

EDUCATION WEEK OF IMPORTANCE TO ALL

Six Essentials of Good School System

Public Gets Kind of Schools it is Willing to Pay for.

This is "Education Week"—the week set apart for special consideration and interest by the people in schools and education. It should be of interest in this connection to consider the views of "The Bulletin," published by the Ontario Secondary School Teachers' Federation. Here are some extracts from a recent issue:—

Essentials of a Good School System

The essentials of a good school system are six in number, namely:—good will, good teachers, good leadership, good materials of instruction, good buildings, and good financial support. The last essential listed of the six is good financial support, and it goes without saying that this is the foundation upon which each of the other five essentials of a good school system is built.

Meaning of Economy

Economy means getting your money's worth. It means getting the maximum service for every dollar expended. One test of economy is the relation of the service to the price paid for it. If the same or better service can be obtained for less money, then present practice entails waste. If, by paying less, the quality of the service declines, to reduce expenditures involves curtailment, even waste. This is true of the field of education as well as the field of government and of business.

Educational Finance

Future schools will cost more money. The schools of to-morrow will cost more money than the schools of to-day; but they will be worth it. The fact is that we cannot afford not to have better schools to-morrow than we have to-day. This must be true for the schools of each to-morrow, if society is to reach richer and higher levels of living for all.

Democracy's Insurance Premiums

The Public School is civilization's insurance against the loss of its most valuable form of wealth—its culture, morality, idealism, mechanical genius, government, and home life. Through its Public Schools the nation seeks to hold the present generation at the highest level to which it has attained in the deeper, more fundamental traits of our national character. The Public School is also civilization's method of insuring future progress. It offers a nation the chance to make a new start with each generation.

Public Appreciation

The public gets the kind of schools it is willing to pay for. Schools are for the most part the direct reflection of the spirit and attitude of the community in relation to education. Our appreciation of the values of education determines the amount and kind of education with which we provide our children. We spend money for these objects we value and consider essential. More money will be spent on education when the public becomes better informed as to the essentials of an adequately functioning school system.

Aims of Education Week Emphasized

Seeks to Have a Public Fully Informed on Education.

(By J. M. Paton, Bloor Collegiate, Toronto)

In a world heartily sick of propaganda, a special campaign for one week might possibly be viewed with suspicion. Canadian Education Week is NOT just another publicity stunt. It is, rather an attempt to acquaint the Canadian citizenship with its greatest responsibility.

Canadian Education Week is sponsored by the Canadian Teachers' Federation and is entering its fifth year of Dominion-wide celebration this week. It is prompted in each province by professional organizations of teachers, representing Elementary and Secondary School teachers. Since its inception, it has had the support of Provincial Departments of Education, of school inspectors, of school trustees, and of innumerable organizations which are interested in the welfare of our schools.

Education Week in Canada aims to establish, among the citizens of this land, an intelligent and informed awareness of the problems of education in a democratic country. Educational reforms (and these will always be necessary if we are to progress in culture and in skills) can come in a democracy only as quickly as the majority of the voters and taxpayers permit. The needs of the schools, therefore, must be made known.

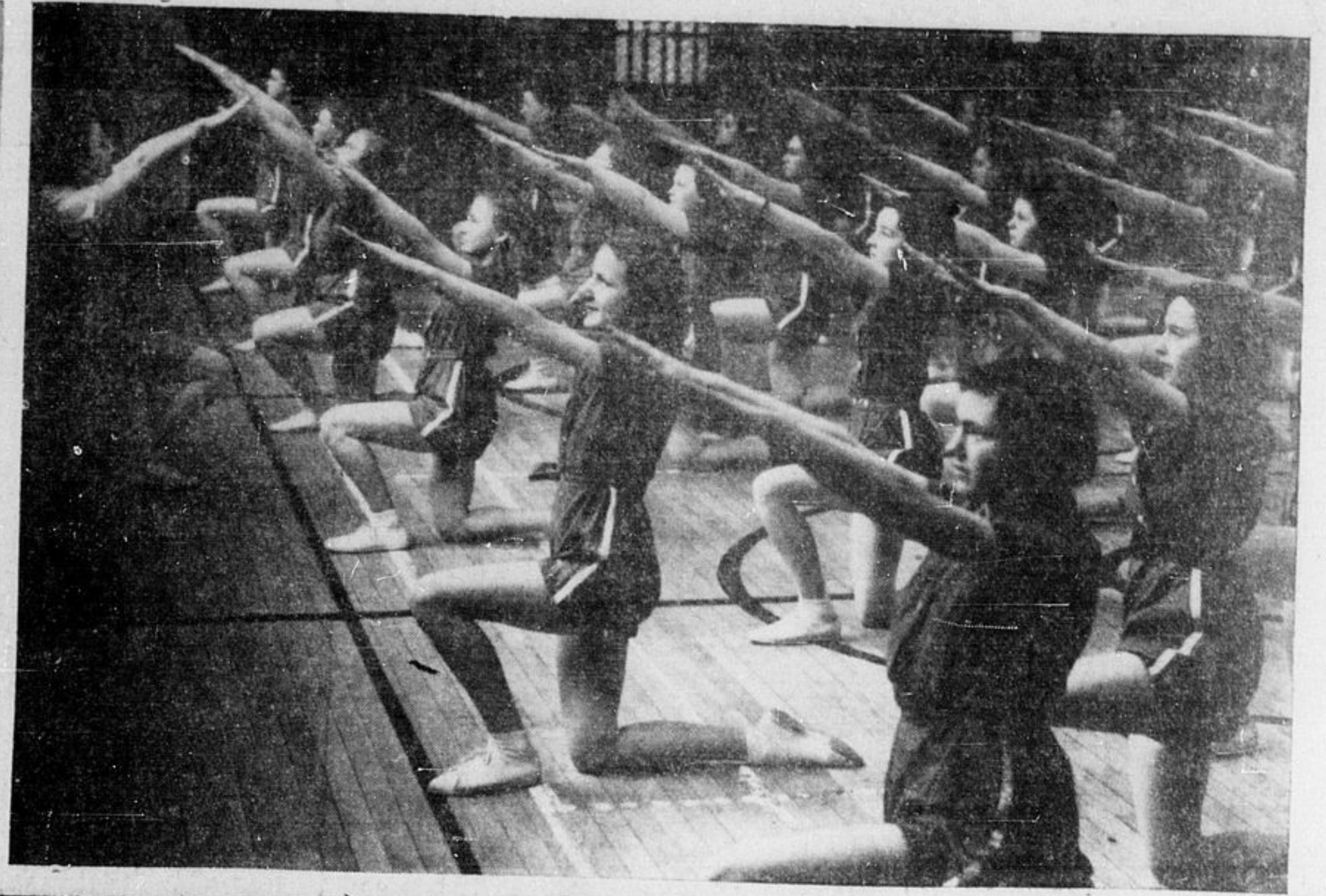
One of the most important means to the ends just stated is the establishment of a strong three-way partnership between THE HOME, THE CHURCH, and THE SCHOOL. That is why plans for the observance of Education Week always stress a Visitors' Day or Parents' Night at the School, when parents and teachers may meet to exchange views and to discuss their mutual problems. And that is also the reason why the campaign week has always begun and ended on a Sunday. More and more are religious leaders taking that opportunity to stress the essential unity of religious and secular education, by means of special services on either of these two Sundays.

Reader's Digest: An after dinner speaker, referring to Chamberlain's visits to the dictator, quoted the following version of a familiar saying: "If at first you don't concede, fly, fly again."

ACTIVITIES AT TIMMINS HIGH AND VOCATIONAL SCHOOL



Above: Scene in the woodworking dept.



Above: Physical Training for Senior Girls, Miss K. Gallagher, instructress.



In the centre: The School Orchestra, Mr. Chapman, director.

Below: The Domestic Science Class in action.



Below: Some of the beautiful bulbs grown and cared for by the pupils of the High and Vocational School.

What Does All This Talk About Education Mean?

Dean of Ontario College of Education Asks the Question and Then Answers it. A Timely Article for This Week on "Education Week."

(An article prepared by Dr. J. G. Althouse, Dean of the Ontario College of Education, and distributed by the Ontario Teachers' Council, in connection with Education Week, February 9th to 12th, 1939.)

Today there is a great to-do in education; administrative units are being enlarged, curricula revised and methods overhauled. Many teachers are so busy with the changes that they have scant time to determine the pattern of the new fabric at which they are working. That must be my apology for a closer examination of the three fields of activity I have mentioned (administrative reorganization, curriculum revision and changing methodology) in the hope of finding, in each field, at least one fundamental principle worth discovering.

The larger administrative unit has long been advocated, it has been achieved by coercive legislation in two provinces, it is gaining ground through permissive legislation in others, and it is the subject of a planned publicity programme in still others. This swing towards a wider administrative area reflects a conviction that educational burdens and opportunities should be equalized and a determination to extend the responsibilities of affluent communities beyond the borders of their own school districts. This is not new, but there is a new and promising feature of the movement. It is this: more equitable distribution of school opportunities and burdens was confined to those communities which found almost any burden excessive and enjoying only very meager opportunities. Now, in every province, communities are found, quite competent to provide

fair schooling for their own children, but coming to the realization that it is good business to help the children in less competent communities to secure better schooling than their own communities can give. We even see the schools of several provinces rushing to the aid of another less fortunate province. In education, at any rate, we are beginning to think in terms more extensive than those dictated by self-interest.

The wider administrative area, however, brings with it some disturbing reflections. In the larger unit we could no doubt, provide at much lower cost the meagre schooling which many school districts now provide. But the larger unit inevitably brings a demand for better schools, more diversified opportunities and a protracted period of schooling. All of this costs money—sometimes much money. Where is it to come from? Again, must the wider area mean less local control, more central regimentation, greater uniformity, less adaptation to local needs? Is there danger, in our zeal for extending equal opportunities to all, of restricting all to the same opportunities? These are problems through which we must think our way before we ask the public to trust us with a blank cheque. There is a way through them? Have we found it?

The mention of the cost of education brings us at once to our second field of enquiry—curriculum revision, for every new subject seems to require additional expenditure. Every province has been active in revising its school courses—the province of Quebec, for example, has been at it steadily since 1931, I think. Here again one principle is at work everywhere—the prin-

ciple of subordinating subject matter to pupil needs. Schools, we are beginning to see, exist not to perpetuate the traditional store of knowledge, but to devote the powers and capacities of boys and girls. School subjects are critically examined to determine their effectiveness in this development; emphasis is placed upon intrinsic interest to pupils and serious attempts are made to relate school situations to the probable tasks and responsibilities awaiting the pupils as they leave school. In all of this upheaval it is much easier to generalize and to philosophize than it is to apply our dicta to a specific subject or grade in the school.

Three facts combine to render curriculum revision a tricky business. In the first place, pupil-interest is not an all-sufficient criterion of subject value; there is an irreducible minimum of subject matter necessary for all, which must be acquired before it is intrinsically attractive. Here interest must depend largely upon teaching skill not upon the natural desires of the child. Secondly, there is no comfortable relationship between natural bent and aptitudes and employment opportunities. There is a strongly vocational bias to the current programme revision—yet unemployment, in practically all fields, is a universal phenomenon in our present economic structure. And thirdly, it has turned out to be more expensive to train inept (or not very apt) pupils to mediocre efficiency than it is to give apt pupils enough to go on with. It has also been found to cost more, per pupil per day, to train for manual occupations than to train them for "white collar jobs."

This is disconcerting to business men who serve as school trustees! Of course, these awkward facts simply mean that educators and economists together are far from having reached the ultimate revision of school courses. That end will never be reached while human society changes and while school teachers continue to think about their job. Now let us turn to the modern controversy about methods. Here the dominant principal is that of pupils activity. It is no recent innovation, but its predominance is unprecedented. At

Sonja Henie Proves Biggest Attraction

Sonja Henie Dolls to Retail at \$3 to \$25.

Here again we must tread warily, for we are among pitfalls. Unskillful motivation may reduce pupil-interest to mere craving for entertainment; it may utterly lose sight of the zest of tackling something that is hard, the satisfaction of mastering it. Again, by inviting the pupil to turn the force of his will upon himself, how easy to induce in him a morbid introspection that will terminate development or pervert it! How can we have child-centred schools without developing self-centred children? How can we motivate strongly without establishing a shameless cult of self-interest?

The answer to these questions lies in our interpretation of motivation. We must begin with the child as we find him; if self-interest appeals to him most strongly, that is where we start. But we dare not let this be the end—we must find for him some more compelling motive than self-interest. We must, I think, contrive to make him feel that there is something bigger, more important than himself, whose good far outweighs his own desires and gratifications. In our hands, he must come to find the strongest incentive to action, not in the fact that he personally wants to do anything, but in the fact that the society of which he is a part cannot reach its highest until that thing is done, and, possibly, in the added fact that he, and maybe he alone, can do it. This is what I mean by training in citizenship. The school can do this. Good schools are doing it; they are doing it by enterprises, by student organizations, by extra-curricular activities—sensitizing pupils to motives transcending self-interest. These schools are training for democracy and humanity. God knows we could use a few more such schools!

her several nights in a row, she earned more than that sum. In addition, Miss Henie plays in two motion pictures every year, having already been in four since she became a professional. For each one she is paid some \$200,000 it is reported.

Then there are royalties of one kind and another. There are Sonja Henie sweaters, skates, ski suits and other gadgets. Soon there will be Sonja Henie dolls, retailing for \$3.50 to \$25 apiece. All told her annual income should amount to \$750,000 at least.

When Sonja arrived in New York she said she had her fingers crossed—to avoid marring her three year's record of never a fall on the ice. On the fifth night she fell.

The Garden switchboard made a new record of handling 25,000 calls about the carnival in 10 days. One day there were 4,000 calls. Many of the inquirers had to be told where in New York Madison Square Garden is.

DREAM CAME TRUE

(Toronto Globe and Mail)
Smitty—Have you ever realized any of your childhood dreams?
Murphy—Yes, when my mother used to comb my hair I'd often wish I didn't have any.

Die Koralle, Berlin: It is said in America that high heels were invented by a woman who was kissed on the forehead.

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