

Goodness knows, I need instruction in fishing - both fresh and salt water - but I don't think I am entitled to it at the expense of the taxpayer, and I don't think it should be called education in any but a Pickwickian sense.

However, I take comfort from the words of the President of Columbia University that there is no curricular device which can prevent a student getting a good education, if he wants it.

I certainly do not wish to enter into a controversy over the proper balance between frills and fundamentals in education. That kind of controversy can make a political dispute seem mild. But surely it is obvious in this age when the necessity for honest and clear thinking is greater than ever before, when we are surrounded by, and, at times, engulfed in an unprecedented complexity of problems, moral, political and material, that the fundamentals of education, should take precedence over the frills.

One such fundamental, I venture to say, is the opportunity, indeed the obligation for every Canadian to be at home in both the languages of Canada. I speak on this feelingly, as one who was not subjected to such an educational regime when he was young. I was unwisely permitted to choose -- this was of course many years ago -- when things were different -- between French and other modern or ancient languages. My choice was a sorry reflection, primarily on me, but also on a system which assessed in that way the relative importance in our national life of various languages.

Another fundamental, and I feel pretty strongly about this, is that the status, prestige, and compensation of the teacher in the community must be raised. Communist states could teach us something here, though their teaching itself has been prostituted to wrong and often evil ends.

Communist experience shows us also how easy it is for education to create, not "finer" human hungers, but those desired by the state for selfish, dangerous political purposes; prejudices, hatreds, fears, violence.

We have evidence before us every day to show the power that communist educational systems can exert over the mind and the soul. We have also the horrible experience of Nazi Germany to prove what evil education can do to a single generation. We know that such education can bend and warp the mind, especially when it adopts, not the simple techniques of the little Red School House, but when it batters the brain and heart with every modern mechanical device for forming thought and creating emotion; the radio, the motion picture, the mass appeal.

This kind of so-called education, which arouses in us feelings of discouragement and even