

*Education*

the community, for the state in general and for the uplifting of humanity in particular. I should not like to see—and I think most hon. members share this view—even a hint of an educational aristocracy in Canada because one man has a higher degree or has graduated from a different school than another.

In my brief span of years, taking my experience in public and private business, I must confess that when I want to bring good common sense and good judgment to bear upon a particular problem I do not always go to the man who has the highest degree or the greatest education. By training a man you cannot always endow him with that innate and natural common sense and good judgment which some people are born with and fortunately never lose. The federal government has nothing particularly to do in a direct way with what I am about to mention but nevertheless I now have an opportunity to put it before the house. As a result of educational schemes over the years, just the same as in other nations of the world—we are perhaps no different from any other nation—we have succeeded in putting a good many square pegs into round holes so far as their education is concerned and their life afterwards.

It costs a good deal of money to educate a boy or girl right through to the last stages. Because it does I think there is certainly a responsibility somewhere to see to it that the nation and its people get the best value possible for the money spent on such education. Of course many people have passed through higher seats of learning just because their fathers or mothers had enough money to finance them. I do not think that is quite good enough in a country developing like Canada. Instead of spending a lot of money on people who cannot give the best service to their country when they have finally met the educational qualifications and have been graduated from their courses, I think we should concentrate so far as we can on educating people for the positions in which they will be best fitted to serve the nation as a whole.

That does not mean that everybody has to have a B.A., Ph.D. or M.D. After all, many people do not regard such things in the same light as others. More than that, it seems to me that we must pattern our educational system on some basis whereby we will get the best out of the system we have. We only get that best by training those people who will respond the best to the training we give. I was amazed at the figures quoted by the hon. member for Rosetown-Biggan (Mr. Coldwell) a moment ago. I have no doubt they could be repeated over and over again in many parts of Canada.

[Mr. Graydon.]

The other day I answered a questionnaire put out by some organization. Its name escapes me at the moment but the questionnaire had to do with the training of teachers. They asked me what was the most indelible impression left upon my mind as I went through school with respect to the teachers who had trained me. I answered first that I believed that the character and personality of the teacher left a more indelible impression upon me than any single thing said or taught. That calls for a high standard among the teaching profession. I want to say that there are magnificent examples of high character and integrity as well as scholastic and academic attainment among the teaching profession of Canada.

It seems to me that today the teacher serves in a dual capacity. Not only does he or she have to teach pupils what is in the curriculum but also so much of the life of our children today seems to be divorced from the home. It is unfortunate that such is the case. It is a weakness of our generation, but unfortunately that has been the trend. The result is that the teacher, not of his or her own volition but because of the very nature of things, takes on an added responsibility with respect to that kind of training. One might deal with all these various aspects of education at great length, but I am going to resist the temptation to do so at this time. I think it is obvious, however, that we cannot place too much emphasis upon the type of person who is going to train the next generation of Canadian citizens. What the child becomes in his school life he usually is in the years that lie ahead. It is of much greater importance that we of this generation should see to it that the next generation is such that it will be worthy of the country in which we are so privileged to live.

I want to refer again to what the hon. member for Fraser Valley (Mr. Cruickshank) has said. In the past week I accompanied a deputation to two ministers of the crown. We were concerned with the question of educational facilities in one of the proposed new subdivisions to house the rapidly expanding war worker population in the town from which I come. One of the difficulties that many municipalities now have arises from the fact that often people live in one municipality and the taxes on the industry in which they are working go into the coffers of another municipality. Of course that causes all kinds of complications and inequalities with respect to the incidence of taxation. We should keep our hands off jurisdictions that do not belong to us under the British North America Act, but so far as that kind of inequality is concerned out of our deep federal coffers we should try to