

Principal Vance, while recognizing the advantages of the three universities named, submitted that the resolution, in order to allay any feeling that the work was sectional and not national in scope, should call for consultation with representatives of various other universities.

The resolution was accordingly amended by adding after the word "persons" at the end of Clause 2, the following words: "representing, as far as possible, other universities and every section of the country."

Mr. Peacock said he was not so much concerned with the territorial aspect as with the feeling, which prevailed in New Brunswick, that the universities were not closely in touch with some phases of the situation. It was felt that in the past they had exerted too much influence on the courses of instruction in the elementary schools. It must be recognized that, notwithstanding the importance of higher education, many of the pupils left school after reaching the third, fourth or fifth grade, and only a small proportion went on to the university. He considered the survey of the situation as affecting the primary schools would be better if some of the investigators were not connected with the universities.

In answer to an inquiry by Mr. Peacock, Dr. Parmelee explained it had been the original intention to appoint one expert for each of the three subjects, but the committee found it impossible to select individuals who possessed the necessary qualifications and would be available. The opinions of the university groups would carry more prestige, he thought, than would conclusions reached by individuals. Besides, the results of the survey would be submitted to the whole Council, for approval, before any further action was taken.

Dean Coleman pointed out that the work of the university departments of education included the training of large numbers of teachers and the problems engaging most attention were those of the elementary schools. The selection of the three central universities had perhaps, he admitted, a certain appearance of sectionalism, but their affiliations with east and west were strong and numerous, and when they needed a principal they usually brought one from the Maritime Provinces.

Dr. McIntyre agreed with what Dean Coleman had said as to the national character of the universities selected, which had schools of pedagogy connected with them.

Mr. J. T. J. Collisson said that because of the wide gulf between the country school and the university there was danger of the most important problem, that of the rural schools, being overlooked.

Prof. Derick pointed out that if the inquiry was to be complete, as expected, it would reveal the actual conditions existing throughout Canada and could not but take into account the types and varieties of books used in the country districts.

Principal Vance contended that the words "other especially qualified persons," in Clause 2, provided for representation of those interested in the rural school problem.

Dr. Soloan expressed surprise at the suggestion that the survey was intended to be wholly critical. His own comprehension would be that the constructive elements would give a fairly clear conception of what a text book in each of the subjects should be. The ultimate solution, he believed, would be the general adoption throughout Canada of the same text books. History, for example, was the interpretation of our past and of our social, political and national aspirations. He had always hoped that in Canada, where we boasted so much of being a nation and talked so much about state duties, we might at least agree upon our interpretation of history. It must be borne in mind, however, that in the matter of education Canada was not a state, for education was provincial and parochial. Dr. Soloan took occasion to remark that Nova Scotians, far from being clannish, were the most catholic minded people in Canada, and never had religious troubles in their schools. In the elementary schools of Nova Scotia little stress was laid on text books, and unless the investigators got into touch with the teacher-training departments and the educational authorities, their report might be misleading and create nothing but ill-feeling. Nova Scotia was not to be judged by its text-books. For instance, it was at present using a very inferior set, namely, the Ontario Readers, which because of cheapness had been substituted for readers that were excellent in ethical content, style and suitability to pupil.

Dr. Parmelee repeated his contention that the Council ought not to attempt to deal with all the various educational questions, but should keep in mind the purpose of the Winnipeg conference, which was called a "National Conference on Character Education in Relation to Canadian Citizenship." Questions of administration, methods of teaching, the best text books, continuation schools, university education, vocational training, training of the feeble-minded and defective—all such subjects were almost as relevant as many of the questions being discussed by the Council. "We must clear our minds and stick to our original object," he said, "or we might as well shake hands and disband." As to McGill, Queen's and Toronto, they all had departments of education and their