

*Education*

do something to equalize opportunity for education and the incidence of educational taxation in Canada, and to see that some of the inequalities are ironed out as best they can be. I should also like to mention one other matter.

I think most people who are in close touch with the many phases of university life in Canada today realize that students at universities right across the country are being burdened with extracurricular activities that to some extent at least are interfering with their opportunity to get the kind of education they were sent to get. I noticed that President Sidney Smith of the university of Toronto expressed a similar view just the other day. It is difficult enough for the average student at a university to master the curriculum; it is almost impossible for him to do so and at the same time take part in all the extracurricular activities that somehow or other creep into all our universities. I do not suppose we in Canada are nearly as badly off in this respect as they are in the United States, but I was glad to see that opinion expressed by President Smith, who I am sure will be followed by others calling for some change in this regard in order to give our students a better chance to do the job they are there to do. The other day a friend said: "Gordon, your girl and mine are down there at college, and something has to be done about that university. Some kind of change has to be made". I replied, "Well, I agree, but what would you suggest?" His humorous answer was, "Well, there has to be some change. These lectures are getting in the way of everything they are doing down there, and I don't think we can permit that to go on".

Back of that humour is an opinion which is often felt, and I think it does no harm to occasionally sound at least a note of warning that after all these are seats of learning. While one would not want to impose any restrictions which would interfere with the general training and the better development of students, nevertheless there is a happy medium. Sometimes I think the pendulum has swung too far in one direction, though of course it might swing too far the other way, and we do not want to see that either.

Something has been said about the cost of education. A year ago last September a farmer going past my home in Brampton dropped in to introduce his boy, who was entering the school of science of Toronto university. I said to the father, "It is a costly business, sending a boy to university". He replied, "Well, I have four of them. If only I could be sure all four would go to university I would get off pretty cheaply, but one of them wants to stay at home on the farm, and

it is going to cost more to set him up in agriculture than it will take to put the other three through university". That is something we very often overlook. In a county like mine, where there is a highly specialized dairy industry, the costs of machinery, of land, of herds and so on sometimes are almost astronomical. So the cost of education may not always be so exorbitant as the cost of providing a first-class agriculture set-up for a boy.

It is interesting to hear people state that some cannot get an education because they have not the money. More than money is involved in getting an education, though I am arguing that we should have more from the federal treasury, as suggested in the resolution now before us. I should like to point out that a good many people whose mothers and fathers had not a penny with which to help them, and who had no one upon whom they could draw for financial assistance, have gone right to the top as far as education is concerned. Right in my town of Brampton we have a boy who is the son of a Dutch family that came to this country. They naturally were unable to pay the cost of his education, but he had ambition and fortitude and stepped out himself. In June that boy will graduate from Toronto university without having received but little financial help from home, as far as I know, but he did have the encouragement of good, Christian parents. In my opinion that boy will make a real contribution, because he has come up the hard way instead of having been spoon-fed and experiencing all the fads and frills of higher education. So it is not always a question of money, though of course money does enter into the picture. Many things are involved in getting an education. You must have the desire to succeed, to gain more knowledge. You must have encouragement at home, because that is a great help. In a survey made not long ago at a university it was found that sixty-five per cent of those in attendance were at that university because either their father or mother had attended or were interested in the university work. In other words the home atmosphere had a great deal to do with it. So while we may be able to overlook many of these factors, we must see to it that people who are qualified and anxious and willing have the opportunity to acquire an education. Brilliance alone is not enough. We cannot afford to educate every brilliant person in the country unless he is also industrious and has the character to go with it.

My remarks have been very rambling, Mr. Speaker; more in the nature of personal experiences and personal views on education, in the way I might talk in the lobbies, perhaps, rather than in the House of Commons. In