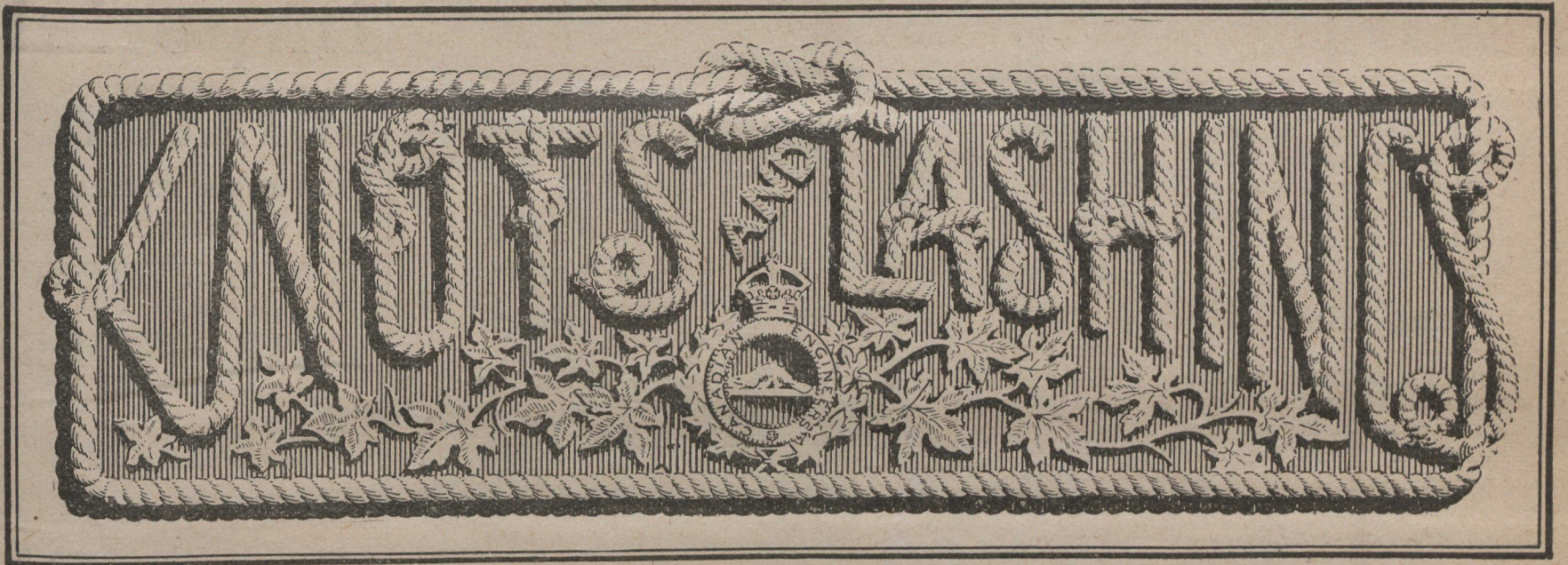


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The Use of Models in Military Training.

By Lt. E. T. Adney, C.E.

Education Through The Senses.

Anyone at all familiar with the subject, knows that there has gradually developed during the past twenty five years, a principle in education known as “visual instruction”, or “visual training”. We acquire our education through the medium of our senses. A certain and important part is through touch, by which we acquire manual dexterity, balance in walking, etc., in which material assistance is given by the eye. Hearing occupies a relatively much less important place. That this is true, has been shown lately by experiments conducted with the object of discovering how strong our senses are, as means of recording new impressions. It has been found that in, say, ten new impressions received through the eye, seven are remembered, and three forgotten, while after the same period of time, of those received through the ear, seven are forgotten and only three remembered. The general truth here shown, is evident to the majority of normal persons, but the defect in educational systems has resulted from a failure to re-

cognize the principle, and employ it as fully as we ought to.

Old Educational Methods.

An example of the importance of the eye, is given by words themselves. Words were spoken and heard, long before they were made visible by means of symbols, and it is probable that words expressive of the strong emotions, will always have more power when uttered than when read. But all ideas, arranged to form thoughts upon which we reflect calmly, are more easily remembered in written than in spoken form; for not only does the eye retain more readily, but it may return again and again to the word or sentence. The spoken word has been strengthened from time immemorial, we can imagine, by the adjunct of rude drawings and pictures. Contemplating the extreme antiquity of picture writings among savage and extinct races, one can easily imagine them as old as spoken language itself, apart from the sounds that express primal emotions. The Greek philosopher sketched the diagram “pons asinorum” on the dust of the streets

of Athens, as he explained by words the mathematical proposition. But, obviously, when it came to recording the sum of human knowledge, the bulk of it was put into written form, and it is well that it was so; for, being compact and concise, it has survived when other forms of records would not have done so. When only a few sought learning, and these could spend their lives in study of books and listening to the words as they fell from the lips of learned teachers, this no doubt served very well. But the needs of the common man were never considered at all. Learning was highly aristocratic. It is only in comparatively modern times, that any thought has been given to improving upon the older methods of education. But now, with the growth of democracy, we recognize the need for educating every person in the State, and the importance of economy in time, and in effort, so as to impart the maximum quantity in the minimum period of time. The principle of “visual instruction” is the latest development in this direction, and it is now accomplished chiefly through pictures and models.

Models.

But “why models? why not the full sized reality?” persons may ask. Models, so called, may be of full size, but full size reality will often be so large, that it cannot, as a whole, be taken in by the eye. Take, as example, a geological



Sloppy Joe (home on leave):—Look, Pop, I'm a soldier now.
“Pop” (eyeing his son critically):—“Like H— you are!”

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