in existence for multidistrict divisions. And certainly now that there is only one division left this Government certainly could afford to increase the grants to the multidistrict division left and make it identical to that of the unitary. Or is this Government going to be that stubborn that every last one has to bow and fall to their knees and beg them for this increase without a bill? I certainly think that this is very wrong indeed - that people should have a choice. We are going to give them a choice now I think in Aid to Private Schools and why shouldn't we also extend the same thing to at least the people under the public school system. Why penalize? Are they not giving the proper service in education? I would like to know from the Minister: Are the schools in the multidistrict division not giving good service? Is the service provided in those schools inferior? Is this service inferior to that of other schools? I would like to know from him, because if it is I think it should be on the record; and if it is not I think then those people and those students in that division should be entitled to the same grants. We are following the curriculum set out by the Department, and why should we be penalized in not getting the same assistance.

Certainly just because the administration is more centralized, this doesn't in itself mean that the service will be improved; that the service is going to be of better quality. In fact I know of certain schools in unitary divisions that are in my opinion giving poorer quality education than the schools in our area do. In fact, Mr. Chairman, from what I understand, in the greater Winnipeg area there are students not even attending school. I can substantiate this because I know of people who are trying to give instruction privately to some of these young people and --(Interjection)-- the Minister of Public Works says "Hippies". Well, I don't know whether - we cannot call these young people normal, but certainly they are not attending school. And if we are allowing this to happen - and in our area where we look after them and they are attending school, we're not getting the grants. Is this fair? Is this a fair treatment to the people in my area? We're deliberately penalizing not only the students but I think teachers would be getting a higher pay if the same grants were provided to those schools in the multidistrict division. I'm not saying that all of them get less but I'm sure that some of them get less because they are teaching in the multidistrict division. Because the grants are higher in the unitary divisions and therefore they can afford to pay more. I think this is well known and was publicized through the newspapers. In the school district where I come from has probably the highest mill rate

(MR. FROESE cont'd.) of any school district in this province. But are we supposed to give up what we stood for and just bow to this Government in order to get the grants and fore-sake our principles. This is what it means and I feel this is giving the people in my area very unfair treatment.

I know the Rhineland division went unitary. This was not a decision of the people themselves. This was a decision largely of the trustees in that area and they found it very difficult to operate because of the lower grants, and they were finally forced in this decision to avail themselves of the legislation which recognizes the petitions. Nowhere else in our legislation do we recognize petitions. Yet under this particular legislation this Government recognizes petitions by people under law. And we know what petitions mean. Petitions give the right to certain groups of individuals to cast their ballot for a thing. There's no provision to vote against it. It's just a one-way street. And it's not democratic, not at all, not by a long shot because in democracy you give both a ballot, those that are opposed and those that are for a certain proposal. And under the petition there's no such a thing as voting against it. And while - no there was no effort made and it wouldn't be recognized under law anyway because the law just recognizes the one that is pro, that is for the proposal. A petition opposing it is not being recognized by the law. So, I think the law in itself is illegal and shouldn't have been passed by the House as is. The petition should not have been recognized under law. Certainly they are an indication of what people want - but to recognize them then I would say that - why not recognize petitions under other laws than just the particular ones pertaining to education. What would be wrong if we accept this principle and go ahead with that. A certain group of people have got similar legislation, could bring in a petition that we do away with our democratic operation of this House, and that we bring in a totalitarian system. If we pass legislation of this type recognizing the petition, this could be done - and would you think that is fair? Would you agree to bring in legislation that would do that? I wonder - because if you are going to recognize it and put it into law in one place, what's there to recognize it on another occasion for a different purpose?

I felt - and I opposed the legislation at that time when it was brought forward, when it was passed. I think it's wrong in principle, it should never have been done. And because of that I feel very strongly that this government should provide the increased grants to all the students in this province. When the plan first came in equality of education was the word. You heard nothing at that time - in the 60s, when this whole thing came up - of equality. This was stressed to the hilt. And do we have equality now that we have this system. There's large inequalities in education in Manitoba, and I'm sure the Minister knows that. Look at the services that you provide in certain areas and other areas have to do without. What are you doing to rectify it? We're a long way off from equality in education. The case I referred to before of these young people who do not attend school in the city here, and some of these who are getting special attention by people who are doing something on their own - are doing compassionate work, and some others who are receiving some pay. But certainly this isn't the answer either - but what are you going to do to these many students that are not even attending school today and who are staying home.

The Minister had quite a lengthy opening speech along lines as I think we are philosophic in many ways as to what was being proposed for the future; and while I do not disagree that we from time to time have to innovate and bring to practice new ideas and new ways of doing things - but I'd like to ask him, how is the open area - or open housing as many of them refer to it - working out in this province. I still - maybe I'm of the old type - but I still don't believe in that type of practice; and I think many of our teachers don't subscribe to that either, that they still prefer to have their own classroom in which to teach their pupils. Certainly this also lends itself to some teachers who are willing and able to work hard and others to slough it off; so that the teacher who tries to do a job probably ends up with doing twice the amount of work whereas the other teacher gets off with very little. I would certainly like to know from the Minister how it's working out, and how many schools we have today that are using this type of system in their schools. I know of certain schools that are having it, even in my area, but I'm sure this is also the case in other areas of the province.

The Minister didn't say anything about certification of the teachers. As I understand it we now have a two-year training course for teachers, and how many are enrolled this year and how many . . . ? This is the second year that we're on the program, are we - or is this the third? I think it's the second year. I think this year we are getting our full first new crop of

(MR. FROESE cont'd.) two-year students qualifying for certification. And whether this really will do the job, will our teachers be that much better? Is our teacher training that much more improved as a result? Or is it just that they are getting more education, higher education because of the two-year plan? That they are in other words getting another year of university education on top of the teacher training.

Mr. Chairman, what this does too is that it increases the cost of teachers in Manitoba, and the salaries no doubt will have to be increased because of this - because it's an increased cost to the would-be teacher or the teacher qualifying himself. It's an extra year in university and no doubt they will want a return for this. And probably entitled to consideration too because of the extra money being spent and the time. Is it going to be worth that much more to the students in this province to the course of education? Is it going to be that much better? I certainly would like to hear from the Minister on this.

And to what degree do we have a surplus of teachers in the province this year? How many of the teachers are employed and how many are on the waiting list? Very few teachers are changing places because of the shortage of positions and many a teacher would probably change if it wasn't for this situation. But we now find that few teachers are changing in order not to lose their jobs. So this means that we are in fact, now should be in the - what we would call the buyers' market. But on the other hand we have the salary schedules to contend with; they've gone up to a large degree over the years and teachers or trustee boards are tied to these, and cannot just change them; even though we may have a surplus of teachers, the salaries don't come down. In fact they go up, and mostly they will be going up very considerably again this year.

I don't think the Minister mentioned as to what the increases are in the various divisions, how much by way of increase the various divisions are paying this year. How many of them have settled their schedules so far? How many are awaiting conciliation, and how many are going to arbitration? I think this is of interest to members; I think this is some of the information that we should be getting, because school budgets are continually on the increase and we know that much of this increase has to come from extra levies on property in the division areas so that the mill rates as a result increase. And I think we have reached a situation where we can no longer afford any further increases, and that we cannot afford to increase the property taxes any longer. Is there some way of halting this? Has the government given consideration to put a halt to increases after a certain percentage? I think this is what is being practiced in some provinces that increases can only go so many percentage points; after that it's up to the local area and put to a referendum whether increases over and above that on school expenditures are to be allowed. This is one way of controlling costs in education, and school costs. Has the government given any consideration to controlling costs in Manitoba, and is this going to be exercised through the Public School Finance Board? And to what extent is the Public School Finance Board when it concerns itself with the division budgets, how much control are they exercising? The matter of capital certainly - government expenditure certainly is taking away from the local people completely. This I understand from the Minister's statement is more or less in the hands of the government and the Public School Finance Board as to how much will be spent and where it will be spent. And in this connection I have had some complaints - and maybe this is because the area is still multidistrict divisions that some repairs, major repairs were not allowed. I know one school district mentioned this to me. Are there any controls being exercised that way, any cutbacks in capital repairs, capital expenditures of this type to the smaller schools? If that is the case certainly what we're doing, we're really making it worse for those students attending those schools because they'll be getting less in services and less in probably accommodation of improved conditions. I think these are all matters that should be given attention, and I would be interested in hearing from the Minister on.

The Minister mentioned the Task Force being appointed in regard to restructuring of organization, and that it was supposed to report soon. Maybe he could elaborate some more as to along what lines reorganization is contemplated. Is it meant that we will have further centralization? Or just what does the Minister have in mind when he says, restructuring of organization.

The textbook grants was changed to \$12 per student; I think this was a year or two ago. How many schools are using the full quota of \$12 per student? Are all of these monies used up or can they be converted to other areas? If they do not use the full quota can the money be used for other purposes needed in a particular school or particular area? I think in that regard we

(MR. FROESE cont'd.) should be more practical so that if they're not using their quota, why not let them use it for other purposes for which they may need it very badly.

The Minister mentioned the new regional schools that have been set up in the province, and that two are to be opened this year, and a further one in Brandon. When will the south central area of Manitoba get a technical school? I think we are as deserving as other areas in the province; in fact, we've been petitioning or asking the government - we've been requesting the government for a number of years for a school in the south central area. We have a much denser population as far as rural Manitoba is concerned in that area and I don't see the reason why we are not being considered. A number of other areas have gotten schools - Steinbach is getting one - why is it that we are left behind, and what are the prospects? Are we on the drawing board, is our area slated for one - and how soon? These other schools that have been built, just what courses are being offered? And are they all alike or are certain courses offered in certain schools - technical schools, and other courses in other schools?

I think, Mr. Chairman, these are points that I wish to raise at this point. I really didn't know that the Conservative group would not be speaking on the Minister's Salary, therefore I wasn't prepared just at that moment to get up and --(Interjection)-- Pardon? No. --(Interjection)-- Because in my opinion, education is important, Mr. Chairman; it's one of the larger spending departments in this government. The total amount is 129 million that we're going to spend. Last year the total figure was \$116 million, and I'm sure this is not the total amount; we're spending large amounts in addition to that 129 million. What is the total bill for education in Manitoba, Mr. Minister?

And one further point that I wish to raise - how are the Hutterite schools being looked after? Are they being operated under the Official Trustee, or are they being operated by the division boards concerned. If so, I certainly would like to know. And do these schools get the increased grants for their teachers? They are more or less operating as private schools or as parochial schools, and if they get the increased grants, why don't we? Mr. Chairman, there's a lot of room here for arguing this very point, especially in connection with those schools - and I certainly don't mean to have them removed from a privileged area if they are getting certain privileges. Let them have that, I certainly don't mind, but I feel if other schools and other children are getting an advantage then these advantages should come our way as well. We should not be singled out to bear the brunt of the high cost of education - and nowhere else in the province are they paying as much as we pay. Taxes are running \$800 a quarter and nowhere else in the province have you got tax bills that high. Eight hundred dollars a quarter, and two-thirds of this is school tax - in fact in places more; it runs as high as 70 and more than 70 percent. So we are paying a very large part of the costs, and are in fact getting very little in support from the government - and yet we are paying towards the sales tax which was once tabbed as an education tax. We didn't get any increase grants as a result, except for I think a hundred dollar increase at that time. I think the teacher grant was raised from 3,000 and something to 3,300 or was it from 3,300 to 3,400, I forget - but it was a very nominal, a very minor increase in grants that we got as a result of that sales tax. Yet our area because of the increased population, the density of the population, this means that we are contributing very heavily to the government coffers by way of a sales tax revenue - and this is roughly a million people with 66 million collective; that's \$66 a person, and by the number of people that we have you could figure out that the money that we pay in runs into many thousands of dollars, and yet we're getting hardly anything in return for that. And yet this measure was brought in for that very purpose at that time, to bring relief to the people in that area on their educational costs.

Mr. Chairman, I think my time is probably up, but I feel that this government should do something towards rectifying the situation that we have in our area.

MR. CHAIRMAN: Resolution 55 (a) passed - - The Honourable Member for Inkster.

MR. SIDNEY GREEN Q.C. (Inkster): Mr. Chairman, I believe we're in the area of support for schools, and I want to deal with a subject this afternoon that is related to this area - and our relevance as members of the Legislative Assembly and as people who ostensibly reflect the will of the people of the province and translate that will into an administrative course of action which is entrusted to a series of administrators. Because I think that it's been generally known, Mr. Chairman, that given the best of legislative situations, the ultimate power in the administration has the possibility of either implementing legislative enactments; it has the power of delaying them; it has the power of ignoring them; and indeed, Mr. Chairman, it has the power of reversing them. It's more traditional that that kind of thing can take place in the

(MR. GREEN cont'd.). . . . congressional system where we know that there is a complete separation of powers between the administration and the legislature, and that quite often the administration moves off on its own course by its power of controlling the revenues that have been voted by the legislature and interpreting as to how those revenues should go. It's also a fact that the administration can interpret the legislature as meaning something which possibly was not intended; and that by the time it gets through the web of Supreme Courts and other courts and challenges, and citizen action, that the real decision has been foreclosed by events.

Now Mr. Chairman, in a short period of time this legislature is going to be considering a question on which it thinks it has the right to decide. Because I think that legislators generally think that the laws are made in the legislature and that the will of the people as reflected through the legislature becomes a manner of administration. And the issue that I'm speaking of relates to one which has been a matter of controversy in the Province of Manitoba for a good number of years and it hasn't escaped the attention of this government; it hasn't escaped the attention of the previous administration and probably will not escape the attention of legislatures for many years to come. It may be briefly stated . . .

MR. CHAIRMAN: The Honourable Member for Morris.

MR. JORGENSON: I rise on a point of order. I didn't want to interrupt the honourable member until I was certain of the direction that he intended to aim his remarks and it seems now that he is intending to embark on a debate on the question of aid to private schools. I ask you Sir, to consider the advisability of that debate at this time since the resolution that is before us deals specifically with financial support to public schools. I don't want to deny my honourable friend the opportunity of making his remarks, but I warn you Sir, that having once embarked on that debate, it becomes wide open for all members to debate this subject - and I question whether or not this is the proper time, particularly since there is a resolution on the Order Paper at the present time dealing with this specific subject and which members of this Chamber will be provided with the opportunity of expressing themselves on this particular subject and I raise this point at this time to ensure that if we do head in that direction that we know why we're going there.

MR. CHAIRMAN: The Honourable Member for Inkster.

MR. GREEN: . . . My honourable friend, the Member for Morris, that the items that I intend to speak on are items contained in the very Estimates that we are referring to and his point of order reflects everything that I have said up to this point and if I've been a little reticent in talking it's because - the confusion that has been created by the acts of administration as distinct from the acts of legislature, fine, - that what he thinks is a resolution dealing with aid with support for public schools is in fact monies which are going to what everybody has had the notion has been private schools, and the items are contained right within the resolution which I'm speaking to. I want the honourable member to know that his confusion on this issue is a point of order which he raises, is exactly the point which I want to make during these few remarks that I am going to make - and that is that over a period of time, although the people of Manitoba thought that they had the power and in fact resisted any suggestion that public tax money should be going to support religious schools or schools which teach a particular ideology, that what has happened in the past five or six years since the enactment of the shared services legislation has been a process whereby it is going to be suggested to the members of the legislature that this issue has been foreclosed by administrative act rather than by legislative will. Because, Mr. Chairman - and I am going to not blame parties in this connection, and I am going to accept to the degree that I have to accept some complicity if that is necessary; although I believe that my complicity has not foreclosed the issue, I am going to reveal some complicity because the shared services legislation was passed under which these amounts are going to public schools . . .

MR. JORGENSON: Mr. Chairman, I'm wondering if my honourable friend is dealing with the point of order now, or does he feel that that has been sufficiently dealt with? I would like to have the point of order cleared up one way or the other . . .

MR. GREEN: Well I merely make to the Chairman the point of order that I am going to deal with monies that are in those Estimates.

MR. CHAIRMAN: I think that it is in order, because it is money that is voted by this legislature that is going to shared services which I . . .

MR. GREEN: All right, Mr. Chairman, I even said that the Member for Morris would have known that that would be the ruling, having heard my explanation - but I respect his right

(MR. GREEN cont'd.) to ask the Chairman the rules.

Mr. Chairman, when the shared services legislation was passed, it came after a great deal of soul-searching on the part of the various people in the Province of Manitoba. It was passed as I understood it on the theory that the public cannot give money to schools outside of the public school system; that it would be wrong to do this on the basis of maintaining a separation of the legislation from those institutions which dealt with belief, namely the churches - and Roblin used the expression "to maintain a separation of church and state". That when that was passed it was felt by the legislators that what was being done was giving the right to people who are in the private schools to share some of the services that existed within the public schools; and that since those services were available to all citizens of society which everybody agreed to, because a person didn't happen to attend a public school did not disqualify him from receiving those services such as books and transportation and other things. But, Mr. Speaker, in everything that was said at the time, it was clearly indicated that there was not to be state aid for the maintenance of a private school system. That was the entire will of the legislature; that was in my view the will of the people of the Province of Manitoba, and if anything they were less than happy about giving the shared services legislation. But it was never accepted by the people who firmly believe that they are entitled to opt out of the public school system, take their tax money and put it into a private system. It was never accepted, and at the time what they said is that we asked for bread and they gave us a stone.

Well, Mr. Chairman, since that time various things have happened which I say have attempted to foreclose the right of the Member for Minnedosa, of the right of the Member for Morris, of the right of the Minister of Finance, and my right and the right of every person in this Chamber to decide what was going to happen with this issue. And what has occurred is that the administration, probably innocently; the administration, probably innocently looked at a couple of difficult situations - this was the previous administration, and I'm not going to blame because I think that we share a complicity - but that the previous administration looked at a couple of schools and thought that they were in trouble and said, we are willing to consider agreement and these agreements took the form, Mr. Chairman - and I have never seen one to the point of reading it, I know about them. But they took the form of saying that a school division could make an agreement with a school in the division whereby from the hours of 9 to 10, it would be recognized as a private school; from the hours of 10 to 12, it would be recognized as a public school; from the hours of 2 to 3, it would be recognized again as a private school; and from the hours of 3 to 5, it would again be recognized as a public school; and it was thereby during those periods when it was recognized as a public school be entitled to receive a certain amount, to receive what a public school would receive. That that was one form of encroachment on what I say has been the people's will and the legislators' will. That another form of encroachment - and really I don't think that there is anything in particular that can be done about this - is that a particular school division would say that we are willing within our school division to buy the services or to provide as a public school a school which was previously a private school and which is essentially a religiously oriented school. With the result, Mr. Speaker - and I say why is there complicity? Because when we came into government, one of the things that happened is that one of these agreements which had been previously negotiated and which was already operational was put on the Minister of Education's desk for signature and since it was a commitment which had already been made was honoured and executed by this administration.

Now at that time, Mr. Speaker, and this is where I say I have tried, and if I have failed then I will have to pay for it - but when I learned about that one, it was my position that no more of such agreements unless the legislature, unless the legislature says that this is something that the people of the Province of Manitoba want. And, Mr. Chairman, I believe that this particular state of affairs was one which ultimately led to the confrontation that we are now having - I'm not saying that that particular incident, if it were not incident there would be no confrontation - but that incident led to the nature of the present confrontation; and that having succeeded in obtaining this type of agreement in certain areas and also having gotten as the City of Brandon to accept such schools within the public system, what is now going to be argued on behalf of those who are seeking public assistance for their school is not that the legislature decide whether or not it is right for public monies to be used for this purpose - but that issue has been foreclosed, that the public monies are now being used for that purpose and therefore your election to the legislature regardless of what you think on the question is irrelevant. And that my

(MR. GREEN cont'd.) election to the legislature and the election of the Member for Wellington and the election of the Member for Osborne that all of these things are irrelevant because there happens now to be an anomaly as referred to in the resolution that my honourable friend is talking about and as referred to in the public funds that are now being spent; that there happens now to be an anomaly and the only way to rectify that anomaly is by bringing everybody into the state of affairs which presently exist which, Mr. Speaker, in my view would be the absolute worst thing that could happen. Because what would then happen is that the existing private schools would receive in effect 100 percent measure of aid for their school system, and the school system would be locked in in that direction; that any attempt to try and look at the system as to what it is, what it is supposed to achieve and how we can best go about achieving that will be foreclosed because the issue will be resolved.

And let nobody misunderstand what is happening in the Province of Manitoba today. There is nobody who can take this issue as it now stands and try to create out of it a general look at education because the pressure for the issue has been created by those schools who are seeking -- those separate schools who are seeking aid and if that is accomplished which I devoutly hope it will not be accomplished -- that any feeling that we are going to look deeper into the question will be just as fallacious as to somehow think that we could now implement a scheme of denticare because it's something that we like, or institute a scheme whereby we can remove the barriers to higher education because it is something that we like. There are lots of things that are liked by members on that side of the House and there are lots of things that are liked by members on this side of the House that will never be achieved because the pressure for achieving them is not there. And when it comes to looking at budgetary requirements and the amount of money available and the amount of money that is coming in, one will say these are nice things but we have to forego them, and that will happen on this school question.

Now, Mr. Speaker, I would like the assurance from the Minister of Education that between now and the date when this resolution happens to be decided -- whenever that may be, and if in fact that may be -- that we have the assurance from the Department of Education that we as legislators -- that the Member for Charleswood, that the Member for Souris-Killarney, that the Member for Osborne, that the Member for Brokenhead, the Minister of Agriculture, are going to have their say on this question and not as administrators -- (Interjection) -- the Member for Lac du Bonnet, excuse me -- not as administrators but as legislators because if this thing is going to happen by administrative action then we are irrelevant, irrelevant, and Mr. Chairman, I did not come here to be irrelevant. I will accept the fact that perhaps on the first day that I knew that this kind of thing was happening that I should have got up and protested and maybe left the administration that was doing it. Perhaps that is my complicity and if that is my complicity I accept that, I plead guilty, and I lay myself down to my constituents to say yes, I knew about it two years ago, I did take the position that nothing further could happen but I didn't cut back. I didn't cut back what is now going to be presented as a foreclosed event; and the people who were for the Shared Services program said at that time, Mr. Speaker -- the wise ones -- that if we can only get this part of what we are asking, our foot will be in the door and there is no way that anybody will be able to hold back the water from the flood that will then occur. And that in effect a small group of people representing a minority of the Province of Manitoba -- and, Mr. Speaker, with all due respect to their opinion because I believe that it is come by honestly -- that with all due respect to their opinion will succeed in subverting the will of the people of the Province of Manitoba.

And on that basis, Mr. Chairman, and since I know and I tell you now as sure as I am standing here that the argument will no longer be an argument of public aid to private schools. The argument will be that different people in different parts of Manitoba due to encroachments that have been made on the Shared Services program are receiving different amounts and therefore we have to make them all equal. Now if that were so, Mr. Chairman, it would be a result that could be easily accomplished, that is to cancel the shared services program or to hold to the letter of the law and allow only that amount which was taken to be the will of the people of the Province of Manitoba when the Shared Services legislation was passed. But that is not going to happen and therefore I want to talk to the Minister of Education who is in control of these funds and I want to be assured, Mr. Speaker, and I think the members of this legislature are entitled to the assurance that this issue will not be foreclosed by further legislative action that we will not use the next year -- by administrative action, excuse me -- that we will not use the next year to foreclose the right of the people of the Province of Manitoba to speak on this issue because I have been alerted, Mr. Chairman, I have been alerted to certain

(MR. GREEN cont'd) schools that had been told after the stand was taken two years ago that we cannot enter into this type of an agreement. I have been told that the doors are now open again - and if the doors are open and they are open this fall then this whole committee thing, then this whole committee thing is a hoax and therefore if the committee is to perform a useful service we are entitled to know that there will be no administrative action to foreclose what that committee is supposed to decide -- and when I think of that committee, it's a big joke to me -- that somehow a committee coming in suggesting that we do not give public assistance to these schools is going to have any effect on the Honourable Member for St. Boniface or the Honourable Member for Rupertsland or the First Minister of this province. Is that credible - or that the reverse is true. That a committee coming in suggesting that we start financing the support of certain religions, or certain ideologies that that is going to have some effect on the votes of those people who are against it.

I'll tell you what the committee will do. --(Interjection)-- The committee will -- the Honourable Member for St. Boniface says that this is a false premise. The Honourable Member for St. Boniface knows full well that that is exactly what he is attempting to do if he supports this committee. --(Interjection)-- Well, Mr. Chairman, I would ask the honourable members of this House to consider whether a committee report would cause the Honourable Member for St. Boniface to give up his ideas that there should be financial support to the existing private and parochial schools. I ask that -- I tell you that it would not affect my view - but if you are telling the members of the House that it would affect your view then you are even less credible -- you even make yourself less credible than I already know you to be because it would not affect your view on this question. I have indicated that it would not change mine. If I came in and said that that committee composed of six or seven members of this House is going to somehow change my view on whether the public should be financing particular religious beliefs then I would be trying to mislead you in the apparent way of the Member for St. Boniface is now trying to mislead you. And it wouldn't change the Member for Rupertsland's view.

MR. CHAIRMAN: The Honourable Minister of Tourism and Recreation.

HON. LAURENT L. DESJARDINS (Minister of Tourism, Recreation and Cultural Affairs) (St. Boniface): On a point of privilege, the speaker's been saying that I've been trying to mislead and I think this is completely false.

MR. GREEN: If the honourable member will say that he could be convinced by that committee, that he would give up his support for existing private and parochial schools to get public funds -- if he says that the committee could convince him to give those views up, then I would say that he would be misleading this House.

MR. DESJARDINS: Mr. Speaker -- I'm speaking on a point of order. Mr. Speaker, I haven't even spoken on this resolution or anything else at this session or last session. How can the member now say that I'm trying to mislead the House?

MR. GREEN: Mr. Speaker, we all know where the honourable member stands, and if he persists in suggesting . . .

MR. CHAIRMAN: Order, please. The Honourable Minister of Public Works.

HON. RUSSELL DOERN (Minister of Public Works)(Elmwood): Mr. Chairman, I think that the Honourable Member for Inkster is walking a fine line. I think so far he's done pretty well in speaking on the Estimates, but I think he is now in fact getting closer, or getting off the topic and speaking more on the other resolution on the Order Paper and I think that's why there is some difficulty and some reaction on the part of the Minister, so I would urge you, Mr. Chairman, and urge him, to stay away from the resolution as much as possible and deal with his point of administration.

MR. CHAIRMAN: I think the point is well taken. The Honourable Member for Inkster.

MR. GREEN: . . . Mr. Speaker, I know that the Member for St. Boniface, has made his views on this question very well known. I've heard them many times, I've heard him say how sincerely he holds them, and I believe them. That's all I'm saying, I believe them. I heard him get up in the House to say that he is prepared to trust . . .

MR. CHAIRMAN: Order, please. The Honourable . . .

MR. DESJARDINS: . . . talking on the question of order now, I haven't even addressed this House, or this Committee, on this subject this Session at all. Now I'm just asking the honourable member to at least wait till we debate before imputing motives to me. He can make his indication but to drag me into this and say that I'm misleading the House is wrong and I think that he should withdraw this.

MR. CHAIRMAN: The Honourable Member for Inkster.

MR. GREEN: Mr. Chairman, the honourable member says that he hasn't debated or spoken on this issue in this House this Session. I've been in the House for more than one Session, and I hope to be here for a little while, but the honourable member is not even saying what is correct now because he chose, Mr. Chairman, the most unfair situation imaginable. The unfair, the most unfair situation imaginable to speak on this issue - I'm dealing with the point of order.

MR. CHAIRMAN: On the point of order.

MR. GREEN: . . . on a motion of condolences. We were talking about the late, the Honourable Mr. Prefontaine. On a time when anybody could get up - the rules will permit anybody to get up - and ruined that condolence motion by dragging things into it which reflected on the Honourable Mr. Prefontaine. The honourable member got up and said that he thought that at that time it was an appropriate time to make condolences for the Honourable Mr. Prefontaine when the Legislature was about to deal with the matter by reversing 100 years of injustice. And, Mr. Chairman, he said it on a condolence motion at a time when I had the right to get up and start talking about there not being 80 years of injustice. And what would have happened to the condolence motion. But that is when he did it at that particular occasion, and I'm not dealing, Mr. Chairman, with the form of the resolution now, I am merely dealing with the question of the administration of the government. Using, Mr. Speaker, I am absolutely not using it for . . .

MR. CHAIRMAN: The honourable member has three minutes.

MR. DESJARDINS: The point of order is not completed. I mean this is fine to say that there is no doubt that my views are known, the same as the views of my honourable friend, but the fact is there was a statement made here this afternoon that I was trying to mislead this House in this resolution and I had nothing to do with this resolution.

MR. GREEN: Mr. Chairman, I said that the honourable member would be misleading the House if he said that he has an open mind on a question that will be referred by the Committee. And now I find that not only is he misleading the House but he is misleading himself as well if he thinks that he does have. And, Mr. Chairman, you know I hesitate to refer to my honourable friend as a bumbling buffoon but the fact is that he is making himself more and more susceptible to that kind of charge because anybody who knows the Honourable Member for St. Boniface who would think at this point that he is open to any kind of suggestion whatsoever on the question of whether the public will finance the teaching of religious beliefs through a separate school system would know that he is being misled if the honourable member said he had an open mind, just as I would be misleading you if I said that I have an open mind, and therefore I said that if he says that, he is misleading not only the House but himself. And I think that that is a charge that an honourable member is entitled to make about another honourable member.

MR. JEAN ALLARD (Rupertsland): On a point of privilege, Mr. Speaker.

MR. CHAIRMAN: The Honourable Member for Rupertsland.

MR. ALLARD: On a point of privilege and clarification, I would like to have the honourable member state whether he believes that I have ever, or ever would mislead anyone on that particular subject.

MR. GREEN: Mr. Chairman, I think I said of the Member for Rupertsland, that he would not mislead anybody. That he knows, and would agreed, that there is no question that he will accept, that he would not accept a committee report which said that there should be no public money given to the maintenance of a private school system. I agree the Member for Rupertsland would not mislead anybody. Now it could be, you know it could be, we have a capacity of rationalization, and I am susceptible to that just as much as anybody else, and it could be that the honourable member who is gullible is able to succeed in convincing himself that he is not misleading anybody. And if he has been capable of so convincing himself that's fine, but I say, Mr. Speaker, that that is misleading to the House.

MR. DESJARDINS: Mr. Speaker, on this, on this same point of order . . .

MR. CHAIRMAN: The Honourable Member for St. Boniface.

MR. DESJARDINS: . . . it's obvious that the honourable member is trying to draw me into a debate at this time. And this is his privilege. But my point of order is this, and I hope that we can get a ruling from you, that we are in fact debating the resolution at this time if this is going to continue, and if not there is no point - the honourable member mentioned three

(MR. DESJARDINS cont'd). . . . names to try to drag somebody into debate at this time, and he is playing with words and bringing a red herring at this time. There is no doubt that the people know where I stand, the same as we know where he stands, and I'm ready to debate this with my honourable friend at the proper time. But I say that this is not the proper time. If he wants to make a statement on something in the Estimate that's fine, but my point is that I have never taken part in this debate at all, at any time, and now he's dragging all the principles and everything in, and I say that this is out of order at this time and I ask for your ruling, Mr. Speaker.

MR. GREEN: Mr. Chairman, I intend to stay away from that subject.

MR. CHAIRMAN: Order back. Order. I regret to inform the member that his time has expired.

MR. GREEN: Mr. Chairman, can I make a sentence to conclude my remarks in view of the fact that I was interrupted by honourable members?

MR. FROESE: . . . continue. I will just make a few remarks and you can continue.

MR. GREEN: I just intend, Mr. Speaker, to close my remarks. I have indicated that administrative action has been taken; that such administrative action was commenced by the previous administration; that although we tried to hold it back, I don't deny some complicity; that such administrative action has the effect of foreclosing the will of the Legislature on this question, and I would ask the Minister to assure the House that there will be no administrative action which will foreclose the people's will to decide this issue.

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MR. CHAIRMAN: Resolution 55 (a). The Honourable Member for Emerson.

MR. GABRIEL GIRARD (Emerson): Mr. Chairman, I at the outset wanted to make some comments with regards to the Minister's salaries and as well a very important item, or at least I consider it very important, that of Planning and Research. However being that I'm not in a position to deal with these matters, although I did want to make some relatively strong comments on those two items, I will attempt to stay within the area of school finances and school grants.

Mr. Chairman, the contributions made by the Member from Inkster are no doubt comments that will be striking up some controversy with regards to members in this Chamber, and no doubt people from the outside. But I think that at this time I would rather stay within the perimeter of school grants as specifically as I can, and I hope that there will be time for debate with regards to the resolution that is now on the Order Paper and at that time I will be anxious to provide the members of the House with some comments that I would like to make in that regard.

I think, however, that we ought to tackle the matter of school finances in a very serious way because bar any other problem that is now facing education, bar any other problem that is now facing education, I think that this is probably the most relevant, crucial, and important matter that we ought to look at. If I may, Mr. Chairman, I would like to trace a little back of the history with regards to school grants and advise the Minister that in my view at least, and no doubt in the view of many others, the most equitable situation with regards to school finances in Manitoba happened in 1966. In 1966 the administration of that time set up a new Foundation Program. That program had as its objectives to provide to every student in Manitoba an opportunity to receive a minimum kind of education. There was an established cost, a cost per pupil at that time, and a grant structure such that it would provide the kind of education the student deserved at that cost. And if a school division thought that they wanted to expend beyond that minimum they were free to do so, but they were free to do so by special levy which meant that they had to pay for it themselves.

Now the engineers who put together the Foundation Program in 1966 were well aware that education costs were not stable, that they would increase, and increase they did. And at that time it was judged by those people that an increase in the grant structure on a yearly basis to keep up to the growing costs would be justifiable and desirable. But what has happened, Mr. Chairman, the governments of that day, and this present administration, has not seen fit to increase the foundation grant in accordance with the costs in education.

The teachers of Manitoba have conducted a study recently, I believe in 1969/70, and they detailed and documented their study very thoroughly. One fact stood out very clearly. It said that approximately \$50.00 per pupil per year would be the increase in education costs. That is to educate a student this year in Grade 7 will cost us approximately \$50.00 more than it cost us last year. Why? Well there's a multitude of factors as to why. Generally the biggest increase goes to the cost of living. But the fact remains that \$50.00 per year per pupil was the projected increase in cost, and has been borne out to be the approximate increase in cost. With that increase in cost it would have been reasonable, Mr. Chairman, that the governments of then and now saw fit to increase the grants, the foundation grants, approximately \$50.00 per pupil per year. But they have not done so. Since 1966 the most significant, however insignificant, increase in grant was \$18.00 per pupil. We at one time increased the foundation grant by \$18.00 per pupil, and we made a lot of noise about it too. Less than half of the increase in costs for one year, and we took a great deal of credit because we did all of that. We talk about books; we say now we're giving you \$12.00. That's insignificant because we had books provided in one hand which cost us \$12.00 approximately, 10 or \$12 dollars in the province. So we took away the free books and we gave \$12.00 instead, and we attempted at times I suggest to call that an increase in grants but it was a no change in grant. No change of any significance.

Now what has happened with regards to the grant structure, because the Foundation Program was not updated, was not increased significantly, was that that area which was set aside for school divisions that wanted to offer an education system that was better than that offered by the Foundation Program, has been encroached upon because of the increasing costs in education and not because of increasing services.

A school division in 1966 who wanted to give a better system of education levied a special mill rate but now because of the stability with which the Foundation Program has been kept they are not levying special levies to provide better education, they're levying special

(MR. GIRARD Cont'd) levies just to keep operating. And in some cases barely operating.

Now, if we look at the situation carefully and analyze who is likely to get hurt in this kind of game, the answer comes quite clearly. The area that is going to be hit, and hit hard, in this kind of situation is that area which has a low assessment per pupil, which we often refer to as assessment per authorized teacher, but make no mistake this means very much the same thing. What happens is that the Foundation Program covers a smaller percentage of the total cost of education every year and the special levy has to be increased to pick up the rest of that cost. Now if we look at the school divisions of Manitoba and we look at their assessment per pupil, or per authorized teacher, you will find that some school divisions per authorized teacher has approximately \$300,000.00. I believe that Winnipeg 1, for example, is approximately \$300,000 per authorized teacher. If we look at those areas that have a low assessment, or a lower assessment per authorized teacher, and I'm not speaking of the far north I'm speaking of many areas, the interlake, and many areas very much closer to Winnipeg, we find that their assessment per authorized teacher drops to about \$80,000.00. What does this mean, and I know it is a complicated matter, and I know that generally speaking the politicians can make hay because the people of Manitoba don't fully understand what really happens in this kind of squeeze, but let me tell you, Mr. Chairman, that in a layman's language this means that to provide one dollar for a pupil in the high assessment division, you will have to levy three times as many mills in a lower assessment division to provide the same money. In other words, and another way of looking at it, Mr. Chairman, is that if a school division has a high assessment and another one has a low assessment and you levy the same number of mills on the high assessment and the low assessment division, you will get in the high assessment division three times as many dollars per pupil as you will in the low assessment division.

What happens is that the divisions that have a low assessment are looked upon by their own people as being strangled by education costs. There must be something wrong with our trustees, the costs are phenomenal. And look at our school buses are on the road - empty at that. What a waste of money. Our superintendent can't be doing his homework because our mill rate's too high. We've got too many teachers above grant. We criticize the administrations locally, and we accuse them of mismanagement of funds; we accuse them of squandering but the real problem is not that kind of accusation. The real problem is the inequity with which education is financed today.

I would suggest to you that a good example to look at when we compare education costs and mill rates from high and low assessed areas, we look at the City of Winnipeg and its suburbs. We last year, or two years ago - I believe it was last year - established the Greater Winnipeg Special Levy. It was a measure, an ingenious measure to equalize within certain bounds the financing of education in the City of Winnipeg. We said that if St. James cannot really afford the same kind of education system as another urban city, this kind of equalization will help them -- and I use St. James purely as an example because I don't really know offhand the assessment in St. James -- we're going to equalize within the City of Winnipeg. Now there was a problem at which mill rate should we equalize. So again, quite ingeniously, it was thought that that school division that spent the least per pupil above grant would establish the norm at which a mill rate could be struck. As Unicity includes parts of divisions that are outside of Winnipeg, it has been calculated this year that that school division which has a part of it in the city limits which expends the least per pupil above grant, is Seine River School Division. And so the mill rate was struck at the level at which they expended. Now what does that do to that portion of the Seine River Division which is in the city limits? It decreases their special mill rate by approximately 18 mills. Now that means that if that area of Seine River would have been in Winnipeg, and Winnipeg collectively, to expend the dollars that they were expending on their pupils, they would have had to pay 18 mills less because they had higher assessment per pupil.

Now what does that do, Mr. Chairman, for divisions that are outside of Winnipeg, totally outside of Winnipeg? It does nothing at all because it is strictly a measure to equalize within the city. What does that do to the portion of Seine River School Division that is not in Unicity? It does nothing at all. They still have to pay the mill rates that were called upon to be paid before. To be more specific, I think the mill rate will range in Seine River something like from 22 or 3 to 42 or 3. One area will be paying 42 or 3 mills because they're outside of Unicity limits and for exactly the same services, exactly the same services, and exactly the same

(MR. GIRARD cont'd) expenditure per pupil above grant. The area within the Unicity will be paying some 18 mills less. If somebody, Mr. Chairman, can explain to me how this is equality in educational financing, I'd be very eager to listen, because to me it's not equality, it simply shows quite clearly just how much the school divisions with low assessment is being shafted under our present system. And don't think, Mr. Chairman, that Seine River happens to be the only one. I use this as an example because it is bordering on the city limits and it by its very structure gives us a clear picture and a clear example.

I suggest, Mr. Chairman, that the Foundation Program is in dire need of renovation. I don't mean to scrap it; I don't mean that the proportions that are being paid to administration, or to maintenance, or otherwise, is all out of kilt. What I mean is that there is not sufficient money being provided to school divisions under the Foundation Program to offer even the most minimal kind of education that the people of Manitoba should receive. We talk in glowing terms about experiments that we're conducting. We're thinking of differentiative staffing; we're thinking of using help, non-teacher aid. We're thinking of doing these things in order to accommodate teachers. Well let me tell you, Mr. Chairman, that these might be interesting experiments but sadly enough they are only available to those school divisions where the assessment is sufficiently high to warrant it. Because there is no way, there is no way now that a school division with a low assessment per pupil can operate on teachers above grant, and if they can't even have teachers above grant how are you expecting them to hire additional help over and above that. Consequently what happens is the poor cousin looks at the other divisions and says, how nice it must be, but it's beyond our reach. If we believe in equality of education in the province at large, I suggest that one way we can start to equalize would be the extension of the Greater Winnipeg Special Levy. And you'd find some pretty startling kind of results if you open the door to that one.

You will recall, Mr. Chairman, that a few years ago, I believe the first session we were at, the Minister of the time, an ingenuous man, advised us in the House that we had gone one step forward and that we had increased the provincial contribution percentage from at that time 65 to 70 percent. And he told us very much at that same time that we had also decreased the general mill rate which was levied across the whole province by one mill. You combine those two factors together, Mr. Chairman, and what he did was nothing because by lowering the general mill rate it decreased the amount of contribution made by the Provincial Treasury and the end result was not significant.

This year, I'm happy to say, that we have not decreased the general mill rate but we have increased the percentage from 70 to 75 percent, which puts about \$12 million, 12 or 13 million dollars from the Provincial Treasury into the Foundation Program. Twelve million dollars, Mr. Chairman, is less than \$50.00 per pupil by some margin. It's even less than \$50.00 per pupil if we consider the people that are now in post-secondary education, and so the shift from 70 to 75 percent while it might be a good measure is not nearly the measure it should be. But I suggest to you that a better measure would be increased from 70 to 75 or 75 to 80, I believe we're at right now, and with a one mill increase in the general levy, that would be significant to the divisions that have a low assessment.

We talk about experimentation, we talk about the glowing things in education - and I don't want to discourage the Minister from having a close look at these things. But I'd suggest to him candidly that more important would be for him to look at the hard facts with regard to the inequality in the tax structure when it comes time to support education costs.

I would expect that the Minister will hear much more about this particular facet because I happen to know that some school divisions at least are up against the ropes at this time. I mentioned a while ago in the Chamber that some parts of Manitoba are paying as high as 70 and 80 mills for education costs, 70 to 80 mills in education costs. What kind of relief has the Minister for those people? And I just wonder if he has no relief, would he at least have advice for those people. Where should they be looking for extra money.

I wonder if the Minister has considered the problems faced by some of the remote areas. Has the Minister considered what is to be done with the pupils of schools that are too far from a large centre to be transported, and too few in that particular centre in which they live to provide with the kind of education system they should have under the present grant structure. I for one believe that it's time that a Minister would have the courage and conviction to break tradition if necessary, but consider those areas that will not be able to provide the kind of education that they should provide for their students because of lack of population and because of isolation.

(MR. GIRARD cont'd) Another area of grants that should be considered, Mr. Chairman, is that of capital expenditures. I've been asking the Minister in this House for some time now whether there was a difference in the policy that was followed with regards to approving of capital costs, and by capital costs I mean especially school building and school expansions. And he has advised me on repeated occasions that there was really no change. Might I inform him that my census and my information is that there is a change. There's a significant change as far as I am concerned, because it used to be that school boards who had surveyed their school division and required an expansion to the school building, wrote out a letter of intent, or a brief, and presented it to the Building Projects Committee which would review it, question it, and finally approve it if it deserved that, and then it went to the Finance Board for the tendering and for the final approval of the construction. Well now my understanding is that is changed. The present requires the school board to do much the same thing but it doesn't go to the same people. It goes to a committee, or a group of people a branch called Planning and Research. Now if it goes to Planning and Research, and I have no strong quarrels with . . .

MR. CHAIRMAN: The Honourable Member has five minutes.

MR. GIRARD: . . . I have no strong quarrels with who exactly does the approving. But I'm a little fearful, Mr. Chairman, that capital expenditures in Manitoba would be controlled by people of good academic understanding but less of practical, and rural, and isolated understanding. I fear that group of people who will put too much emphasis on statistical analysis rather than on practical necessities. And I suggest that if the change of policy now brings the debate as to whether or not a school should be built in some area under the parameters of responsibility of Planning and Research, I view this with some apprehension, Mr. Chairman, because I do not have the same kind of confidence that the analysis will be made from the point of view of that school division making the request but rather on an academic statistical projectionary point of view that will say, you know, you got less than 25,000 population, our projections are that you will likely have 15,000 in two years or five years or ten years and therefore and we don't want to build white elephants and therefore I'm sorry fellows, but you are not going to be able to get this kind of school built. And I caution the Minister against that kind of approach because it will be a sad day when we are going to be providing schools to the areas only that have projected sufficient enrollment and we are not very concerned about those students who are there at present.

The problems of rural depopulation have been considered in this Chamber frequently, and I know that the Minister of Education has to face this kind of problem from time to time. I know that our rural community is depopulating rapidly; I know and feel that this trend should be arrested, but nothing significant is being done in that particular view. If a policy, a school building, should be enunciated that would say we are not going to be constructing schools in areas that are depopulating, we might as well build them only in one place. And that's hardly satisfactory for the people of Manitoba.

I might ask a few questions of the Minister with regard to some surveys that are being conducted. It would seem to me that teachers of Manitoba should be informed of why the survey, not only given the survey, but as much as possible give the information with regard to the survey, some view it with apprehension at times because they're wondering now why is it that this survey is being conducted - and I'm not referring only to capital expenditures when I view this. I think it would be a wise measure to keep your teachers as much informed as possible in that particular regard. I notice in the Estimates the increasing costs of Planning and Research and I wonder, Mr. Chairman, in view of those costs if we have budgeted sufficiently: to pay the large number of employees that are now finding their way to that branch. I have asked the Minister before the number of people that are working in that particular branch and I have not received an answer. I know it's a significant number compared to three years ago and I'm just wondering just in which direction we're going there - are we being a little too idealistic maybe? It's fine to have new ideas. I think that how practical should be looked at.

Now lastly, Mr. Chairman, I would like to emphasize that I am disappointed with the Foundation Program as a whole, but I'm even more disappointed that we haven't for many many years seen fit to provide library grants that are sufficient to do more than simply maintaining a library at the school. The present grant is \$60.00 per authorized teacher and I am not sure but I think that that was the grant in 1958 and I hardly think that that's a justifiable kind of grant. We more and more . . .

MR. CHAIRMAN: Order, please. The time allotted to the member has expired. The Honourable Member for Winnipeg Centre.

MR. J. R. (Bud) BOYCE (Winnipeg Centre): Mr. Chairman, I've expressed one's dilemma as a backbencher on this side on another occasion. We are presented with the Estimates in this Legislature the same as any opposition member and usually it is expected that government backbenchers will just go along with what the administration wants done, and usually I have no difficulty because this is the nature of things and this is what we're expected to do. But also we're expected to respond to our own sense of integrity. Now before me is an item that says 108 millions of dollars, that I am to add my voice, to be expended in the name of the people of the Province of Manitoba. Now it has been drawn to the attention of the Legislature by the Member for Inkster that there has been administrative procedures which were not authorized by this Legislature. And I don't - I have to choose my words very carefully because I do not want to give the impression that I will resign, the government will fall, and all the rest of it, over this particular item. But nevertheless I would ask the Minister of Education to give me as one of the members of this House some itemization of what the Member for Inkster has referred to. It's odd that after the Member for Inkster has drawn this to the attention of the House that we should go, you know, just move off it as if nothing had been said. I recall being the Chair of this committee during the last session and there was an item of some \$39,000 in the Queen's Printer's Estimates that there was a great demand for an itemization, make, model, type of press, and everything else, that was demanded by members of the Opposition. But yet here after having had it pointed out to us that perhaps not all is well in the administration of the funds in the Department of Education by this administration and the former administration. But apparently we're willing to ignore it.

Mr. Chairman, I don't want to get into the resolution and I agree with the Member for Morris that we'll have a better time to debate the whys and wherefores of the ramifications of the resolution on the Order Paper. I really don't know, I'm in a wee bit of a dilemma and I try to exercise my responsibility as I understand it. I don't know if the way to proceed in this particular matter is to file an Address for Papers to include all such agreements that have been passed by this administration and other administrations since Shared Services came into being. But since we are going to be embarking on an examination of this whole area, I would ask the Minister if it is at all possible within the three hours or so that are still available to him on his Estimates to present to us in this \$108 million just exactly to whom, for what the money is to be remitted, is to be funded, is to be granted, whatever term you want to use. And predicating my decision on the Minister's reply, I will either support or withhold my support for Resolution 55(a).

MR. CHAIRMAN: The Honourable Minister of Education.

HON. BEN HANUSCHAK (Minister of Education) (Burrows): Mr. Chairman, I'll attempt to deal with as many of the points as I can during the time that I'll be on my feet now. And I'll commence with or I'll deal with honourable members in the order in which they had participated in the debate on this motion.

The Honourable Member for Rhineland again made the speech that we have heard a number of times - I certainly recall hearing it practically every year on Education Estimates, or in fact every year since I was first elected to this House in 1966. The plea for the non-unitary divisions. Now he asked whether the number of unitary divisions has increased or not. Yes it has increased. It is now 46 as opposed to 44 in the previous year. The breakdown in the appropriations: salary grants, 71.5 million; maintenance administration supply grants, 23.3 million - that is in round figures; transportation grants, 9-1/2 million; and then capital grants for, well the buses, 1 million; 18.4 million debt servicing; other 3.1; textbooks practically 32.9; vocational, 1.75 million; per pupil grants, 4.25; and interest charges, 170,000, bring this total to 136 million. Foundation Levy out of that 34 million provincial share, 102 million.

Now there are a couple of points, Mr. Chairman, which the Honourable Member for Rhineland did not mention in speaking what he feels to be inequities in the present structure, and that is that the non-unitary divisions in addition to receiving the tax credit up to \$50.00 are also in receipt of the tax rebate under the old program of \$50.00. In other words, a good portion of the \$310,000 that is shown under Item 3(b) goes to taxpayers in the Garden Valley School Division.

Now the honourable member also raises the point that service, the quality of education is - or he asked the question, is there a difference in the quality of education between that provided in the unitary division and that in the non-unitary? Well of course there are differences, Mr. Chairman. The honourable member will know that as long as his school division remains

(MR. HANUSCHAK cont'd) non-unitary, it's practically impossible to provide the special education service that is available in other school divisions at the elementary level. It becomes impossible to provide home economics training, industrial arts, for the Grade 7 and 8 students as is available in the unitary divisions. The honourable member is well aware that in the one and two room school districts that teachers do not have the opportunity to specialize in any given subject area or grade level, nor do they have the benefit of the assistance that is offered by supervisors, specialists in various subject areas which the unitary division is in a better position to provide.

The honourable member made reference to the fact that in some unitary divisions that he singled out, Winnipeg as an example, the dropout problem, students not attending school. Well I'm not quite sure how the honourable member relates this to the non-unitary divisions because I'm quite certain that that problem may be found in any part of Manitoba in any division, be it unitary or not.

I should also like to remind the honourable member that within the school division of his constituency, Garden Valley, there is a difference of opinion amongst board members as to whether they should be unitary or not, and I think that he would find that the boards of some of the larger school districts, Winkler and such, of larger communities are in favour of a unitary division structure.

The honourable member then went on to comment on inequalities in education and I'm not quite certain, Mr. Chairman - I'm not at all convinced as a matter of fact that the solution to the problem posed by him lies in the reverting to the old one-room rural school system which we had given up a number of years ago. -- (Interjection) -- Well the one-room school or two or three-room school districts which are found in Garden Valley Division. The honourable member that asked me, have we a solution for the dropout problems? Yes we do, and the solution is well under way, and I think that you will find, Mr. Chairman, and statistics prove it, that our retention rates in the school system is much higher today than it ever was before, and the reason why it is higher today is because today we offer, we do offer a much more varied program at the high school level than we ever offered before. As I mentioned in my opening statement in introducing the Estimates for my department, that at one time a student really had no more than a choice between one of two, either the university entrance program, or he may have taken the commercial course. Today there are a variety of programs offered in our regional vocational high schools. They have four which are in operation now and the others that are being built and about to open shortly. That, coupled with the transfer of the Child Development Services which is in charge of Child Guidance Clinic to the Department of Education, to work much more closely with Department of Education to deal with the very types of problems of problem cases that the honourable member has in mind who do contribute toward the dropout statistics in our province.

The honourable member asked me how is the open-area classroom working out, and he seems to be of the opinion that within the open-area structure there's an opportunity for teachers to slough off. But it's the reverse . . . that in fact happens, Mr. Chairman, because in the open-area classroom, the teachers work as a team, it's not that within that group only one or two teachers perform the teaching functions but each teacher within that team has a specific function to perform, and if that group works as a team then there is no opportunity for any teacher to slough off, and what is even more important is the fact that in that type of setup every teacher has a maximum opportunity to make maximum use of his talents and ability, and in turn the greater benefits accrue to the recipients of the educational program as the students. Now having said that, Mr. Chairman, I'd be the first to admit that neither can every student function most effectively in an open-area situation, nor can every teacher teach most effectively in an open-area situation. We recognize that and in the building of new schools the guideline that we follow is to see to it that there's a proper balance of both. The school division that requests, that wishes to build an open-area facility, that there's a proper balance of open-area space as well as what may be called the traditional classroom to allow the administration, the principal, to make maximum use of a variety of the whole spectrum of teachers that he may have on his staff, some of whom function more effectively in one setting than in the other.

The Honourable Member for Rhineland then went on to ask me about enrollment, the Faculty of Education. I regret that I do not have the breakdown for this year here; I think that question would have been more appropriate to have been asked of the Minister of Universities and Colleges Affairs under whose direction comes the Faculty of Education. But I can

(MR. HANUSCHAK cont'd) tell him this that the total enrollment is approximately 1200 and the dropout from the teaching profession retirement, and leaving the teaching profession for whatever other reason, is approximately 10 percent of the total teaching force. So therefore one is pretty well in balance with the other.

He asked if there is a surplus of teachers. The best we can determine this year the surplus is about 50 teachers, and that surplus is not there because of a lack of classrooms for the teachers to teach in but teachers have their preference as to where they wish to teach, and he might find the surplus of teachers in the urban communities but some of the rural more remote areas in need of teachers.

Now the honourable member then spoke about teachers' salaries and how we're progressing with negotiations, or rather how the division associations are progressing in negotiation of collective agreements with their divisions boards. Most of the collective agreements for the forthcoming year have been settled or else are on the verge of being settled. There are four going to arbitration; the largest one, Winnipeg, has been settled at a 6-1/2 percent increase. The range of increases, Mr. Chairman, has been about 5 to 6-1/2 percent, so the average will be something less than 6-1/2 percent. And it's rather interesting, Mr. Chairman, because British Columbia set a ceiling of 6-1/2 percent on salary increases, teachers' salary increases; and it's rather interesting that all of the agreements of British Columbia have been settled at the 6-1/2 percent mark, whereas we in Manitoba have settled at something less than that amount.

The honourable member expressed concern about increases in salary and staff, and I believe what he had in mind was something suggesting of a ceiling on teachers' salaries. Well may I suggest to the honourable member the more practical approach would be to satisfy ourselves - and I'm saying this not only to myself and my department but to all administrative staffs in all school divisions -- to satisfy ourselves that we are making the most efficient use of the teachers' time in the classroom. Now Bill 71 was one step in that direction which will allow - to free the teacher to devote his time to the functions for which he has been trained; and allow for other individuals who do not have that training, who may not command the same salary to perform various other functions which contribute toward the greater effectiveness of your teaching program, but at a somewhat lesser cost.

The Honourable Member for Rhineland also is concerned about the reorganization of the Department of Education that is presently under way. He wants to know what do I have in mind, and he fears further centralization. Well in fact, Mr. Chairman, I have the opposite in mind. It's not the question of centralization; what I am most concerned about is about the most efficient delivery of services from our department to the school divisions - and that does imply bringing the Department of Education in a variety of ways, in whatever way possible within easier and closer more ready reach of the school division superintendent, the chairman of the board, the principal, teacher, what have you.

Now he's also asking, Mr. Chairman, about the book grants - \$12 per pupil - have the funds been all used up? Well there is a small credit balance remaining which is there to the school divisions' credit - and he's of the impression that it would be better if these funds were made available for a variety of purposes. Well I'm not quite sure what the honourable member means - because this is why we have done away with the prescribed textbook -- provision for prescribed textbooks which was a practice for many many years, but rather freed the school divisions to use their own discretion in determining the type of instructional materials that we wish to purchase with that grant.

Then he wondered what about a regional vocational high school in south central Manitoba, and he did point out there was one on the east side of the Red River at Steinbach which will serve that particular part of the province or a large portion of it - but what about his area. Well, Mr. Chairman, I'm well aware of that problem, I have met with a number of boards from that area; in fact not only from the honourable member's area but even from the east side of the Red River, because once you get down along the 49th parallel you're within an area somewhat remote from - or an area that is some distance away from Steinbach and it may be closer to a similar facility being located elsewhere. And my staff and the board and the division boards of that entire area are presently exploring ways and means of extending the benefits of vocational classes into that part of the Province of Manitoba. There is a proposal on my desk at the present time that I'm considering, and we're also exploring other ways and means of bringing vocational education within easier reach of that part of the province of Manitoba.

(MR. HANUSCHAK cont'd)

And having said that about vocational education, Mr. Chairman, the same could be said about education generally. If I may just skip over because this point is very closely tied in - related to what the Honourable Member for Emerson mentioned about the delivery of education in the remote - in the isolated, sparsely populated areas. I feel that for far too long we've felt that the only way to deliver quality education is to deliver the type of program that could be delivered in the large 15, 20, 30, 40 room schools. Well we recognize this fact, Mr. Chairman, that it is unwise and impractical to transport children undue distances to schools and that we have to explore ways and means of bringing quality education into those remote and sparsely populated areas.

The honourable member - getting back to vocational schools, there is one further question that the Honourable Member for Rhineland asked me. Are all the courses alike in the regional vocational high schools in the Province of Manitoba? The answer is "no". A good number of the courses are alike, yes, they are quite similar. The honourable member is well aware I'm sure, that prior to the opening of any regional vocational high school in the Province of Manitoba we've had staff do very very detailed advance planning in terms of course planning, program planning and so forth - and by and large, I am happy to say that the courses that are offered in the various schools which are in operation at the present time are courses for which the board in its wisdom feels there's a need for in that particular community. For example a school - Sturgeon Creek - may be more electronics, electrical course oriented; Swan Valley on the other hand is planning to offer a course in environmental management, forestry and other related courses. So there are these differences - in fact in speaking to the boards of the honourable member's constituency and surrounding area there too they are planning when they're talking about the need for this type of program for their students, they're thinking in terms of courses that would be most meaningful and beneficial to the students in that community. I should also mention to the honourable member that as desirable as this may be to offer courses for which there is a local demand - and as necessary as that may be - but the fact cannot be overlooked that all our high school graduates do not remain in their home community, nor may it be absolutely desirable for everybody to remain in their home community. Some do wish to obtain training to enable them to move outside their community and seek employment elsewhere.

Now the Honourable Member for Inkster asked me if I could give him assurance that no more agreements such as Brandon and some others have entered into will be signed now. Well, the honourable member has been a member of Executive Council - and I think the honourable member is well aware of the fact that as a member of Executive Council, I am bound to administer the law and if the law allows me, allows my department to perform certain acts then I feel that I am within my rights in doing so. Now if -- I really don't know, Mr. Chairman, how I could not do something which the law allows me to do. -- (Interjection) -- Well the law - you know I don't know if we can get into a legal argument on this, and I'm really wondering, Mr. Chairman, you know to what extent I could venture out on this topic and still remain within the rules governing debate of the Estimates of my department.

. continued on next page.

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

MR. CHAIRMAN: The Honourable Member for Inkster.

MR. GREEN: Mr. Chairman, my understanding is that the law is not simple -- and that the previous administration interpreted the law in such a way as to permit this form of agreement on the basis of the Minister saying that that is the law. I am asking you whether you also take the view that that agreement is in the spirit and in the letter of the shared services loan because it certainly wasn't considered to be so when the law was passed.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, I believe that there is a provision somewhere in Beauschêne -- and I really wonder whether the honourable member ought to be asking me for a legal opinion. And I'm not prepared to offer a legal opinion at this time, Mr. Chairman.

MR. GREEN: Mr. Chairman, I'm not asking the honourable member for a legal opinion. I'm asking him whether as he sees his duty, the type of agreement that was started to be entered into by the previous administration is an agreement which he has the power to enter into.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: I'm sorry, Mr. Chairman, I missed the last phrase of the honourable member's question.

MR. GREEN: I'm asking him whether he considers that that type of an agreement is the kind of agreement that he is permitted to enter into by virtue of the shared services' law, because when the legislation was enacted it was never considered that that type of agreement would be permissible.

MR. HANUSCHAK: The honourable member is just aware as I am that if there is any question as to the propriety of a Minister's application of the law, that there are the courts that could be resorted to for interpretation.

MR. GREEN: I fully appreciate that, Mr. Chairman, but I really think that the Minister is not answering the question which involves expenditures of public funds. Will he continue to administer the law as it was administered by the previous administration, or is he going to not do that pending the decision on this issue.

MR. HANUSCHAK: Mr. Chairman, I'll continue to administer the law of the land, the law as it is in the statute books and until it's contested in the courts or until it's changed in this House, Mr. Chairman, in much the same manner as -- every session sees many many changes in the laws, and until such time as a change is made we're bound and governed by the old laws. This government, Mr. Chairman, changed the Landlord and Tenant Law, brought in legislation governing public auto insurance and so forth, and until the very moment of the day when the law became the law of the land, we're governed by the old law.

MR. CHAIRMAN: The Honourable Member for Inkster.

MR. GREEN: . . . to the Honourable Minister for pursuing his point, but with the greatest of respect he has not answered my question. My question is whether he, the administration, will do what has not been done in the past two years; and that is enter into agreements which have the effect of declaring schools, public schools for part of the day, private schools for other parts of the day -- and not with reference to any courts but with reference to his action; if he does it, of course and it could be tested in the court, but I'm asking him whether he will administer it in the form which it was administered at the tail end of the conservative administration.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, all I could really say is that I will continue administering the Public Schools Act, and I will continue running the department in accordance with the provisions of the law. -- (Interjection) --

MR. GREEN: . . . no Minister is going to get up and say that he's not going to obey the law. I'm asking him whether the law is in his view as a Minister that he can proceed to execute that type of an agreement.

MR. PAULLEY: Mr. Chairman, on the point of order may I . . .

MR. CHAIRMAN: The Honourable House Leader.

MR. PAULLEY: On this point of order, may I in all respect suggest -- (Interjection) -- well I thought that's what you raised.

MR. GREEN: The question.

MR. PAULLEY: Well, on the question then. May I say in all respect, it appears to me that the Minister of Education is a continuing office and that certain discretionary -- if that is

(MR. PAULLEY cont'd) the proper word - procedures were followed by Ministers of Education, and in my opinion what the Honourable the Minister of Education is now saying is having been established that it can continue. It has not been contested in the past by my honourable colleague from Inkster who has been here over the years -- and that the main thrust of his question is not as to whether or not the procedure was legal or illegal or not in conformity with the act, but the fact is that it has been done.

MR. GREEN: Mr. Chairman, on a point of privilege, my honourable friend the Minister of Labour was not here when I was in the House.

MR. PAULLEY: I was here long before you came into the House.

MR. GREEN: Well, Mr. Speaker, he was not here when I was speaking to this question. At that time I indicated that I did contest that type of an administration; that I received the assurance that that type of an agreement would not be entered into unless there was legislative authority passed on this legislation to grant public aid to private schools and I'm asking you whether that assurance still stands; that no such agreements will be entered into unless this is resolved in the Legislature.

MR. PAULLEY: It has never been contested.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman -- now I would have to take a close look at the relevant sections of the Act. If there is a discretionary power invested in the Minister of Education in offering approval to contracts of this type then surely, Mr. Chairman, I cannot speculate on what I may or may not do if I were presented with an agreement the contents of which I have no knowledge at the present time -- and I can only speculate, and I can't even begin to speculate what may be contained in it.

MR. CHAIRMAN: The Honourable Member for Riel.

MR. DONALD W. CRAIK (Riel): Mr. Chairman, I wonder if I could ask a question at this point that would be helpful on this. I think the issue is being avoided here some way and the answers aren't, maybe the questions aren't being put directly, but I presume you are referring to -- (Interjection) -- Pardon? -- (Interjection) -- to aspects of the Shared Services Agreement that refer to space or to teachers supplied by school divisions. Now I think that the question, probably to put it into focus is, is there money in your Estimates here for the provision of books, transportation, teachers and space in your Estimates. It they are whether you signed the agreement or not, this would indicate whether you are prepared to sign it or not.

MR. CHAIRMAN: The Honourable Member for Rhineland.

MR. FROESE: Yeah, on a point of order. If the Member for Inkster lacks confidence in the administration of the Minister for Education and his Department, then I think it should have been incumbent on him to reduce his salary, or some kind of -- so that -- and he didn't do that, so then I think it's either one, then he should shut up.

MR. GREEN: Mr. Chairman, I've been told to shut up by lots of people and I've never done so and I really believe that that's one of the reasons that I'm here. If I would have shut up I would be some place else, very quiet. I know my honourable friend would like that but the fact is that I have no intention of expressing a lack of confidence in the Minister, or in his Estimates, on the basis that he will tell me that he is not going to administer that law so as to prejudice the view of the legislators on this question, and I surely have a right to ask that in the same way as my honourable friend has the right to ask whether his divisions which are not unitary are going to get more money. And when he gets an answer he will decide as to how he wants to vote on the Estimates.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, with respect to the, or in reply to the question, are there funds in the Estimates to cover the cost of Shared Service Agreements for whatever purpose, for the cost of teaching, or any other expense? Well grants are only paid to public schools and I suppose that a public school that is, or a school division that is entered into a Shared Service Agreement with a private or a parochial school has a way of showing this as one of its expense items for whatever it may be, and that is included in the grant paid to the public school, but not to the private or the parochial school. The grant is not paid to them.

MR. CRAIK: In order to conserve time I wonder if the Minister could provide us with the values of the, the total value of the Shared Program, total package this year, last year, and say over the last four or five years as it has been referred to. -- (Interjection) -- I think he probably has it right there.

MR. HANUSCHAK: I had anticipated, Mr. Chairman -- I did anticipate this question arising some time ago and I did consult with my deputy minister to find out whether that information could be made readily available, and he tells me that by reason of the manner in which grants are paid, and they will have to go through every division, division by division, and sort out the dollars which could be attributed to as an expense to providing, or arising out of the provision of a Shared Services arrangement with the private or parochial school within its boundaries. But I regret that I do not have that information now.

Now, Mr. Chairman, the Honourable Member for Emerson spoke at great length about what he feels to be inequities in the financing system of education today. And he mentioned one particular point -- I forget which one it was -- yes the \$12.00 textbook grant. But, Mr. Chairman, may I remind you again that the sum total of all the grants, the \$18.00 per pupil grant for the quarter million pupils in the Province of Manitoba amounts to \$4 1/2 million. We have added Special Education grants which are much more generous now than they were formerly. We have raised the provincial share of the Foundation grant, from the Foundation Program from 60 percent to the present 75 percent, going up to 80 percent next year, to which we have committed ourselves to do in the House. Then of course I could also mention -- I should remind you, Mr. Chairman, of the property tax credit and the income tax credit which is coming into effect next year. All of which are designed to alleviate the tax burden resting upon the shoulders of the property owner, the taxpayer and in fact the income earner, and consequently taxpayer in the Province of Manitoba. One of which is probably more closely related to the amount of school tax paid directly, or indirectly, as a tenant and the other designed to minimize the burden on the low income earner because, as you know, Mr. Chairman, the income tax credit is related to one's income or inversely related rather, that the lower the income the higher the tax credit.

Now the Honourable Member for Emerson tends to dwell upon mill rate when he talks about education costs and comparing mill rates between one community and another community. But, Mr. Chairman, I'm sure that the honourable member well knows that one cannot compare education costs just by looking at mill rates because one has to look at the combination of two factors, mill rate and assessment. And then it becomes a figure which then acquires more meaning than just mill rate alone. You know, Mr. Chairman, just in the way of comparison I checked with one of our local government districts in the Province of Manitoba wherein there was a town I know quite well, and a home in that town that well if that home were located on a lot in the suburb of Winnipeg would probably sell for about \$25,000.00. Now I realize that the market value of it in that town would be much less than that for a number of reasons, but nevertheless I found this, that the assessed value of that home was \$3600, land and buildings. You know, which probably cost, the construction cost I'm sure must have been somewhere in the vicinity of \$15,000, probably \$15,000 at the very least. And the school taxes were about \$280.00 on that home, and well on a home that I say a comparable home -- and I do not wish to be accused of comparing apples and oranges -- I'm saying comparable in the sense that, you know, similar size, similar conveniences within it, and so forth. And a person living in a comparable home in my school division, Seven Oaks, would pay approximately the same amount, about \$250.00, \$260.00 a year in school tax despite the fact that there is a difference in mill rate. Yes there is a difference in mill rate because the assessed value of the property in my school division is considerably higher than that in the local government district that I at that time was looking at.

MR. CHAIRMAN: Order, please. The time allotted has expired. Resolution 55 (a). The Honourable Member for Emerson.

MR. GIRARD: I would just like to make a few comments here with regards to the last item.

In regards to the mill rate the -- (Interjection) -- Yes I have spoken, Sir, and I'm allowed to speak again.

MR. CHAIRMAN: Order, please. The Honourable Member for Emerson.

MR. GIRARD: With regards to the mill rate, I certainly agree with the Minister that the assessment must also be considered. But if he was listening when I was talking that's the crux of the matter, and I spoke of assessment per pupil and assessment per authorized teacher, and I'm certainly not unaware that assessment is a very important and significant matter.

With regards to comparing a home in one locality and another, by the very fact that the

(MR. GIRARD cont'd) Minister has to reply on that kind of argument, it seems to me a little strange, if I can compare that for example, as the Premier indicated a little while ago, using the home quarter. And, Sir, in all justice I can show you the reverse just as easily as you can show me that kind of example. I have in fact calculated my own home and on paper moved it to another area of the province and I find that I'll be paying more school taxes with less services in an area that has a low assessment per pupil than you will in Winnipeg. And whether we like it or not, this is a fact. It's a sad commentary on our methods of assessment, which I've questioned a long time now. But nevertheless even with the inequality in our assessment procedures, if we had at least equality with our levying procedures we would get more equality than we've got now, and that's why, Mr. Chairman, that I'm suggesting in the name of equality to increase the general mill rate, increase the grants to allow school divisions to lower the special mill rates.

One other factor that I would like to pick up, Mr. Chairman, is that this Minister, probably more so than most of the others in the front bench, speaks in glowing terms about how much we have given to the schools. The \$12.00 he said -- well the \$12.00 will cover nothing more than was covered before, and that's what it was intended to do. So let's not fool the people and say that we're giving them something that they didn't have, because that is not the case.

Secondly, in answering the Member from Rhineland he suggested that somehow there was credit. Well I would suggest to the Minister that there is no credit for the \$12.00. The \$12.00 is to be expended in full by a school division or it is not rebated. Now I'm not saying that they have to spend it on textbooks because you've got it used for hard and soft materials as well. But don't talk about rebating, or credit, because there is no such things with regards to the \$12.00.

In terms of grants, if the Minister wishes to advise us that grants have significantly increased in the last three years, let us tell the people how much the library grant has increased in the last three years. Let us tell the people how much the maintenance grant has increased in three years. How much have the teachers' salaries grant increased in three years? How much has the administration grant increased in three years? And you'll find that the answer is nothing. Not one red cent. The only significant increase in grants in Manitoba in the last three years was \$18.00 per pupil. Don't tell the world that it's anything else, that's all it is.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, it is not my intention to teach anyone a lesson in arithmetic but if the present percentage rate is no less than what it formerly was, then somebody has a problem in arithmetic and I don't think that I should take up the House's time to teach it.

MR. CHAIRMAN: The Honourable Member for Emerson on a point of order.

MR. GIRARD: My problem is not in arithmetic, Mr. Chairman, and I wish to correct the Minister. If he can explain to us what relief it is to the school division in administering their own affairs to have the percentage contribution from the Provincial Treasury increased from 75 to 80 percent, let's make it clear so the people will understand. I suggest to you that it might relieve the taxpayer but it is not relieving the school division at all.

MR. CHAIRMAN: The Honourable Member for Riel.

MR. CRAIK: Mr. Chairman, I have some specific questions under this item that I wondered if the Minister could take and provide us a breakdown. First of all if he could provide us with information, an estimate of the total costs for the fiscal year 1972 of the public school system. That is the total costs of, estimated costs for the operation of the whole school system.

Also the total value of the Foundation Program estimated. He may have given that portion of it already. If he has I'd like to get the figures from him. The total value of the Foundation Program for the year. And of the Foundation Program, could he give us the percentage, or the amount -- pardon me, the amount that is provincial and the amount that is raised by local taxation.

Also could he give us the estimated value -- I see in the Estimate book it shows the Property Tax Credit as having an estimated value of \$9 million. Could he in addition to that give us the figure for the income tax rebate plan that's estimated to apply to 1972 as well.

Now from that what I would like to calculate is the basic figure of what is the percentage

(MR. CRAIK cont'd) of total costs of the public school system is covered by provincial or provincial grant, or provincial financing, central financing, and what percentage of the total costs is covered, estimated to be covered from property tax, whether it's special levy or foundation levy on property tax, commercial and residential and other. I think this is the usual figure that is provided, has been provided on request previously during Estimate time.

The one further question that I would like to repeat to the Minister is, a request of him to provide for us a breakdown of the Shared Services Grants. I question seriously whether this is any great amount of work. I think that it's probably less work than the former question I asked you, and I wonder if he would on that basis give a breakdown of the Shared Services Grants to the particular divisions that is estimated for 1971. If I read the papers correctly there were only about three or four divisions that fall under this category of Shared Services Grants. If I'm wrong, I'm sure the Minister will correct me. -- (Interjection) -- Well there's been some changes and of course . . .

MR. CHAIRMAN: Order, please.

MR. CRAIK: Mr. Chairman, -- (Interjection) -- Mr. Chairman, I was trusting we could get this information without getting into a verbal battle in the House but I suppose if that's necessary we can always do it. The Minister of Inkster has made some statements in here, I think, that have to be clarified and for that reason I would like if the Minister can provide it over the supper hour, or for tomorrow, or for whenever he -- the time is required -- what divisions come under the Shared Services Program, list the names of the divisions and what amounts are involved in the program. And I would, if the information that is available -- if he would ask again and see what the total value of this Shared Services program has been since its inception which I think was 1966 -- may have been 65.

MR. CHAIRMAN: The Honourable Member for Rhineland.

MR. FROESE: Mr. Chairman, I want to thank the Minister for the questions that he did answer, although some of them were left unanswered and I'll probably remind him of one or two that I put a question to him which I didn't get an answer to. But before I start off I think I would like to comment on the Member for Inkster's remarks because to me this was an indication and intimation of mismanagement of the Minister's department, and I would like to know whether there is mismanagement and malfunctioning in his department under the laws of this province. Then too, from the remarks of the Member for Inkster, anyone who's opposed to aid to private schools doesn't have an open mind; only those that are opposed have an open mind. Maybe you'll rule me out of order in discussing this, or trying to discuss it, but certainly that indicates to me that he has a complete lack of confidence in this government -- and either one he should shut up or resign because if he lacks confidence in his own administration, being a party to it, certainly this is a lack of solidarity in the government. Not only that but it certainly indicates a lack of confidence in his own government, in his own administration, and this to me certainly is far from what the indication was when the government started off -- as this was the real group, the united group and the one that was open government and all the other things that were mentioned at that time. Now we find it's falling apart and a former Cabinet Minister has lost confidence in his own colleagues, former colleagues. So I think if the Member for Inkster is going to shout out the way he does, then we on this side of the House certainly should take advantage of it too and make hay -- or indicate to the people of Manitoba as to what is happening in this government. After all, I take it from what he said that he's condemning this government and this administration. And as I indicated I think he should have taken action earlier when he dealt with the Minister's Salary when it was approved, acted without comment. -- (Interjection) --

Certainly, as the Member for Assiniboia points out that's also a reflection on himself because he's been party of this administration for what is it two, three years, and certainly if he wanted to make an issue of that he should have done it the very first year that he was in office, and the very first opportunity he had to take exception to what was being done. Now after three years he comes in and wants to make a great issue of it, that the practice that is being carried on is not according to law and is illegal. Well, you can't have it both ways, either you take issue with it right away or, as I said before, shut up.

Mr. Chairman, we will have -- no doubt we'll have more opportunity of discussing this matter later, at some later date, and I would like to refer to some of the other questions posed. I also would like to comment on what the Member for Emerson said in connection with the high assessment of property, not only high assessment but also in my particular area you

(MR. FROESE cont'd) have a combination of it. You have high assessment, you have high enrolment, and yet you have low assessment per teacher. And I think this is what spells out the real trouble when you have both, you have the high assessment and you have a high enrolment and yet a very low assessment per teacher. My particular district it's less than 75,000 per teacher, and when you want to pay your teachers a fair salary you really are in a predicament and the costs are outrageously high to the taxpayer. We're at a point where we don't know what to do and this, Mr. Chairman, is inequity, this is real inequity, and when we see legislation come forward, as we did discuss the other day, where Unicity is now getting additional grants, additional relief by way of mill rates in various area of the city from four, seven, eleven mills, I think this is an inequity . . .

MR. CHAIRMAN: Order, please. I hope the honourable member is not going to stray off on to Unicity. We're on the Department of Education.

MR. FROESE: Yes well this was in connection with education, Mr. Chairman; it was in connection with schools, school tax that has actually been relieved in part of Unicity. And if the government feels that it is necessary to give those areas relief, it's three times, or ten times as necessary to give some of the other areas in the province relief because a situation is much more severe in some of the rural areas than what it is in Greater Winnipeg when you still have 300,000 of assessment per teacher and then can give them 11 mills in relief, whereas we have 75,000 assessment per teacher and get no relief. In fact we don't even get the grants that should be coming to us. So if ever there is inequity, that is inequity, Mr. Chairman. -- (Interjection) -- The Minister says double rebate. Under the law we are giving rebate to all homeowners - \$50.00 rebate, and I notice from the Estimates that last year we set aside \$3 1/2 million for residential property tax credit. I take it that is the \$50.00 rebate that was given to all homeowners, and if that's the case now for this year it's 9 million. Does this mean that the difference between the two allocations from last year to this year, the difference is roughly five and a half million? -- (Interjection) -- Six? So if that's the case, how much are we allowing in this particular item for tax credit, the amount that we are going to deduct as the one percent, up to \$140.00? How much of this \$9 million will go for that purpose? I think we should know as members so that we'll have an idea as to what we're approving when we're approving \$9 million under residential property tax credit. Because here again I feel that we are catering to the homeowner and that the - especially in rural Manitoba the farmer will not get the benefit that other people, other taxpayers in this province are getting.

I asked before the total costs - what was the total cost of education in Manitoba, both the amounts paid by the province and the amount paid from property taxes? I notice the Member for Riel also asked that question. I hope we get the answer to that so that we'll have an idea as to the total cost of education in this province.

I notice from the Annual Report of the Public School Finance Board on Page 14, that's the last page of the booklet Schedule 2, there's an item of interest, Expense, and then it says, interest charged on loans for advances of grants 221,000. I would like to know from the Minister just what does this represent when we talk of advances. When are these monies to be paid out to the divisions, and are some divisions getting money paid out in advance of the schedule? Is that what the interest is or what is the interest for? And so if certain divisions are getting it, or is this being applied equally to all divisions because later on it says that less interest earned on funds invested. And I would like to know from the Minister when he does reply to that particular question just when is the Public School Finance Board due to make payments? Is there a set date in the regulations, or what is the practice and how do you arrive what is in advance and what is not in advance?

Mr. Chairman, I mentioned before the relief given to parts of this Unicity for education and that this applies to about half of the province because those - you'll have an equalization in Greater Winnipeg to a certain extent and everything over a certain point is subsidized by the government for the first year by 75 percent and later on this diminishes for the next few years. But here again I see not too much participation being taken by members opposite or members from the City of Winnipeg. They sit back in smugness and can just let things to by, they are well taken care of. But what about the other people in rural Manitoba and those that are not taken care of? Are you satisfied to treat some people well and other people to go by without nothing? Is that equity to you people? Certainly I take issue with this and very strongly that we should apply equalization and relief to all parts of this province, and to all people of the province equally.

(MR. FROESE cont'd)

I would like to know, too, from the Minister because of the large amount that we are allocating for grants, what are the budgets like of the various divisions? Could he provide us with information as to the total amount of budget for each division and the enrolment for each division? In this way I think we can calculate better just how much support our divisions are getting per student from the government.

MR. CHAIRMAN: Order, please. The hour being 5:30 I am leaving the Chair to return at 8:00 p.m. this evening.