

The D. E. A. at Winnipeg.

If an attendance of 600 delegates, excellent papers and addresses, spirited discussions, good business management, warm interest on the part of the general public, and generous hospitality, are characteristics of a successful convention, there can be no question as to the success of the meeting of the Dominion Educational Association held in Winnipeg, July 26-29.

All the sections met Tuesday afternoon, July 26, for purposes of organization. In the evening Hon. J. H. Agnew, acting minister of education for Manitoba, gave the delegates a warm welcome to the West. He spoke of the great advancement made by the West in population, material resources and education. They had free text-books, a measure of compulsory education, and a beginning in consolidation of rural schools, but more money would have to be spent and more men would have to give themselves to the work of education if pace was to be kept with the material progress. The making or marring of national character depended upon education, and every province was interested in the support and development of it.

Dr. Goggin, the president, replied, and thanked the minister for his hearty welcome. He sketched the history of the D. E. A., referred to the work undertaken in its different sections, spoke of the benefits derived from the meeting together of leading educators for interchange of ideas and discussion of educational problems, and indicated ways in which the Association could have a helpful influence on education throughout the Dominion.

The presidential address was on Present Day Problems in Education, and Dr. Goggin dealt with the function of the public school to-day as one of a number of formative agencies in education; the obtaining of a sufficient number of cultured teachers, a due proportion being men; the securing of adequate salaries, so that teaching may become a life-work instead of a temporary calling; the distribution of legislative grants, not in lump sums, but with definite regard to those factors that make a successful school; and the pressing need for "good schools" associations in every province to keep the needs of education as prominently and persistently before the people as the politicians keep the interests of party before them.

Chancellor Burwash, of Victoria University, spoke on National Education. Ancestry, climate, geographical position, political conditions, religion—all combine to form a national character. What shall the Canadian national character be, and what part will education play in forming our type? Will it be as religious as that of the Scot, as thorough as that of the German, as practical as that of the American? Our education is provincial, not national. Two forces are directing our systems—the church which stands for moral and religious

training, and the state which stands for training that fits the individual for the duties of political and civil life. We must strive to produce a common type of the highest kind through an education which is patriotic, without a touch of jingoism, which fits for the common duties of life, which is characterized by thorough, honest work and loyalty to truth, and which is controlled by the moral and religious influence that the pure, reverent, just teacher exercises.

Inspector Lang's scholarly paper on Tendencies in Education was the feature of the Wednesday morning session. The direction of educational endeavour is determined by social needs. A cross section of educational history at any point would show evidences of the growth of new agencies in response to social needs and the gradual incorporation of these in our ever-growing and changing structure. The kind of training given in any community is determined by the need of recruits for those callings which are necessary to the preservation of the society in which they take their rise. With increase in wealth and power comes differentiation, the lower class looking to more physical vigor, the higher class to intellectual excellence. Since the fourteenth century, in England there has been a gradual movement towards securing equality of social opportunity, and with every extension of the franchise there has been an extension of public education. The political status of a nation rests upon economic efficiency, and this upon intelligent workmen. National success depends primarily upon education. Our educational critics are debating now whether the three R's are fundamental or accessory in a course of study. The relation of sensory and motor activities in school programmes is more rational. There is a growing tendency to consider education as a social matter, and to hold that educational institutions and policies shape themselves in accordance with social requirements. In the universities there is a marked response to social needs shown in the increase of departments that fit students for commercial activities.

Mr. Calder, deputy commissioner of education for the Northwest Territories, spoke on the Administration of Rural Schools, discussing the proper apportionment of legislative grants, and the consolidation of rural schools. In the Territories, grants are paid in respect of area of district, number of days school is kept open, percentage of attendance, class of certificate held by teacher, equipment, teaching and government. Mr. Calder showed clearly that any consolidation scheme similar to those employed in the congested districts of the United States was impracticable in western Canada. His presentation of this subject, taken in connection with the admirable paper on Consolidation of Schools, prepared by Chief Superintendent of Education MacKay, of Nova Scotia (read by Principal Lay, of Amherst), led to an animated discussion on the practicability of the plan, its economy in cost, educational merits and defects, etc.