

Education

before the house again when we reach public orders. As there seem to be few bills to discuss, this may take place on Thursday next. I hope therefore that no attempt will be made either to adjourn the debate or to talk the resolution out.

I listened to the hon. member for Cape Breton South (Mr. Gillis) a few moments ago. Today I was reading an article from the *Maritime Teacher's Bulletin*. It is in the form of a letter written to the editor of the *Bulletin*, and conforms pretty closely to what was said by the hon. member for Cape Breton South. I should like to quote part of the letter, which is written by someone who signs himself, "A Nova Scotia teacher," and states:

Dear Sir:

I am wondering what is to become of the schools of Nova Scotia and the standards of the teaching profession. I find that I have reached the limit to which I can stretch my salary.

I am an A licensed teacher (started with a B) with eight years experience, which gives me \$1,680 per year or a monthly salary of \$140. I am married and have three children.

What happens to my cheque each month?

First I am deducted pension, \$8.40; mortgage payments, \$25.60—

I presume these are payments on his home.—telephone, \$3.60; lights, \$2.50.

And then follows a regular budgetary payment to one of the mail order stores, amounting to \$19. The list continues:

Taxes, \$3.00; fire insurance, \$3.00; life insurance, \$3.00; oil, kitchen range, \$12.00; coal, living room, \$5.74; local bus fares, \$1.00; teachers' union dues and meetings, \$1.00; church, \$1.00; daily newspaper, \$1.00.

This leaves a balance of \$51.16. Out of this I must pay for all our eats, incidentals, medical, social and etc.

Mr. Speaker: Do I understand the hon. member was reading a letter?

Mr. Coldwell: I have been reading from an article containing a letter in the *Teacher's Bulletin*. I believe if I quote from a letter I am permitted to quote from it provided, as a member of the house, I am able to vouch for its authenticity.

Mr. Speaker: I would point out to the hon. member citation 270, Beauchesne's third edition, where it states that an unsigned letter should not be read in the house.

Mr. Coldwell: That is right.

Mr. Speaker: I gathered however that the hon. member was not reading a letter which had been received by him.

Mr. Coldwell: No, I was reading from a letter appearing in an article in the *Teacher's Bulletin*. I admit it was not signed, but I believe it is authentic and I am putting it before the house.

[Mr. Coldwell.]

Mr. Speaker: I felt I should mention the matter to the house. I did not raise the point in objection to what the hon. member was doing. I did think I should impress upon the house, however, the rule which provides that unsigned letters should not be read.

Mr. Coldwell: I think I understand the citation and the rule, and I am glad that Your Honour has drawn it to my attention.

In addition to living expenses today, if a teacher wishes to maintain his professional status he must not only buy books but he is expected to attend summer courses, teachers' institutes and the like. With the salaries being paid in some of the provinces it is impossible for a teacher to maintain the professional status his calling requires.

The resolution before us stresses the point, which I should like to stress myself, that the government "should take into consideration means of expanding and equalizing educational opportunity across Canada." I do not think anyone will say that educational opportunities in this country are equalized across the country—indeed, they are not equalized between one community and another. Certainly they are not equalized among the various provinces. Nova Scotia has been mentioned. New Brunswick could be mentioned in the same way, as could Newfoundland and Prince Edward Island. I know that because of the teachers' salaries paid in those provinces, and in some parts of our western provinces, many of our schools find it difficult to secure the services of fully qualified teachers. The result is that of necessity ministers of education have had to adopt a practice, which most of us thought would have been ended years ago, of issuing permits to teachers before they were qualified. That was particularly to the detriment of the rural schools. My experience in education leads me to believe that if you need a well qualified teacher, you need him in the rural schools. In the rural school a teacher has to teach, not just one or two grades or forms but very often he is expected to give some instruction in all the public school grades and in one, two, three and sometimes the four high school grades. Consequently the teacher in a rural school often assumes a greater obligation than the teacher in a well organized and directed city school. I have had some experience in both fields.

The rural districts vary in soil conditions, productivity and so on. Where you have a poor district, there you have inability to meet the costs of education. It may be said that that is a matter for the province. Of course it is, but it seems to me that if we