

Copy *File* *Educational Dept.* *m. Sub*
Notes on the Education and Training of Teachers at McGill.

There are four factors in the making of a successful teacher. 1. The education of the candidate, that is the subjects he has studied, their correlation and sequence, the time spent upon them and the results achieved in the end. 2. The examples of education and scholarship and of methods and manners of teaching which the candidate has enjoyed or suffered at the hands of his own teachers in his own day. 3. A genuine personal interest in teaching and a strong belief in the importance of education in the community. 4. Professional teachers training.

Number one is essential. No person can teach what he does not know. No person can teach well what he does not know well. The master must know his subject in a much more fundamental and critical way than the student. If he does not he will miss all those fundamental simplicities in every subject of study which are always the most powerful weapons of the master teacher. If he does not appreciate these fundamental simplicities in his subject he is only a retailer of knowledge from text-books and that is not teaching or at any rate, is very poor teaching. In other words the successful teacher must not only know his subject; he must also know what his subject is about and what it means in the education of the mind.

Number two, while perhaps not wholly essential, is nearly so. I venture in any case, that number two is more important than number four. Example is better than precept especially when example is touched by the live-coal of personal contact and sympathy. It is in this way, indeed, that the human mind really learns all it knows, namely, by watching master minds and hands at work both in the realities of nature and in the artifacts of human society.

"Here work enough to watch
The master work, and catch
Hints of the proper craft, tricks
of the tools true play."

Number three is essential. No teacher who is not interested in teaching and in the importance of good teaching or whose interests in teaching are only secondary

can be successful. No number of principles, precepts and rules of pedagogy, no amount of ragged educational psychology, can ever sum up an effectual substitute for the teacher's own personal interest in his work and in its importance in the community alike for the individual and for society.

Number four can only be understood by a student in the History of Education. The story as I read it, is as follows. The professional training of teachers is of very recent date. For centuries the master teacher was produced by a nice blend of factors one, two and three, which I have named, and I am not yet convinced that the master masters will not continue to be produced in this way in the future. During these centuries, however, education was limited to the privileged or persistent few. The masses of men were wholly unlettered.

Came the demand for universal education. Followed the crowding of classrooms, the invasion of the teaching profession by women and girls, now almost a monopoly, and the employment of unqualified teachers in backward communities. The police might compel children to attend school, but to compel their parents to pay a living wage to the local school teacher was quite another matter. Nevertheless something must be done to meet the forced demand for qualified teachers. Something must be done, therefore, to short-circuit the education and training of teachers. Hence the Normal School. Every candidate for a teaching position, educated or uneducated, must spend three or six months or a year of apprentice training in a school for teachers. Thus the problem as it exists today. How shall the State provide an adequate education for all at prices which the people are willing to pay?

I am not now attacking the system. That is a mistake which many excellent university men often make. They prefer the few to the many. They laud the teacher with a class of five and reproach the teacher with a class of fifty. They make the little the enemy of the great. They make the good the enemy of the better. They extol the past and deride the present although knowing well that time metes out her little ^{increments} ~~movements~~ of progress with even hand to all who nobly try. Some of the higher schools in the older communities have undoubtedly suffered by this mass-movement in

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education. On the other hand, however, the average level of teaching talent in the schools has not been lowered and the average level of education in the community is much higher than ever before.

We have recently founded, or I should say refounded, a department of Education at McGill having the foregoing principles always in mind. We are not proceeding blindly. We are aiming at real results in time to come. We wish to begin soundly and to make sure of our foundations as we proceed. We are not improvising and we refuse any longer to short-circuit the education and training of University Graduates who intend to follow the profession of teaching. A Department of Education or a Teachers Training College in a University is on a different plane from a Normal School for the training of candidates who have had two or three years in the High School. We will not indulge in false pretences and shams, by offering too many courses of study in too many subjects or by offering long hours of routine lecturing and ragged note-taking. All these guilty practices have been roundly condemned by competent students of education everywhere in recent years.

We cannot afford at McGill to discount essential number one, i.e., the proper education of the candidate for teaching employment. We shall try to take care of number two by keeping our levels of scholarship and teaching on the professoriate as high as we can possibly afford especially in the great foundation subjects of study which candidates will be required to teach after they have left college, viz., Classics, Mathematics, English, French, History and the three standard sciences Physics, Chemistry and Biology. The first task of the department of education will be to take care of essential number three by trying to interest a few promising graduates and others in the study of educational problems and in the practice of teaching.

The requirements in McGill at present are as follows:- A full course of three hours per week in the History of Education in the third year, a similar full course in the Philosophy and Practice of Education in the fourth year, three hours per week in the fourth year in French, Drawing and Music and fifty half-days of apprentice teaching under competent supervision and guidance. I may also add that there are three full

courses in the Psychology of Education offered in the Department of Psychology, viz., one full course in the Psychology of Education in Primary and Secondary Schools and one full course each for advanced pupils in Mental Measurements and Intelligence Tests. Some candidates will doubtless elect one or more of these courses in Psychology provided always that this election does not impair their work in the more fundamental subjects I have named. We cannot do more than this for our undergraduates at McGill without impairing the educational value of the Bachelor's Degree and we refuse to do that. I may add, however, that we hope that a few candidates at least will soon enter for one or two years of graduate study for the Master's Degree in the Department of Education. This is, I should say, our main hope at present. I should perhaps point out, too, that the requirement for the Master's Degree is now one full year of real graduate resident study. The old practice of granting this degree after three years of good behaviour and a paltry thesis is dead and done with.

There are some other matters of interest which I should like to point out in this memorandum. First of all the prevalent mistaken belief that the premier universities and colleges of this Continent offer a course of study extending over four years for the Bachelor's Degree should be corrected without delay. I do not know of any university or college on this Continent, or on any other continent for that matter, which requires a full four years of study for this degree. What is really offered is a preliminary post-matriculation year of study called the first or freshman year and three subsequent years of study for the Baccalaureate. Suppose now that these three years are reduced to two: suppose, furthermore, that these remaining two years are made to cover a variety of eighteen or twenty subjects each subject including three hours of routine lecturing per week throughout the session, and is it not obvious that the graduate from an institution of this rank cannot possibly have achieved the level of a Bachelor's Degree in any single subject or group of cognate subjects of University study. Perhaps, indeed, the two most misleading tendencies in the educational methods of our time on this continent is the tendency to multiply the number of subjects taken concurrently, and the corresponding tendency to increase the number of daily lectures. The

obvious result of this method is that the students' time and work are so divided among a variety of subjects that he has no opportunity of acquiring a mastery or even a permanent interest in any of them. Far better one subject done thoroughly than many subjects done imperfectly. The student who has thoroughly mastered one subject has achieved a model by which he may achieve an equal mastery in other subjects at some later date should he so desire. Indeed this is the very heart and meaning of education. No man of real university experience, fair judgment and scholarship would, I think, measure the work required for a degree in the class of institution I have described above the work required at the end of the sophomore year in any real university of high rank, and, yet, this is the programme which some of our minor institutions are holding out in lieu of a university education.

Finally it should always be kept carefully in mind that the personality, interests and training of candidates for university appointments is always by far the most important problem in the making of a university. At the present time four years of undergraduate work with honours and three additional years of special graduate work under the supervision and guidance of experienced masters in research and teaching are required for even minor appointments in universities of premier rank. This is the minimum. It may be presumed, too, that each man should be specially trained to do the work he proposes to do and that the thoroughness of his training should be determined by the importance of his work. The Physician, for example, must be trained to be a Physician, the lawyer to be a lawyer and so on. No physician would any longer be permitted to practise law and no lawyer to practise medicine. How then can the appointment of clergymen or candidates holding only an ordinary Master's Degree to university positions be any longer justified? Much as many of us believe in the teaching and practice of Religion in the schools and colleges, the church college is really out of date. It always has been out on this continent and that for the obvious reason that the Protestant Churches have more than they can do to support their own churches without attempting to carry the heavy burden of secular education in the community.

May 26, 1930.

McGill vs Bishop's

Rex Clarke

HOWARD MURRAY
112 ST. JAMES STREET
MONTREAL

May 19th, 1930.

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Sir Arthur W. Currie, G.C.M.G., K.C.B.,
McGill University,
M o n t r e a l.

Dear Sir Arthur:-

The following is an excerpt from a letter,
which I have received from Dr. W. O. Rothney, Professor of Education
at Bishop's University, namely:-

"I am today in receipt of a copy of the prospectus
"of courses in Education for 1930 - 31, issued by McGill.
"It seems to me to be very meagre training for the High
"School Diploma. It is certainly not more than one third
"of what is being given at Bishop's. I think the time has
"come when we should insist on at least one year of
"graduate work in Education being done by candidates for
"the High School Diploma. I do not see how any profession
"could approve of less than one year of professional
"training. With the short year that McGill has, the
"least that could be expected would be 15 hours per week
"lectures in Education. McGill is offering only six. In
"Bishop's we are giving 15 hours per week lectures, and
"five half-days teaching per week, from the 20th of Sep-
"tember to the end of May. Moreover, McGill is still
"intending to continue the policy of crowding the work
"in Education in, along with the Arts work.

"It is evident that, if students are determined
"to secure their degrees, which they must secure, if they
"are to receive high school diplomas, they are going to
"do as little in Education as they can without actually
"failing.

"I call your attention to the McGill prospectus
"lest among your many duties you may not notice the paucity
"of training suggested. I presume the Protestant Committee
"will be asked to approve of the training prescribed."

I understand that Dr. Rexford had a meeting

5/19/30

on Saturday of his Sub-Committee, which dealt with the subject of the "A" Diploma, but I was in New York and could not attend.

I am not familiar with the contentions set forth by Dr. Rothney; in fact, I thought the situation was otherwise, and that McGill was giving adequate work..

Dr. Rothney wrote me as to the Continuation Year, but introduced this subject of the "A" Diploma without any particular reason that I know of.

I do not agree with him that post graduate work in Education should be compulsory. I am also persuaded that a measurement of hours per week of lectures is no proper criterion.

If you are not planning to be at the Meeting of the Protestant Committee at Lennoxville on the 30th, it might be well if Professor Clarke could post me as to the syllabus in effect at McGill, so that I can deal with the subject intelligently at the Meeting.

Yours faithfully,

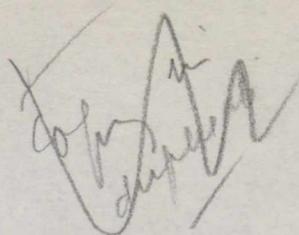
W. B. Burrows

*To Professor Clarke,
Passed to you for
comment please.*

HM/FM

W. B. Burrows

Copy.



May 20, 1930.

Dear Sir Arthur,

As the criticism which Dr. Rothney passes on the Education courses at McGill is of the nature of a criticism of the University itself, I feel that it would be well if my comments upon it were addressed to you. You can then make such use of them as you think fit. I am sure that Mr. Howard Murray would be willing to accept my reply to his request sent through you.

The comments I offer are as follows:-

1. McGill agrees that for the satisfactory training of High School teachers a graduate course of at least one year is desirable. Moving towards that end it has instituted an M.A. degree in Education and now offers substantial scholarships to suitable candidates taking that course. But it cannot as yet make the graduate year compulsory. The degree course is already one of four years (as against three at Lennoxville), and the attractiveness of the teaching profession, especially for men, is not such as to render the uniform requirement of a five years' course feasible. Even in present circumstances hardly any men are coming forward for training.

2. Hence Courses 1 and 2 in Education are retained as undergraduate courses. They have been doubled in weight being now full courses instead of half-courses.

3. Even if a graduate year of training should become the rule these courses must be retained. They are taken, (especially Course 1) by numbers of students who do not propose to take the High School Diploma. The numbers of students of this type seem likely to increase, particularly in Course 1. Education as a general study may have the same sort of claim as Sociology or Economics to a

place in the offerings for a B.A. degree.

4. In saying that McGill offers only six lecture periods, Dr. Rothney overlooks a further three hours a week in the Fourth Year, spent on French, Drawing and Music, and fifty half-days of practical work in school. These are required of all candidates for Diplomas.

5. While it is not argued that the present arrangement is as adequate as that which could be achieved on the basis of a graduate year, I must question the sufficiency of a comparison of lecture hours as a proper basis of estimation. During part of my own time at the University I had no more than three lectures a week. Dr. Rothney might assume from this that I was doing little work.

Differences in methods of teaching would have to be taken into account. A method of comparison which assumes that students are not learning unless they are being formally taught in class, seems to me to be particularly inadequate when the training of teachers is in question.

My own arrangements contemplate a good deal of essay work with study and reading outside the class.

6. But the deeper issue seems to be one of principle. The question is as to the proper training of High School teachers. My own experience in this regard has led me to the firm conviction that such a teacher cannot be made out of a half-educated man. The attainment, in one or two subjects, of a sound standard of scholarship that approaches mastery seems to me to be basic. A teacher who has not himself come within sight of this mastery in any field can hardly communicate the real stimulus of scholarship to his pupils. Coming developments in secondary education will emphasize the importance of this consideration.

McGill with its four years' degree course, its desire for a change in the Diploma regulations that will give more scope to Honour students and its plans for graduate courses of training, is endeavouring to build on this foundation. Hence, Dr. Rothney, if he wishes to make his comparison quite fair, should extend it

into this field, or else claim, - as the only alternative, - that the duration and thoroughness of a candidate's own education are irrelevant to his training as a High School teacher. I do not see how any number of hours of lecturing on Education could make up for deficiency in this respect. I should be interested to know how many hours of lecturing on Education Dr. Rothney would think necessary for a student who had already attained that standard of general scholarship which I regard as a prime desideratum. Is it not high time that, especially with High School teachers, we rid ourselves once for all of any idea that instruction in the methods of teaching a subject can balance real ignorance of the subject itself?

One other general comment I would make. It is that opportunity should be given for all who are directly concerned with the working out of a satisfactory scheme of training High School teachers to meet together to discuss their difficulties and differences. The method of what I may call informal personal correspondence seems to me to be the least satisfactory that could be devised.

I am,

Yours very truly,

(signed) F. Clarke.

May twenty-first,
1930.

Howard Murray, Esq.,
112 St. James Street West,
Montreal.

Let me acknowledge both your letters of the 19th. The one with reference to the matriculation requirements will be answered more fully in a day or so.

With reference to the other letter, in which you pass on to me certain comments by Dr. W. O. Rothney, Professor of Education at Bishop's University, I have this to say:-

At McGill we believe that for the satisfactory training of high school teachers a graduate course of at least one year is desirable. We have moved towards that ideal, inasmuch as we have instituted an M.A. degree in Education and we have made available four scholarships each year of a value of \$500 each, in order to induce graduates in Arts to take this M. A. course.

Our degree course is already one of four years, as against three at Lennoxville. If the extra year is made compulsory, our course would be five years as against four at Lennoxville, an arrangement which might please Lennoxville very much. The attractiveness of the teaching profession, especially for men, is not such as to render this requirement of a five-years course feasible; even in the present circumstances few men are coming forward.

Dr. Rothney says that he thinks the time has come when at least one year of graduate work in Education should be insisted upon. Surely he does not maintain that the extra year's work at Lennoxville resembles in any degree whatever a graduate year. If he does, his conception of post-graduate courses is vastly different from the view we entertain here.

The fact that McGill offers courses in Education in the undergraduate years seems also to come in for his condemnation. We maintain that Education has just as much right in an undergraduate course as Sociology or Economics.

In comparing the number of hours a week given to lectures in Education at McGill with the number of hours at Lennoxville, Dr. Rothney falls into a very common error of those who have not studied the question very deeply. He evidently concludes that the quality and merit of a course has to be judged by the number of hours of lectures. Nothing could be more fallacious. In no course in Arts at McGill do we insist upon attendance at fifteen lectures a week. Our tendency is, rather, to cut down the number of lectures and to increase the student's capacity for independent work. It is very wrong to assume that because a man attends only a few lectures at a University he is doing little work. Differences in methods of teaching would have to be taken into account, and I am quite willing to back Professor Clarke as a teacher against Dr. Rothney. A method of comparison which assumes that students are not learning unless they are being formally taught in class seems to me to be particularly inadequate when the training of teachers is in question. I think it is particularly unfortunate that some of our teachers are trained by a man who holds the view that the value of a course is to be determined by the number of lecture hours. I know that Professor Clarke contemplates a good deal of essay work, with study and reading outside his class.

in the final year

But there is a deeper issue still - and it is one of principle. The question is, How best to train a high school teacher? The philosophy held at McGill in this regard is that you can't make a good teacher out of a half-educated man and that the attainment in one or two subjects of a sound standard

of scholarship that approaches mastery seems to us to be a basic principle. We attach more importance to sound scholarship than to an unnecessary number of lectures in methods. A teacher who has not himself come within sight of this mastery in any field can hardly communicate the real stimulus of scholarship to his pupils.

McGill, with its four years' degree course, its desire for a change in the diploma regulations that will give more scope to honour students, and its plans for graduate courses of training, is endeavouring to build on this foundation. Hence, Dr. Rothney, if he wishes to make his comparison quite fair, should extend it into this field, or else claim - as the only alternative - that the duration and thoroughness of a candidate's own education are irrelevant to his training as a high school teacher. We do not believe that any number of hours of lecturing on Education can make up for deficiency in scholarship. Dr. Rothney thinks that the time has come when certain things should be done. We think that the time has come - especially with high school teachers - when we should rid ourselves once and for all of any idea that instruction in the methods of teaching a subject can balance real ignorance of the subject itself.

You refer to the meeting that Dr. Rexford had of his Special Committee which deals with the subject of "A" diplomas. I have this comment to make. It is, that opportunity should be given for all who are directly concerned with the working out of a satisfactory scheme of training high school teachers to meet together to discuss their difficulties and differences. I agree with Professor Clarke when he says that the method of what he calls "informal personal correspondence" seems to be the least satisfactory that could be devised.

Ever yours faithfully,

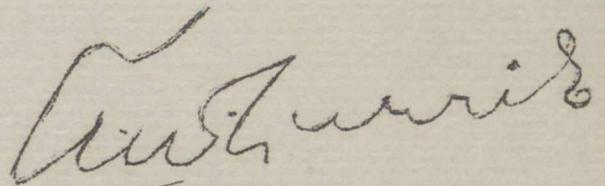
Principal.

May 7th, 1930.

Dear Sir,

I am taking the liberty of sending to you a short appreciation of Some Aspects of Protestant Education in this Province. It was written by Professor Clarke, Chairman of the Department of Education at McGill, where a Committee is giving some thought and study to the questions raised in Clarke's memorandum.

Ever yours faithfully,

A handwritten signature in cursive script, appearing to read "A. H. Lewis".

Principal.

Canadian Teachers' Federation

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SUMMERSIDE, P.E.I.

June 2nd, 1930.

OFFICE OF THE PRESIDENT
TECHNICAL INSTITUTE
SHAWINIGAN FALLS, P.Q.

Sir Arthur Currie, Principal,
McGill University,
Montreal, P. Q.

Dear Sir,

I have received and carefully reviewed the notes on Education in the Province of Quebec, as controlled by the Committee for Protestant Education, by Professor F. Clarke, and I wish to congratulate you and Professor Clarke in taking this initial step in arousing interest in Protestant Education of this Province.

The Provincial Association of Protestant Teachers, have felt for some time than an internal survey should be made of our system and reported along these lines to the Provincial Secretary. Unfortunately, through error, our report was sent to the wrong department, and we received a certain amount of criticism.

As a past President of the Provincial Association of Protestant Teachers, and as an active member of that Association, I can assure you that we will do everything in our power to assist in making your study of conditions effective.

I would like to ask your permission to use these notes as a basis for a discussion on school surveys at the Convention of the Canadian Teachers' Federation, which is to be held in Alberta, July the 14th, to 17th, inclusive. I wish to use these not with the intention of showing the weaknesses of Protestant Education in this Province, but more as a basis for Educational Surveys in all the Provinces.

Yours sincerely,

CANADIAN TEACHERS' FEDERATION.

C. N. Crutchfield

President.

CNC:MW.

June 4th, 1930.

C. N. Crutchfield, Esq., President
Canadian Teachers' Federation,
Technical Institute,
Shawinigan Falls, P. Q.

Dear Sir,

Let me thank you for
your letter of June 2nd, in which you express
approval of Professor Clarke's memorandum.

I know that he would be
only too glad to have you make whatever use you
can of what he has written.

yours faithfully,

Principal.

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF EDUCATION

March 12th 1930

Dear Sir Anthony

I enclose a copy of the result of my efforts to set down a few ideas. There is nothing final about it, of course. I am prepared to find that my views may have to undergo modification. But the document does put into words some of the main conclusions to which I have come so far.

Of course there may have to be changes if a wider use is to be made of it. I should value any comments from you particularly in reference to this possibility.

I am

Yours very truly

F. Clarke.

May 15th, 1930.

Mr. H. Bilkey,
Editor-in-Chief,
The "Gazette".
Montreal.

Thank you very much for the nice editorial last Monday on the McGill French Summer School, and also for the space given a few days later to the work of the Department of Extra-Mural Relations.

I am taking the liberty of sending herewith a memorandum prepared by Professor F. Clarke, Chairman of the Department of Education at McGill. This memorandum deals with some aspects of Protestant Education in this Province and I think it is worth reading. It is the result of some thought and study given to this subject by a small committee of McGill men, who were in the habit of meeting in my house during the spring months.

I may say to you that although Professor Clarke has been with us for only a year, we recognize that he will prove a source of great strength to the professorial staff.

Principal.

May 15th, 1930.

Mr. George Wright,
Editor-in-Chief,
Montreal Daily Star.

I am taking the liberty of sending herewith a memorandum prepared by Professor F. Clarke, Chairman of the Department of Education at McGill. This memorandum deals with some aspects of Protestant Education in this Province and I think it is worth reading. It is the result of some thought and study given to this subject by a small committee of McGill men, who were in the habit of meeting in my house during the spring months.

I may say to you that although Professor Clarke has been with us for only a year, we recognize that he will prove a source of great strength to the professorial staff.

Principal.

1240 PINE AVENUE WEST
MONTREAL

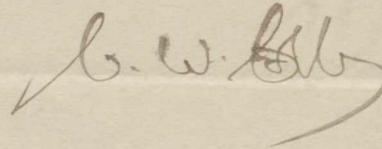
May 17, 1930.

Dear Sir Arthur:

Returning from an absence I find yours of May 7th enclosing Professor Clarke's paper on "Some Aspects of Protestant Education in the Province of Quebec." Having formed an extremely high opinion of the capacity and character of Professor Clarke, I shall read this statement with the utmost interest. Meanwhile, I thank you for your thoughtfulness in sending it to me.

With best regards,

Yours faithfully,



Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
Principal,
McGill University,
Montreal.

Bishop's University
Lennoxville, Quebec

May 16th. 1930.

OFFICE OF THE
PRINCIPAL AND VICE-CHANCELLOR
REV. A. H. MCGREER, M.A., D.D., M.C.

Sir Arthur Currie,
Principal, McGill University,
MONTREAL.

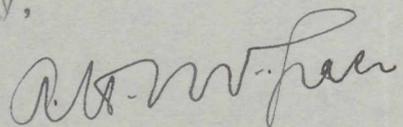
Dear Sir Arthur:-

Thank you for your note of May 7th. and
for the memorandum prepared by Professor Clarke on
Protestant Education in Quebec. The lucid way in which
the problems confronting us have been set forth makes it
a document of great interest and value.

With kind regards,

Believe me,

Yours sincerely,



Principal.

Telephone Private Exchange: 727 & 728

Nicol, Lazure, Couture & Fortier
Advocates, Barristers, &c.

HONORABLE JACOB NICOL, K.C., D.C.L.
WILFRID LAZURE, K.C.
J.S. COUTURE, K.C.
JACOB YALE FORTIER, K.C.

Olivier Building
Corner Wellington and King Streets

Sherbrooke, Que.

May 17th, 1930.

Sir Arthur Curie, Principal,
McGill University,
Montreal,

Dear Sir Arthur:

I thank you for sending to me the report made by Professor Clark on the situation in the Province of Quebec.

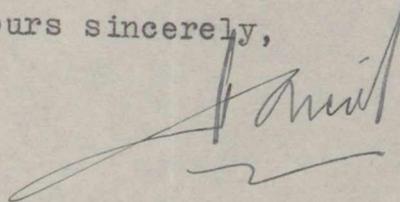
I read it on my way to Quebec, the other day, and had occasion to discuss it with the Honourable Mr. McMaster, at breakfast the next morning.

I think the report is very fair, and it ought to be given every consideration, and I hope that it will be possible for the Government to appoint Professor Clark on the Committee of Public Instruction, where he can be very useful.

I shall be glad to receive the report of any further work which Professor Clark may carry on.

Yours sincerely,

JN-R.



Royal Victoria College for Women

MCGILL UNIVERSITY

MONTREAL

May 12, 1930

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.
Principal,
McGill University.

Dear Sir Arthur,

Thank you very much for sending me
Professor Clarke's paper. I have read it with great
interest and am confirmed in my impression that the
coming of Professor Clarke means a very great
acquisition of strength to the Faculty of Arts.

I shall be interested to hear later
the findings of the Committee of which you speak.

Sincerely yours,

Susan E. Vaughan

Acting Warden

Milton L. Hersey

980 ST. ANTOINE STREET

Montreal

May 12, 1930

Sir Arthur Currie,
Principal, McGill University,
Montreal.

Dear Sir Arthur:-

Thanks for your circular letter
of the 7th instant enclosing an appreciation of
Some Aspects of Protestant Education in the Province
of Quebec by Professor Clarke, of the Department of
Education at McGill, and I shall read his article with
very real interest.

Yours sincerely,

Milton L. Hersey

Provincial Association of Protestant Teachers
of Quebec

3449 University St.
Montreal.

May 13, 1900.

Dear Sir Arthur Currie: -

I beg to acknowledge with the
greatest satisfaction receipt of the "Notes
on Education in the Province of Quebec",
written by Professor F. Clarke.

The teachers of the Province were receiving
this report with joy and anticipation,
as for many years they have been quite
unhappy over many of the existing
conditions mentioned.

Indeed two years ago at our
Annual Convention, we passed a resolution
asking that a Survey should be made.
Unfortunately we made the mistake,
so we have been told, of sending the

Provincial Association of Protestant Teachers
of Quebec

resolution to the Government - ; but we
did this as we knew the Protestant
Committee had no funds for such a
work.

We have been much gratified that
a free time Professor of Education has
been appointed to the See; indeed we
felt so keenly about the matter that
I had corresponded with Dr. C. L. Martin
on the subject - during the year that
you were absent from the University.

May I also at the same time
express our gratification at the announcement
of the Scholarships in Education, Quebec
of which we also receive to day.

Very truly yours,

Isaac E. Brettan

Dr. W. M. Rowat
Coroner

Sthelstan, Que., May 14th 1930

Sir, A. W. Currie
Montreal Que

My Dear Sir Arthur:

I am favored with
yours of the 7th inst containing
Professor Clarke's brochure on
Education in the Province of Quebec
for which I thank you.

I have read it through once rather
hurriedly but intend doing so again
more carefully. Again thanking you.

I am
yours respectfully
W. M. Rowat.



OFFICE OF
G. W. PARMELEE

May 16th, 1930.

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
Principal,
McGill University,
Montreal, Que.

Dear Sir Arthur:-

Please accept my thanks for the Notes on
Education in the Province of Quebec which were pre-
pared by Professor Clarke, and sent to me with your
letter of the 7th instant.

Yours faithfully,

Director of
Protestant Education.



Montreal, May 20th, 1930.

Sir A. W. Currie,
Principal,
McGill University,
Montreal.

My dear Sir Arthur,

I have just been reading the notes on Education
in the Province of Quebec prepared by Professor Clarke.
I find them very interesting indeed.

I am very much obliged to you for sending
them to me.

I am,

Yours very sincerely,

A. Dewar

1429 Crescent Street,
Montreal, May 23, 1930.

Dear Sir Arthur,

Thank you very much
for sending me Prof. Clark's
able paper upon Protestant
Education in the Province of
Quebec -

Its tactful and suggestive
treatment of this difficult
subject must encourage
all who have been saddened
by both autocratic conser-
vatism and complacent

acceptance of things as
they are.

Thank you much for
the vision that has enabled
you to appreciate the need
of reform and to choose
a wise, fearless man to
guide educationists along
new and better ways.

I would consider it a
great privilege to be allowed
to assist, at any time, in some
slight measure.

With good wishes and
kindest regards,

Yours sincerely,
Carrie M. Derick

MEMORANDUM CONCERNING QUALIFICATIONS FOR HIGH SCHOOL DIPLOMAS.

1. That at least two years of under-graduate work should be required from candidates for high school diplomas in each of the following subjects:- Latin, Mathematics, English, French and History, AND two additional subjects of which Science for two years shall be one.
 2. That the present provisions for professional training of candidates for High School Diplomas are quite inadequate in reference to methods, practise teaching and school administration.
 3. That under the existing conditions of time and staff very little improvement can be expected in the present scheme of training.
 4. That it is very important for the professional training of candidates for High School Diplomas that the Chair of Education at McGill University should be filled by a full time professor.
 5. That, with the appointment of a full time professor of Education, improved professional training for candidates for High School Diplomas might possibly be provided in two directions -
 - (a) In giving the subject of education, theoretical and practical, a more prominent place and a greater relative value in the regular Arts course.
 - (b) In providing a thorough course in education, theoretical and practical, in the department of graduate studies qualifying for the M.A. degree.
-

Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE

SUPERINTENDENT

When replying please give
at the head of your letter
this number.

No. 852/32

Replies should be addressed
to "The Superintendent of
Education, Quebec, P.Q."

LIONEL BERGERON

FRENCH SECRETARY AND
DEPUTY MINISTER OF THE
DEPARTMENT.

W. P. PERCIVAL

ENGLISH SECRETARY, DEPUTY
MINISTER OF THE DEPARTMENT,
AND DIRECTOR OF PROTESTANT
EDUCATION.

July 29th, 1932

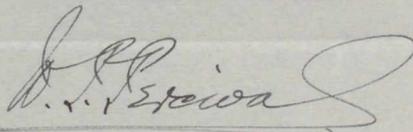
Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal, P.Q.

Dear Sir:-

At the meeting of the Central Board of Examiners
held on July 28th, the new course of training for the
high school diploma was discussed.

I was asked to request that full particulars of
this course be given in order that it may be considered
further by the Central Board .

Yours truly,



Secretary, Central Board of Examiners

A/

J. Jean MacKay

Please answer forms
attached

1/8/32

Suggested letter to Dr. W.P. Percival.

August 2, 1932.

Dr. W.P. Percival,
Director of Protestant Education,
Department of Education,
Quebec.

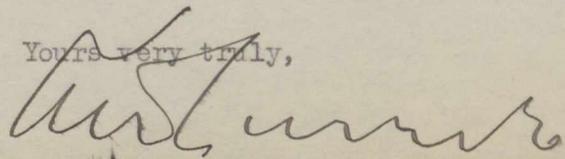
My dear Dr. Percival,

I have received your letter of July the 29th and I am now enclosing a memorandum taken from a recent report made by Dean MacKay of the Faculty of Arts and Science which contains all the particulars in my possession at present affecting the proposed new course for the training of high school teachers at McGill.

The working out of the details of this plan will, as you know, be left largely to Professor Clarke of the Department of Education and none of us in the University at present are in a position to give you any further authentic details without Professor Clarke's collaboration. Professor Clarke is at present lecturing at Halifax in the summer school for teachers in Nova Scotia and I am now sending him a copy of your letter and of my reply and of the material from the Dean's report.

I shall be pleased, however, if you will send me, in the meantime, any further specifications which the Board of Examiners deem to be important, as I am very anxious that the Department of Education in the Province and the Department of Education in McGill should co-operate most carefully in perfecting any plans which we may make for the better education and training of teachers in this Province.

Yours very truly,



Memorandum from Report for Academic Year 1931-32.

Faculty of Arts and Science

"The Department of Education.

A very marked change has been projected in this department during this session. Hitherto undergraduates intending to enter the teaching profession were required to take two full courses in this department, one in the third and one in the fourth year, and after completing this work and obtaining their university degrees were granted a High School Teachers' Diploma for the Province of Quebec. Subject to some changes in detail the scheme now projected is as follows. A full year of graduate study will be required of these candidates after taking the degree of B.A. or B.Sc. in this Faculty, and the work prescribed for this graduate year of work will be substantially as follows:-

1. Education I. To be taken normally in the undergraduate years.
2. Education II. To be taken in the graduate year.
3. Physiology. This is an introductory course given by Professor John Tait. It is of great value for teachers since its main theme is a thorough study of the nature of the functioning organism, a sound understanding of which is, in our view, the indispensable basis of any serious study of education.
4. Psychology. The actual work selected may vary according to the needs and standing of the student but in all cases it will bear directly upon the work of teaching.
5. Further Study of Two High School Subjects. This will not necessarily involve further attendance at classes but is included as a guarantee of further intellectual growth on the part of the student and to give to those University Departments that are concerned with High School subjects stimulus and opportunity to interest themselves in the needs of the High Schools.
6. Study of Methods of Teaching these Subjects.
7. Speech-Training. Not necessarily extended over the whole year, but aiming at a minimum standard of competence.
8. Practice Teaching. Here it is proposed to make greater use of the facilities of the School for Teachers at Macdonald College, and a scheme of joint action will be worked out, which will provide for greater diversity in the forms of practical work, for a closer relation between practical work and class lectures, and probably for the expenditure of more time than is possible under present conditions.
9. Special classes in French, Music and Drawing now provided at the Montreal High School will, of course, be continued.

In regard to the working of the scheme as a whole I wish to add:-

- i. That it includes all the requirements for the High School Diploma of the Protestant Committee of Public Instruction. The University will devise a form of certification to be granted to candidates who complete satisfactorily the work of the graduate year. But it will be a condition of such certification that the candidate shall have fulfilled all the requirements of the Department's High School Diploma.
- ii. Existing arrangements for taking the work for the Diploma in the undergraduate years will be continued for a time. Due notice will be given of the University's intention to require all candidates to take training under the new scheme, and such notice will have regard to existing commitments in respect of students who entered the University before such notification was made.
- iii. Nothing in the foregoing is intended to interfere with the working of Regulation 30 whereby candidates who hold the Intermediate Diploma of Macdonald College may receive the High School Diploma upon completing the requirements for a degree.
- iv. Similarly the requirements of Regulation 21 in respect to the content of degree courses will continue to hold. (See (i) above).

This plan has been approved by the Faculty and it is sincerely hoped and expected that it may achieve a very marked improvement both in the education and training of our graduates who intend to enter the profession of teaching in this Province and elsewhere."

Copy for the Principal.

Armdale House, Halifax.
Aug. 8th, 1932.

Dean Ira A. MacKay,
Faculty of Arts and Science,
McGill University.

Dear Dean,

I have been away for the week-end and so am a little late in replying to your letter of August 2nd, with which you enclose a record of the correspondence that has passed between Sir Arthur Currie and Dr. Percival about the proposed full year of graduate-training for High School Teachers at McGill.

The Central Board of Examiners as the body which has charge of carrying out the regulations for the training of teachers, has a direct interest in the experiment and must be kept informed at every point of any steps we are taking at McGill. I was unable to attend the last meeting of the Board as I could not get away from Halifax, or I could have discussed the matter then.

But the position at the moment seems to me quite clear. McGill has agreed with my view that the training of High School Teachers should be put on a graduate basis without delay. The Protestant Committee of the Council of Public Instruction has approved of the tentative scheme for a graduate year that the University submitted, on the understanding that the plan is regarded as an experiment to be reviewed from time to time in the light of experience. My draft of this plan is set forth in Sir Arthur Currie's reply to Dr. Percival's request for information.

At present it is no more than an outline and can be no more. To fill in details now would be to anticipate the results of an experiment which has not yet been worked out in practice. All is yet to do, and I myself am by no means certain that everything I propose will work out so that I can recommend it for retention in a final scheme - the course in Physiology for instance.

The experiment is to be put into practice this coming session, and I have been for some time in touch with possible candidates for the new course. With the additional facilities that the University is now providing in its Department of Education I have every hope that we shall be able to show some useful and significant results. Also I am anxious to work in the closest possible touch with the Central Board of Examiners: as a member of the Board I shall be glad at any time to give full information of what is proceeding and to join in the fullest discussion. But the Board itself cannot conduct the actual experiment. That must be done by the University Department of Education and the School for Teachers acting in co-operation and working on lines approved by the Central Board.

Candidates will fulfil all the requirements for the High School Diploma as these are set down in the present regulations, and they will do additional work as indicated in my draft of the scheme. In a year or two it should become possible for the Central Board to consider a scheme for requiring a graduate year of all candidates for the High School Diploma and it is in order to provide the Board with the necessary information that I am undertaking the experiment. But such information can only follow, it cannot precede the experiment, and if I am to be in a position to provide it, I must be allowed the reasonable freedom of action within the regulations which I am sure the Board is willing to concede.

I have replied thus fully as I thought you might wish to submit this reply to Dr. Percival so that, if he wishes, he might communicate it to the members of the Central Board.

I am,

Yours very truly,

F. Clarke



MCGILL UNIVERSITY

August 2, 1932.

Sir Arthur Currie, G.C.M.G.,
Principal,
McGill University.

My dear Principal,

I am returning herewith Dr. Percival's letter to you dated the 29th of July last and a suggested answer, and I am also sending to Professor Clarke on your behalf copies of both these letters and of the memorandum from my report.

Yours very truly,

Ira A. MacKay

Dean.

Encls.2.

August 3, 1932.

Dr. W.P. Percival,
Director of Protestant Education,
Department of Education,
Quebec, Que.

My dear Dr. Percival,

I have received your letter of July the 29th and I am now enclosing a memorandum taken from a recent report made by Dean MacKay of the Faculty of Arts and Science which contains all the particulars in my possession at present affecting the proposed new course for the training of high school teachers at McGill.

The working out of the details of this plan will, as you know, be left largely to Professor Clarke of the Department of Education and none of us in the University at present are in a position to give you any further authentic details without Professor Clarke's collaboration. Professor Clarke is at present lecturing at Halifax in the summer school for teachers in Nova Scotia and I am now sending him a copy of your letter and of my reply and of the material from the Dean's report.

I shall be pleased, however, if you will send me, in the meantime, any further specifications which the Board of Examiners deem to be important, as I am very anxious that the Department of Education in the Province and the Department of Education in McGill should co-operate most carefully in perfecting any plans which we may make for the better education and training of teachers in this Province.

Yours faithfully,

Principal.

Department of Education
Quebec, P. Q.

HON. CYRILLE F. DELAGE

SUPERINTENDENT

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FRENCH SECRETARY AND
DEPUTY MINISTER OF THE
DEPARTMENT.

W. P. PERCIVAL

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EDUCATION.

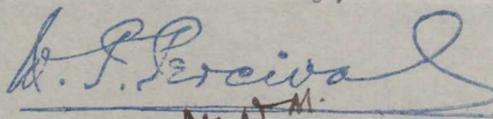
August 10th, 1932

Sir Arthur Currie, G.C.M.G., K.C.B., LL.D.,
McGill University,
Montreal, P.Q.

Dear Sir:-

I have received your letter of August 3rd, together with a Memorandum taken from a recent report made by Dean Mackay. I have no further information concerning the wishes of the Central Board of Examiners than those contained in my last letter bearing upon this subject. As the scheme is developed, however, I shall be glad to receive the suggestions that are made so that the new course for the first-class high school diploma can be thoroughly considered.

Yours truly,



Secretary, Central Board of Examiners

A/

June 13th, 1930.

Charles Holt, Esq., K. C.,
132 St. James St. West,
Montreal, P. Q.

Dear Mr. Holt,

I understand that, as Secretary
of the Westmount School Board, you want a few
copies of Professor F. Clarke's "Notes on Education
in the Province of Quebec."

The Principal is glad to send
you these, enclosed herewith.

Yours faithfully,

Secretary to the Principal.

May 31st, 1930.

Professor F. Clarke,
43, St. Giles',
Oxford, England.

Just a line to let you know that at a meeting of the Protestant Committee of the Council of Public Instruction held at Sherbrooke yesterday, you were elected a member of that Committee, which will hold its next meeting the last Friday in September.

I find that Rothney has written to one or two other members of the Board, and I was fully prepared for him in case the matter came up at all; but I did not hear a whimper from him.

Dr. Rexford presented a report from the Committee which has to do with training for the "A" diplomas, and the plans of McGill received applause and much favourable comment, while no one had anything to say concerning Bishop's plan.

Your memorandum was placed before the Committee officially by Mr. Howard Murray and was referred to a committee, to which your name was added.

Convocation passed off very well, though it rained during the afternoon and the Garden Party usually held on the grounds had to be turned into a Reception in the Arts Building.

I hope you had a good crossing.

Ever yours faithfully,

Principal

Memorandum on Education
sent to:-

Professor C.W. Stanley	Department of Classics
Dr. C.A. Dawson	School for Social Workers
Dr. R.L. Stehle	Department of Pharmacology
E. C. Woodley, Esq. (two copies)	619 Grosvenor Avenue, Westmount.
Dr. W.D. Tait	Department of Psychology
C. N. Crutchfield, Esq., B.A.	Principal, Shawinigan Technical Institute, Shawinigan Falls, Que.
C. H. Savage, Esq.	High School, Grand Mère, Que.

REPORT ON EDUCATION SENT TO

Protestant Committee

Members of Corporation

Newspapers

School Boards

Lachine

Verdun

Outremont

St. Lambert

Montreal West

Montreal

Sherbrooke

Principals of High Schools in Quebec

Inspectors

Others

May 20, 1930.

Dear Sir Arthur,

As the criticism which Dr. Rothney passes on the Education courses at McGill is of the nature of a criticism of the University itself, I feel that it would be well if my comments upon it were addressed to you. You can then make such use of them as you think fit. I am sure that Mr. Howard Murray would be willing to accept my reply to his request sent through you.

The comments I offer are as follows:-

1. McGill agrees that for the satisfactory training of High School teachers a graduate course of at least one year is desirable. Moving towards that end it has instituted an M. A. Degree in Education and now offers substantial scholarships to suitable candidates taking that course. But it cannot as yet make the graduate year compulsory. The degree course is already one of four years (as against three at Lennoxville) and the attractiveness of the teaching profession, especially for men, is not such as to render the uniform requirement of a five years' course feasible. Even in present circumstances hardly any men are coming forward for training.

2. Hence Courses 1 and 2 in Education are retained as undergraduate courses. They have been doubled in weight, being now full courses instead of half-courses.

3. Even if a graduate year of training should become the rule, these courses must be retained. They are taken (especially Course 1) by numbers of students who do not propose to take the High School Diploma. The numbers of students of this type seem likely to increase, particularly in Course 1. Education as a general study may have the same sort of claim as Sociology or Economics to amplace in the offerings for a B. A. degree.

4. In saying that McGill offers only six lecture periods, Dr. Rothney overlooks a further three hours a week in the Fourth Year, spent on French, Drawing and Music, and fifty half-days of practical work in school. These are required of all candidates for Diplomas.

5. While it is not argued that the present arrangement is as adequate as that which could be achieved on the basis of a graduate year, I must question the sufficiency of a comparison of lecture hours as a proper basis of estimation. During part of

my own time at the University I had no more than three lectures a week. Dr. Rothney might assume from this that I was doing little work.

Differences in methods of teaching would have to be taken into account. A method of comparison which assumes that students are not learning unless they are being formally taught in class, seems to me to be particularly inadequate when the training of teachers is in question.

My own arrangements contemplate a good deal of essay work with study and reading outside the class.

6. But the deeper issue seems to be one of principle. The question is as to the proper training of High School teachers. My own experience in this regard has led me to the firm conviction that such a teacher cannot be made out of a half-educated man. The attainment, in one or two subjects, of a sound standard of scholarship that approaches mastery seems to me to be basic. A teacher who has not himself come within sight of this mastery in any field can hardly communicate the real stimulus of scholarship to his pupils. Coming developments in secondary education will emphasize the importance of this consideration.

McGill with its four years' degree course, its desire for a change in the Diploma regulations that will give more scope to Honour students and its plans for graduate courses of training, is endeavouring to build on this foundation. Hence, Dr. Rothney, if he wishes to make his comparison quite fair, should extend it into this field, or else claim, - as the only alternative, - that the duration and thoroughness of a candidate's own education are irrelevant to his training as a High School teacher. I do not see how any number of hours of lecturing on Education could make up for deficiency in this respect. I should be interested to know how many hours of lecturing on Education Dr. Rothney would think necessary for a student who had already attained that standard of general scholarship which I regard as a prime desideratum. Is it not high time that, especially with High School teachers, we rid ourselves once for all of any idea that instruction in the methods of teaching a subject can balance real ignorance of the subject itself?

One other general comment I would make. It is that opportunity should be given for all who are directly concerned with the working out of a satisfactory scheme of training High School teachers to meet together to discuss their difficulties and differences. The method of what I may call informal personal correspondence seems to me to be the least satisfactory that could be devised.

I am,

Yours very truly,

F. Clarke. (signed)

HOWARD MURRAY
112 St. James Street
Montreal,

May 19th, 1930.

Dear Sir Arthur:-

The following is an excerpt from a letter, which I have received from Dr. W.O. Rothney, Professor of Education at Bishop's University, namely:-

"I am today in receipt of a copy of the prospectus of courses in Education for 1930-31, issued by McGill. It seems to me to be very meagre training for the High School Diploma. It is certainly not more than one third of what is being given at Bishop's. I think the time has come when we should insist on at least one year of graduate work in Education being done by candidates for the High School Diploma. I do not see how any profession could approve of less than one year of professional training. With the short year that McGill has, the least that could be expected would be 15 hours per week, lectures in Education. McGill is offering only six. In Bishop's we are giving 15 hours per week lectures, and five half-days teaching per week, from the 20th of September to the end of May. Moreover, McGill is still intending to continue the policy of crowding the work in Education in, along with the Arts work.

"It is evident that, if students are determined to secure their degrees, which they must secure, if they are to receive high school diplomas, they are going to do as little in Education as they can without actually failing.

"I call your attention to the McGill prospectus lest among your many duties you may not notice the paucity of training suggested. I presume the Protestant Committee will be asked to approve of the training prescribed."

I understand that Dr. Rexford had a meeting on Saturday of his Sub-Committee, which dealt with the subject of the "A" Diploma, but I was in New York and could not attend.

I am not familiar with the contentions set forth by Dr. Rothney; in fact, I thought the situation was otherwise, and that McGill was giving adequate work.

Dr. Rothney wrote me as to the Continuation Year, but introduced this subject of the "A" Diploma without any particular reason that I know of.

I do not agree with him that post graduate work in Education should be compulsory. I am also persuaded that a measurement of hours per week of lectures is no proper criterion.

If you are not planning to be at the Meeting of the Protestant Committee at Lennoxville on the 30th, it might be as well if Professor Clarke could post me as to the syllabus in effect at McGill, so that I can deal with the subject intelligently at the Meeting.

Yours faithfully,

Howard Murray

(signed)

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION.

Division for Oversea Students of Education.

I. ORGANIZATION AND SCOPE.

STAFF:—

HEAD OF DIVISION AND ADVISER TO OVERSEAS STUDENTS: F. CLARKE, M.A. (Oxon.), sometime Professor of Education in McGill University, Montreal, and the University of Capetown.

LECTURER, AND TUTOR IN CHARGE OF DEPARTMENT OF COLONIAL EDUCATION: W. BRYANT MUMFORD, M.A. (Cantab.), Ph.D. (Toronto).

ASSISTANT TUTOR: To be appointed.

The necessity has long been felt at the Institute for a more adequate organization to serve the wide and varied needs of students from the Dominions and Colonies. A grant from the Carnegie Corporation of New York has now made possible the establishment of a Division of the Institute for this purpose. The Division will not offer any full programme of studies of its own apart from the programmes (set out below) of the established departments of the Institute. But—

- (a) It will incorporate the work of the Department of Colonial Education as a distinct unit within the wider range.
- (b) It will serve the general needs of oversea students by offering advice and supervision, by provision for individual and group discussions, by the organisation of visits and surveys designed to assist students in appreciating significant aspects of English education, and generally, by providing within the Institute a "home" and centre devoted to the particular requirements of such students.

Experience has shown that the needs of oversea students of education are very varied. Some wish to read for the degree of M.A. or Ph.D.; others prefer to make a study of the principles and methods of education as they are set forth in the course for the Teacher's Diploma; others again, seeking no diploma or degree, prefer to make a more selective use of the facilities offered by the Institute and the departments of the University which co-operate with it. It is hoped and expected that there will be an increasing number of students—particularly students of experience and professional standing—for whom the facilities offered by the new Division should prove especially valuable.

Students from oversea, or who contemplate equipping themselves for educational work oversea, are recommended to get into touch with the Adviser at the earliest opportunity.

II. DEPARTMENTS OF THE INSTITUTE.

Department of Professional Training.

This department is organised for the training of university graduates who intend to take up some branch of school teaching in England or oversea, but many students of experience have also found it profitable. In addition to principles of education, history of education, analysis of the English educational system, comparative education, educational psychology, etc., there are special courses dealing with modern methods of teaching the several subjects of the secondary school curriculum. Students who take the full course with a view to obtaining the Teacher's Diploma of the University do a considerable amount of teaching practice under supervision. Supervised visits also form part of the programme.

Department of Colonial Education.

This is intended primarily for two classes of students: (i) university graduates who are preparing for teaching or administration in the colonial educational services, particularly among primitive or backward peoples, and (ii) advanced study or research for workers in the colonial field. Full-time students in division (i) may take a modified form of the course and examination for the Teacher's Diploma. The course includes special instruction in general phonetics, functional anthropology and tropical hygiene. These are provided respectively at the School of Oriental Studies, the London School of Economics and the Wellcome Museum of Medical Science. A course of scout training is also provided at the permanent scout camp at Gilwell Park. Advanced students taking division (ii) frequently divide their time between the Institute and some other department or departments of the University, e.g., the Department of Anthropology at the School of Economics.

Department of Child Development.

This department, conducted by Mrs. Susan Isaacs, M.A., D.Sc., is intended for persons who have been trained as teachers of young children, have had some experience in infant schools, senior schools, clinics, etc., and wish to undertake advanced studies or research. Students taking the Colonial Course frequently find it profitable to include part of this course in their programme. In general, the department is open to part-time students as well as those taking the full course.

Department of Educational Psychology and Experimental Pedagogy.

This department, under the headship of Professor H. R. Hamley, M.A., M.Sc., Ph.D., gives courses in more elementary educational psychology for students at the Diploma level, and also provides the instruction and supervision required by students preparing theses for the degrees of M.A. and Ph.D. in education as well as by other research students. The department works in co-operation with the departments of Psychology at University College (Professor Cyril Burt) and at King's College (Professor Aveling).

III. DEGREES.

The higher degrees offered in education are the Master of Arts and the Doctor of Philosophy. For particulars, intending students should consult the University regulations. It should, however, be understood that for both degrees the courses occupy two years of full-time study commencing with the opening of the University session in October. The preliminary requirements for both courses are practically the same. Students must have a degree of a recognised university and, in addition, must possess professional qualifications and experience. The professional qualifications must, as a rule, be of a kind which would be accepted in the candidate's own state as qualifying for teaching in a secondary school, e.g., a teaching diploma given after at least one year of postgraduate professional study, or a Master of Arts degree which is regarded by the awarding university as having a professional value. A candidate must have taught in an approved type of school for three years after securing the professional qualification, or for five years in all, including one year after securing the professional qualification. Dispensation from the last requirement may, however, be granted. The regulations of the University permit, in certain cases, the substitution of administrative experience for part of the teaching experience.

IV. DETAILED INFORMATION.

The Secretary of the Institute of Education will supply on demand a pamphlet, "Notes on the Professional Courses," which gives full details of the courses for the Diploma and also prospectuses of the Colonial Department and of the Child Development Department. The regulations for higher degrees are contained in the "Red Book" of the University of London, entitled "Regulations and Courses for Internal Students." The special section required can be obtained from the Academic Registrar, University of London, South Kensington, S.W.7.

V. FELLOWSHIPS.

The Carnegie Corporation of New York have placed at the command of the Institute of Education funds enabling them to offer Fellowships to students from the Dominions. The Fellowships are tenable for one year and are of the value of 1,250 United States dollars. In addition, the Institute has at its disposal a certain sum to assist Fellows in pursuing educational enquiries in England. Two Fellowships will be awarded to students from each of the Dominions of Australia, Canada, New Zealand and South Africa. The Fellows must be university graduates who have had experience either of teaching in a university or an allied institution or a school, or of educational administration. The selection of Fellows will be made in the several Dominions in accordance with a procedure which will be announced locally.

T. PERCY NUNN, M.A., D.Sc., Litt.D., LL.D.,
Professor of Education in the University of London.
Director of the Institute of Education.

May, 1935.

UNIVERSITY OF LONDON.

INSTITUTE OF EDUCATION.

STATEMENT OF POLICY.

The following Statement of Policy is reprinted, with permission, from the Minutes of the Meeting of the Senate held on January 20th 1932.

1. At its meeting on 15 July 1931 the Senate adopted, subject to the Court's approval of the financial arrangements implied therein, a report from the Academic Council recommending the appointment of a Provisional Delegacy to consider the policy to be followed in respect of the projected Institute of Education. (For the constitution of the Delegacy see Appendix A.) In accordance with that report the Senate further decided that the Institute should be one of its "central activities" and that the full title should be "University of London, Institute of Education (incorporating London Day Training College)." The present document indicates in outline the policy which the Provisional Delegacy recommends.

2. The essence of the scheme is that London Day Training College shall be transferred from the control of the London County Council to the control of the University, shall be housed eventually in a new building to be provided by the generosity of the Council on the Bloomsbury site, and shall there become the nucleus of an Institute which will be, as London Day Training College now is, an inter-collegiate centre for work connected with the training of teachers and also a centre for educational teaching, enquiry and research outside the field of professional training. As thus conceived, the Institute will have a lower and a higher range of functions. On the lower level, that of the ordinary training of teachers for secondary and elementary schools in this country, the institution now called London Day Training College and the Education department at King's College will, as they do at present, maintain a separate identity, while co-operating in the provision of teaching both for their own students and for the graduate students of other colleges who attend the intercollegiate courses. On the higher level the Institute will include the senior teachers of London Day Training College and the King's College Department working together as a single corps. It will sometimes be convenient to distinguish between these two levels by speaking of the former as the "training college" and the latter as "the Institute proper."

3. But although there will be within the Institute a differentiation between groups of functions, it is to be conceived as a single organisation whose departments work in close relation with one another. Experience in London Day Training College shows that even mature students from oversea (e.g. inspectors and colonial directors of education) often find it profitable to attend the lectures and discussions on modern teaching methods and other subjects included in the training course, as well as the seminary classes arranged for advanced students. It is important, therefore, to preserve in the Institute a plasticity which will make it easy to adjust courses to the widely varying needs of different kinds of students without losing the unity of purpose and plan that is essential to the success of educational studies. It follows that although, as the Institute develops, it may be necessary to appoint departmental heads with a considerable measure of delegated responsibility, the organisation as a whole should have a single Principal or Director whose duty would be to keep in full touch with all the departments and to maintain the necessary co-operation between them. A further important part of his functions would be to secure co-operation between the Institute and other departments of the University whose activities bear upon its special purposes: for instance, the departments of psychology and anthropology, of tropical hygiene, of phonetics and linguistics, and the School of Oriental Studies.

4. The work of the Institute on the training college level is already well developed in its main lines, and no important changes are contemplated. It consists of the training of students who have graduated in this or some other approved university and are being prepared for the teaching profession in accordance with the Regulations of the Board of Education for the Training of Teachers and the requirements of the University for the Teacher's Diploma. There are two branches or aspects of this work, which may be distinguished as (a) the domestic and (b) the intercollegiate.

(a) On the domestic side London Day Training College is wholly responsible for a group of students who are registered with it. It has, under the Regulations of the Board of Education, a "recognised accommodation" of 600, which means that it may include in its roll a maximum of 600 students upon whose account grants are paid by the Board. Most of these are four-year students attending degree courses in other Schools of the University for whom the College has only a general responsibility. The "recognised students" actually taking the course of training in any given year consist mainly of the four-year students who have graduated, together with other graduates admitted (and subsidised) for the course of training only. There are also the students admitted originally to the four-year course, who may, for different reasons, have been compelled to abandon work for the degree or have failed to pass the Final examination. To these are to be added a number of students (necessarily graduates) on whose account the Board pays no grants. Some intend to teach in this country but wish to be free from the obligations incurred by accepting the Board's financial help: others are ineligible for grant because they are preparing for educational work abroad; others again are not, strictly speaking, students in training, but are senior persons, generally from oversea, who are taking "refresher courses" or wish to add the Teacher's Diploma to their qualifications, or are primarily engaged upon some higher course but include in their programme the lectures and classes provided with a view to preparation for the Diploma.

Appendix B gives a statistical classification of the "domestic" students actually attending the college during the present session (1931-32). Appendix C is added to show the width of the field from which they are drawn. It will be observed that the present total of the full-time "domestic" students is 226. When it is considered that each of these is assigned to a tutor who is expected to assist him at

need with advice, to direct his studies and to watch his progress in practical teaching, and when it is remembered that most of the tutors have further duties, not only as lecturers in the training course but also in connection with the work which will in future belong to the "Institute proper," it becomes evident that this total ought not to be greatly exceeded. It is probable that 250 full-time "domestic" students are as many as the college (as incorporated in the Institute) can influence in the thorough and intimate way which the term "training" should connote. In adopting this maximum the Delegacy has in view all the classes of graduates included in the statistical summaries. It does not contemplate any addition to the present recognised accommodation of 600 students.

(b) From its foundation in 1902 London Day Training College has been an intercollegiate centre in the sense that the chief lectures given by the Principal, who is also professor of education, have been attended by graduate students of pedagogy in the University. In 1913, when a second teacher in the college received the title of professor, the courses given by him were also thrown open. A formal scheme of co-operation with the Education Department of King's College followed, and since the appointment of the present head of the department has been a good deal developed and firmly established. The chief lectures of the three professors, the two readers and the senior recognised teachers in the two institutions are given, mainly at London Day Training College, on two mornings in the week, and are attended by graduate students not only from those institutions but also from other colleges in the London area. The colleges which participate in the scheme are named in Appendix D. It will be seen that during the present session they add in all 208 intercollegiate students to the 241 domestic students (226 full-time and 15 part-time) taking courses at the lower or Diploma level. The total number in the two groups, namely 449, is already greater than can be accommodated at one time in the building in Southampton Row, and a certain amount of undesirable duplication of lectures is thus made necessary. In the new buildings on the Bloomsbury site it is hoped that there will be a theatre, located in Birkbeck College, which will be large enough to seat all students attending the intercollegiate course for such lectures as it is desirable for them to take together. When the accommodation is thus enlarged it may be possible to contemplate an increase in the number of graduate students in pedagogy brought into direct relations with the Institute and its teachers—not by any considerable addition to the numbers either of the "domestic" students of the Institute or of those registered at King's College, but rather by developments within the other colleges of the London system which are not schools of the University.

The Institute Proper.

5. In transferring attention from the training college to the Institute proper one does not pass from a room already furnished into one that is at present empty. The demands to which the Institute is to respond have been felt for some years, and have been met as far as circumstances made it possible to meet them. For instance, during the present session there are enrolled for studies above the Diploma level 61 students at London Day Training College and 21 at King's College. Of these 55 are registered for the several branches of the M.A. in Education, and 12 for the Ph.D. The numbers include 4 students from India, and 6 from the Dominions. A certain amount of educational experience is a condition of admission to the class, and the members are mostly lecturers in training Colleges, and heads and assistants in secondary schools. In recent years a good many students have passed through the course to important responsibilities: principalships and lectureships in training colleges and training departments of the Universities, inspectorships, headships of secondary schools, etc. In brief, work for which there is an insistent demand has been done, but under unsatisfactory conditions by teachers too much occupied with other duties. Again, there has been created at London Day Training College a small but important department whose primary purpose is to train Colonial Office probationers for educational work in the colonies; and there are other less significant but not unimportant activities which, like these, lie outside the ordinary purview of a training college.

6. What is needed then, is not to create something which has now no existence at all, but rather to enlarge the range and increase greatly the efficiency of activities which have grown up spontaneously because they were needed. Speaking broadly, it is a question of fitting the Institute to perform worthily two main offices. One of these is to be a centre of higher pedagogical teaching and research for men and women engaged in educational work in this country. That office it will share with the education departments of the other English universities, though the position of the Institute at the heart of the vast educational system of London, must give it special opportunities of usefulness. The other office is one whose significance has been but slowly recognised but, when fully understood, is seen to be among the most important things to which a University, conscious that it has imperial as well as municipal duties, can devote its efforts. In brief it is the creation in London of a strongly equipped centre for the continuous discussion and investigation of educational problems that are important to the constituents of the British Commonwealth, and for the training of the men and women who are to play parts of more than ordinary importance in the educational systems of the Commonwealth.

7. The establishment of such a centre has been advocated and its main functions have been described by Sir Percy Nunn from the home point of view, and from the oversea point of view by Prof. Sandiford of Toronto, by Prof. Clarke of Cape Town and Montreal, by Mr. Michael West of Dacca, by Prof. Forster of Hong Kong and by other writers. At meetings of the British Commonwealth Educational Conference, and in the Educational Section of the British Association it has been considered and approved by the Vice-Chancellors of Cape Town, New Zealand, and Alberta as well as by home authorities such as Mr. Ormsby Gore, Lord Eustace Percy, Sir Charles Grant Robertson, and Sir Michael Sadler; and it is known that the idea has commended itself to weighty official and lay opinion. In the course of the discussions of the subject stress has been laid upon the fact that the several Dominions are developing each its own well-marked national character and consciousness, based upon the British but diverging from it in characteristic ways, and that the continued solidarity of the Commonwealth depends largely upon preserving and strengthening those fundamental ideas and ideals which are expressed in our common educational traditions and institutions and through them exercise a quiet but decisive influence upon

each new generation of citizens. It has been pointed out that the educational experience of Englishmen, gained through centuries of work at home and in every conceivable situation abroad is, taken as a whole, unique, but that its value is, from the imperial point of view, largely lost because there is no institution where it can be focussed and made conscious, no organ through which it can be expressed. For that reason we leave to other nations—particularly to the United States, whose educational experience, though less than ours, is better studied and organised—the task of helping the daughter-nations of Britain to do their educational thinking and planning and of training their leading educational workers.

8. The Delegacy have to consider the functions of the Institute as a whole and are concerned to find and administer a policy in which each function takes its due place; nevertheless they feel that in the circumstances of the time the aims to which reference has just been made claim their special interest and attention. The task before them is largely to see that the general facilities which the Institute will offer for the study of Education in its recognised branches cover the ground adequately and are sufficiently well-known overseas. Their ideas upon the first of these points are set down in section 9. But they recognise that to meet fully the needs they have indicated special arrangements will also be required. These will be of two main kinds:—

(i) There must be means of assisting picked men and women from overseas to become students of the Institute. Encouraged by the Colonial Office, the colonial governments have already begun to send selected educational officers home to take a year's course at London Day Training College and have assisted missionary bodies to send home some of their senior teachers. It is possible that, when the Institute is set up, the Dominion authorities may adopt a similar policy. The Delegacy have also reason to hope that one or two of the great corporations whose funds are devoted to educational purposes may be able to offer scholarships to overseas students who wish to take courses in the Institute. Students who are assisted in these ways will be free to take any of the courses provided in the Institute itself either at the training college level or at the higher level; but they may alternatively, or as a distinct part of their course, make a study of British or continental schools and methods of teaching and administration under the direction of the Thomas Wall Reader in Comparative Education, whose work will, in this connection, have special importance.

(ii) Provision should also be made for bringing to the Institute from time to time teachers and administrators whose experience and authority would be of special value in connection with the imperial side of its work. Sometimes these would be visitors from the Dominions or India or the colonies or the United States or the continent of Europe; sometimes they would come to the Institute from other Universities or administrative areas in this country. As illustrations of the kind of service they would render mention may be made of four lectures given to the colonial students in London Day Training College by Mr. W. B. Mumford who described his important and original experiments in African education, and of the six lectures offered to the M.A. Class by Sir John Adamson, formerly Director of Education in the Transvaal and until recently Master of Rhodes University College. The College has been indebted for these valuable lectures to the generosity of the lecturers. The Delegacy hope to be in a position to provide such courses regularly and on a larger scale. It would be part of their policy to assist their visitors in making such inquiries as they might desire to pursue while in this country, and to arrange that by means of regular discussions with the senior students and teachers of the Institute and with educational practitioners and administrators outside it their visits should increase the common understanding among those engaged in the several fields of educational work throughout the Commonwealth.

9. It will now be convenient to catalogue, with brief comments, the main departments or divisions into which the work of the Institute, when fully developed, may be expected to fall. It is, however, to be premised that none of them is to be wholly self-contained: there will always be a certain overlapping of interests and most members of the permanent staff will be concerned with more than one department.

(a) *Education in the Commonwealth.*—This is the department considered in section 8 and nothing further need now be said about it.

(b) *Colonial Education.*—This will be a department closely related to (a) but differing from it in so far as it will be concerned mainly with the education of the native races in the colonies and dependencies. The department already exists in London Day Training College. Its students are mainly Colonial Office probationers and missionaries, preparing for teaching or educational administration in tropical Africa, Malaya, Hong Kong, etc., together with a small number of officers from the Government services or the mission stations home on study-leave. The work involves co-operation with the School of Oriental Studies (for phonetics and languages), the School of Economics (for anthropology) and the Wellcome Museum of Tropical Hygiene. The most important future developments must be in the provision of courses (including "refresher" courses) for officers on leave, who may wish to study special aspects of colonial education or to obtain guidance in educational problems, in the narrower sense, or in anthropology, phonetics, etc. There is also a large field for educational experiment and enquiry into the problems of native education. This work must be done in Africa or the other colonies, but the Institute should play an important part in it, as a centre for consultation, information and discussion.

The department is at present supervised by one of the Readers in Education (Mr. Fairgrieve), but it is hoped that it will soon grow to the point at which it will be possible to place it under the guidance of an officer specially chosen for the purpose. The Delegacy has in view the appointment of a retiring colonial Director of Education who would hold office for a short term of years, to be replaced by another retiring Director fresh from the field. In that way the department would be kept in touch with developments in colonial education.

(c) *Higher Academic Studies.*—These include regular courses for the M.A. and the Ph.D. in Education, and for one of the special branches in which the Academic Diploma in Psychology may be taken. Oversea students who cannot give the full time required for the courses often attend for one year and fill up their programme in the College by taking other courses at the Diploma level. It is likely that this will be a regular feature in the arrangements of the Institute.

At present the work is divided upon a basis of subject matter between King's College and London Day Training College, and students attend wholly at one Institution or the other. An important result of the establishment of the Institute should be to bring the work together so that students taking up any branch might come under the influence of several senior teachers, and meet students of other branches in common educational discussions.

All the regular courses involve an element of research. At London Day training College one of the Readers in Education (Mr. Hamley) undertakes the special task of instructing students in the general principles of research, and in supervising their theses. It is hoped that this part of the work may develop into a concerted and prolonged attack upon a number of educational problems of genuine importance such as those connected with the curriculum of the new "Hadow Schools." Courses for the M.A. and Ph.D. nearly always involve work taken in another department of the University. The connection is naturally closest with the departments of psychology at University and King's Colleges, but students who have chosen special subjects are generally required to take elsewhere some course or courses of a purely scientific character preparatory to the pedagogical studies taken in the college. Among these may be mentioned the course of linguistics in the department of phonetics, and certain courses in the department of methods, principles and history of science, both at University College. It is anticipated that the establishment of the Institute will lead to further co-operation of this kind.

(d) *Educational Administration.*—Educational administration is one of the main subjects which may be taken for the M.A. or Ph.D. in Education, the instruction being at present centred at King's College. At London Day Training College a beginning has been made of training young men of special promise who expect to find their careers in local educational administration. The establishment of the Institute should make it possible to combine these forces, at present distinct, and create a small Department of Educational Administration. The Thomas Wall Reader in Comparative Education will naturally take an important share of the work of this department.

The work of the department will be conducted in such a way as to be of use also to oversea students who desire to make a study of the educational systems, general and local, of the British Isles or the systems and schools of the Continent. The Reader in Comparative Education would among other things be prepared to plan tours, to direct the preliminary studies needed to make them profitable, and to interest school authorities at home and abroad in students' inquiries. In this part of the work the department would naturally seek to profit by friendly relations with the Department of Special Enquiries and Reports at the Board of Education, and the Director has already expressed his interest in it.

(e) *Child Development.*—It is not desirable that the Institute at its training college level should add to its present activities by training teachers of young children. It should, however, have a department whose aim would be to enlarge and improve the scientific foundations upon which the education of young children should be based. Work in this direction of outstanding importance has been done in other quarters of the world but that is not a good argument for leaving it untouched in London. The results obtained by foreign observers almost always contain elements affected by the national milieu. It would, accordingly, be unsafe to apply them without qualification to the education of English children. In any case, the position enjoyed by young children here ought to make the contribution of English pedagogy to this subject one of more substantial importance than it has hitherto been. As in other departments of educational work, we can show some admirable practice, but the underlying principles have been insufficiently thought out and explored. Here is a valuable piece of work for the Institute to do. In particular, there are needed in the training Colleges women of good academic and scientific training in pedagogy to take charge of the departments for training teachers of infants. The department of the Institute would attempt to supply that need, working in collaboration with other existing institutions concerned with the training of infants' teachers. It would be most desirable that it should have at its disposal a small school to be a place of observation and experiment such as those in Geneva, Yale University, Toronto and elsewhere, from which many valuable results have come. Such a school might possibly be attached to the other Institutions for Child Welfare which it is hoped to establish on the Foundling Hospital site.

(f) *Educational Enquiries and Research.*—During the last few years the need has been widely felt of some organisation to register, co-ordinate and sometimes to direct enquiries into new developments in the field of education. There is no part of the work of the Institute whose efficiency would not be enhanced if the Institute contained a bureau to do in London much that the International Institute of Teachers College, Columbia University, does in New York, and the International Bureau of Education at Geneva. A bureau of this kind would, moreover, be of value not only to the Institute, but also to all authorities and persons concerned with the problems of national education, and it might well play a not unimportant part in forming public opinion upon educational questions. There can be no doubt of the need for some such organisation, and little doubt that it would be most effective if located in the University. It should, however, be administered as a national organ rather than an organ of a particular University. That is to say the Director would naturally aim at securing the co-operation of the Departments of Education in other Universities in such enquiries as he may pursue.

The bureau might also, perhaps, take over in some form the activities contemplated a few years ago when the British Psychological Society established a Committee of Educational Research. That scheme involved a small executive body in London with a secretary, together with a larger advisory body of which all Professors of Education and Psychology in the British universities were *ex officio* members, together with other persons qualified to assist in educational research of a scientific type. The business of the Committee was not itself to prosecute research, but to exercise a co-ordinating function, to keep a census of researches in progress, so as to prevent overlapping, and to facilitate co-operation, to put young workers in connexion with more experienced guides and to foster certain enquiries which involved detailed work by moderately qualified observers over a large area. It will be seen that in this case also the Institute would act rather as a trustee or an agent than as a research organisation of a particular university.

Addendum.

Since the above statement of policy was approved by the Senate of the University, material progress has been made in carrying out the programme there set down. The Institute has begun the publication of a series of "Studies and Reports," consisting mainly of lectures which have been delivered at the Institute by outstanding authorities, usually on some field of education within the British Empire and Commonwealth. India, Canada, and South Africa have contributed to this series, as well as the United States of America, and Germany. It is intended to continue and develop the work of making the Institute a recognised centre for authoritative expositions of this kind.

It is hoped, also, as funds and conditions permit, to attach to the Institute for a period, distinguished administrators who have done service in some part of the British field. Thus Sir John Adamson, formerly Director of Education for the Transvaal, has been lecturing at the Institute during the session 1934-35.

Great importance is attached to such arrangements, as it is felt that not only students of the Institute but English education generally will benefit greatly from contact with men of experience and proved achievement in some part of the Commonwealth oversea.

It is of at least equal importance to attract to the Institute men of standing and experience who are still on the active list, engaged in teaching or administration in a position of importance, and desirous, on the one hand of change and refreshment, and on the other hand of pursuing the study of those problems of education in which they are particularly interested.

The generosity of the Carnegie Corporation of New York has made possible a material advance in this direction. A new "Division for Oversea Students of Education" has been established with an Adviser to Oversea Students at its head. The first holder of this post, Mr. F. Clarke, M.A. (Oxon.), was for many years Professor of Education in the University of Capetown, and subsequently, for several years in McGill University, Montreal.

The new Division is intended to provide guidance and supervision for students from oversea generally—helping them in the selection and shaping of courses, providing for group and individual discussions, arranging visits and surveys to assist students in appreciating significant aspects of, and movements in English education—and generally to organise the life and work of oversea students at the Institute as a distinctive whole.

The Carnegie Corporation has further made provision for the travelling of oversea students in Britain in order that they may visit schools and other centres which are of interest and importance to them, and has provided means for the institution of Carnegie Fellowships,—two for each of the Dominions, Canada, Australia, New Zealand, and South Africa,—designed to facilitate attendance at the Institute by men of experience from these Dominions.

The Corporation has also made possible a tour which the Adviser to Oversea Students is planning for the summer of 1935. He proposes to visit centres in Western Canada, New Zealand, and Australia in order to acquaint himself with education authorities and with the conditions from which students come, and also to ascertain more precisely what services the Institute may be able to render to students of education from these and other parts of the Commonwealth. (The Adviser already knows something of South Africa and Eastern Canada.) It is clearly undesirable to contemplate any considerable further development of organisation at the Institute until the needs and desires of potential students from oversea have been studied on the spot. It is most sincerely hoped that administrators and others in the Dominions and Colonies who have definite views on these matters will communicate them to the Adviser, either personally or by letter.

The Adviser will indeed be most grateful for any suggestions or recommendations which will contribute towards the end of making the Institute, on its oversea side, a centre for the service of education generally within the Commonwealth. For, though its location is necessarily in London, in its range of work and interest and the influences to which it responds, it should be a common possession.

T. P. N.

May, 1935.

Arundale House
Quimpool Road
Halifax
July 11th 1932

Dear Sir Arthur

I am taking this liberty of writing to you to call your attention to an article in the Montreal "Gazette" of last Friday or Saturday (I am not sure which. - I have no copy by me).

I feel so deeply insulted by it, - as I am sure most of my colleagues must feel, - that it seems best to communicate at once with you. For a combination of impudence with stupidity it would not be easy to match that article. In form it is a cock-a-whoop about an alleged triumph over Communism! & the writer rubs his hands with satisfaction at the thought of these mischievous professors being admonished. (Incidentally he blames the United Church for putting in a word in favour of Christian democracy).

It is the whole tone of the thing, as well as its actual contents, that I feel so deeply insulting. I do not see how any man, Canadian-born or not, is to do his conscientious best if at any time a scoundrel financier can wave a fat finger at him & declare "I have my eye on you!" The writer should be plainly told that he is doing his best to make it impossible for men to stay & work in Canadian universities & still retain their self-respect. Could there be any worse publicity for Canada at this juncture than the talking of an attitude which, if it succeeds, must make the name of Canada a by-word among the nations?

Such talk will not frighten the eager ones; but it will infuriate the responsible ones & drive them to something like despair.

And how stupid it is! A new order is obviously coming; Europe & America ring with the cry of it. We are not going back to the old much & symbols for anything. But the transition will call for most careful steering. If the thing is not to be done by means of trained intelligence & disinterested integrity, it will be done by the mob. Yet we are told in so many words - & with threats - that that is precisely what we shall not be allowed to do!

Forgive me for writing so strongly, but I feel strongly. I seldom boil over nowadays, but I cannot help doing so now, & the safest outlet is to write to you. I feel smirched all over by the bathos & impudence of the thing.

Stanley's account of his N.B. address puts rather a different colour on it. The extracts without the context have distorted things a little, I fear.

I was fortunate in meeting Sir Francis & Lady Kyrle. They came to dinner with me, & I heard much from them about old friends.

I am being asked out to more talking than I like here, but some of it has to be done, & the folk are very kind. And I have rather big classes in the Summer School. But it is all pleasant enough provided one can feel like a free man with no bully around to threaten one to the lowest man trying to discharge a duty faithfully.

Yours very truly
F. Clarke.

Education

CREATION of a SINGLE SCHOOL ADMINISTRATION

for the

ISLAND OF MONTREAL

Statement by the Provincial Association of Protestant Teachers.

The Executive of the Provincial Association of Protestant Teachers has taken note of recent proposals for the creation of a single School Board to administer Protestant Education on the Island of Montreal. The Executive feels that teachers have a vital concern in any such fundamental change of policy, not merely because their own personal and material interests may be involved, but still more because the peculiar responsibilities and experiences of teachers impose upon them in a special degree the duty of pointing out the great educational needs which have to be furthered and safeguarded under any administrative system.

Teachers note with satisfaction repeated assurances that their special personal interests will be adequately protected in any new scheme of administration that may take effect. At the same time they feel that grave issues of a purely educational kind may be overlooked or minimized unless attention is specifically called to them by those qualified by experience to do so. While economy in administration is at all times important, and not only in times of depression, it yet remains true that apart from temporary emergencies the ultimate justification for any sweeping change is that the genuine educational opportunities of boys and girls are thereby increased and improved.

Accordingly the Executive has appointed a Special Committee to take action on behalf of the Association and this Committee, as representing the Association, desires now to submit the following statement.

The Association must not be taken as expressing any opinion for or against the proposed administrative change. Its purpose is rather to point to certain vital educational ends which have to be served and to indicate some principles of organization and action which would have to be observed if the proposed step is to justify itself in the form of solid gains for education.

These matters fall into four main groups:-

- (I) Constitution and Method of Appointment of a Montreal Island Board.
- (II) The Administrative System of the Board.
- (III) Educational Advances Already Achieved and to be Safeguarded.
- (IV) New Possibilities.

(I) CONSTITUTION and METHOD of APPOINTMENT of a MONTREAL ISLAND BOARD.

The Association does not wish to put forward any detailed scheme for constituting the Board. The one point of principle upon which it desires to insist, however, is that whatever the method of selection and appointment, its main purpose should be to secure men and women of real ability and single-minded devotion to the cause of education. Details of the method of appointment are of small importance compared with the result that issues from applying the method. Some process of indirect election through local bodies whose interests entitle them to a voice, it is felt, might produce a satisfactory result. If such a method is adopted the Association would desire:

- (1) That the organized teachers should be among the interests consulted.
- (2) That, in view of the special needs of education, women should be eligible as members of the Board.

(II) THE ADMINISTRATIVE SYSTEM of the BOARD.

Here again the Association does not wish to offer any detailed suggestions but confines itself to a statement of what should be the main guiding principle of action of the administrative system.

At all costs the imposition of a rigidly prescribed uniform routine upon all schools alike must be avoided. What is convenient, administratively, to a Central Office, may well be deadly to real vital education. Already there are healthy signs in various parts of the Island of keen and vigorous local vitality working for more effective adaptation of educational provision to the special needs of each area. The Association would like to see a wide extension of this spirit under any new system, with increased responsibility thrown upon each school to

adapt its organization and work to the peculiar needs of its own situation. This might involve the creation of a new system of inspection with which teachers would gladly co-operate. In any case economy and centralized efficiency would be much too dearly bought if the price were a sacrifice both of the local enterprise which is now in evidence and of the prospect of extending that spirit of free responsible adaptation throughout the system.

(III) EDUCATIONAL ADVANCES ALREADY ACHIEVED and to be SAFEGUARDED.

In many schools on the Island much has been done in recent years to enrich the curriculum with humanizing material and to afford scope for that most valuable form of education which issues from productive activity. The work in Art and Music, for instance, has reached a high standard in many schools and the best judges are enthusiastic in their estimate of its educational value. The same applies to Handwork and to Physical Education. Teachers, who appreciate the value of these things in the conditions of modern city-life, would deprecate as educationally unsound any action which limited or restricted such opportunities. If economy is essential, savings should be sought which cut less seriously into the quick of a humanized education than would over-hasty economies in this direction.

(IV) NEW POSSIBILITIES.

A change in the system of administration would hardly be justified unless it made possible the development of new facilities the lack of which is already keenly felt. Here two only will be mentioned as illustrations, though many such possibilities may occur to others.

(1) Schools of the Junior High School type, covering approximately the range of Grades VII, VIII, & IX, are badly needed, both to provide for the special requirements of pupils who do not wish to complete a full High School course, and to relieve the present High Schools of the great burden of early leavers who, under present conditions do not receive a properly unified training. This development might be carried far without involving any immediate expenditure for new buildings and might obviate the necessity for adding to existing High Schools which are already quite large enough.

(2) There is need also for an organized School Medical Service. It is true that much valuable work is being done in many of the schools by Public Health authorities. But this is not the same thing as a School Medical Service, the functions of which would be a comprehensive oversight of all educational work under the Board from the physical point of view.

In England and elsewhere highly efficient services of this kind have been organized and have proved of high value. Modifications and adjustments of educational arrangements and processes, suggested by a School Medical Service, have often proved to be real economies, in the best sense of the word. For example; the care of defectives requires the active support and supervision of a School Medical Service.

CONCLUSION

The Association puts forward this statement in the hope that it may assist public opinion in forming a judgment on the general question.

Should a Single Board be constituted, it may be found desirable to form also some consultative body which might furnish the Board with advice on special problems from time to time and would also serve to keep the Board in close touch with the varied needs of a highly diversified area. Through such a consultative body, or in any other way that is legitimately open to them, the associated Protestant Teachers of the Province will be ready and eager to offer the contribution of their own study and experience to the effective handling of the not inconsiderable educational resources which the Island as a whole is able to command.

Fred Clarke,

Convener of the Special Committee.

PLAN OF ITINERARY OF MR. F. CLARKE, ADVISER TO OVERSEA
STUDENTS AT UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

Leave Southampton (S.S. "Montrose") May 25th

Canada (Arrive Montreal June 2nd)

Montreal	June 2nd - 5th	
Winnipeg	June 7th - 9th	
Regina	June 10th	
Saskatoon	June 11th	
Edmonton	June 13th - 14th	
Vancouver	June 16th - 17th	
Victoria	June 17th - 19th	
Leave Victoria (S.S. "Aorangi")		June 19th

New Zealand (Arrive Auckland July 8th)

Wellington	July 8th - 10th	} See correction attached.
Christchurch	July 11th - 12th	
Dunedin	July 13th - 15th	
Wellington	July 16th	
Auckland	July 17th - 19th	
Leave Auckland (S.S. "Wauganella")		

Australia (Arrive Sydney July 22nd)

Sydney	July 22nd - 24th	
Brisbane	July 24th - 27th	
Sydney	July 30th - August 2nd	
Melbourne	August 3rd - 7th	
Adelaide	August 8th - 10th	
Perth	August 13th or 14th - 19th	
Leave Fremantle (S.S. "Corfu")		August 19th

Arrive London About September 15th

LETTERS ETC.

Can be sent C/o Department of Education at any State or Provincial capital (i.e. not Montreal, Saskatoon or Vancouver or any centre in New Zealand except Wellington) marked "To await arrival."

The most convenient points will be:-

Montreal C/o Miss Mackenzie, Girls' High School.
Victoria (B.C.) C/o Department of Education or S.S. "Aorangi."
Wellington (N.Z.) C/o Department of Education.
Sydney C/o Department of Education.
Melbourne C/o Australian Council of Educational Research,
145, Collins Street.
Perth C/o Professor Cameron, University of Western
Australia.

CHANGES OF PLAN.

It is possible that circumstances may necessitate some slight changes of the dates set down above, but it is the intention to visit each one of the cities specified.

S.S. "Corfu" (P. & O.) calls at Colombo, Port Said and Marseilles.

CORRECTION

In consequence of an unexpected change in the date of sailing from New Zealand for Australia the following alterations of the attached itinerary have become necessary:-

New Zealand

Auckland	July 8th - 10th
Wellington	July 11th - 13th
Christchurch	July 14th - 15th
Dunedin	July 16th - 18th
Wellington	July 19th - 22nd

Australia

Brisbane	July 30th
Sydney	July 31st - August 2nd

Confidential
To Sir Arthur Currie for information. F.C.

MACDONALD COLLEGE

McGILL UNIVERSITY

RAILWAY STATIONS AND EXPRESS:
STE. ANNE DE BELLEVUE, QUE.

POST OFFICE:
MACDONALD COLLEGE, QUE., CANADA

SCHOOL FOR TEACHERS
OFFICE OF THE DEAN

October 5th, 1932.

Professor F. Clarke,
Faculty of Arts,
McGill University,
Montreal. Que.,

Dear Professor Clarke,

The information regarding Mr. Norman Smythe is as follows:-

He has been appointed to a position in Montreal High School although he does not have a diploma. In fact, he does not even have the pink slip that entitles him to commence a course of training for a diploma.

He has a B.Sc., degree, but is short in second year Mathematics, and second year French.

He applied for permission to substitute a course in Statistics in a Psychology course for the required course in second year Mathematics. This request was not amiably received by the Protestant Central Board of Examiners, but was finally acceded to.

There was, therefore, a discussion about the position of Mr. Smythe at this Board meeting, at which you were not present. Dr. Percival pointed out that he had pleaded with the Rev. Dr. Smythe not to appoint his son and told him that he could not honourably appoint his son in view of his position as a clergyman, a member and former chairman of the Montreal School Board, and Chairman of the Montreal Protestant School Board. In spite of these official pleadings, Mr. Norman Smythe was appointed to a position in the High School without a diploma. I reported that his practice teaching was also unsatisfactory.

Mr. Norman Smythe is still lacking the following requirements:-

1. A pass in second year French in order to get the pink slip.
2. Satisfactory completion of classes in French, Music and Drawing.
3. Education course 2.
4. Satisfactory completion of practice teaching.

He has put in, possibly, the required number of half days, but he is not very satisfactory. He has a defect in his speech and

MACDONALD COLLEGE

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McGILL UNIVERSITY

POST OFFICE:
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SCHOOL FOR TEACHERS
OFFICE OF THE DEAN

October 5th, 1932.

Professor F. Clarke.

is rather dull.

These are the facts regarding this peculiar appointment in Montreal, and we shall have to be very careful about licensing him through any backdoor methods.

Yours faithfully,

Linclair David

KC.

Dean.

The bearing of such an episode as this upon efforts now being made by McGill to raise the standard of training for the High School Diploma is too obvious to need any emphasis

F. C.



THE MONTREAL BOARD OF TRADE

C/McC

MONTREAL

June 11, 1932.

Sir Arthur W. Currie,

Principal, McGill University.

Dear Sir Arthur,

Please forgive my failure to acknowledge receipt of, and to thank you for, your kind answer of 16th April to this Board's inquiry concerning the questionnaire put out by the Association of Protestant Teachers of Quebec, which was the result of a slip-up in my office. *(my own)*

Your most logical suggestion as to how it should be handled was adopted.

If you, with your knowledge of, and interest in, educational matters, did not feel called upon to answer the questionnaire, this Board need not feel too much responsibility in the matter, although our ignorance of the subject is so complete as to almost justify out telling the teachers what they should do and how they should do it, after the manner of advisers generally.

Yours sincerely,

J Stanley Cook
Secretary.



THE MONTREAL BOARD OF TRADE

C/McC

MONTREAL April 15, 1932.

Sir Arthur Currie, G.C.M.G., K.C.B., L.L.D.,
Principal, McGill University,
C i t y .

Dear Sir Arthur,

The Association of Protestant Teachers of Quebec have asked this Board, by circular, to fill in the details called for in a series of three questionnaires, with reference to the teaching of English in Canadian schools.

While it may be that the purpose of the Association in sending these questionnaires to a Trade Organization like this Board is to secure the views of business men on this important question, our Council felt that, generally speaking, such views would probably be of little advantage in the survey, and in order to permit of our giving answers to the specific questions which might be of real service, it was decided to ask whether you would kindly agree to have the questionnaires replied to by some one on your staff, with sufficient knowledge of the present educational system in Canada in the matter of the teaching of English, to make it likely that the replies would be of some real value to those making the survey.

I enclose the three questionnaires referred to, in the hope that you will fall in with our suggestion.

Yours sincerely,

J. Stanley Coor
Secretary.

Cultural English

ALL GRADES ABOVE THE STANDING OF PUBLIC SCHOOL

The Committee charged with the Canadian Teachers' Federation Survey in English is anxious that every teacher in Canada should assist in this nation-wide movement, which has been initiated by the teachers themselves. As we wish to discover what is actually being done in our schools will you answer the questions in relation to your own work. Space is provided for remarks and criticisms, and these together with the information collected will be, we believe, of no small value in determining future educational practice. Your considered reply to this questionnaire will therefore be a real contribution both to a most vital field of education, and to the advancement of the professional standing and prestige of teachers throughout Canada.

Name and Type of School.....

Name of Teacher.....

Grade or Year.....

Number of Pupils enrolled in your class..... Date.....

1. AIMS.

1. Is it your first aim (a) to give pupils a capacity to read for their own pleasure?.....
(b) to form standards of character and conduct?.....
(c) to broaden the pupils' sympathies with different races and classes?.....
(d) to develop for the pupil independence of thought and ability to see life clearly and as a whole?.....
2. Does the study of literature (a) develop the critical faculty?.....
(b) add to one's sense of difference between convention and reality?.....
(c) take precedence of all other forms of knowledge?.....
3. Do you secure for the child a genuine interest and a sense of purpose in his work?.....
4. Do you demand a high literary standard in answers to questions in History, Geography, Chemistry, etc.?.....
5. Are you making an effort to develop pride in our national language?.....

Remarks.....

2. METHODS AND RESULTS.

1. (a) Do you follow a narrow course in detail?.....Do you think it advisable?.....
(b) Or do you follow a broader course with less detail?.....
(c) Or do you follow a particular author as represented in numerous examples of his work?.....
(d) Or do you follow a chronological development—a group of contemporary writers?.....
2. Does authorship stimulate interest, e.g., do pupils write poems or plays, or act in those written by pupils?.....
3. Does the publication of a school periodical stimulate literary interest?.....
How frequently does your periodical appear?.....
4. In teaching do you use the text-book only?.....
If so, what is responsible (e.g., the type of examination)?.....
5. (a) Do your pupils voluntarily read other books by authors first met with in the school course?.....
(b) Do you require them to read such books?.....(c) Do they read poetry voluntarily?.....
6. Have you a Literature study group?.....Does it meet after school hours?.....
Does it discuss (a) Topics related to school study?..... (b) Topics detached therefrom?.....

7. (a) Do you consider that lectures from men and women, recognized authorities on their own subjects, would help to arouse the interest of pupils and of adults?.....
(b) To what extent is it done in your school?.....

Remarks.....

3. DIFFICULTIES.

1. What proportion of school time is devoted to English?.....
Does English receive its share of this time in the curriculum?.....
2. Do teachers of other subjects support the English teacher?.....
In what way?.....

Is every lesson incidentally an English lesson?.....

3. Do home duties or social activities take up so much of the pupil's time that they prevent him from developing a love of reading?.....
4. Is it reasonable to expect extra-curricular reading by pupils in view of the time spent in required home preparation of school subjects?.....
5. Has your school an adequate library?.....
If not, how do you secure the desired reading matter?.....

6. Is choice of books for pupils' reading made too exclusively from the adults' viewpoint of desirable reading matter?.....
7. Do you find time for discussion of current literature?.....
8. Are pupils handicapped, in English more than in other studies, by the fact of widely different origins, whether racial or cultural, among those in the same grade?.....
9. (a) Is the literature lesson kept down to the level of the average pupil in the class?.....
(b) Is the course adapted to the least cultured pupils in the system?.....
(c) What provision do you make for (1) the advanced pupils?.....

(2) the backward pupils?.....

Remarks.....

4. AURAL IMPRESSION.

1. Do your pupils dramatize episodes from books read in school, and act these dramatizations?.....
2. Do your pupils as a whole participate in debates and public speaking?.....
(a) Is this done as school work, or as an extra, out of school hours?.....
(b) Do you spread this training over the whole high school course?.....
(c) Is it given closer attention for a short period?.....

3. Do you find oral composition of benefit to any members of a class except the one immediately engaged therein?.....
4. (a) Do your pupils read aloud well?.....(b) What special training in reading aloud have you had?.....

(c) Is any formal training in enunciation and accent given your pupils to improve their oral reading?.....

5. (a) Have you found talking pictures an aid in the cultivation of literary appreciation?.....

(b) Do you find phonograph records an aid in this purpose?.....

(c) Do you suggest that educational authorities urge on producers the desirability of providing such pictures or records?.....

Remarks.....

5. LIBRARY.

1. Have you a school library?..... How was it obtained?.....

2. How many pupils are there in your school?..... Approximately how many books in your library?.....

3. Have you a class-room library?..... How was it obtained?.....

4. How long since new volumes have been added?.....

5. How is the library used?.....

6. Do you encourage the pupils to use the library?.....

How?.....

7. Is there a good civic or other library available?.....

8. Is there a travelling library available?..... Do you use it?.....

9. If there is no library available do your pupils loan books for a class-room library?.....

With what success? Slight.....Marked.....Unsuccessful.....

Remarks.....

6. TESTING APPRECIATION IN ENGLISH.

1. Do you find it possible to test appreciation in literature:—

(a) by the usual written examination?..... (b) by standardized or objective tests?.....

2. Do you think that appreciation is shown by:—

(a) ability to interpret a passage by reading aloud?.....

(b) ability to express this appreciation of an author or a selection (1) orally?.....

(2) in writing?.....

(c) ability to interpret characterizations where selections can be dramatized?.....

(d) Increased interest in books of the better sort?.....

3. What other methods do you use in testing appreciation?.....

Remarks.....

7. VALUING COMPOSITIONS.

1. Do you use standardized tests in valuing compositions?.....
 2. What percentage of value do you assign to:—
 - (a) subject matter?.....
 - (b) originality and imaginativeness?.....
 - (c) style?.....
 - (d) mechanical correctness?.....
 3. How do you deal with:—
 - (a) the facile writer whose work is unoriginal and wordy?.....
 - (b) the inarticulate pupil?.....
 - (c) the pupils who hunt for the right word, like Sentimental Tommy, but never finish the work on time?.....
 - (d) original, but careless, unpunctuated, untidy work?.....
 - (e) neat, painstaking but commonplace work?.....
 4. What use do you make of the corrected compositions?.....
 5. Do you find that the preparation of a written plan improves the composition?.....
- Remarks.....

8. ORAL TESTS AND ORAL COMPOSITIONS.

1. What is your opinion of the value of oral tests (a) as compared with written tests?.....
 - (b) as supplementary to written tests?.....
2. To improve and enlarge the speaking vocabulary, (a) what methods do you use?.....
 - (b) What value do you place on vocabulary exercises and frequent dictation?.....
 - (c) Have you found the method of "getting the pupil into the state of wanting to say something" feasible and satisfactory?.....
3. If you agree with H. G. Wells that "the pressing business of the school is to widen the range of intercourse", do you consider that oral composition is a valuable means to that end?.....

Remarks.....

9. ON HOW TO COMBAT THE TASTE FOR CHEAP LITERATURE.

1. Mention some of the difficulties you meet in trying to encourage a taste for good reading.....

2. (a) Have you books for supplementary reading included in your courses in English?.....

(b) Do you exact written or oral reports on such reading?.....

(c) How much of this reading is fiction?.....

3. What plan or device have you for stimulating free discussion, by pupils, of the books they read?.....

4. What constructive suggestions have you on how to make the pupil's love of cheap reading the starting point of something better?.....

5. Do you consider the unsupervised circulating library harmful to children of High School age?.....

6. What effort do you make to counteract the effect of trashy magazines?.....

Remarks.....

10. RADIO EDUCATION.

1. Do your pupils receive formal radio instruction (a) in the school?.....(b) at home?.....

2. Have you a radio (a) in your class-room?.....(b) in the school auditorium?.....
How was it obtained?.....

3. (a) What branches of English teaching do you think lend themselves to radio lessons?.....

(b) Indicate the types of lessons with which you are familiar.....

(c) Which did you consider successful?.....
Unsuccessful?.....

(d) Upon what factors do you find the success of the radio lesson depends?.....

(e) Do pupils receive more benefit from a radio lesson than from a similar lesson taught in the class-room?.....

4. How do you prepare your pupils for a radio lesson?.....

5. How do you test the value of the lesson?.....

6. Do you find the radio stimulates pupils to read?.....

Remarks.....

11. SPECIAL TRAINING FOR TEACHERS OF CULTURAL ENGLISH.

1. In an analysis of the personal qualities, knowledge and abilities demanded of the teacher, state which are the most important:—

PERSONAL QUALITIES:—

- (1) a cultivated imagination and sympathy.....
- (2) an intelligent interest in affairs.....
- (3) an appreciation of logical thinking.....
- (4) good taste and genuine enjoyment of literature.....
- (5) humour.....
- (6) patience.....
- (7) a respect for the pupil's mental integrity.....
- (8) enthusiasm for literature.....

KNOWLEDGE:—

- (1) a clear understanding and constant realization of the chief objectives or purposes of the teaching of English, so that the specific selection in literature or specific problem in composition is seen in its proper proportion and in its relation to the main purpose.....
- (2) a knowledge of the main periods, writers and writings in English literature.....
- (3) a wide acquaintance with contemporary as well as with past writers.....
- (4) a knowledge of language development and a thorough understanding of modern grammar.....
- (5) thorough mastery of the mechanics of composition and the principles of rhetoric.....
- (6) Latin and Greek classics.....

ABILITIES:—

- (1) to approach literature and to appreciate literature from an emotional and ethical standpoint rather than from the intellectual and aesthetic, intellectual apprehension of a work of art not being equivalent to appreciation of it.....
- (2) to write and to speak correctly and well.....
- (3) to make a contribution to contemporary literature.....
- (4) to recognize composition even in its cruder forms as self-expression and, therefore, to consider composition teaching as an art, not as a mere vehicle for teaching mechanical correctness.....
- (5) to read aloud so well that a piece of literature may be intelligently and pleasingly presented to a class.....

Remarks.....

12. SPECIAL.

1. What experimental work in English are you doing?.....
(Kindly attach an outline of your methods and results).

2. Kindly suggest further topics and questions in English which are not included in this initial questionnaire.....

Consolidation of Language

GRADE II — END OF PUBLIC SCHOOL

The Committee charged with the Canadian Teachers' Federation Survey in English is anxious that every teacher in Canada should assist in this nation-wide movement, which has been initiated by the teachers themselves. As we wish to discover what is actually being done in our schools will you answer the questions in relation to your own work. Space is provided for remarks and criticisms, and these together with the information collected will be, we believe, of no small value in determining future educational practice. Your considered reply to this questionnaire will therefore be a real contribution both to a most vital field of education, and to the advancement of the professional standing and prestige of teachers throughout Canada.

Name and Type of School.....

Name of Teacher.....

Grade or Year.....

Number of Pupils enrolled in your class..... Date.....

1. GENERAL.

1. Underline which of these subjects you teach separately:—oral composition, written composition, spelling, grammar, reading, literature.
2. Is "Composition" (i.e., correctness in mechanical parts of writing, spelling, punctuation, grammar) considered in other written work?.....
In what way? (e.g., insistence on correction of all errors, deduction of marks, inspection of written work in other subjects by English specialist).....
3. In what way is grammar studied?
(1) as a formal subject.....
(2) only where needed to help explanations of correct forms.....
4. How much grammar is studied?
grade or age..... work covered.....

5. If a text is used, give the name.....

6. To what extent is the study of formal grammar helpful?.....

Remarks.....

2. ORAL ENGLISH.

1. Do you consider oral or written English more important in school work?.....
To which do you devote more time?.....
2. How do you cope with:—...
(1) Small, inaudible voices and lazy diction?.....
(2) Monotony in speech?.....
(3) The tendency to "sing" in unison in oral work?.....

(4) Impure vowels?.....

3. Do you make any attempt to deal with individual cases of speech defects, such as lisping, stammering, and stuttering?.....
What do you do?.....

4. What treatment do you give children whose throat and nose condition is interfering seriously with clear and open tone?.....

Do you give any help to mentally deficient children whose speech functions are affected?.....

5. Is the system of phonetics thoroughly sound?.....

6. Would it not be an advantage to teachers to have some knowledge of the basic principles of breathing, voice production and diction?.....

Have you this knowledge?.....

7. To what extent is the dry, hot atmosphere of classrooms responsible for hardness of voice and unhealthy throat conditions?...

8. What place do you give to breathing exercises in the curriculum outside of the gymnasium?.....

9. Do you accept the English or (and) the American dictionaries as the standards?.....

10. How do parents co-operate with you in an attempt at better speech standards?.....

11. Do you give dramatizing and story-telling the attention they deserve?.....

What percentage of class time should be devoted to such work?.....

12. Do you give due consideration to age and sex of classes when selecting pieces for oral recitation?.....

13. Would the introduction of Radio Education assist in the teaching of Oral English?.....

Remarks.....

3. READING.

1. How much class time each week do you give to reading?.....

Give grades and years.....

2. What proportion of reading time is for "silent reading"?.....

Give grades and years.....

3. Do you think that the books on your curriculum suit the needs of your class? i.e.,—

(1) Do the pupils enjoy them?..... (2) Are they satisfactory from a literary standpoint?.....

(3) Do they develop imagination?..... (4) Do they suggest worthy ideals in an attractive form?.....

4. Do the class read books together and discuss them?.....
5. Does it destroy interest in a story to have a poor reader read aloud?.....
6. Would it be better for the poor reader to get individual practice in reading apart from the class period, e.g., while the rest do written work?.....
What provision do you make for this type of pupil?.....
7. Do you dramatize stories or parts of books that lend themselves to dramatization?.....
8. Do you think that a few books thoroughly discussed are better than several books where only a bare outline of story and characters is expected?.....
9. Would you attempt to combine both methods?.....
10. Will you suggest the names of some good supplementary readers for each elementary grade?.....

11. Do you give special credit to the child who reads widely and with discrimination?.....
What minimum library facilities do you consider essential?.....
12. Do you find that when pupils are ready to leave the elementary school they have such a taste for books, and such a knowledge of them, that they read with good taste?.....

Remarks.....

4. SPELLING.

1. What do you consider to be the duty of the school in teaching spelling?.....
2. Should spelling be taught in systematic lessons?.....
3. (a) In what grade do you begin formal spelling teaching?.....
(b) What types of words are taught in that grade?.....
(c) How are they presented?.....

4. What is the highest grade in your school system in which this subject is formally taught?.....
5. What is the source of the material taught?—spelling book, word lists prepared by teacher, by official authority?.....
To what extent are standardized lists utilized, e.g., Ayers, Thorndyke?.....

6. How many new words are prescribed in each grade? (Give grades).....
7. What is your procedure in presenting new words? Group method? Individual method? Day-by-day assignment? Week assignment?.....
8. What proportion of the school time is devoted to this subject?.....
9. Is spelling taught independently of other work in English?.....
10. Do you favour the method of presenting words in context or in word lists?.....
11. Are both English and American spelling accepted?.....

Remarks.....

5. COMPOSITION.

I. PLANNING OF COURSE.

1. In what way has the course been planned?

- (1) Following a study of pupil needs and interests?.....
(2) Chiefly with reference to high school entrance requirements?.....
(3) By an outside authority with no reference to local situations?.....

2. When was this course planned?.....

Has it since been revised?.....

When?.....

3. Are there supervisors or specialists in English for the elementary grades?.....

II. AIMS.

1. Are there definite objectives for each year in the course?.....

- (1) for Oral English?..... (2) for Written English?.....

2. Is there definite correlation of English with other subjects?.....

How is it accomplished?.....

Remarks......

3. Do these objectives take account of pupil needs and interests at different levels?.....

III. METHODS.

1. Is Composition taught as a separate subject?.....

2. Are there minimum essentials for each year?.....

3. What proportion of Composition time is given to:—

- (1) oral composition?..... (2) written composition?.....

4. Are drills based on actual errors made by children?.....

5. How is improvement in mechanical correctness tested? (e.g., by objective tests).....

6. Is composition based chiefly upon:—

- (1) topics arising from classroom discussions?..... (2) assignment given by teacher?.....

- (3) reproduction of stories, heard or read?..... (4) textbook assignment?.....

- (5) projects? (e.g., class newspaper, Red Cross activities).....

Mark these in order of importance.

7. How many hours a week are given to:—

- (1) all English?..... (2) composition?.....

8. Do you use:—

- (a) a textbook?..... (b) a workbook?.....

9. What devices are used to arouse interest? (e.g., debates, projects, class newspapers, radio talks).....

Remarks......

6. EXAMINATIONS IN LITERATURE.

1. Do you use tests in literature?.....

2. Are the tests intensive or extensive, or both?.....

3. To what extent do they measure:—

- (1) factual knowledge..... (2) appreciation?.....

4. Are they (1) altogether oral (2) altogether written (3) partly oral and partly written?.....

5. By whom are the tests made? (e.g., outside authority).....

6. Do you consider them satisfactory on the whole?.....
What criticisms have you to offer?.....

7. Do they encourage such practices as cramming, the use of "helps", notes, etc.?.....

8. Do you use objective tests?.....

9. How far do you emphasize the details of the authors' lives as a part of the teaching of Literature?.....

10. In addition to the formal examination, what credit do you give for work done during the session, e.g., reports on books, written assignments, class recitations?.....

Remarks.....

7. AIDS TO TEACHING.

1. Indicate by a mark (V) opposite the items, what aids to teaching English you use in your class:—

Pictures.....	Games (for language).....	Literary or debating clubs.....
Moving pictures.....	Class magazine or paper.....	Radio talks to children.....
Slides.....	School or class plays.....	Radio talks to teachers.....
Children's magazines.....	Teachers' professional library.....	School magazine or paper..... (e.g., "My Magazine")

2. Is there a supervisor of English for your schools?.....

What are the duties of this supervisor?.....

Remarks.....

8. ISOLATED COMMUNITIES.

1. What is being done to help English teaching in isolated communities? (e.g., radio broadcasts, travelling libraries, travelling teachers, railroad schools, correspondence courses).....

2. What other helps can you suggest?.....

9. TO TEACHERS OF NON-ENGLISH-SPEAKING CHILDREN.

1. What special exercises are given to these children to help them overcome their difficulties in oral English, e.g., ee for i; v for th; oi for ir before l, etc.?

.....
.....
.....

Also to help them to build up a good working vocabulary?

.....
.....
.....

2. What special exercises are given to these children to help them overcome their difficulties in written English, e.g., overcoming special spelling difficulties, using idiomatic English?

.....
.....
.....

3. What special books do you use for:—

(a) language.....

(b) literature?.....

4. What other helps can you suggest?

.....
.....
.....

5. Is the mother tongue (i.e., not English) used for instruction in the school?

6. Is English (a) the chief (b) the only language of instruction?

7. What special qualifications have the teachers in these situations, e.g., knowledge of other languages, special training, etc.?

Remarks.....

.....
.....
.....

10. LITERATURE APPRECIATION.

1. To what extent do you use story-telling for appreciation?

2. What methods do you find most effective in obtaining appreciation (a) of a poem.....

.....
.....
.....

(b) of a prose selection?.....

3. How is memory work selected? (e.g., by outside authority, by teacher, by teacher and class, by class).....

4. What texts or selections are used in your grades? (Please state the grade, or age, and work studied; or, if more convenient, state the type of literature studied).....

.....
.....
.....

5. Do you encourage children to bring to class and to read aloud poems they like?.....
6. How do you attempt to measure appreciation?.....

7. What do you find the chief hindrances to getting appreciation? e.g., types of examinations in use, unsuitable selections of poetry and prose, lack of literary background of teacher, inability of teacher to read aloud effectively.....

Remarks.....

11. LIBRARY.

1. Have you a school library?..... How was it obtained?.....
 2. How many pupils are there in your school?..... Approximately how many books in your library?.....
 3. Have you a class-room library?..... How was it obtained?.....
 4. How long since new volumes have been added?.....
 5. How is the library used?.....
 6. (a) Do you encourage the pupils to use the library?.....
 - (b) How?.....
 7. Is there a good civic or other library available?.....
 8. Is there a travelling library available?..... Do you use it?.....
 9. If there is no library available do your pupils loan books for a class-room library?.....
 - With what success? Slight.....Marked.....Unsuccessful.....
- Remarks.....

12. SPECIAL.

1. What experimental work in language teaching are you doing?.....
(Kindly attach an outline of your methods and results).
2. Kindly suggest further topics and questions in the Consolidation of Language which are not included in this initial questionnaire.....

Approach to Language in the Infant Department

KINDERGARTEN AND GRADE I—APPROXIMATE AGES 5-6

The Committee charged with the Canadian Teachers' Federation Survey in English is anxious that every teacher in Canada should assist in this nation-wide movement, which has been initiated by the teachers themselves. As we wish to discover what is actually being done in our schools will you answer the questions in relation to your own work. Space is provided for remarks and criticisms, and these together with the information collected will be, we believe, of no small value in determining future educational practice. Your considered reply to this questionnaire will therefore be a real contribution both to a most vital field of education, and to the advancement of the professional standing and prestige of teachers throughout Canada.

Name and Type of School.....

Name of Teacher.....

Grade or Year.....

Number of Pupils enrolled in your class.....

Date.....

1. SPEECH TRAINING.

(1) What devices do you adopt to obtain clear enunciation in speech?.....

(2) What special exercises are given to foreign children to help them to overcome their difficulties in the English language?.....

(a) ex:—ee for i—heel—hill
v for th
oi for ir before l, etc.

(b) in aiding them to build up a good working vocabulary?.....

(3) Remarks.....

2. ORAL COMPOSITION.

(1) How much time, if any, is devoted to the relating of interesting facts or events each day by the children—with their classmates as an audience?.....

(2) VOCABULARY-BUILDING.

(a) How are the children encouraged to choose suitable words in conversation and oral composition?.....

(b) Is "word-feeling" fostered in any way?.....

(3) PICTURE-STORIES.

Do you find a picture is a good topic for oral composition?.....

(4) If so, how do you deal with the sentences given by the various children?.....

(5) Is there any written composition in Grade 1?.....

(6) Remarks.....

3. POETRY APPRECIATION.

(1) How far is the choice of suitable poems left to the teacher?.....

(2) How many poems *must* be memorized?

(3) Are the works of the modern poets used to any extent? A. A. Milne, Rose Fyleman, Walter de la Mare and others?.....

(4) Do the children print and illustrate their favourite poems?.....

(5) Are they encouraged to write verse?.....

(6) If poetry is memorized, do the pupils learn it as a whole, in part, or line by line?.....

(7) Remarks.....

4. STORY-TELLING.

(1) Are stories read or told to the children of this age?.....

(2) Which type of tale is found to be the favourite?

(3) Are they permitted to "make a story"?

(4) Do they like illustrations with their story?.....

(5) Are nature tales among the favourites?.....

(6) Remarks.....

5. READING.

(1) Which method is the authoritative one in your Province?.....

Phonic

Phonetic

Word-method.

Sentence method

Combined phonic and sentence

(2) Which method do you prefer?.....

(3) Do you introduce the Sentence-method and then Phonics, *or*.....

(4) Are they used at the same time but at different periods of the day?.....

(5) Is there any method of grouping for Reading in your Grade?.....

ex:—Very good reading A
Good reading B
Poor reading C

(6) If grouping is used, what material or work is given to the groups not employed in oral reading at the time?.....

(7) Does the work vary in difficulty for the various groups?.....

(8) What attention do you give to spelling?.....

(9) Remarks.....

6. SUPPLEMENTARY READING.

(1) Do you have a class-room library?.....

(2) If so, when and how is it used?.....

(3) Which books do you find most suitable?.....

(4) Do you keep a record of individual readers' choice?.....

(5) How do you test the silent reading of those books?.....

(6) Do you have poetry selections in the library?.....

(7) Remarks.....

7. KINDERGARTEN.

(1) Are Reading, Number Work and Print introduced through the "Play-way" in the Kindergarten or Baby-room?.....

(2) Is "Print" used in the Junior Grades?.....

(3) Is "Print" used in Grade 1 as an aid to Reading?.....

If so, when is Script Writing introduced?.....

(4) Which Reading Book is used as a class reader in Grade 1?.....

(5) Remarks.....

8. SPECIAL.

(1) What experimental work in language teaching are you doing?.....
(Kindly attach an outline of your methods and results.)

(2) Kindly suggest further topics and questions in language teaching which are not included in this initial questionnaire.....

Any information as to the "Approach to Language" in your Province, not covered by the Questionnaire, will be of value to others.

April 16th, 1932.

J. Stanley Cook, Esq.,
Secretary, The Montreal Board of Trade,
Montreal. P. Q.

Dear Mr. Cook,

With reference to the Questionnaires received by you from the Association of Protestant Teachers of Quebec, I think no action on your part is necessary. I would conclude that they were forwarded to such a body as the Board of Trade as a matter of information only, and in order to let you know that some effort is being made to improve the teaching of English. I have received the same questionnaire but have not thought at all about answering it. You remember, too, that the questions are addressed to teachers.

Yours faithfully,

Principal.

course of lectures and read carefully the ten texts, received one question in his examination. It was on the stories of Perrault, and as he had not been able to get from the library the particular book—much in demand—he was naturally unable even to attempt the question.

It is curious how the revolutionary spirit of independence, amounting sometimes, it seems, to disrespect is, among the students, mingled with the opposite quality of enthusiasm for and worship of the professors. I have often been surprised and shocked by students clattering in to a lecture twenty or thirty minutes late. At the end of the hour, however, the same students may be extremely enthusiastic in applause. No doubt it is due to their Latin temperament but it is hard to become accustomed to it.

France is the land of paradox, of antithesis. One is continually suspended between enthusiastic admiration and indignant disgust. If the libraries are gloomy and the classrooms of the university sometimes frightfully overcrowded, it must be admitted on the other hand that intellectual life in Paris is of remarkable intensity. At the University students may listen to lectures by such brilliant and well-known scholars as Joseph Bédier, the great specialist in mediaeval French literature, Fernand Baldensperger, the internationally famous expert in comparative literature, Charles Andler, the impassioned and eloquent interpreter of German poetry and many others of equal note.

It is remarkable what a large place literature and art occupy in the interests of the general public in Paris. One day when I was standing in line in the registrar's office waiting to enroll for a certain course of lectures, I fell into conversation with a young man carrying a violin case. He was very well dressed and spoke in a very agreeable, animated manner. I was interested to learn that he was a "Docteur en Droit," was actually engaged as a broker at the Paris Bourse, and was undertaking, for pleasure in his spare time, a doctor's thesis in literature. In addition to these activities he played regularly in an amateur symphony orchestra.

Perhaps I have dwelt at too much length on the dissatisfactions of a student's life in the Paris of to-day. My excuse is that one hears, in general, far more about the riotous beauty of Paris and the giddy joys which it offers than about the other side of the picture. However, my article would be extremely incomplete were I not to insist upon the tremendous importance, for the student, of the beauty and life which make Paris, many think, the most fascinating city in the world.

Victor Hugo called Paris "La Ville Lumière". The name is doubly deserved. The climate of Paris is rainy and dark, in fact, the whole northern part of Europe is more than amply moist. It is said that in 1916 at Brest, which is near Calais, there were three hundred days of rain. Curiously enough, if the days are overcast and dull, the nights are almost invariably clear and starry. Paris is at her best at night. The Place de la Concorde, with its glistening fountains reflecting the silvery rays of myriad arc lamps is like a constellation of shining stars. At the Place de l'Etoile, the Arc de Triomphe, illuminated by giant flood lights, stands up against the night sky like a giant wedding cake. The Seine, bordered on either side by a beautiful tree-lined boulevard, reflects from its surface of shining ebony a veritable galaxy of coloured lights.

Paris is also, as says the Dictionnaire Larousse, "le centre des lumières," meaning the centre of intellectual light. Lecturers from all part of the world give talks on every imaginable subject. The greatest artists, musicians, poets, philosophers and novelists deem it an honour and a privilege to appear in public in Paris. All this has, naturally, a highly stimulating effect on the intellectual atmosphere of Paris, and a student must indeed be dull and unreceptive who does not profit by such an atmosphere and environment.

I have not attempted to portray in detail the life of a Paris student. What I mentioned in the beginning about the disappearance of the classic type of Bohemian student has robbed this subject of any peculiar interest it might have heretofore had. However, I hope that the reader has been able to get a general idea of the student situation in Paris to-day. In spite of the criticisms we can make of the French, there is little reason to believe that Paris has lost any of its attraction for Canadian and American students.

When daisies go, shall winter time
 Silver the simple grass with rime;
 Autumnal frosts enchant the pool
 And make the cart-ruts beautiful;
 And when snow-bright the moor expands,
 How shall your children clap their hands!
 To make this earth our hermitage,
 A cheerful and a changeful page,
 God's bright and intricate device
 Of days and seasons doth suffice.

—R. L. Stevenson.



The C.T.F. and the Teaching of English

Manifesto of the Committee in charge of the Dominion-wide survey in English,
prepared by Prof. Fred. Clarke of the Department of Education,
McGill University.

A NEW-COMER to the wide field of educational work in Canada must necessarily try to form some estimate of the relative strength of the forces that work towards or away from the pursuit and attainment of common objectives in Canadian education. One finds too often in the "new" countries that there is much greater readiness to pay a facile lip-service to the cause of national identity and unity than to think out patiently and fearlessly all that is involved in the attainment of such unity. I have heard, for instance, distinguished representatives of Canadian and Australian education pressing for mutual recognition of teachers' certificates as between England and the Dominions, and then revealing that there was no such mutual recognition as between the States or Provinces of their own lands! In other words, much less had been done than was supposed, by educational means, to give substance and unity of meaning to the single-sounding terms, "Canada," "Australia" and so forth. Even now Canadians may well say: "It doth not yet appear what we shall be." Education, not in schools only, is still contributing its great share to determine what "Canada" shall mean, and it is by no means clear that this criterion is always kept in mind by those who shape educational policy.

Administratively Canada cannot be an educational unit. Both history and geography combine to forbid it, and no words need be wasted, even by a new-comer, to vindicate the Provincial basis on which the administrative structure has been built. But, even for a sound policy, the price has to be paid. What that price is, in this instance, does not take long to discover. We pay it in the form of separation of *mind* as well as of administration, and so of increased difficulty in achieving a common Canadian mind in the use of that potent formative instrument—Education.

We are apt to be altogether too facile and superficial in our thinking on this process of Canada-making. The functioning of powerful Departments of Education with the whole weight of Provincial Governments behind them, tends to induce that fatally unreal type of thinking which assumes that the issue of an administrative order and the solid attainment of an educational end are the same thing. The achievement of educational ends that are worth the effort is not so easily accomplished, but one can detect a marked disposition in some Canadian thinking to overlook the fact.

It is influences such as these—the necessary drift towards provincialism and the serious underestimate of the difficulties in the way of a common Canadian unity—

that make the Canadian Teachers' Federation so important. One feels instinctively that here is a powerful instrument for correcting the less desirable consequences of the administrative policy that Nature and History have forced upon Canada. For the Federation stands for the recognition of a view that is wider, longer and deeper than many which are ordinarily taken. Wider because it sees all Canada, longer because it contemplates the Canada that is to be as well as the Canada that is, deeper because it recognizes the need for long study and labour and much close co-operation if the desired common ends are really to be achieved.

The Federation can do much useful and necessary work in the comparatively narrow field of furthering and protecting the professional interests of teachers as such. But its main justification lies elsewhere. It is characteristic of North American communities that they plan to achieve some of the most vital of community ends by non-governmental agencies. Thus the great corporations on the economic side are paralleled by great cultural organizations, such as the Y. M. C. A. on the social side. The existence of the C. T. F. is a further expression of this readiness to meet public needs by private and voluntary co-operation. From a purely selfish point of view its formation seems barely worth while. From the sounder community point of view it is very much worth while. Even for selfish motives the wider view would have its value. *Increase of prestige* is the most urgent professional need of teachers at the moment and this is more likely to be achieved by deserving than by demanding it.

The real justification of the C. T. F. will be furnished by its capacity to organize the co-ordinated study of the common problems of Canadian education. On the administrative side some loosely-compacted machinery for this purpose exists already. But there seems to be little possibility of any concerted action by Governments to set up really adequate facilities for the common study of common problems. The field is one that voluntary agencies must occupy if it is to be occupied at all. The C. T. F. cannot hope to do all that is needed, but it can at least show the way, and allies and auxiliaries may then be forthcoming.

Experience has already shown which is the most powerful of the cultural influences that may serve to bind together a highly diversified Canada. It is just the English language with its literature. The universality of English need not and should not imply any hostility to other languages that are spoken in the land. But it

does mean a common interest running right through Canada, not affecting all alike in the same way by any means, but nevertheless universal.

Should not a professional body like the C. T. F. then make the teaching of English its very special concern? Each Province has its own peculiar problems but all have a common interest. What, for example, of English "speech"? Can we all feel happy about it? Local differences of accent and pronunciation there must be; they can be found in plenty in England itself. No one who is free from priggish affectations will bother about that matter. But clearness, conscientiousness, self-respect, and good taste in the spoken use of English; these are other and much more serious matters. Circumstance has given to the "book," especially the text-book, an undue prominence in most Canadian schools, and the cultivation of speech has been neglected. Language becomes then a utility to serve its purpose in a rough and ready way rather than an aspect of personality to be cultivated. Many a boy grows up to pay far more attention to the crease in his trousers than to the articulation of his speech.

What, again, of the effects of a text-book régime upon the adult attitude towards literature? What consequences may follow from making poetry-teaching an appeal to the eye and to visual memory rather than to the ear and to a sense of music? What loosenesses of logic are creeping into our idiom; usages that cannot be defended as pleasing local variations, but are to be condemned as the product of slovenly and lazy thinking? What of the clear misuse of words as when a headliner says "flaunt" when he means "flout"?

What, again, of the special peculiarities of local problems? Has the last word been said in regard to the teaching of English to the foreign-born? Canada, unlike

South Africa, seems to have rejected quite definitely the bi-lingual school. South African experience suggests a doubt whether the genuine bilingual school has ever been fairly tried out in Canada. But we will let that pass and ask rather what are the conditions which should govern the "direct" teaching of English to those for whom it is not a mother-tongue?

Again, what of Spelling and Grammar, and the language drills? How far are these integral to the teaching of Composition, and how far must they be taken as independent "subjects"? The almost ubiquitous use of the "Speller" and the grammar text-book leads one to doubt whether all the problems have been fairly raised yet.

The Association of Protestant Teachers of Quebec has recently carried out a useful enquiry into the teaching of English in that Province. The results have considerable value and the effort has received the cordial approval of the C. T. F. But the undertaking is limited both in its scope and in its application to the special conditions of Quebec. Should it not now be made the starting-point of a systematic enquiry throughout Canada, carried out under the auspices of the Associations of which the C. T. F. is composed? The Quebec Association would gladly make its preliminary contribution in the shape of a suggested form of questionnaire based upon its own enquiry.

If such a project were seriously taken up it seems highly probable that substantial help might be forthcoming from outside the C. T. F. The results would have undoubted value for us all. But what would have even greater value would be the increased consolidation of the C. T. F. itself and the enhanced sense of its own mission that would come from a systematic joint effort undertaken in a great common cause.



Dick Tour. The Centre of London.

Julius Caesar and Macbeth

By J. ROWE WEBSTER.

THE Shakespearean tragedies, *Julius Caesar* and *Macbeth*, offer many chances for profitable comparisons. Before examining special passages, let us consider their general plots. The initial motive of each is championed by a team of two. In the one play, Cassius and Brutus work for the assassination of Caesar in order that they may put into effect their own programme of government in Rome. Cassius in addition has a lust for power. Macbeth and Lady Macbeth murder Duncan that they may rule as King and Queen of Scotland. In *Julius Caesar* the weak partner in the conspiracy is Brutus, who has almost perfect self-control, but who does not understand the practical aspects of the situation in the world of men; in the Scotch play the weak colleague in crime is Macbeth, who knows the world of men well enough, but who loses his self-control the moment that he gives way to his wife's taunts. Not even she is able to stop him, when she has once started him on the path of wrong through intensifying his reckless ambition by her own heartless urge. In the Roman tragedy, Antony turns the tables on the conspirators, and later joins with Octavius and Lepidus in a triumvirate which overwhelms the revolutionary forces. In *Macbeth*, the Thane of Fife holds a position which at first is more passive than that of Antony, but which is very similar. Octavius and Lepidus are matched by Malcolm and Old Siward. In this play the counterplot does not begin to move so evidently or so rapidly, but Macduff is nevertheless its hinge in the one case, as Antony is in the other. Largely on account of the lack of agreement between Brutus and Cassius, the power of the conspiracy weakens and fails. There is a similar lapse of harmony between Macbeth and his wife as the action progresses, but the chief disintegration occurs within Macbeth himself. After losing his self-respect and his friends, he wilfully pins his faith to the hocus-pocus of the Witches and cannot resist the apparition with success. In each play the counterplot decides the issue by victory on the field of battle.

The fact that hatred of the triumphant Caesar is a characteristic of one of the political parties in Rome, is made very evident in the opening scene of the old-world tragedy. The Tribune Flavius insists that the public statues, hung with garlands in honour of the mighty conqueror, be stripped of their decorations. But although we are given this bias at the outset, we do not feel quite sure of the initial motive starting the action of the play until the next scene. In this Brutus shows that something preys upon his mind; and when he and Cassius hear a great sound of voices, he exclaims:—

"What means this shouting? I do fear the people choose Caesar for their king."

Cassius:

"Then must I think you would not have it so."

Brutus:

"I would not, Cassius; yet I love him well," etc.

We now definitely judge that trouble is in store for Caesar, and are not surprised to find Cassius using all his powers of persuasion that he may bring Brutus into action. When Brutus has departed, with the promise that he will carefully ponder the words just spoken to him, Cassius breaks forth in exultation:—

"Well Brutus, thou art noble; yet, I see,
Thy honourable metal may be wrought
From that it is disposed: therefore it is meet
That noble minds keep ever with their likes;
For who so firm that cannot be seduced?
Caesar doth bear me hard; but he loves Brutus:
If I were Brutus now, and he were Cassius,
He should not humour me. I will this night
In several hands, in at his windows throw,
As if they came from several citizens,
Writings all tending to the great opinion
That Rome holds of his name; wherein obscurely
Caesar's ambition shall be glanced at:
And after this let Caesar seat him sure;
For we will shake him, or worse days endure."

The parallel passage in *Macbeth*, in which Lady Macbeth summarizes her husband's character and determines that he, at her bidding, shall take all action necessary to secure the crown, will at once suggest itself to every reader:—

"Glamis thou art, and Cawdor, and shalt be
What thou art promised. Yet do I fear thy nature;
It is too full o' the milk of human kindness
To catch the nearest way: thou wouldst be great;
Art not without ambition, but without
The illness should attend it: what thou wouldst
highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win: thou'dst have, great
Glamis,
That which cries, 'Thus must thou do, if thou have
it';
And that which rather thou dost fear to do
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear,
And chastise with the valour of my tongue
All that impedes thee from the golden round
Which fate and metaphysical aid doth seem
To have thee crown'd withal."

Briefly calling attention to the fact that Macbeth, in spite of Banquo's warning, becomes intensely interested in the words of the Witches, whereas Caesar refuses to heed the shrill voice of the Soothsayer, let us pass to one

April 23, 1932.

The Canadian Teachers' Federation,
Professor Fred Clarke,
Chairman of the Committee on Survey
of the Teaching of English in the Schools.

Dear Sirs,

I have learned with great interest of the proposal to Dominion-wide Survey of the teaching of English in the schools of Canada, under the auspices of the Associations in the Canadian Teachers' Federation.

I feel that this should serve a valuable purpose, not only in respect to the technique of English teaching, but also in combining more closely the teachers of Canada through the encouragement of an effective professional spirit. I am sure the greatest possible good will come of this co-operative effort.

Yours faithfully,

Principal.

Also sent to

Miss C.I. Mackenzie, Montreal High School for Girls
J.S. Astbury, Baron Byng High School.

March 6, 1933.

Canon James E. Fee, M.A.,
Rector, Montreal High School,
University Street,
Montreal.

Dear Canon Fee,

Professor Clarke has made a report to me concerning the very generous and willing assistance that he has received from you and the staff of your school in the work of providing practice-teaching for graduate students.

On behalf of the University I wish to convey to you my cordial thanks for such friendly help. As you know, the University welcomes gladly every opportunity of co-operating with the schools in matters of common educational interest. Moreover, in this piece of work a further step has been taken in affirming the claims of teachers as a profession to have some share in the training and selection of recruits.

I welcome gladly all such steps towards closer co-operation, and fuller recognition of schools and teachers, and therefore I wish to assure you that the University is deeply grateful for your help.

Yours faithfully,

Principal.

March 6, 1933.

D.C. Logan, Esq.,
The Superintendent,
Protestant Board of School Commissioners,
McTavish Street,
M o n t r e a l .

Dear Mr. Logan,

Professor Clarke has made a report to me concerning the very willing help he has received from you and from the Principals and staffs of certain High Schools in providing practice-teaching for graduate students.

May I, on behalf of the University, convey to you, and through you, to your Board, my warm thanks for such kindly assistance? Such practical recognition of common interests in the field of education in Montreal is a great encouragement, and a guarantee of increasing effectiveness in the discharge of the great responsibilities which we share.

I wish to assure you that the University is at all times ready to reciprocate in doing whatever it can to assist your Board in the discharge of its vitally important duties.

Yours faithfully,

Principal.

As this letter is intended for Sir Arthur Currie, kindly deliver it to him on his return.

To Acting Principal
McGill College.

1444 Bishop St.
Montreal 23rd Feb.
31.

My Dear Sir,

As Canadians are very proud of McGill, I regret to inform that the spirit of its founder, of loyalty to Canada & the Empire, was grossly violated last ^{Sunday} evening at a meeting of the "Peoples' Forum" at which a Professor of McGill - Prof. Clarke I believe - acted as Chairman & introduced the speaker - a South African Dutchman - with laudatory remarks. The lecture was thinly veiled Communist propaganda & most disloyal & impertinent.

Permit me to give you the following resume' & you can judge for yourself if it was a proper lecture for a McGill Prof. to Chairman or for loyal Canadians to have to listen to: -

The speaker - (the S. A. Dutchman) sneered at & belittled the British Empire a no. of times -

He sneered at patriotism or respect for a flag -

He placed the onus for the war on the British Empire

He derided as ridiculous the idea of soldiers fighting for "King & Country" & sneered at the words, repeating the phrase several times in tones of derision -

(2)

He affirmed, in effect that our soldiers were childlike & went to war like children clutching at a little excitement -

He sneered at the rank to which your Principal belongs, asserting that Generals died in their beds -

He spoke in a thinly veiled tone of derision of churches, suggesting, in effect, that only feeble minded beings would believe in the churches of their fathers -

He ridiculed & held up to scorn the Rotarians, the Kiwanis Club, the Salvation Army & others, particularly deriding their mottoes of "service -" He mentioned the name of our Lord in a brief but flippant manner -

He informed us that there would be another war in 1940 & enlightened our ignorance by remarks to the effect that gas would be used & its effects!!

When asked what could be done to prevent this he sneered at the Press & asserted they should be prevented from doing all they could to encourage war, as they are now doing according to him -

He held our girls up to wanting ridicule as desiring war because they adored uniforms &

brass buttons & that the glamour of these also influenced our soldiers -

I ask you candidly if this was a proper lecture for a Canadian audience to listen to. I have given in effect, the purport of his remarks, given with a suave & persuasive smile intended to camouflage his real intentions, which caused unthinking people to applaud -

One auditor ~~asked~~ showed his opinion by asking "Could the lecturer say one good word for the British Empire" when he at once tried to disarm criticism by effusing about London & the English scenery, tho previously he had held London up to scorn for having slums, as if it were the only City which had them -

yours faithfully
R. G. Ellis

At end of lecture the chairman could have expressed a disagreement with some of the remarks & called for an expression of loyalty to the British Empire if loyal himself!!

For attention of the Eastern Com. in the future

27th Feb.

Hon David makes a strong appeal in the Gazette this morning against the damage the Communistic propaganda is doing in this Province & the French Cause in West have dealt very sternly & effectively against Russian propaganda in the West & others out there have punished treason & disloyalty. It remains for the People's Forum & Mr. Gill Prof. to fire encouragement to a South African Dutchman preaching disloyalty & Communistic propaganda in our churches in this City.

MCGILL UNIVERSITY
MONTREAL

FACULTY OF ARTS
DEPARTMENT OF EDUCATION

May 8th 1931

Dear Sir Arthur

I would accept very gratefully a share of the grant from the British Association. I have been appointed a Vice-President of the Education Section (Section "L") & I am to read a paper. So I intend to be present at the meeting.

It will be impossible for me to be back in time for the opening of the session but I hope to reach Montreal by Oct. 4th so shall not be more than a week late. I trust this is agreeable to you.

Yours very truly

F. Clarke.

May 11, 1931.

Professor F. Clarke,
Department of Education,
McGill University.

Dear Professor Clarke,

With reference to your letter of the 8th, and as I intimated to you in our conversation the other day, we shall not expect you to be back in time for the opening of the session, but if you are here by October 4th it will be all right. You will, of course, make the necessary arrangements with the Dean.

Yours faithfully,

Principal

March 28th, 1930.

Mrs. Edith Clarke,
41 St. Giles',
Oxford, England.

My dear Mrs. Clarke,

Thank you very much for your
kind letter received this morning.

As I came in I met your
husband passing through the halls of McGill College
and thought how well he was looking. There is no
doubt about it - his appearance is much improved,
that is, he looks stronger and healthier. He tells
me that he never had a better appetite, never enjoyed
his meals more, and that his old energy is returning.

I am also delighted to tell
you that he is making a fine place for himself in
the University and in the educational life of this
city. I have watched him carefully and have been
very pleased with the way in which he has gone about
his job. You will have lived long enough in a
Dominion to know that some there are from the old
country who begin at once to tell us how wrong we
are in the things we do and in our way of doing them
and that nothing but a complete adoption of what is
done in the old country will meet the case. Clarke
has not acted in that way. He is taking time to
make himself familiar with our problems, to make
the acquaintance of those intimately associated
with them, and he has formed his own conclusions.
I know that he is going to make a fine contribution
to the betterment of the educational life of this

country. He is well liked by his students and by his colleagues and I am sure that for his sake as well as your own, you will be warmly welcomed when you come to us this autumn.

Ever yours faithfully,

Principal.

41, ST. GILES',
OXFORD.

March 18. 1930.

Dear Sir Arthur,

My husband has sent
on to me your very kind
letter welcoming him
back to work, and I feel
that I must thank you
for it. I could not myself
show more regard for his
precious life than you
have expressed in your
letter. And your very

definite injunction
to him not to get ~~fixed~~
has given me more
heartsease than anything
since his illness.

I do want to thank
you personally and also
Lady Currie for so kindly
calling to see him in hospital.

Believe me

Yours very sincerely
Edith Clarke.

Confidential

McGILL UNIVERSITY

MONTREAL

April 18th 1930

FACULTY OF ARTS
DEPARTMENT OF EDUCATION

Dear Sir Arthur

after consideration I feel I should like you to read the enclosed letter which I have just received from Sir Michael Sadler. written on his departure for England after delivering a short course at Columbia. He defines so exactly what I feel about the situation here - while exaggerating far too much my capacity to deal with it - that I felt that I should like you to see, ~~it~~ in confidence, what he says. Coming from one of his unique experience the general view that he indicates is of considerable value.

Naturally, I am daily more sensible of the extreme difficulty of the task that has to be faced. But already I feel accused of inadequate backing & with that I am ready to make the sacrifices of other ambitions that the immediate situation demands. I may fail where better men have failed, but I will do what I can.

I trust you will not misconstrue my motives in showing you the letter. I do so because Sir Michael, with his great authority, has defined so clearly my own conception of the job.

Yours very truly

J. Clarke

P.S.
Please return the letter

April 12th, 1930.

Professor F. Clarke,
Department of Education.
McGill University.

Thank you very much for letting me see Sir Michael's letter. What a kind and stimulating letter it is! It must encourage you in the task which lies before you in Quebec.

I hope that before too many years pass we can give you such assistance in your Department as will permit you to take up again your literary work.

I have taken the liberty of putting a copy of Sir Michael's letter in your file.

Principal.

April 6, 1930.

My dear Clarke,

Your graphic letter reached me at the Faculty Club at Columbia about ten days ago, but I was in full rush of work and had not an opportunity of writing to thank you for it. But Lionel Curtis, who came to my room, was full of insight and enthusiasm about what he realizes to be the great service to which you have been called in Canada. It was pleasant to feel that, through his talk and through what others said, I was indirectly in touch with you during my short stay in America.

At this juncture, it is the fate of some of us English to have to give ourselves, whatever the cost, to the active diplomatic work of getting, through personal relations and private effort, a new point of view into educational administration, and we are obliged to wear overalls, dig foundations, and plan buildings which we may never see finished. I regret deeply that your time for writing has been so straitened and that the sacrifice which you made in South Africa will be called for in Canada too. But you will always be one of the great forces at work in this agitating time. And I trust that though you have to give up much that you would fain have done, and have done with outstanding eminence of style and cogency, you will have the happiness of feeling that you did what the stranger can - a difficult duty made imperative.

Looking back over the history of English education, one sees that some of the greatest leaders, at each time of crisis, poured their personalities into creative action and so saved what could be saved of the sound parts of the older wisdom and imbued the old tradition with the colour of a new ideal.

Busby did this at Westminster in the critical years of the 17th century: Markham and Eveleigh did it in Oxford when the time had come for re-casting the University's intellectual life: Kay Shuttleworth did it when the battle for state action in the option(?) of education had to be fought and won: Thomas Arnold did it at Rugby. J.L. Paxton and Baden Powell and (though he had more time for writing in earlier days) Percy Nunn, and Percy Jackson are doing it now. Your name will be held in honour for having unselfishly given your best self to work which must be (except to those who watch it most closely) in great degree nameless. But experience will keep you fresh in mind, apt in word and always in the front of the line of fighting, and who could ask for more! This American journey has made a deep impression on me, and I look forward to a good talk when you are in Oxford in June.

Yours very truly,
M. E. Sadler.

MCGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF EDUCATIONFeb. 19th 1930

Dear Sir Arthur :

As I know you are very busy I take this means of informing you that I am back in my office after four weeks' absence. I am proceeding lightly for a few days, & hope to be able to take on the lecture work next week.

There is every sign that the trouble has been set right & I hope to be quite fit very soon. I am most grateful for all the kindness & consideration that have been shown to me. I appreciated especially the very welcome visit that you & Lady Currie paid me when I was in hospital.

I am

Yours very truly

F. Clarke

McGILL UNIVERSITY

MONTREAL

FACULTY OF ARTS
DEPARTMENT OF EDUCATION

Oct. 1st 1929

Dear Sir Arthur

Please forgive my delay in returning this magazine. I have read the article with interest, but with little effect, I fear, on a somewhat obstinate scepticism. Thank you for allowing me to see it.

I had a most illuminating talk of two hours or more with Dean Laird. I felt at once his frank friendliness & I am confident that we shall establish a basis of co-operation without difficulty. He has helped me to see more clearly what has to be done, & we are pretty well agreed about the immediate policy. If you can spare a few minutes some time I should like to discuss with you the tentative ideas I have.

I am

Yours very truly

F. Clarke.

THE MASTER'S LODGINGS . UNIVERSITY COLLEGE . OXFORD

TELEPHONE : OXFORD 2681

20th December 1928

Dear Sir Arthur Currie,

You may remember asking us when we met at Lionel Curtis' in Oxford for names for a Chair of Education, and Lindsay and I told you how highly we think of Professor F. Clarke, now Head of the Department of Education at the University of Cape Town, an old Oxford man, who took a First in History and has gone on getting better ever since.

I have just heard from him that he has been asked to go as Visiting Professor to Teachers College, Columbia University from February 1st to June, 1930. This would give you an opportunity of seeing him fairly easily. He sailed for England from Cape Town five days ago. His address in Oxford is:

41, St. Giles'
OXFORD.

Believe me,
Yours sincerely,

ME Adler.

General Sir Arthur Currie, G.C.M.G.,
c/o The High Commissioner for Canada,
The Canadian Building,
Trafalgar Square, S.W. 1.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

OFFICE OF THE PROVOST

August 1, 1929

General Sir Arthur W. Currie
Principal of McGill University
Montreal, Canada

My dear Sir:

Please accept our thanks for your telegram of to-day. We are indeed grateful for your kindness in making possible the desired change in program. As Dean Emeritus Russell wrote you, we were confronted with a difficult problem due to the unexpected absence of Professor Kilpatrick in the Winter Session of the ensuing year, and we are very happy to have it so successfully solved.

I trust that if at any time an opportunity is offered to reciprocate this service, we may have the pleasure of proving our appreciation.

Yours very truly


Provost

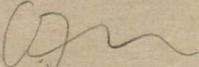
4th March, 1929.

Miss Isabel Brittain,
1431, Tower Avenue,
M o n t r e a l.

Dear Miss Brittain,

In reply to your good letter of March 1st,
I may tell you that a Professor of Education has already
been appointed by McGill University and will take on his
duties in the Fall.

Very cordially yours,


Acting Principal.



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1128A

M C DELMANZO

PROVOST

USE OUR DIRECT ALL-CANADA SERVICE TO VANCOUVER, VICTORIA AND BRITISH COLUMBIA POINTS

September 7th, 1929.

Dr. M. C. DelManzo,
Provost, Teachers' College,
Columbia University,
New York City.

My dear Provost:-

I have your letter of the 4th of September and also the wire which arrived yesterday. Only the day before the Bursar received a letter from Professor Clarke in which he intimated that he was not prepared to go to Teachers' College for the first semester and that he was coming direct to McGill.

It is a decision which he has made himself, and it is one which I would not be justified in attempting to change. I am sorry the arrangements inconvenience you.

Yours faithfully,

Principal.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

OFFICE OF THE PROVOST

September 4, 1929

General Sir Arthur W. Currie
Principal of McGill University
Montreal, Canada

My dear Sir:

We have just received a cablegram from Professor Clarke in which he informs us that it will be impossible for him to come to Teachers College for the fall semester. We are therefore assuming that he will go directly to McGill in accordance with the original plan.

We hope that our attempt to secure Professor Clarke for the semester has not too greatly inconvenienced you and that his coming to McGill as previously planned will be satisfactory. It is needless to say that we are deeply indebted to you for your kindness in offering to make the change in your program at such a late date.

Sincerely yours,

M.C. DelManzo

M.C. DelManzo,
Provost

D/S

W I R E .

August 1, 1929

M.C. Eelmanzo,
Provost, Teachers College,
Columbia University, N.Y.

Clarke is available for your first semester.

A.W. CURRIE.

Collect.

THE ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS

W
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Inland Telegrams: "AREOPAGUS PICCY LONDON."
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All communications should be
addressed to "The Secretary."

CHATHAM HOUSE,
10, ST. JAMES'S SQUARE,
LONDON, S.W.1.

April 16th 1929.

My dear Currie,

The following is an extract from a letter written on various matters by Arnold Plant, Professor of Political Economy at the University of Cape Town, to the Editor of the "Round Table". As it is just a casual observation at the end of a long letter it is good testimony to the value they set on Clarke at the Cape:

..."Clarke has left to-day for Southern Rhodesia. I am glad he has been able to get away from Cape Town for a while. It is not pleasant to be making preparations for one's departure after being such a pillar of an institution as he has been of this University".....

Yours ever,

D. Curtis.

Lieut-General Sir Arthur Currie, G.C.M.G., K.C.B.,
McGill University,
Montreal,
CANADA.

September 10, 1929

R.W. Breadner, Esq.,
Commissioner of Customs,
Department of National Revenue,
Ottawa.

Dear Mr. Breadner:-

We are greatly obliged for your kindness
in connection with arrangements for Professor Clarke's effects.
They are being stored under our bond with Messrs. Blacklock
Bros. and will be regularly released.

I highly appreciate your courtesy.

Yours faithfully,

Director.

September 4, 1929

R. W. Breadner, Esq.,
Commissioner of Customs,
Ottawa.

Dear Mr. Breadner:-

Dr. F. Clarke of South Africa has recently been appointed Professor of Education at this University and will shortly be on his way here.

Some and probably all of his belongings will therefore be entitled to entry as "settlers effects". A slight complication arises by reason of the fact that he has sent his property ahead and will not be here himself for perhaps two months.

We should be glad if some kind of temporary clearance could be arranged in order to save storage charges which would become very heavy. We are quite willing to give whatever form of undertaking you consider necessary that a full clearance will be obtained before any of the property is released to Dr. Clarke.

We should much appreciate your advice.

Yours faithfully,

Wilfrid Bovey,

Director.



MP

DEPARTMENT OF NATIONAL REVENUE
CUSTOMS DIVISION

REPLY (IF ANY) TO BE ADDRESSED TO

" COMMISSIONER OF CUSTOMS "

REFER TO FILE NO. 154542

OTTAWA, 6th September, 1929.

CANADA

Wilfred Bovey, Esq.,
Director,
Dept. of Extra-Mural Relations,
McGill University,
Montreal, Que.

SUBJECT: Re settlers' effects;
Dr. F. Clarke.

Dear Sir:

I am in receipt of your letter of the 4th instant stating that Dr. F. Clarke of South Africa has been recently appointed Professor of Education at McGill University and will arrive within the next two months, but in the meantime his effects have arrived in Montreal and are subject to heavy storage charges and you ask if a clearance from Customs could be arranged in order to save the storage charges.

Under the special circumstances set forth in your letter, the Collector of National Revenue at Montreal is being advised that Dr. Clarke's effects may be removed and temporarily warehoused in the University buildings, or other suitable place under your supervision, pending the arrival of Dr. Clarke in Montreal. You will accordingly be held responsible that the goods are properly cleared at Customs by Dr. Clarke and the duty charges, if any, are paid.

You, of course, are aware that articles to be entitled to entry duty free as settlers' effects must be owned abroad by the intending settler at least six months before arriving in Canada.

Yours truly,

Commissioner of Customs.



21st January, 1929.

11.

Dear Professor Clarke,

I am sorry that owing to absence from the City I have not been able to write you before this with reference to your letter of the 18th and our conversation here the other day. I am prepared to offer you definitely the post of Professor of Education in the Faculty of Arts at McGill University, Montreal.

The salary would be \$6,000 per annum, and to begin on September 1st next, if you are able to be in Montreal in time to be ready to begin your teaching duties on October 1st.

I shall also guarantee that the University will undertake to pay the travelling expenses of yourself and your family from Liverpool to Montreal, and I would suggest that when going there you travel via a C.P.R. boat, which at that time of the year goes up the River to Montreal.

The position is a teaching position, and the only administrative work you would be asked to do would be such as is involved in the administration of your Department within the Faculty of Arts. The administrative work involved in the relation between your Department and the Department of Education of the Province of Quebec and the School Board of Montreal, in whose schools teaching practice is held, would be undertaken by Dean Laird, who is at present the Dean of the School for Teachers at McDonald College and Professor of Education.

The term at McGill usually begins about October 1st in each year, and is completed when Convocation takes place on the last Friday in May, although the actual teaching is over about the 1st May. This leaves a vacation of not less than four months in each year, June, July, August and September. At present the number of



1000

Lectures given each week in Education amount to four, but you would probably wish to extend that somewhat. I think it well for the sake of liaison that Dean Laird be asked to continue giving one or two Lectures a week in Methods or some such subject as that.

The University insures the life of each Professor for \$3,000, paying half the premium thereof.

I am sorry that I cannot at this moment tell you definitely what the pension arrangements are. I know we have a Pension Fund.

I am sending a copy of this letter to the Acting Vice-Principal of the University, asking him to lay the matter before the Finance Committee and the Appointments Committee for confirmation, and I am also asking him to see that the Bursar of the University and Secretary of the Board of Governors writes you fully about the pensions.

It is understood that you would be granted leave without pay in order that you might fulfil your engagement with Columbia University. I could not undertake to pay your own travelling expenses across the Atlantic twice.

I am sending the papers left with me the other day to Montreal for the information of the University Authorities.

It has occurred to me that in view of the lack of more definiteness concerning this proposal we might arrange for you to come to McGill on the 1st September, 1930. This I suppose would mean that you would remain on the Staff of the University of South Africa until you left there to fulfil your engagement at Columbia, during which time you could come up to McGill and visit me at our expense, and after which you could return to England to bring out your family, we undertaking to pay the transportation of yourself and family and baggage from Liverpool to Montreal.

I am leaving here next Thursday morning for Egypt, and shall be away from London for three months. I hope to sail on the 7th May for Montreal. After I leave here my address will be c/o The Bank of Montreal, 9, Waterloo Place, Pall Mall, London, S.W.1.



I wish to repeat that you may take for granted that what I have said here will be approved and carried out by the University Authorities. I hope you may see your way clear to accept the proposal, as I am sure you would find the Chair attractive and the work in the development of education in Canada very interesting. I look forward to the time in the not too distant future when we shall have a Faculty of Education at McGill. In that connection I forgot to tell you the other day that the Theological Colleges (Anglican, Presbyterian, United Church of Canada) are affiliated with McGill, and situated on property next door to ours. We have a Department of Physical Education, so with Pedagogy, Religious Education and Physical Education there is a good beginning for a Faculty of Education.

Ever yours faithfully,

Professor F. Clarke,
41, St. Giles',
Oxford.

41, ST. GILES',
OXFORD.

Jan. 18th 1929

Dear Sir Arthur

May I just emphasize one or two points that arose in our talk yesterday?

1. I put first my desire for a teaching post where I could have time for reading & study, involving myself in administrative work only in so far as I chose, or as the necessities of effective liaison might require.
2. Situated as I am, & at my age, pension rights must be for me a consideration of importance. I should be glad to have as clear a statement as you can give me on this head.
3. Should you offer me the Chair & I agree to accept, the transfer of my family (now here in Oxford) to

Montreal, would not be a small undertaking. My plan would be to come alone next October so as to have time to look round & make arrangements. Then, after the Columbia course in the summer I should come across here to fetch my family. It would be a matter of some importance to me to know what assistance would be forthcoming towards the very considerable expense of all this.

I should have to re-furnish a house of course, & assistance in the cost of transit would be a serious consideration for me.

4. If you ask me to come & I agree, it would be necessary for me to notify Capr Town at once by cable. I should need,

41, ST. GILES',
OXFORD.

therefore, to be quite sure that
the appointment is definitive &
not provisional, or subject to any
further ratification. No doubt
you will be able to give me
assurances on this head so
that any action I might take
with regard to Cape Town would be
fully grounded.

There is much that I find
attractive about the post as I
reflect upon it, but a change
would involve so much for me
& for those dependant upon
me that I have to give to
every aspect of it the most

careful consideration.

If, however, you see your way
to make me a definite offer,
I will give you a clear
answer within a week or so

Thanking you for all your
courtesy

I am

Yours very truly

F. Clarke.