

Prof. Derick suggested that the survey should also include readers used in other countries.

Dean Coleman urged that, as the aim was the teaching of morals and good citizenship, the survey ought to cover text books on other subjects besides those mentioned. He was impressed with the inadequacy of a number of the text books now in use. The readers that attracted and interested the children were not the authorized series, but other books, like the Golden Rule Readers, which, while attractive from the literary standpoint, emphasized what might be termed the moral aspects of life. However, if a general feeling of Canadianism was to be promoted, there ought to be a series bearing the stamp of Canadian authorship, editorship and publication.

Dr. Snell wondered whether the time might not come when the stereotyped form of readers would be abandoned. (Applause.) Instead of aiding the teaching of literature, they hampered it, he said. The aim of the proposed survey in history and geography, as well as in literature, would doubtless be to examine such material as was now in use in order to obtain something better for the purpose of instruction and for the development of Canadian citizenship.

Dr. McIntyre moved: "That in the opinion of the conference it is desirable to undertake, and that we do undertake, to make a survey of the texts in use in Canadian schools, with suggestions as to how these texts may be improved in the way of reinforcing their suitability for the forming of character."

Prof. Derick seconded the motion, but urged that it should be made to include an investigation into the books used elsewhere than in Canada. Various experiments had been tried in Great Britain and the United States. In some places serial readers were done away with, and literary masterpieces suited to the pupils' stage of development substituted. In other instances ten or twelve readers were used in the first grade, as many as fifteen in the second grade, and the more advanced pupils had access to large libraries. Miss Derick added the suggestion that the inclusion of folk tales of the countries from which our immigrants came might induce these people to feel they could make some contribution to Canadian life.

Dean Coleman suggested that the proposal, instead of specifying three, should include all subjects taught. He emphasized the importance of subjects like civics and elementary science as affording opportunities for training in good citizenship. As to the teaching of science in Ontario institutions, he regretted that while interesting applications to local environment lay right at their doors, the content of the text book was no more applicable than it would be in Germany, in Australia, or, for that matter, in the moon. The proposed committee could show how a study and knowledge of our material resources might be used as a means of developing pride in Canada and a feeling of responsibility towards our country.

Dr. McIntyre contended that at the outset it was better to work in a somewhat narrow field. It seemed natural to begin with these subjects which were largely used for the purpose of teaching ideals.

Rev. Dr. McLellan said that the teaching of morals would have to be mostly vested in the teacher herself. However, the text book was important as a medium of instruction. As to literature, he considered that connected readers affording good lessons in morals were preferable to scraps chosen here and there. Literature, as containing the best thoughts of all times, was common to all nations and should be selected from wherever it could be found. The history taught must be unbiased and authentic. He thought the different subjects should be dealt with by separate groups.

Principal Vance submitted that the terms of the resolution ought to be made as specific as the item on the agenda; and in this opinion Dr. Soloan concurred.

Dean Coleman urged that while the survey of the subjects mentioned in the agenda might be made the first charge on the investigators, other subjects ought not to be excluded.

The Chairman pointed out that lack of means would prevent the Council from undertaking more than a few surveys for the present, but other inquiries might be made when additional funds became available.

Dr. Soloan moved: "That we undertake the survey outlined in Clause 1 of the agenda." The motion was seconded by Dr. McIntyre, who withdrew his original motion.

Mr. Peacock agreed with the view expressed by Dean Coleman, that boys and girls should be taught to appreciate the vast material resources and the greatness of Canada. He suggested that the readers should deal more with such subjects as the utilization of water power, industrial processes, etc., a knowledge of which would help in the development of Canada's resources.

Dr. Soloan doubted that some of the important pedagogical questions discussed came properly within the purview of the Council.