

Co-operation Needed for Ideal Education

THE following address was given by Dr. S. B. Sinclair, formerly vice-principal of the Ottawa Normal School, before the Council of Women. As it seems peculiarly applicable to present day conditions and needs in Canada it is given in full.

If the twentieth century is to be Canada's century it is especially true that it is her opportunity to demonstrate to the world how an ideal educational system can be developed under conditions the most favorable for such development. It is also important that we constantly bear in mind the fact that our children are being trained not for the conditions of ordinary national life, but to take their place in a social structure which, owing to the inevitable influx of people from other lands, must in a few years contain more foreigners than native-born Canadians. If we are to preserve inviolate those principles which are dear to every Canadian, and see the working out of the true British ideal in this country the children in our schools must be trained to be sagacious and able leaders and not blind and helpless followers.

The best results can be achieved only when society realizes that the school is a social institution established by society for society, and that the responsibility for providing adequate national educational facilities cannot be relegated to teachers' and education departments. The first way in which the state can contribute to this end is to bring to the school children who are physically, mentally and morally fit.

The greatest world surprise of the last decade has been the defeat of Russia by Japan. We find the key to the situation in the statement that many Japanese mothers committed suicide when they found that their children were physically incapacitated to enter the Japanese army. We may doubt the sanity of their action, but there can be no doubt but that any people whose motherhood are so inspired with the national spirit as to be willing to sacrifice their lives upon the altar of patriotism is bound quickly to take a frontier place conspicuous among the nations.

Children should be well born. If more attention were paid to generation less would be required to be paid to regeneration.

In the period between birth and the beginning of school life the foundation is laid for future excellence. The child who enters school with a weak physical frame and who is slovenly, unmannerly and disobedient in his habits starts the educational race heavily handicapped.

The periods of early infancy when the child is gaining control of his sensory motor activities and of later infancy when his new found strength naturally expresses itself in the free and joyous activity of spontaneous play have been carefully studied and described by such writers as Miss Shinn in her biography of a baby and Dr. Tracy in his child studies; and the parent will find many interesting and helpful suggestions in such books.

After the child enters school the real work of society begins. With the advance of civilization women are destined in the very nature of things to assume more and more the powers and the responsibility of the guidance of educational affairs. This women's council has already done good work and you are only beginning. The teachers and the children need your assistance. But the undertaking is not an easy one. The education of a child presents countless educational problems difficult of solution.

Much of the education of the schools has been like a horticulturist who plants an imperfect seed in a dark cellar, equips the cellar with a costly electric light apparatus, supplies the young plant with the most expensive fertilizers (selected at haphazard), floods it early and often with doubly distilled and aerated waters, measures its growth hourly with a false examination standard, applies a stretching apparatus to induce uniformity and rapidity of growth and when the results prove unsatisfactory, with a great flourish of trumpets designs a most approved and up-to-date hospital for sickly plants. Another and different type of educator resembles the one who plants a good seed in fertile soil and bright sunshine and lets nature take her course with little or no interference or assistance. In neither case do we get the best possible results. Even in plant raising the best products are obtained by a careful attention to special requirements and to the procuring of the best soil, light, heat, and moisture conditions. The school is an artificial instrument and its work must be artificial, but it should be scientific and should be conducted on the basis of the needs of society and of the individual child to be educated.

After the procuring of the perfect child the next thing is the perfect teacher. No matter how much money is spent on bricks and mortar without thoroughly trained and efficient teachers satisfactory results cannot be obtained. Lord Milner, speaking in Toronto the other day, said "the art of teaching is not given to everybody, it is a thing that must be learned. The teachers in English public schools are able and scholarly, but they are not taught how to teach." He also complimented Canada on our better condition in this regard. His statement is undoubtedly true, but it is equally true that the Englishman has concluded that it is time for a change, and is reconstructing his system in a most practical way. In London university a course has been or-

ganized for the professional training of teachers, in which every student teacher must devote an entire year to purely professional training. Canada must look to her laurels for our requirement devotes only a portion of the



Dr. MacLagan, the Retiring Archbishop of York

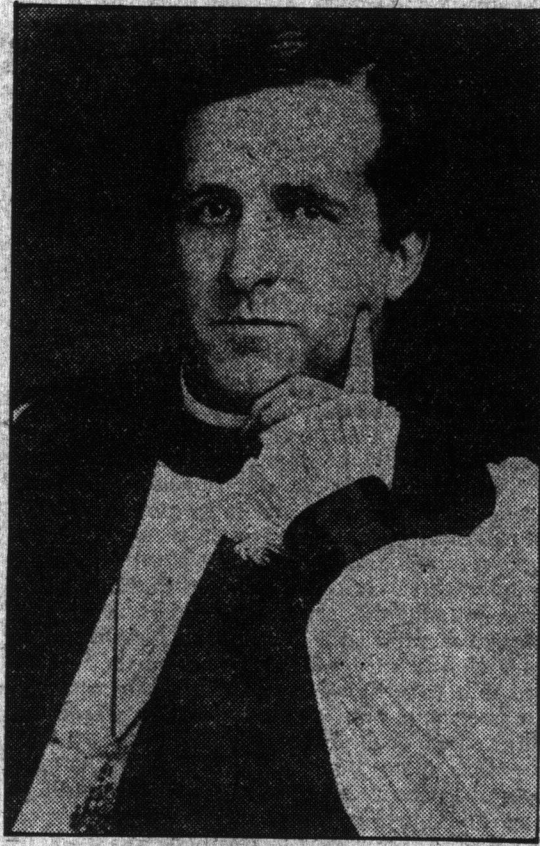
year to purely professional work. This council can do much in the way of improving the status, qualifications, and remuneration of the teacher. I have had during the last twenty

years the privilege of training over two thousand primary teachers. Many of them go to teach in rural schools, and are women of culture, ability and sensitive personality. Let me ask you some day as you are passing a rural school where a woman teacher has a large number of boys and girls of all ages under her charge to go in and take a look at the school building and surroundings and see what provisions are made for the privacy and comfort of these young ladies who have been entrusted with the great work of shaping the destiny of this nation. Mothers' meetings have been of inestimable value if for nothing else than that they have brought parents and teachers together for discussion. With a complete understanding between the parent and the teacher such problems as those of truancy and corporal punishment practically disappear.

The crusade against tuberculosis is being carried forward with vigor and success. One of the remedies proposed is the rational medical inspection of the schools, and this certainly will be a great boon when it comes. In the meantime much can be done under existing conditions. The ultimate working fact regarding tuberculosis is that in almost every case "the spread of the disease comes by way of the floor." The schoolroom remedy lies in seeing that all pupils are supplied with handkerchiefs, that they use them when necessary, and that school-rooms are properly cleaned. This can be done by parents, teachers and caretakers without any aid from a medical expert, and a thoroughly aroused and intelligent public sentiment should see that it is done.

Many of the difficulties met with in education have been due to the application of a false dualistic philosophy and are giving way before the modern scientific attitude, or what may be termed the genetic functional conception of education. This view looks upon the child not as an empty receptacle to be filled with knowledge, but as a living, growing, self-active individual with special habits, tendencies, desires, impulses, moving forward to the attainment of certain definite aims or purposes. Education must therefore study the child, take him where it finds him, discover his peculiar needs and furnish the material best designed to supply his wants.

The old theory that because a study was useful it must therefore possess no culture value has been exploded. The question is, will it enable the child in the best way at the present time and in the future to reconstruct his experience? Education is more than a preparation for life, it involves complete living at the present time. Another fallacy was that the only way to interest the child was to present easy and amusing activities to him. How any one could watch a game of Rugby football and continue to hold this theory is a mystery.



Dr. C. G. Lang, the New Archbishop of York

I visited a school in this city the other day where the boys had been given their choice to go out and play or remain in the manual train-

ing room at work. The boys all remained, but they were not working at a lot of dry-as-dust models prescribed by someone else in some other country in a former age, they were busy in constructing original designs of articles which would be useful and ornamental in their own homes. In other words the activity in which they were engaged meant something to them, it led somewhere, it was adapted to the requirements of their actual life processes. Then, too, the hygienic conditions in this manual training school were as near perfect as any that I have seen. Thirty cubic feet of pure air per minute were furnished each pupil at a proper temperature; the schoolroom was bright and cheery and in every way a satisfactory place for development. This school—the Os-goode street school in this city, would well repay a visit by the members of this council. An improvement might, I think, be made in the temperature of many schools in this country. There is a tendency to keep our school-rooms at too high a temperature, even as high as 70 degrees. With proper humidity of air 65 degrees would in my opinion be a much better temperature. The question of temperature is to a certain extent a matter of habit, although I should not go so far in this regard as the principal of a large school which I visited in Wales, who informed me that he kept the temperature of his schoolroom as near 55 degrees as possible.

Next to good air and water wood is our most important economic necessity. With the wholesale destruction of our forests by fires which are almost entirely due to negligence or ignorance it might be well to give this subject some attention in education.

I should have been glad, time permitting, to have referred to the necessity for the introduction of measures more adequately to provide for the training of abnormal and defective children, and also to refer to certain charges which in my opinion might well be introduced into professional training schools, more particularly to refer to the necessity for women's residences in connection with such institutions. I hope I have said enough to suggest some thought on the question of the great assistance which the public can render school authorities and teachers by a systematic and intelligent co-operation and sympathy, and also to emphasize the fact that prevention is in many cases much easier and more satisfactory than cure.

Archbishops Dr. MacLagan and Dr. C. G. Lang

On this page is shown photographs of the retiring Archbishop of York, Dr. MacLagan, and Dr. C. G. Lang, Bishop of Stepeny, who succeeds him. Dr. MacLagan is over eighty-two. Fifty-six years ago he retired from the Indian Army; for thirty years he was a Bishop; and seventeen of these he spent as head of the Northern Province. His resignation as Archbishop of York is to take effect at the end of the year.

Dr. Lang was invited to assume the bishopric of Montreal in succession to the late Bishop Carmichael, whose death occurred very suddenly a few months ago. Great disappointment was occasioned in Canada at the news of his refusal to take the position.

The friendly contest in the Diocesan Synod over the election of a Bishop of Montreal as successor to the late Dr. Carmichael, was one of the most interesting events in the history of the Church in Canada during recent years.

The deadlock arose over the names of Dean Farthing, of Kingston, and Dean Evans, of Montreal. The former had a majority of the lay delegates and the latter of the clerical representatives. When, after five inconclusive ballots, it was seen that no decision was likely to be arrived at, Dean Evans rose, and in a graceful speech declared that to weld the Church in Canada into still closer relations with the mother Church, he felt it would indeed be a benefit if they could bring over brilliant men like the Right Rev. Dr. Lang, Bishop of Stepeny. The dean stated that he was confirmed in this belief by the fact that recently the Archbishop of Canterbury had observed in a letter to the Archbishop of Toronto: how largely the Canadian Church had loomed in the Pan-Anglican Congress. The responsibilities of their position had greatly increased. To cope with them there must be an eminently able man. He himself earnestly desired to see elected one who would be worthy of the place formerly held by such men as Fulford, Bond, and Carmichael. (Cheers.) He and all the clergy would loyally support such a man, and he for his part intended to give his vote and influence for the election of Dr. Lang.

This speech had a great influence on the Synod, and after two other ballots the Bishop of Stepeny was unanimously chosen.

A telegram was later received from the Bishop of Stepeny, saying: "Deeply appreciate offer; regret cannot accept." The Synod then adjourned till November 24.

The Rt. Rev. Cosmo Gordon Lang, D.D., has been Fellow of All Souls' College of Oxford since 1888; Canon of St. Paul's since 1901; Hon. Chaplain to Queen Victoria; Vicar of Portsea, 1896-1900; was born 31st October, 1864, a son of the Very Rev. John Marshall Lang, D.D.; educated at Glasgow University; Balliol College, Oxford, scholar, 1882. He is the author of several works, as follows: "The Young Clansman"; "The Miracles of Jesus as Marks the Way of Life"; "The Parables of Jesus"; "The Opportunity of the Church of England."

SCIENTIST PROVES APES DO REASON

An ape reared from babyhood at the Biological Institute in Amani, German East Africa, has accomplished a bicycle rider. There was a demand from Berlin for so gifted a specimen of the anthropoid ape and he has now been added to the collections in the Zoological Garden of that city. Perhaps it is not very remarkable that an intelligent ape, with innate love for feats of balancing and gymnastic stunts on the branches of trees, should learn to ride a bicycle. His trainer reports that his patience and time were not overtaxed in teaching him to ride. The ape was a little slow in grasping the idea that by working the pedals he could propel the machine, but when light dawned upon him his education as a wheelman was almost complete. He is not yet sufficiently observant of obstacles in the road, but he is improving, says a writer in the New York Sun.

Just now the German public is most interested in the studies that Dr. Alexander Sokolovski has been making of three anthropoid apes at Stellingen, near Berlin. His scientific specialty is zoological psychology and he has been observing the life of two orang-outang, male and female, called Jacob and Rosa, and an unnamed chimpanzee. He has convinced himself that these animals have not only instinct but also elementary reasoning powers.

The three animals are excellent friends, but there are marked temperamental differences between the chimpanzee and the orang-outangs. The former is full of life and is doing something every waking moment. The latter are more quiet, sit restfully for long periods on the floor, and when they attempt the swinging bar they are slower and more cautious than the chimpanzee, who is reckless. He likes rough and tumble play with Jacob, but Rosa is his favorite. There seems to be a perfect understanding between them and she is his dutiful servant in many of his original performances.

To facilitate Dr. Sokolovski's studies the keepers gave a good deal of latitude to the three animals. The chimpanzee especially has had his own way to an unusual extent. He acts more naturally when he does not know that he is under human observation, and for hours every day he has been apparently by himself though watched every moment.

Some of the most interesting results of Dr. Sokolovski's studies grew out of the chimpanzee's desire to escape confinement. He does not like it, though his two friends seem content. They occupied a part of a very large wire cage, more than half of which was used as the summer sleeping place of the giraffes. The board partition dividing the cage into two compartments was high, though it did not extend to the roof. Nobody dreamed that the chimpanzee could surmount this wall, but he did, and it was one of his three successful attempts to get out of his cage.

In a corner of the cage against the wooden partition was a large box in which the apes slept and so heavy that they could not move

it. One day the chimpanzee jumped up on this box and seemed to be critically examining the partition. He jumped into the air again and again with arms stretched above his head, but he could not bring his fingers within three feet of the top of the wall. His attention suddenly became riveted upon a large tin globe which had been given to the animals to play with. It was made of thick plate and was so big and heavy that it was not easy to handle. It was made for rolling along the ground.

Now was the time for Rosa to help, and she was summoned. Together they boosted the globe upon the box and rolled it into the corner. Here it was kept by the faithful and intelligent Rosa while her friend clambered up over her back to the top of the globe. Rosa still kept the globe in place while the venturesome chimpanzee jumped again and again for the top of that partition. But he could not reach it by several inches. Then he had a conference with Rosa. Just how he communicated his idea to her is not known, but she understood him somehow or other.

The chimpanzee took her arm and helped her to clamber up on the globe. She stretched herself face downward on the rounding surface. The chimpanzee mounted on her body and made another mighty spring into the air.

It was a great success, for he clutched the top of the partition and dropped down among the giraffes on the other side. He was not a bit concerned about leaving his friends, but the unselfish Rosa had helped him to desert without reaping any advantage herself.

The keepers escorted the ape back to his own compartment and deprived the three friends of the globe that had given them so much amusement. They were very certain that the chimpanzee could not surmount the partition again. They did not know the extent of the animal's resources. It was observed a few days later that the chimpanzee was having more fun than ever on his trapeze, and it looked as though he were continually trying to swing himself against the roof. At last he gathered all his energies for the biggest swing of all, and when at the summit of his flight he sprang off the bar and just managed to catch the top of the partition. The next moment he was among the giraffes again. That very day the partition was extended to the roof and flight in this direction was quite cut off.

His next attempt was to break the fastening on the door of the cage. He observed with much apparent interest that when the keeper entered the cage he handled a bunch of keys, one of which he inserted in a padlock. The keeper sometimes gave him the keys because he was so gravely curious to examine them one by one, and often he would strain up against the wire to look at the padlock outside, for the idea seemed to dawn upon him that it had something to do with getting into or out of the cage.

One day Jacob managed to break the wooden piece on the swing and this put an implement into the hands of the chimpanzee. The bit of tough hardwood was about three

feet long and it had broken so that one end was almost a point. Dr. Sokolovski could scarcely believe his eyes when he saw the ape thrust the stick outside of the wire, push the thin end up through the staple that held the padlock and then pry with all his might to force it out. The keeper was notified, the performances terminated, and the chimpanzee was deprived of his new tool.

As he felt his restraint so deeply it was decided to give him a little occasional exercise in the open, and so one day the keeper took him out into the garden for a stroll, leading him by a small chain. It was a great lark for the ape and he plainly manifested his enjoyment and all the more when they reached a fruit stall at the gate, where he was regaled with bananas.

He had the time of his life and the very next day he decided that he wanted another stroll and more bananas. He set to work on the wire of the cage, which was merely meant for summer use, but was supposed to be strong enough to hold any animal that was put into the cage. The chimpanzee confined his attention to the smaller wires that were bent around the network of larger wires to keep them in place. He bit and tugged at one wire with his strong teeth till it broke, and then he uncoiled it with his fingers and threw it on the ground. He treated a number of these wire bands in the same way and then with his enormously strong hands and arms he pulled and bent the larger wires till he had cleared a hole big enough to crawl through.

It was high time to sound the alarm, but before anything could be done the chimpanzee was out in the garden and Jacob and Rosa were at his heels. The leader was making straight for the fruit stand when the force of keepers corralled the party and forced them back into the cage.

This is only one series of observations among many which led Dr. Sokolovski to the conviction that these animals, while less than human, are much more than brutes. He learned many things also from the orang-outang, but they were not so bright and interesting as the chimpanzee.

One of the peculiarities of this fellow was his antipathy for everything human excepting his keepers. Jacob and Rosa would blandly extend their hands for a cordial shake with the public while the chimpanzee lurked behind for a good chance to snatch off the headgear of the visitors. Spectacles aroused his greatest ire and he had a way of sweeping them off the nose with a sort of backhand claw that hurt and almost stunned the victim.

Dr. Sokolovski advises that a number of young men trained in zoological or comparative psychology be stationed in the native homes of these animals to make a thorough study of them. He does not think that the anthropoid ape was the direct ancestor of the human race, but he believes man originated through some striking differentiation from them.