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Modern Developments in Education and Their Significance

When the executive of the Public School Teachers' Association of Perth did me the honor to ask me to give a paper on some educational topic of interest to the Association as a whole, it occurred to me that I had heard discussed a year ago in the educational section of the Woman's International Congress, held at Toronto University, certain phases of modern education, which widened considerably my educational horizon, and which, I hope, may not be without interest and profit for this Association.

It was probably as much curiosity to see and hear representative women from every country in Europe, as desire to be instructed, which induced me to wander when the thermometer stood at eighty, into the lecture room, over the door of which was hung a card, pointing the way to the educational section of the Woman's International Congress. I certainly saw what I went to see, for there were representatives from England, Norway and Sweden, Holland and Belgium, Russia and Austria, Germany, Italy, Switzerland, France, and Spain, and all of them spoke very comprehensible English, though with a decidedly foreign accent. This, however, did not seem to disturb

them in the least. They apparently had no idea that they might be expected to speak a foreign language like a native.

I heard, however, what I had not expected to hear, i.e., education discussed entirely from the social and industrial standpoint, instead of from the academic, with which we are all so familiar. During the six days I attended I did not hear one discussion on the time-honored subjects of Arithmetic and Spelling, History and Geography, I found myself in quite a different atmosphere from that of the ordinary educational gathering. The topics under discussion were not those usually associated with the official hours nine to four, five days a week, but covered, one might say, every hour of the child's life, at least of his waking life, from infancy to maturity.

The supporters of the Creche System described social conditions, which made it absolutely necessary for a considerable percentage of mothers to become wage-earners. As a rule the speakers deplored the necessity for it, but they all agreed that conditions had to be dealt with as they were and consequently the only way to save for the nation a large percentage of its citizens was to estab-