

LIST OF FINAL PRIZES in OUR CULINARY CONTEST

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- \$5.00 WORTH ASSORTED FRUIT donated by the Hawkins Co., Ltd. This prize for the best recipe using New Brunswick Apples.
- \$5.00 WORTH DRY CLEANING, donated by Fashion Plate Cleaners.
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WHY DO WE EDUCATE OUR BOYS AND GIRLS?

(Financial Post)

The men who make such a failure of government, the men whose names appear prominently in the news of crime and scandal, are usually men who have been educated in the public schools, high schools and often the universities of the country. Obviously then their education was not a full preparation for citizenship.

Dr. Nicholas Murray Butler, at the opening of Columbia University not long ago, attempted to discover what might be wrong with education on this continent.

To him the chief educational instrumentality should be the family. If parents do not themselves instruct, guide, shape and discipline their children, then education in any true sense becomes almost impossible. A school can supplement but cannot take the place of the family nor should it attempt to usurp that place.

The little red schoolhouse of long ago appeals to Dr. Butler as a finer type of educational instrumentality than many of our modern schools, because there a teacher, if rich in warm personality, could and did prepare his pupils for citizenship. Today, there is too much emphasis upon paraphernalia and curricula and upon more or less mystical modern methods of instruction.

This is certainly the case, over most of Canada. The test of the successful student in many of our public schools is how rapidly he can find the L.C.M. of a group of numbers or how many dates he can remember in history, not the degree to which he has

come under moral and intellectual discipline, nor the degree to which he has learned to benefit by the experience of all mankind that has gone before.

As Dr. Butler puts it:—

"We must get rid once and for all of the idea that education is identical with instruction and that preparation for making a living is on the same plane as preparation for life."

Youth comes out of school with no genuine understanding of the great forces that have been at work to make our modern society. It has the most complete knowledge of some of the minutiae of superficial facts. But it has no true realization of the elements of civics, economics, or any of the other humanities.

Yet Youth is prepared to pass final judgment on the happenings which are recorded day by day as well as on systems that have slowly grown.

Men who themselves are ignorant of the basic forces in economic or democratic processes attempt to regiment Youth behind the banners of protest movements, when Youth does not know—and because of our educational methods, cannot know—what it is protesting against or what the world truly needs.

We may expect in the next generation a shift in educational emphasis. There is no doubt that it is needed and there can be no doubt that it will come. It does not mean that we must spend more money on education but that we must spend to better advantage the money at present appropriated.

In the work of making education a preparation for citizenship and a preparation for a richer cultural life, the private schools can and should lead the way. There are signs that they are doing so.

At one small school in Toronto the children of four and five are stimulated to an insatiable curiosity about

Pupils Should Be Arranged by Qualities

Peter comes home with a broad grin and announces that he's in a new room. There aren't quite enough seats and three children have to sit on chairs.

"Then you'll never learn to spell", sighs his mother. And later she confides to Peter's father that it is time classes were reduced to 20 pupils so each one of them would have a chance.

The most natural thing in the world is for the mother to feel that a teacher with more time on her hands could work the miracle.

the people of other lands, which is far better than having them salute the Union Jack every morning, while jingoistic fervor is generated.

At another school boys of ten and twelve are given simple lessons on economics. One boy who had listened to only a single simple lecture was asked what economics was. He replied: "I think it is studying about the rich and the poor." His very answer indicated that at an early age his attention was being directed to a fundamental social problem.

Even in Nazi Germany, special schools have been established for the purpose of training youths, for leadership in public affairs. One may regret that emphasis in these schools will be upon a particular type of political philosophy which most Canadians deplore. But at least education is there being thought of in terms of citizenship and leadership.

Education is apt to swing through cycles of emphasis upon the 'arts' and classics and then of emphasis upon 'practical' things. But it should be an amalgam of all these with an historical and philosophical approach to civics, economics and sociology.

This boy's case is a typical of thousands of others, whether the difficult subject be spelling or arithmetic or French. So it seems to be a timely topic for discussion. For the moment we shall overlook the fact that some schools are closed altogether for lack of funds, others are in arrears as to salary payments, and still more have had to close several rooms and put the overload on the fraction of teachers left.

A Usual Average

We will assume that money is no object and that in this fairyland every teacher has 20 pupils, the figure one hears most usually quoted.

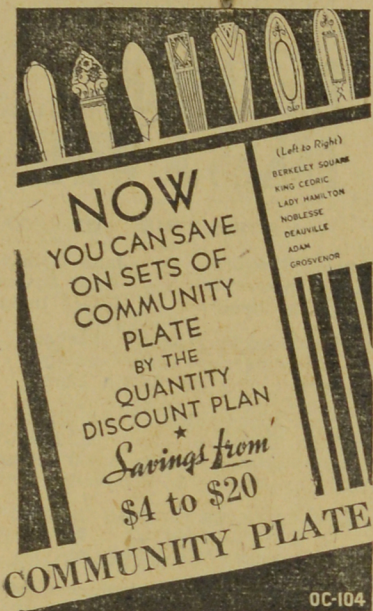
In the class grouped about the teacher's knee are Annie and Mac, neither of whom can get arithmetic. And Tommy and Dot who can't read, and Isaac who pinches the children, and Polly who won't listen. There is about the same mental average as would occur in a class twice the size. Perhaps six are independent of any help and need little teaching at all.

The teacher helps the slow ones and explains and re-explains. But she cannot produce brain energy that isn't there, cannot search out the blind spots or complexes that lie at the root of poor spelling and bad reading. She tries, of course, and thus soon discovers the star pupils to be bored, discontented, and growing careless.

Psychologists Aiding

Teachers prefer rooms with 35 or 40 pupils because there are too many distractions in the crowded classes, a larger percentage of absences entailing work to be made up, too many papers to be graded at night.

The new system in large cities is the group average children in a room; give those ready for it a chance to forge ahead; arrange special assistance classes for the slow and handicapped; and remove altogether for special instruction and sub-normal or the real mental deviates. The psychologist is being very useful reclaiming the inhibited child or the one with a pure mental hazard.



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