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Principal E. J. Transom
Discusses Education

Text of the Able Address Given the Kiwanis Club at Education Week Meeting on Monday. Education Viewed from Broad Standpoint and its Basic Principles.

At the Kiwanis Club on Monday E. J. Transom, principal of Central public school, gave an address of such interest and value, that it is reproduced below practically in its entirety. The address is one that is well worth reading. It is a valuable contribution to "Education Week."

Mr. Transom's Address
"It is a privilege to speak to this group again on education. I know of no group more interested in the welfare of the community and particularly in the school children. The great help you have given to the children is surely appreciated in Timmins.
As this is National Education Week I've limited myself to discussing the broader problems of education. Al-

though our local problems deserve serious consideration, I have dwelt more on basic principles and general foundations underlying all education, more especially from the administrative point of view of the Ontario Department of Education.

Importance of Education
"As civilization has advanced and as life has become more complex, knowledge more extensive, social relations more varied, the need of education has increased. Since knowledge, skill, habits, and such like are not transmitted from the parent to the new-born baby, education must begin early and be such as will provide a happy adjustment to our complex world. In even the most civilized nations the majority of people

are not rational even about their own welfare. Education is the necessary basis of all science and industry. Education is the passing on of the social heritage, that is, of all knowledge acquired in the past. In fact it is through education that civilization continues. What nutrition and reproduction are to physiological life, education is to social life. It has been shown that advancement in culture and social welfare parallel advances in educational systems. In so far as interest in education slacks, to that same extent does that neighbourhood or nation move in a retrograde direction. To-day it is only necessary to compare the advanced races of the world with the backward to realize the great importance of keeping educational values in the forefront. The very existence of a democracy depends upon the intelligence of its people.

Systems Must Meet Changes

"I shall attempt to follow the steps as outlined by the Federation for Educational Work. The first question is that perhaps we have not given sufficient consideration to the possibility that our educational institutions may not be adapting themselves rapidly enough to our changing world.

"It would be difficult to find a period in the history of education which has been marked by such widespread interest and at the same time so much unrest and uncertainty in education as have characterized the past few years. Progress and reforms were introduced now in one branch of education, now in another. The change in industrial, economic and social conditions which have taken place in recent years creates a demand for a kind of education very different from that which was regarded as adequate in earlier times when the social order was static. Members of a changing society must be prepared to readjust their ways of life to meet the new conditions. If the school of to-day is to carry out its responsibilities, it must recognize that the old order has changed and prepare the new generation to adjust itself harmoniously to an independent and integrated society.

Education Must Be Adapted to System of Government
"It might be assumed that by studying the educational systems of other countries we could take from them successful experiences and adapt them to our system. Such a procedure must be handled very carefully for the philosophy of education must be consistent with the type of government in a community. If the type of government under which the people live is socialistic then the principles basic to the educational system will be socialistic principles. Hence the comparative study of education in different countries must be founded on an analysis of the social and political ideals which the school reflects. In order to understand the real meaning of the educational system of a nation, it is essential to know something of its traditions, of the forces and attitudes governing its social organization. This is more true at the present time when educational systems are founded on a national basis. Educational systems are in fact coloured far more by the prevailing social and political concepts than by educational philosophies.

National Forms of Education

"How else, for example, can the different educational procedures in such countries as France, England, Italy, Russia, be explained. Educational systems are based on such important questions as the relation of the individual to the state and to society. Ultimately, however, differences between national systems of education consist, not so much in the courses of study as in selection of the content of each subject and the use to which it is put. History as a subject of instruction, for example, may in itself be quite neutral, and be taught as we in Ontario are supposed to teach it, with the aim of developing an understanding of modern institutions. On the other hand, it may be used, as it is used, in Italy and Germany, to develop bigotry and prejudice. Each national educational system tends to reflect the objectives, traditions and characteristics of the nation that it serves. Therefore the devices, methods and organization which make up an educational system cannot be transferred from one country to another, but it would be possible to adapt certain principles and practices to our system.

Equality of Educational Opportunities

"The aim of educational administration in a modern society may be stated to be:—First, the provision of equality of educational opportunity, whereby each child will find accessible to him the best type of education of which he is capable of profiting. This gives rise to two problems. The first is that of the financial support of education. The second is of the size of the local areas for education. In countries like France, where the State has assumed monopoly of education, the machinery of educational administration has been controlled entirely by the central authorities with little local authority. At the other extreme end of the scale is the district system under which each local area enjoys full authority given it by the state. Each system has its advantages and disadvantages. In the one case the administration and control of education are so far removed from the local sections that they take no interest in it. In the other the local area may be so small, or so indifferent, that it is unable, or fails, to provide such educational facilities as will provide equality of opportunity.

"Without doubt, the best system is intermediate between these two systems—in which the provision of education is based on co-operation between the central and the local authorities. England, perhaps, is the best example of the intermediate position.

Government Grants in Ontario Only 12 Per Cent of Cost
"In most countries the educational grants from the governments are from 50 to 70 per cent. of the cost of education, whereas in Ontario the central government contributes only around 12 per cent. of the total cost.

"At the present time one of the major questions before the Ontario Department of Education is to work out a system of administration and finance which will attempt to equalize educational advantages for every pupil in the province.

Over 5000 Administrative Units in Ontario
"In Ontario the school section is the local unit, with over five thousand administrative units operating schools, whereas England and Wales with 12 times the population has only 317 school authorities. School sections vary greatly in extent and wealth. As a quick means for providing rural districts with a school, the district system has rendered, and is still rendering, useful service. As a system of school administration it was much better suited to the earlier conditions in Canada. It is still of importance in regions where population is small, intercourse limited and communication difficult. It was also well suited to the needs and conditions of early rural life, with an agricultural population, with a somewhat even distribution of wealth and dependent largely on local taxation for school support, and it resulted in the building of schools adapted to the wants of the people.

"The district system was also well adapted to the earlier conceptions of the purpose of education. Schools were then purely local affairs and complex state relationships had not been evolved.

"As the country increases rapidly with the increasingly unequal distribution of wealth, the system leads to great inequalities, in schools, teachers and means of education, and to an unwise distribution of schools. It tends to limit secondary school organization.

"Despite the value of educating the people along certain lines, the system is opposed to any broad and generous public spirit, either in education or other policy.

"The district system is inefficient, unprogressive and expensive.



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"All of Ontario is divided into counties or districts, and because of the use of such as the administrative unit for so many other purposes, it offers a natural unit for use in school administration as well. Its larger size and greater adaptability presents many advantages for such a purpose.
Nearly 500 School Boards and 1500 Trustees in Four Counties
"In four Ontario counties there are two collegiate institutes, 10 high schools and 16 continuation schools. The rural schools have an average attendance of a little more than 12,000 pupils, but to manage these 12,000 pupils there are nearly 500 school boards and 1500 trustees, while 11 of these schools have fewer than seven pupils.
"How could this difficulty be overcome? By making the county the local unit of education! Then the rural children could enjoy the full time services of a doctor, nurses, and schools could be equipped to give the rural child the opportunities for education now enjoyed by the city pupils. The advantages of a county board which would manage every school are many. There would be a uniform rate of taxation, a better class of teacher, health services, medical and dental inspection. Elementary and secondary education would be co-ordinated. I think that a county board would give rural children a better education to that now given, and at less cost.

Reviewing Ontario Courses

"Realizing the demands and responsibilities created by the social changes, the Ontario Department of Education commenced some time ago a thorough examination of its courses of study to determine to what extent the demands of modern society were being met and what changes, if any, were desirable.
"The first point in the evaluation of the curriculum was the determination of whether or not, in the light of modern psychological knowledge, the best learning situations were being established. The best learning situations should utilize the experiences and the interest of the child.
As the child's interest grows new facts should be introduced. On this situation the children teach themselves. They learn because they want to know, because their interest has been stimulated. The teacher should not be a drill master, but should be a counselor. The children should be encouraged to take the initiative, to study the problem, to make their own suggestions for the solution of their problems, to plan their work, and to arrive at their own conclusions. In this type of situation, children are not required to make parrot-like recitations. The type of education is not merely the repetition of facts but the ability to classify and organize them.
Moreover, the best learning situations require that the course of study cover large comprehensive areas of learning. It follows, certainly, that with the extension of knowledge in all fields of life, the curriculum of the school must be modified, through the re-creating of existing courses and the integration of all types of subject matter in terms of meaningful units. The schools have been places for book learning. The dominant classroom procedure has been the recitation. The method succeeded in spreading a degree of literacy among the people but

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it contributed little to an understanding of the problems of modern life.

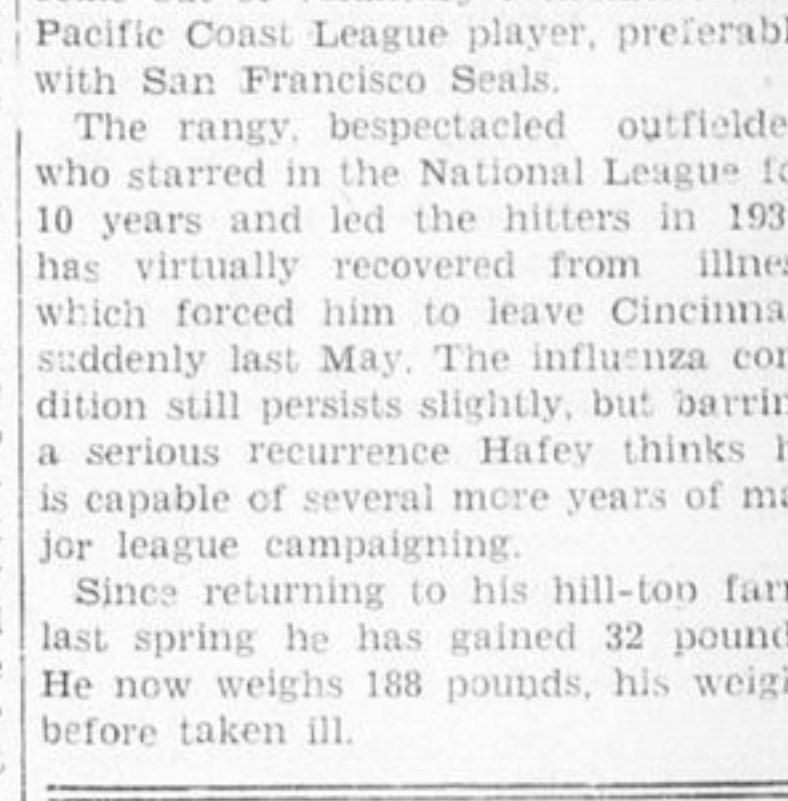
Education the Development of Personality
"That the school must inevitably have a social orientation is shown by the nature of the learning process. The Ontario Department of Education is stressing the concept of education as the development of personality. According to this point of view education is both a creative experience and co-operative social enterprise. Life is a process of continuous interaction of the individual and his environment. Education is not learning about the remote past in order to prepare for the future. It is the constant development of meaningful present experience. There exists an obligation on the part of the school to create and promote right social attitudes. The value of such social studies as history and geography is the promotion of social consciousness; but to bring this about, it is possible that the manner of presentation of these subjects may require modification. History is essentially a study in the record of citizenship, of the behaviour of individuals as members of social groups.
Mere knowledge should not be mistaken for education. Teachers who are alive to their responsibilities can no longer be satisfied if their classes have mastered a subject can give it back in recitation and examination. They must become more and more concerned with the behaviour of their pupils. The attitudes of the children which the school develops are more important than the facts learned.
"The Department of Education is attempting to integrate subject matter so as to provide a more integrated curriculum, realizing that how a pupil experiences or learns is of equal importance with what he learns.
"In an educative process, say a geography lesson, the child learns not merely the subject matter, but a number of other matters of equal or greater importance. He is acquiring a like or dislike for the subject, a like or dislike for the school, a desire for further study or otherwise. How he shall regard geography, whether as an interesting study or no; whether to form opinions for himself and to weigh arguments; whether to be a better citizen or no. This depends in a great measure on how the teacher treats the children, and presents the subject matter.

Charges Probable in System
"One of the problems before the Department of Education is to find a means to change the teacher's method of presentation from the narrow to the wider problem of method.
"The matters being considered by the Department of Education are many and complex, requiring much deliberation and research, and the public should be prepared to accept major changes."

Chick Hafey, Ballplayer, Planning Novel Comeback
Chick Hafey, once a batting king of baseball, is ready to try a comeback in a manner unbelievably strange—with a minor league club.
Instead of immediately rejoining the Cincinnati club, which owns his contract, Hafey said this week he wants to come out of voluntary retirement as a Pacific Coast League player, preferably with San Francisco Seals.
The rangy, bespectacled outfielder, who starred in the National League for 10 years and led the hitters in 1931, has virtually recovered from illness which forced him to leave Cincinnati suddenly last May. The influenza condition still persists slightly, but barring a serious recurrence Hafey thinks he is capable of several more years of major league campaigning.
Since returning to his hill-top farm last spring he has gained 32 pounds. He now weighs 188 pounds, his weight before taken ill.

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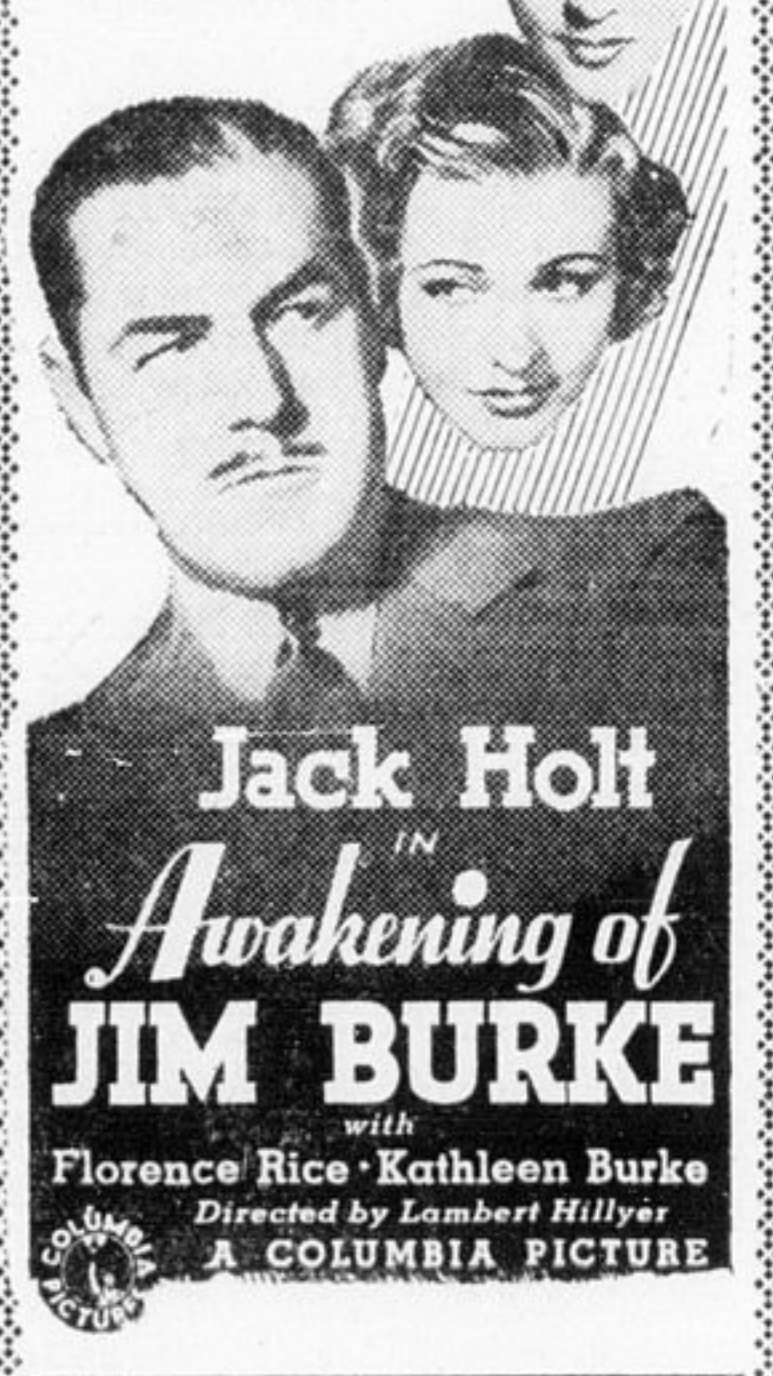
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MAEGE EVANS, ROBERT YOUNG in
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Asked General Motors for Booklet on Safe Driving
It is not correct that ambulance drivers can afford to take more chances at the wheel than the ordinary motorist. They have the right of way and a siren to warn the traffic, but have to exercise more than ordinary care. This is indicated in a request received by General Motors of Canada, Limited, for copies of the "A-B-C of Driving." The request came from the Kitchener and Waterloo Hospital, Kitchener, Ontario, where three ambulance drivers are employed. Dependable equipment, as well as care at the wheel, is important in ambulance work, the letter explained, and it was added that one of the ambulances in service is a McLaughlin-Buick 1920 model, still going strong and with a fine record behind it.
Brandon Sun:—Most mothers advise daughter to marry a man she can trust and then not trust him far.

Famous Lawyer Drops Hauptmann's Case



Samuel Leibowitz, noted New York lawyer, famous for his defence of the Scottsboro negroes, recently dropped the case of Bruno Hauptmann, saying that he would not assist him as he believed him to be guilty, and that any further information that might help clear up the case was being deliberately withheld by Hauptmann. Leibowitz is shown above with Lieut. Hicks, of Trenton, N.J., and others concerned in the investigation of the Hauptmann case.

In a Way!

In a way of speaking, the buying public owns every retail store in our town. It pays the rents and the salaries and all the other costs of all stores in our city. It informs the owners of these stores what to buy and at what price to sell. And it demands from all retailers a communication service—meaning news of what retailers have in stock, and what their prices are. And of course it does most of its business with those retailers who report to it regularly and fully—by the agency of advertisements in our newspaper. And if any retailer says—in effect—"I'll not give you—the real owners of my business—any information about my business," then the buying public says—in effect—"Right you are! As for us, we shall go in largest numbers to those retailers who communicate to us regularly and adequately via the medium of our local newspaper."

This way of putting it is not just fanciful. It is stern fact. Retailers who decline to maintain communication with the public via means of the newspaper which it reads lose business to those who are faithfully communicative.

Some retail business is languishing today—unnecessarily. Its attitude to the public is wrong. It says—in effect—to the public, "You come and find us," and the public's attitude is: "You tell us about your business and your merchandise. You are our employee. Report to us regularly and adequately on how you are serving us. If you convince us that you are our faithful and efficient servant, we'll keep on employing you, and will pay you well."

The way of making a business grow and making it healthy is as plain as is the nose on one's face. It is the way of maintaining a steady communication relationship with one's employers—via the one effective and economical agency—our advertisements columns.