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KHAKI UNIVERSITY *of* CANADA



REPORT

for

The Rt. Hon. Sir Robert L. Borden,

G.C.M.G.

(PRIME MINISTER OF CANADA).



Prepared by

H. M. TORY, LL.D.,

President, University of Alberta.



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REPORT.

To the Rt. Hon. Sir Robert L. Borden, G.C.M.G.,
Prime Minister of Canada.

DEAR SIR,—In reply to your request through the Hon. Sir Edward Kemp, Minister of Militia, for a report “describing the origin, organisation, objects, operations, and results of the Khaki University of Canada in Great Britain and France, including any relevant information.” I beg to submit the following:—

I.—Origin.

The idea that some sort of educational work might be undertaken in the Army originated, so far as I know, in the minds of certain officers of the Canadian Y.M.C.A. In the spring of 1916 I was asked by the National Executive of the Canadian Y.M.C.A. if I would come to England to make a study of their work in the Canadian Army with a view to advising them as to the manner in which they might further extend that work during the demobilisation period, so as to render the maximum service to the men, both during the returning period and after they had arrived at home. Circumstances made it impossible for me to undertake the task at that time. In the spring of 1917 I again received a call by cable from France, through Lieut.-Colonel Birks, asking me to devote my summer to the study of the problem of education in the Army areas in England and France. I came to England, therefore, in July, 1917, for the purpose of studying the one specific problem—to what extent it would be possible to undertake a definite educational programme among the soldiers in the Canadian Army.

The fact that a great many men had made appeals to the Canadian Y.M.C.A. secretaries for help along educational lines, and the additional fact that in the Canadian Army there were a great many students who had only partially finished their courses, led me to the belief that the subject was worthy of a careful study. The process of investigation and the results of my thinking will be found in the Report made at that time to Lieut.-Colonel Birks, copies of which accompany this document.

Up to the time at which I undertook the study of the subject no systematic educational work had been done, so far as I know, but the British Y.M.C.A. and the Canadian Y.M.C.A. had been putting on popular lectures as part of their programme of entertainment. In addition to these, certain officers of the Y.M.C.A. and the Chaplain Service had been conducting classes in connection with religious subjects. Further, little groups of men were found here and there doing something by way of discussion to promote an intellectual interest.

As the result of many conversations with officers and men in England and in France I came to the conclusion, as stated in the Report already referred to, that a most useful educational work could be done serving a double purpose :

(1) Promoting a better understanding of the war problems in the Army itself, thus assisting and stimulating the interests of the men in the prosecution of the war, and (2) creating an atmosphere of thought toward the problems of reconstruction and giving knowledge of such a definite character in relation to after-the-war occupations that would have a definite value when the day came for resettlement in Canada.

The double programme outlined, namely, for the period of the war and for the period of demobilisation, was meant to give emphasis to these two ideas; the

former mainly for the period of the war, the latter mainly for the period of demobilisation. It was quite clear from the start that if anything effective was to be done the whole thing should be put upon a systematic basis :

- (1) with respect to the studies pursued, and
- (2) in the manner in which the material for education was presented.

The recommendation was made, therefore, that a complete scheme covering the whole Army should be put into operation for the war period along the following lines:—

(1) AN ORGANISED SCHEME OF POPULAR LECTURES OF AN EDUCATIONAL CHARACTER, MAINLY HISTORIC AND SCIENTIFIC.

(2) THE PROMOTION OF SMALL STUDY GROUPS.

(3) THE PROMOTION OF READING GROUPS IN BILLETTS AND TENTS.

(4) BY THE DEVELOPMENT OF A DEFINITE LIBRARY SYSTEM.

For the Demobilisation Period the Plan should be intensified into a Systematic Scheme of Education broad enough to Reach Every Man in the Army.

It was apparent from the start that this could not be done unless a machinery could be created into which the educational forces of Canada could be fitted, as well as the forces available in the Army. I therefore recommended that the whole scheme be put upon a broader basis than was possible within the Y.M.C.A., that the Universities of Canada be consulted and interested from the point of view of teaching power and standards for the higher work, and also the general educational forces from the point of view of standards of work of a non-academic and industrial character.

After consulting with the General Commanding in England, with groups of officers under his control,

with the Generals commanding divisions in France, and with the representatives of the divisions called for a general conference at Headquarters in France, as well as with thousands of men to whom I had the privilege of speaking in public gatherings and hearing their views, I decided that the broad scheme as outlined in my Report was feasible, and that it should be brought into existence if possible.

The Report was completed in September, and I returned to Canada to see what could be done from the Canadian side. At the same time and parallel with my efforts at home a small group of men, among whom was Captain Mackinnon, of the Chaplain Service, and representatives of the Y.M.C.A., undertook to see what could be done in the way of organisation at the camp in Witley, where the first work was undertaken. Here the interest of General Hughes, the Officer Commanding the area, was immediately enlisted, and his helpful co-operation made possible the opportunity of a real test of the efficacy of our plan. The work grew so rapidly that the General Commanding in England appointed a committee consisting of Lieut.-Colonel Birks, of the Y.M.C.A.; Captain Mackinnon (Chairman) of the Chaplain Service; and Captain George Macdonald, of the Headquarters Staff, for the purpose of organising and controlling the movement pending the completion of the plans which I had undertaken in Canada. In Canada the matter was laid before all the leading Universities as a preliminary step to make sure that their co-operation could be secured. The Universities agreed to participate in three ways:—

(1) By accepting certificates of work done while in the Army in lieu of University work where it was of the same grade.

(2) To provide additional teaching power as required from time to time, more especially during the period of demobilisation; and

(3) To co-operate in forming an Advisory Board, representative of the Universities, which would serve as a Union Committee for the Universities behind the Khaki University movement.

The National Committee of the Y.M.C.A. of Canada agreed :—

(1) To transfer the control of the educational movement to the Committee representative of the Universities, and (2) to stand behind the financing of the movement up to the limit of their power.

An Advisory Board was then called into existence. It is constituted as follows :—

Geo. S. Campbell, Esq., Chairman Board of Governors, Dalhousie University.

W. M. Birks, Esq., Member Board of Governors, McGill University.

Jno. W. Ross, Esq., Member Board of Governors, McGill University.

Hamilton Cassils, Esq., Vice-Chancellor, Queen's University.

Sir Edmund Walker, Chairman Board of Governors, Toronto University.

Col. R. W. Leonard, Member Board of Governors, Toronto University.

G. E. McCraney, Esq., Member of Senate, University of Saskatchewan.

G. H. Wood, Esq., Chairman National Council, Y.M.C.A.

Lieut.-Col. Vincent Massey, Toronto.

Isaac Pitblado, Esq., Chairman Board of Governors, University of Manitoba.

Hon. Chief Justice Harvey, Chairman Board of Governors, University of Alberta.

Pres. A. S. Mackenzie, Dalhousie University.

Princ. Sir Wm. Peterson, McGill University.

Dean Adams, McGill University.

Pres. J. Bruce Taylor, Queen's University.
Pres. Sir Robert Falconer (Chairman), Toronto
University.
Pres. W. C. Murray, University of Saskatchewan.
Pres. J. A. McLean, University of Manitoba.
Pres. Westbrooke, University of British Columbia.
Pres. H. M. Tory, University of Alberta.
Pres. Creelman, Guelph Agricultural College.
C. W. Bishop, Esq. (Secretary), Toronto University.

Then the whole matter was laid before the Government of Canada in a memorandum embodying the principles of the scheme, and hearty approval was given. The attitude of the Canadian public is shown by the fact that the half million dollars which was asked for as a preliminary subscription to the carrying out of the plan has been largely over-subscribed.

In England the organisation was carried forward under the Committee mentioned above in a number of separate camps, including the larger areas, and the then Minister of Militia, Sir George Perley, High Commissioner for Canada, agreed to give to the general staff a limited number of men as a sort of permanent staff in order to bring the work under permanent control.

The Committee on Organisation also went to France for the purpose of determining whether work could be started there. On arrival they found that General Lipsett, with whom I had discussed the whole matter when I was in France, had undertaken the organisation of educational work on very broad lines. Captain Oliver, of the Chaplain Service, Professor of History at the University of Saskatchewan, and Principal of Presbyterian College, Saskatoon, was put in charge. The work was organised in France during the winter under the name of the University of Vimy Ridge, and I think I am justified in stating has had a far-reaching influence in

promoting an interest in the movement all over the Army areas in France.

In England the scheme took the form of a group of colleges in which work of a scholastic character played an important part, but as the statistics shown below of the work accomplished to date would indicate this was more superficial than real, as by far the largest part of the work was of an elementary and practical character.

In France, under the University of Vimy Ridge, the scheme was worked out through a series of battalion schools, the plan having its ramifications through the Army, more as a part of the regular Army organisation. In both cases the plan in every locality, whether in the Army divisions in France or the Army areas in England, has centred in the library, the library and reading-room associated with lectures being made the essential feature.

II.—Organisation.

(a) *During the War Period.*—As already stated above, the organisation in England took the form of groups for study in the areas, the local group being known as the Khaki College. Of these there are eleven now in England in the following areas.

London,	Bexhill,
Witley,	Epsom,
Bramshott,	Sunningdale,
Basingstoke,	Buxton,
Seaford,	Etchinghill,
Shorncliffe,	

with a branch of the combined Witley and Bramshott colleges at Frensham Pond, ready to meet the new men on their arrival from Canada.

The Headquarters of the organisation, known as the Khaki University of Canada, has been established in London, and undertakes the supervision, direction, and financing of the whole work. Up to the present time it has been under the general staff in so far as the machinery

of the Army has been used to control it, and since my return from Canada I have been personally directing the general policy. In this, of course, I have been acting after consultation with the group of men who constitute the Headquarters organisation.

At London Headquarters we have a Purchasing Department for libraries and equipment.

A Correspondence Department which is carrying on work by correspondence, especially with the hospitals and forestry camps both in England and in France, has also been added. This department, which has only recently been organised, is growing by leaps and bounds, a large number of men who are confined to their beds and otherwise unable to do anything taking courses to improve their education. The Red Cross Society's workers have co-operated with us in stimulating interest in the hospitals.

At the head of each college group is a President, who is generally an officer of moderate rank in the Army; a secretary, who is a member of the staff of the Y.M.C.A.; and a group of teachers who, together with the above officers, constitute the teaching faculty. In a certain number of the areas—Witley, Bramshott, Seaford, Shorncliffe—the arrangement made with Sir George Perley allowed for four full-time teachers from the Army, but as a matter of fact this authority has never been used to the full. The teaching has been almost wholly done by voluntary instruction, by members of the Chaplain Service, Y.M.C.A. secretaries and Army officers, and also by N.C.O.'s and privates who, before going into the Army, were in the teaching profession and who have gladly given a portion of their leisure hours in the evenings to teaching their fellows who were less fortunate than themselves. This has been the most gratifying phase of the whole work.

In France during the quiet months of the winter a certain number of men who had previously been teaching were allowed to give full time to teaching work, but

immediately the activities of the spring campaign began these men all returned to their units, and the whole educational programme, apart from the library end of it, was closed down.

There has been some difficulty in adjusting the scheme to the ordinary military organisation for the reason that in matters of education individual competent authority for the working out of details is not possible, the work not being of a routine kind. It has, therefore, worked out that the orders at Headquarters were issued from the general staff, but that in the actual planning of the courses the scheme has been carried out under an arrangement by which the decisions of the general teaching faculty are followed, subject of course to Headquarters' oversight.

Wherever it has been possible to use Army huts for the purpose of teaching we have so used them, but in other places we have been able to secure suitable buildings apart from the military camp. For example, a school at Seaford, a school building at Bexhill and at Buxton have been placed at our disposal. The local school authorities adjacent to the Army areas have been most considerate in helping us. In London, the University College, Gower Street, has thrown its doors wide open and has practically given us the complete use of its plant in so far as we require to use it.

(b) *Demobilisation.*—With regard to the general plans for demobilisation, it is absolutely necessary that the organisation should be modified so as to bring the educational control into the hands of a small body of men who would be responsible for the general organisation, and that the teaching should be classified along lines similar to those suggested in a latter part of this document and carried out under an organisation that will correspond somewhat to

the organisation of an Educational Department in one of our provinces. This is one of the large matters which requires immediate attention if we are to be ready for demobilisation when it comes.

III.—Objects.

The first thought in the minds of those who planned the scheme was to give an opportunity to the men who had left Canada in their school and college years to make up some of the lost time by using their spare hours during the war, thus keeping in contact with the life which they had previously planned for themselves, and to use the demobilisation period as a means of direct preparation for their work in life. The fact that men of this type have in hundreds put their spare hours into class work is an indication how completely this object has fitted into their needs.

The second great object of the plan, however, is to prepare for their life's work by means of practical education men who are yet young enough to benefit by class-work and lectures. It was believed that work carried on during the war period would serve to create an interest among the men which could be intensified and guided during the demobilisation period along lines that would make their readjustment into civil life in Canada simpler and easier for the authorities who have such matters in hand. It is hoped that the whole scheme may be ultimately related to plans for home settlement so that a very fair percentage of the men who otherwise had no fixed and settled occupations would have their minds definitely made up as to what they would like to do. Further, that such men passing into the hands of the Settlement Committee at home would have little difficulty in adjusting themselves into the newer conditions which must follow war. Under this head would come principally

men taking agriculture, business and other subjects of a practical character as suggested in a later part of this document.

The third, and I think one is justified in saying, the greatest object of all, in the minds of those who framed the project was to save for intellectual work for the future at home men who had just started to lay out for themselves intellectual careers the sudden termination of which was brought about by the outbreak of war. Had war lasted only a year this would not have made a serious break, but the time which it has lasted has been sufficient to almost completely dissociate such men from their previous life's work. It is hoped in this way that the thousands of vacancies in the teaching and intellectual professions will be filled by men who are stimulated during the demobilisation period to begin again to prepare themselves for work which they had previously desired. All of the professions have suffered. The Universities have been depleted. It will probably be a generation before the percentage of men following intellectual pursuits will be up to the old standard. In addition to that, the new industrial life of the future, which will be based more and more upon science and scientific research, will require great numbers of men of the intellectual type. It is hoped that the beginning of this preparation can be made now and during demobilisation in such a way as to carry its impetus into the future.

IV.—Operations and Results.

With regard to actual operations it may be said that we have found it possible to secure co-operation even without the application of military discipline between groups of men who are interested in the common object, so that the whole plan has so far been running smoothly even though it has not been done under direct military management.

Regarding the results obtained so far, perhaps a few figures will be the best indication. It must be borne in mind, however, that the scheme has only been going for a short time and that the organisation has not yet been completed.

(1) LIBRARIES.—Under the auspices of the Khaki University, and including the reference libraries put in by the Y.M.C.A. as suggested by the Khaki University organisation, ninety-three libraries have been established in the Army areas in France and England. These libraries consist of a selected series of reference books on the subjects upon which lectures have been given. For example, in each library there is an encyclopaedia, a set of standard reference books in all departments of agriculture, books on general engineering, and on particular branches of engineering, on economics, on the history of the war, on Canadian history and resources, and, in addition, all calls for books of a higher technical character by men who can benefit by them are immediately responded to. We are at work now preparing a plan involving a general Headquarters library in each Army area, and the building up of the battalion libraries or smaller libraries at suitable centres as branch libraries so as to enormously increase the reading facilities of the camps. We estimate an expenditure of 150,000 dollars on a library of a permanent character to be associated with the demobilisation period.

(2) CLASS REGISTRATION.—The table given below will give some idea of the class registrations. This table indicates the extent to which intensified study has been carried on under the direct control of the class or group organisation. The actual figures for France are not for the moment available, but apart from the fact that some of the lectures were carried on by parading the men for the purpose the figures are in about the same proportion as in England.

Centres.	Total individual Registration.	SUBJECTS OF STUDY.			
		Commercial subjects.	Agricultural subjects.	Engineering subjects.	General education including subjects of school and college grade.
Seaford	2,101	475	265	605	756
Witley.....	1,867	653	314	304	596
Bramshott	952	269	278	133	272
Shorncliffe	843	289	85	20	448
Epsom.....	666	202	101	155	208
Basingstoke ...	289	107	44	—	138
Bexhill	115	24	23	39	29
Sunningdale ...	81	12	20	15	34
Buxton	293	98	76	48	71
London	350	143	76	23	108
Correspondence Department..	449	79	80	161	129
Total	8,006	2,351	1,353	1,503	2,783

Note.—The figures here include all registrations since November of last autumn. Many of the men left their courses to go to France, and in a few instances have returned to England after being wounded and have taken up their work again. Most of these men will be available for classes for intensive study during demobilisation, as their registrations were made more or less with that understanding.

(3) GENERAL LECTURE SCHEME.—Since October of last year 341 lectures on general and practical subjects have been given in the Y.M.C.A. huts in the Army areas in England. These have been distributed as follows :—

Witley	97
Shorncliffe	89
Seaford	59
Bramshott	56
London	9
Epsom	9
Basingstoke	8
Sunningdale	4
Buxton	2
Bexhill	3
Taplow	2
Frensham Pond	2
Etchinghill	1

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The average attendance for each lecture was approximately 400, and the approximate total attendance,

170,000. It seems safe to assume that from 40,000 to 50,000 individual men were reached by these lectures, which have been on subjects closely related to those suggested in the original Report—Historical subjects dealing with the nations at war, general scientific subjects, phases of English and Canadian history, education in its scientific, economic and industrial aspects, "Life in Canada after the War," "Reconstruction after the War," "Scientific Foundations of Agriculture and Industry," etc., etc.

Demobilisation Plan.

The following Memorandum, prepared for the Demobilisation Committee, will suggest in broad outline the plan that it is hoped will be put into operation during the demobilisation period:—

MEMORANDUM.

It is recommended that the Khaki University be made part of the demobilisation plan and be carried out in the following manner:

I.—That an EDUCATIONAL CENTRE be established at one camp in England or France, or both, for intensive teaching, where the following classes of men may be permitted to come for definite study on practically a full-time basis.

(1) *Students of Agriculture.*—This course of study to be for men seeking the systematic study of agriculture, i.e., agriculture based on a definite course of study. To this class would belong:

(a) Students of agricultural colleges who have not completed their courses.

(b) Men with public school education who desire to take full-time organised courses of study to include, say, the equivalent of at least one year of a course in an agricultural school in Canada. This would be co-ordinated so as to fit into courses in agricultural colleges in Canada.

(2) *Men Seeking Business Education.*—The course of study to be arranged for those seeking a business education. This would be organised for men who have previously received the equivalent of a public school education and desire to take up a systematic study of business problems on the lines usually given in an organised business college.

(3) *Men Seeking Industrial or Technical Education.*—One main industrial centre should be established at the Central Camp, privileges of which would be open to all the above classes as well as for men in the centre who desired only instruction on industrial and economic lines.

(4) *Matriculation Students.*—The course of study to be made suitable for men of a reasonable age who seek University Matriculation and who have had one or two years of high school training.

(5) *Physical Education.*—There will be a demand in Canada after the war for a fair number of experts in physical education both in schools and colleges and Y.M.C.A.'s. This work would be closely related to the physical educational work already done in the Army. A good organisation for preparatory training in physical work, in gymnastics and in other types of community service could be set up. The personnel for such training could be obtained from the Y.M.C.A. service, and from the instructors giving physical training work to the Army. Already the one large training school for this work in America, at Springfield, Mass., has agreed to accept such work for men who wish to enter their classes later. As in all probability a similar training centre will be established in Canada immediately after the war, this could very well be made a preliminary to it.

(6) *Normal Training.*—There are a considerable number of men in the Army who intend following the teaching profession and who before enlisting were ready to enter the normal schools for professional training. An

opportunity to make the necessary preparation for such work should be offered. The departments of education in Canada have already been approached to grant credit in such cases. In one province alone there is now a shortage of 1,000 trained teachers. (The Minister of Education of this province has offered to the Khaki University to send the head of one of its normal schools to England to help carry on this work.)

(7) *University Men*.—Men who have partially completed their University course or who have already passed the Matriculation examination—this class to include students in

- (a) Arts.
- (b) Engineering.
- (c) Medicine.
- (d) Law.
- (e) Students seeking special work.

(a) Arts.—In the case of students in Arts the whole work would be carried on at the Centre.

(b) Engineering.—For students in engineering the work of the ordinary courses would be carried on at the Centre; for those who have reached the stage where specialisation is necessary, connection with the engineering and mining schools of Britain might be made.

(c) Medicine.—In the case of medical students preliminary subjects to be carried on at the Centre, but the clinical work to be carried on at the largest available hospital Centre in the Army. Adjustment of hospital staff might be necessary to make a complete teaching organisation.

(d) Law.—Preliminary work in law, such as economic and historical subjects, to be carried on at the Centre. Arrangements might be made for actual law students to be associated with a teaching centre in London, and, if possible, with a law office, so as

to make their time count as against the requirements for Articles in Canada.

(e) Special Work.—Special students seeking advanced work could be placed in the English Universities for a period, where the advantages of specialisation would be granted. Conferences between those promoting the Khaki University and the English Universities are already under way with this end in view.

(8) *Religious Education*.—It should be open to those who wish to give religious instruction, for men seeking to undertake religious work, to organise classes at the Centre for that type of instruction on the lines of one of the Union Theological Colleges in Canada. Of course, this is a matter which would have to be undertaken by those specially interested. But, as in all our Canadian Universities, an affiliated relation should be open to such an organisation. I have no doubt the religious authorities could arrange to have this work recognised by the authorities of their own churches in Canada.

II.—INDUSTRIAL EDUCATION.—In addition to the intensive work done at the Centre, and the lecture work through the Extension Department, mentioned under III. following, centres of industrial education should be established in each camp in France and in England. Here the ordinary teaching power available in the camp could be used for all who desired that type of instruction. The teaching given might be classified under the general head of *Elementary Practical Science*. Under this head would be included:

(1) Such instruction in various trades as can be given in the Army, the instruction being of as practical a character as possible, but including such an amount of theory as is consistent with reaching practical ends.

(2) Elementary Practical Engineering including subjects like :

Telephony,
Telegraphy,
Wireless Telegraphy,
Gas Engines,
Sanitary Engineering,
Elementary Practical Chemistry,
Applied Mechanics, and if possible
Elementary Machine Shop Practice.

(3) Short Course Agricultural schools dealing with the practical aspects of subjects like :

Animal Husbandry,
Agronomy,
Poultry raising,
Dairying,
Dairy bacteriology,
Agricultural botany,
Horticulture,
Bee-culture.
Drainage and Surveying,
Business and Marketing of Agricultural Products.

The Tractor and its Uses,
Farm Mechanics, including elementary carpentry and blacksmithing, etc., etc.

(4) Short Courses in Business Economics and subjects related to the business administration.

(5) Organised courses of directed reading in historical and related subjects.

III.—EXTENSION DEPARTMENT.—The co-ordinating agency between the educational centre referred to under I. and the industrial organisations in the Army areas under II. would be the Extension Department organised and controlled from the University Centre. The chief function of this department would be :

(1) To carry lecture courses into all the camps with the view of making them accessible for every soldier. These lectures would be general in character and deal with subjects like the British Empire Problems, After-the-War Problems, Reconstruction,

Co-operation as a Means of Promoting Public Welfare, the Economic Aspects of Agriculture and Business, Co-operative Agricultural Organisation as now being worked out in the various countries of the world, Canadian History, Canadian Natural Resources and their Conservation, the work of the Conservation Commission, the working of Governmental Departments like the Department of Agriculture and its relation to national prosperity, the Problem of Good Roads in relation to rural prosperity, Education in its Economic Aspects, Science in Relation to Industrial Development, Citizenship, Liberty as developed among the Anglo-Saxon races, and in general, problems connected with Social and Economic Well-being. Lantern slides and cinemas would be used for the purpose of presenting educational topics. Special emphasis would be laid upon agriculture and the outstanding industrial needs of Canada as a means of bringing men within the more formally organised classes. There is an unlimited variety of subjects of a practical nature which could be dealt with, and the very best specialists obtainable could be used for giving such courses. (This matter has been discussed with some of our prominent Canadian educationalists, and every man spoken to has offered to give his services.)

(2) In addition to these organised lecture courses a Correspondence Department would be in operation, the chief function of which would be to give directed courses of reading to those who, following their courses in the Army areas, desired more reading and study, but because of reasons which they could not control, or because of their unfitness, were not able to pursue the more intensive courses given at the general Centre. This organisation, which is now in existence and is carrying on its work with students both in England and in France, would

continue to operate as intensively as possible, particularly in hospitals and other areas where the lecture courses could not be made available. (At present considerable work in this way is being done in the forestry areas, where men are living under more scattered conditions, and men who enter the convalescent hospitals are immediately given an opportunity of taking up directed reading courses.)

IV.—PROMOTION OF ADVANCED WORK FOR SPECIAL STUDENTS.—Plans should be made to give to men who are already graduates, or who as undergraduates are ready for advanced work, an opportunity to pursue their studies, if possible, in the British Universities where the educational organisation is especially suited to their needs. For example, certain branches of industrial chemistry can be done better at the University of Leeds or Sheffield than at any other place in the British Empire. Other work could be done better at Oxford, Cambridge, Manchester, or London. The English Universities are already considering the question of how they could meet this need on the part of the Overseas men. Facilities for taking advantage of these opportunities should be granted to men in the Canadian Army as there will be a great need in Canada for men who can in the future promote research, particularly research in connection with industrial problems.

In connection with subjects like Law and Medicine also, a similar arrangement might be made for students who have reached the stage of education where they could benefit by such association. Further, the promotion of what would practically be graduate schools for men in Law and in Medicine could be undertaken, the former for the discussion of the international aspects of the problems connected with the War and similar topics, the latter for the dissemination of the new knowledge in the science of medicine which has resulted from the War.

V.—LIBRARY DEPARTMENT.—The function of this department would be to provide full library facilities

- (1) For the University Centre,
- (2) Circulating libraries for all areas,
- (3) Text books for instruction for both teachers and students,
- (4) General reading, particularly in relation to organised courses of study wherever these courses were offered.

In order to be ready to carry out this plan certain important things should be settled as promptly as possible :

- (1) The formal official sanction should be given to the plan and its relation to Army authority properly established.

- (2) The scheme for Demobilisation should be at least so settled that it should be definitely known whether a general centre for education can be organised either in England or in France, or possibly in both.

- (3) The classification of the men must be promptly undertaken so as to secure information as to the men who are able to benefit by intensified study as distinguished from those to whom only a limited programme would be useful. Steps with regard to this latter point have already been taken as follows :

- (a) The Universities of Canada have been asked to give complete lists of all the University men—both teachers and students—in the Army. This is now complete.

- (b) The provincial departments of education have been asked to give complete lists of high school students in the Army. This is complete for all except Ontario.

- (c) The Departments of Education have been asked to give complete lists, as far as possible, of the teaching power in the Army from the schools of the provinces. This is now being worked toward completion.

Further information looking toward the same end is being obtained as follows :—

- (a) The Universities have been asked to give

standing for subjects taught when of a University grade. This has already been settled.

(b) The Departments of Education have been asked to accept standards fixed for students taking work which corresponds to high school or matriculation grade. This is now being considered by the various provincial governments, and will doubtless be finally settled in the course of a month or two. Many of the provinces have replied favourably, viewing the whole matter from a generous point of view. This would seem to indicate that the University authorities and the educational authorities in Canada are satisfied that the matter can be competently handled.

(c) The agricultural colleges and schools have been approached to give additional teaching power and to accept standards of work. This also will be favourably settled, as all replies to date are of a very satisfactory character.

It is necessary that we should be able to determine promptly how many other men outside of these already classified would be available for courses, say, in agriculture and in business and in trades. This will require time and care, and can only be obtained when official authority is behind the whole organisation and permission given to secure the information.

With regard to teaching power, it is respectfully urged that wherever there are men who belong to a category which makes them unsuited for general service and who have had teaching experience, they should be made available for teaching purposes instead of sending them home, as a very large teaching power will be necessary before the plan is complete.

Steps have already been taken to secure books for future library requirements, as most of the books of a practical character will have to be brought from America, and in this also time will be found to be the essence of the matter.

Respectfully submitted,

London, May, 1918.

H. M. TORY.

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