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THIRD SECTION

HIGH SCHOOL'S NEW PLACE

AN ADDRESS GIVEN BY DEAN H. T. J. COLEMAN.

Before the Ontario Educational Association Convention in Toronto—Free High School Education Favored.

"A new place for the High School," was the subject of an interesting address delivered Tuesday afternoon by Dean H. T. J. Coleman of Queen's University before the Ontario Educational Convention in Toronto. The subject has recently been under discussion in the Ontario Legislature and in the public press. Dean Coleman spoke as follows:

The recent announcement by the Minister of Education for Ontario of a scheme of compulsory education for all youth up to 18 years of age has been generally regarded as marking the beginning of a new era in our educational development. I am sure that we all agree in congratulating the Minister upon the good work already accomplished and in wishing him success in his efforts to confirm and elaborate the policy so happily begun. This policy, which has seemed to many as a natural and in fact an inevitable one in view of the changes in our social conditions wrought by the war, and in view of what has already been done in the same connection by other countries, will, it seems to me, lead eventually to other and almost equally important changes, for reform of any kind, especially so far-reaching a reform as the one we have mentioned, is bound to bring others in its train. Since these reforms will come the sooner if public interest, and especially the interest of the teaching profession, is directed towards them, I venture to employ the few minutes at my disposal this afternoon in setting forth what I conceive to be the new and larger place which the high school should (and I hope will) occupy in the life of the future. For brevity's sake I will state my views in the form of certain rather dogmatic theses:

Should Be Free.

1. All High School education should be made absolutely free. There should be no tax imposed upon the ability and energy of our youth beyond what nature has already imposed as the condition of success. For myself, I believe that college education also should be free. Education is one of the few things in life which is not cheapened by being made cheap. The more highly the truly educated man or woman will be held in honor.

2. In all programs of vocational training there should be the closest possible articulation between the newer vocational studies and those

older studies in which the spiritual inheritance of the race is more directly contained and expressed. In some way, perhaps, in some new way which we have not yet discovered, plumbing and philosophy, cookery and poetry must learn to go hand in hand. For it would be calamity indescribable if in our desire to produce the artisan, we neglected to absorb in the means of life, we forgot life itself.

About Distinction.

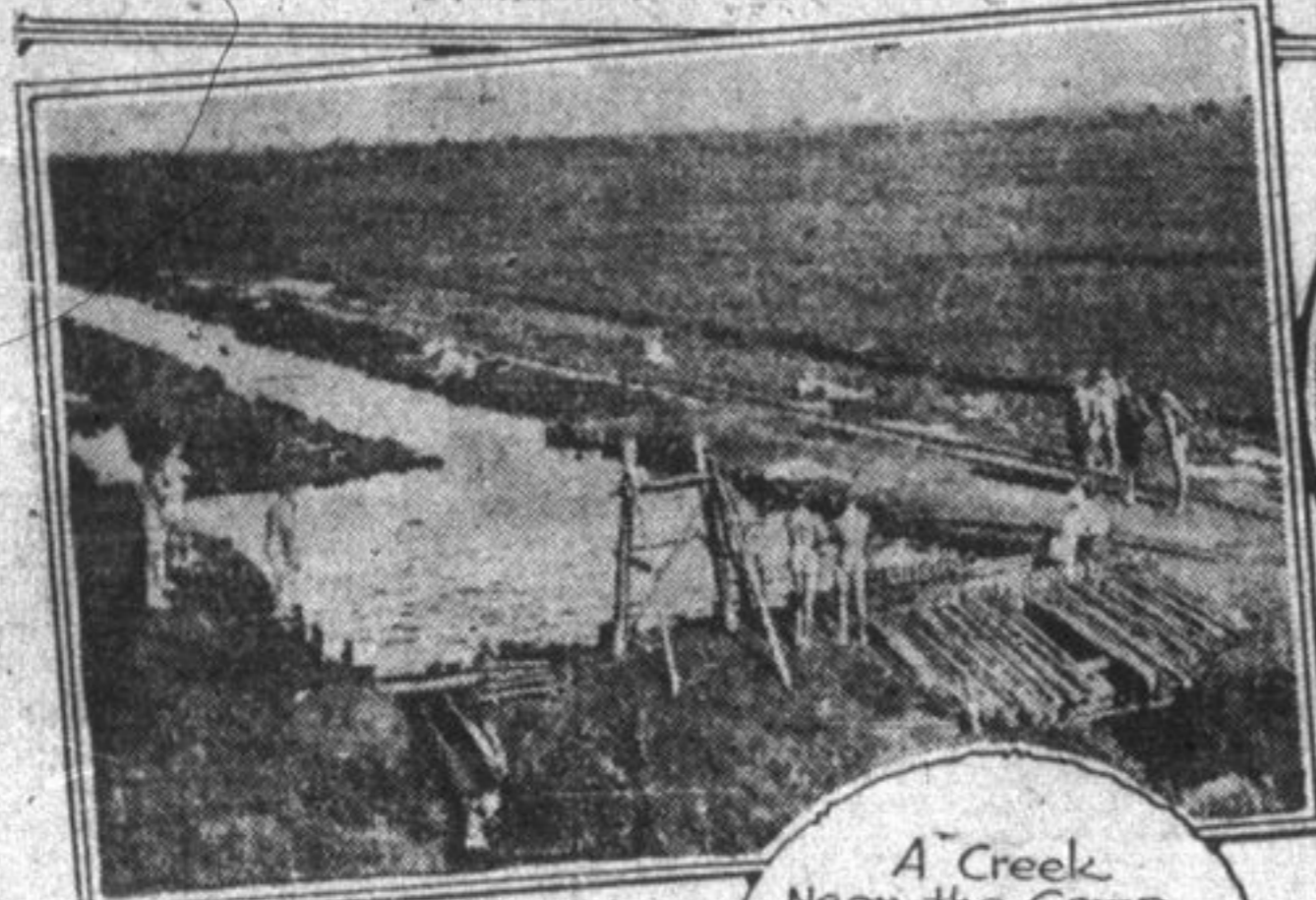
3. The rigid distinction between the public and the high school should be abolished. Especially should we cease to think of public school education in terms of an eight year course devoted to purely elementary subjects. I think that it is easily demonstrable that the wearisome review and drill of the upper forms of

the public school course, the postponement of the beginning of the so-called high school subjects till the average age of 14 years, the lack of understanding on the part of high school teachers of what their pupils have already mastered, involves a waste of from one to two years of the school life of the ordinary child. These defects together with the wholly artificial and largely unnecessary high school entrance examination, unite the public school from serving in any really efficient way the

HOW CAPTURED CANADIAN OFFICERS PASSED TIME IN GERMANY AND HOLLAND.



Officers' Donkey Race at the Dominion Day Sports, 1918, The Hague, Holland.



Killing Time at Bischofswerda Camp, Saxony. "Session" in Progress.

A Creek Near the Camp One Foot Deep and Two Feet Wide Which the British Officers Were Permitted to Dam. Note the Bleak Outlook.

interests of democracy. For the greatest danger to democracy at the present time is not the ambition of the autocrat; not the sophistries of the demagogue; not the ponderous foolishness of the bureaucrat, but moral indifference and intellectual apathy. Our greatest danger is, in a single word, "mediocrity," as embodied in the man (or woman) who has been through our schools and received only a set of common-place habits more or less poorly adjusted to his real needs in life and a few second-hand notions about his place in the universe and in human society. And now, having examined a number of the external conditions of our work, let us engage in a little bit of profitable introspection. What about our methods of teaching and their adequacy to the demands of our immediate future? I will begin with myself as teacher. Now, I am more concerned in getting our pupils to ask questions on their own account than in the making of every lesson a logical framework of questions by the teacher and answers by the pupils. So having proceeded along exceedingly formal lines for some twenty-five years or more, there are signs of a return to informality—after a period of silk hats and frock coats and patent leather shoes, as it were, we are returning to soft hats and tweeds and military boots, and we are, I fancy, feeling much more comfortable on account

of the authorities was, as we know, reversed by posterity but such action was too late to be of practical use to our friend who had permanently retired to a residence in the Elysian Fields (or was it the 20th Plane). Now, as I study the accounts which remain to us of the methods of this pioneer in modern education, I find that his real concern was not to ask questions, but to answer them, at least he never transformed himself into a piece of rapid-fire artillery so that his pupils were driven to "dig themselves in" to escape his unwelcome attentions.

Teaching System Wrong.

Many thoughtful teachers are now beginning to feel that all along we have been putting the emphasis in the wrong place. We should be more concerned in getting our pupils to ask questions on their own account than in the making of every lesson a logical framework of questions by the teacher and answers by the pupils. So having proceeded along exceedingly formal lines for some twenty-five years or more, there are signs of a return to informality—after a period of silk hats and frock coats and patent leather shoes, as it were, we are returning to soft hats and tweeds and military boots, and we are, I fancy, feeling much more comfortable on account



Gray Hair Hays Hair Health

of the change. Thus we see ebb and flow, systole and diastole, the affirmation of one aspect of a truth for one generation followed by the affirmation of a complementary aspect in another generation, yet after all the discerning student will trace a thread of continuity and of progress through it all.

You may ask what place will the university have in connection with the tremendous enlargement of the secondary education which recent legislation foreshadows. I will not venture to prophesy for Ontario, but two countries have already answered the question: one is the United States. There is scarcely a university or a college throughout the length and breadth of the American Union which has not its department, or school, or college, of education. In all the larger universities there are departments of Secondary Education whose whole duty it is to study high school problems and to advance the interests of high school teaching. There are departments dealing with the teaching of the special subjects belonging to technical and vocational schools. There are also departments of elementary education for the work of the elementary teacher is regarded as an entirely suitable subject for university teaching and investigation. There are also experimental schools as that in the University of Wisconsin established by State enactment for the purpose of leading the way in the use of new and improved methods of organization and teaching by the high schools of the state.

The other country is Britain. The training college or department of education of some sort or other is a definite part of the organization of the newer universities of Britain and in fact of most of the older ones. Perhaps most significant of all, because of her reputed conservatism, is the proposed establishment by the University of Oxford of a Department of Education for the training of teachers for secondary schools and the higher grades of elementary schools. Its general features as outlined in the Educational Supplement of The London Times, of February 6th, would indicate a very marked resemblance to our two Ontario Faculties of Education both in purpose and in organization. The reasons given, this step are so instinct with the spirit of the statesman as contrasted with that of the mere official, that I venture to quote a few sentences from The Times account by way of closing my remarks:

"The statute itself is, in its nature, only concerned with the organization and framework of a department; but it is hoped that it will be completed and crowned by a new curriculum and system of training in which teachers of different grades can share in common, and in which while theory still finds its place, the practical element is still more highly developed. Meanwhile the university is taking such steps as it can to meet a national need, and to provide its quota of the thousand of new teachers who are needed for advanced elementary teaching, for work in continuation schools, and for municipal secondary schools. The mover of the statute in Congregation pleaded that there was a hunger and thirst for education in the country, and that Oxford, as a national university, must seek to meet that hunger and thirst by providing its share of the teachers of the future."

It would be well, I think, if our Ontario Universities were able to give so unequivocal an answer to the need of the present and the challenge of the future.

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Perhaps this does not agree with your idea of letting your children have these ailments when young, with the belief that they must have them some time. This old idea has cost many thousands of lives. It is time to forget it, and to put forth an effort to save the children from these ailments.

All these children's diseases are known as germ diseases, and germs are harmless to a body strong enough to fight them.

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WAR PUZZLES



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