

Mr. GEORGE: The point I am trying to arrive at is this: we are not giving any greater accommodation or conveniences to the people in those isolated centres than we are giving them in our own home towns.

The WITNESS: That is correct.

Mr. HUNTER: I do not follow the reasoning that it would be cheaper to build these buildings separately. In fact it would strike me as being more expensive to build them separately. For instance, in the building itself there would be four new walls to be built for the separate building, whereas if built together some of these walls would be common walls. Also, you would have to have a separate caretaker, separate provision for gardening. It strikes me the trend would be more costly to build them separately, rather than cheaper.

The WITNESS: I do not think there would be any difference. I think what might be a difference if it was not part of the school, you might be able to bring the community building down to a more modest type of building than is possible by building it as part of a school.

Mr. FULTON: That was my point.

Mr. ADAMSON: As you are aware, the Department of Education of Ontario has laid down a figure of \$24,000 per room for a school building. We have expenditures here which show that a school building costs at the rate of \$35,000 a room. I was wondering how the Ontario government can meet that price.

The WITNESS: It is going to be very difficult and I do not know that it will be accomplished, but there is a trend right across the country of dissatisfaction by provincial authorities with the cost of schools, and that dissatisfaction is shared by the municipal councils against the wishes of the school boards.

Mr. HERRIDGE: It really springs from the taxpayers.

By Mr. Larson:

Q. In your experience, is the tendency to be considered desirable by boards of education and educational authorities that the parent-teacher associations should become closer and that there should be more co-operation between parents and teachers?—A. I think in the postwar period that parent-teacher movements have probably taken greater strides than they had taken in the previous 15 years.

Q. Following that then, it would be more difficult, would it not, to get the parent-teacher associations operating successfully if they were centered around the community centre rather than around a school?—A. Yes. I think it is an advantage in having it part of the school. I may say that in these costs of schools there are two things that should be borne in mind—and I make no apologies for the costs; we do the best we can; we went out to bid, we have refused bids, and we went out to bid again, and we did everything we can to get these costs down. As I say, there are two factors. One is the general outlying areas, and, secondly, there is an atmosphere of hurry, hurry, because if your housing is coming along, and the station is going to be put into operation soon and you virtually have to have a school, so you are not in the best trading position when the need for the school is so immediate.

By Mr. Fulton:

Q. So far as you know, Mr. Mansur, is your school construction program pretty well complete, or do you anticipate that you will be having a lot of orders on hand of which you know nothing yet?—A. Those four that I mentioned, Mr. Fulton—there is one at Comox; there is one at Penhold; one at Moose Jaw, and one at Saskatoon, where we are having very real troubles in getting a satisfactory bid. For instance, at Penhold the bid came in at \$184,000 ex the services, with all that it will come to about \$210,000, and