

obliged to handle all grades from grade 9 to 11, and sometimes from grade 8 to 11. Therefore it is physically impossible to offer the variety of courses to fit the needs and desires of the students who are attending school. I have seen boys and girls of fourteen years of age leaving school because the talents with which they are gifted or the abilities which they possess cannot be satisfied in a school which offers only one course of education. This lack of variety, this lack of something to satisfy their intellectual appetites, causes them to become disinterested. They leave school not because they have not intelligence. Perhaps they have more than the average intelligence in certain lines, but the courses offered lack variety. Everybody has not the same intellectual appetite, and these students do not wish to take what is offered.

In my twelve years of experience in teaching I have seen young people who were practically geniuses being driven away from school because of the fact we had nothing to offer them to keep up their interest. You cannot offer a potential electrician a course in history and expect him to like it. It is not up his alley. On the other hand, you may have a budding diplomat, and if you make him do mathematics two or three hours a day he is not going to try to carry on.

I have another set of figures to which I wish to refer, and I am going to ask the consent of the house to put them on *Hansard* in order to save time. This refers to the variation and inequality in salaries across the dominion. I do not think anyone will deny that if we want to have a high standard of education we must, first of all, have a high standard of teaching personnel. There are several reasons why people who might otherwise become good teachers, either leave the teaching profession, or go somewhere else rather than make any effort to enter that profession.

In this connection let me quote from the report of the reconstruction committee of the Canadian Teachers' Federation. This report contains a significant paragraph as to the quality of teachers which, in the opinion of the Canadian Teachers' Federation, we should have. They state:

The status of the teaching profession must be raised to the level where it will attract into the profession young men and young women of the very best character and ability in such numbers as to allow for a careful selection of those to be trained as teachers, on the basis of health, leadership, character and other outstanding qualities of mind and heart, as well as on the basis of academic standing of at least one year of post-secondary study.

[Mr. Zaplitny.]

That is asking for a fairly high standard, but it is not at all too high. I am one who considers education so important that we cannot overemphasize the quality of teaching personnel. But if we are exacting that type of teaching personnel, if we are asking for that type of teachers, then we must be prepared to pay for it. The following table, from the bureau of statistics, which I mentioned earlier in my observations, will serve to show the way in which we have been paying for it:

Median salaries of Teachers, 1944  
By provinces: Rural

	More than one room	one room
Prince Edward Island . . . . .	\$598	\$538
Nova Scotia . . . . .	730	580
New Brunswick . . . . .	774	612
Ontario . . . . .	1,204	1,021
Manitoba . . . . .	996	843
Saskatchewan . . . . .	955	902
Alberta . . . . .	1,176	996
British Columbia . . . . .	1,250	1,007

A mere glance at these figures will show that in none of the provinces is the schedule of teachers' salaries anywhere near where it should be. Indeed, in some of the maritime provinces the salaries are such that it is impossible for the teachers to maintain any adequate standards of academic attainments; in fact it makes it difficult to make a living. I could probably say much more about the position in which teachers have found themselves for many years; but I shall refrain from doing so, since the time at my disposal is passing by.

Having given those figures, having shown the lack of equality in opportunity across the dominion, and having proven, I suggest, that there is a need for the federal government to enter the field of financing education, I should like to place upon the record the stand taken in this connection by certain organizations and individuals.

What is the stand of the Canadian Teachers' Federation, a body which is in a position to speak for teachers in this dominion? In a letter dated July 23, 1945, addressed to the Prime Minister (Mr. Mackenzie King), the Canadian Teachers' Federation said this in part:

The plain truth is that education can never be raised to the status that it should occupy in a democratic society unless the dominion government provides the necessary money by liberal grants on the basis of need.

And that is "liberal" with a small "l".

Mr. GRAYDON: That is taken for granted.