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LEARNING FOR LIVING

By MARTYN ESTALL

What Do You Know?

Education—like fraternization—is one of those words which have suffered from wrong associations. Its real meaning has become obscured because all too often it is taken to mean a fixed quantity of book learning instead of a continuing process of adjustment to changing life. “What education have you *had*?” is a familiar question to anyone in the Services. That’s a mistake in tense. No one can truly say “you’ve had it” until you are six feet underground.

It is this broad idea of education that our article is about. The author makes three main points:

1. **ABC's:** Formal schooling—in reading, writing and figuring—is good for its own sake. Few, if any, Canadians will argue about that. We have cut our illiteracy rate to half of what it was in 1911; and the average Canadian boy and girl have been attending school for over ten years. School attendance is compulsory in every province for children from the ages of 6 to 14.
2. **Vocational Training:** As our industrial society has become more and more complex, so the need for special training of brain and hand has grown. The 3 R's alone do not guarantee a living. Our education should train us in some special skill for which we show aptitude.
3. **Citizenship:** Above all, we must educate ourselves to be responsible, well-informed citizens—and today this means citizens of the world. We can only begin to do this in school. Whether we realize it or not, the process goes on—in family and community life; through our reading and radio listening; in clubs, unions and forums. The war has forced us to take our responsibilities as citizens more seriously than before.

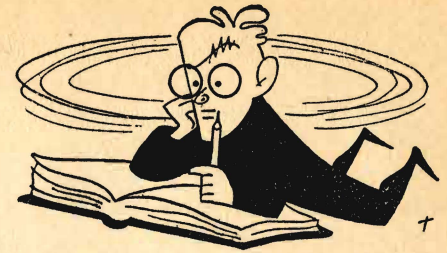
Before you tackle a discussion on this topic, look at the five pages of discussion material starting on page 15.



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Learning for Living

By MARTYN ESTALL



A democratic society is vitally concerned about the education of its citizens. It has to be. Too many foes of democracy, playing on ignorance and prejudice, are still carrying on the work of the late Dr. Goebbels. One way to defeat them is through mass education.

Now there are various ways of looking at this business of education. Let us look back for a moment into the past. At the one extreme there was the apprentice-

ship system. This took a lad and put him to work for a term of years under a skilled craftsman, so that in due course he too became skilled in that particular trade. The system undertook to produce competent carpenters, plumbers, printers, watchmakers, and so forth. It did not undertake to teach people anything not directly connected with their trade. And it produced its best results in the days of the individual craftsman—before the age of factories and mass production—when working methods were slow to change and when the master craftsmen's knowledge did not get out of date very fast.

A Definition

EDUCATION . . . “The systematic development and the cultivation of the normal powers of intellect, feeling and conduct, so as to render them efficient in some particular form of living, i.e. for life in general. Education, as understood today, connotes all those processes cultivated by a given society as means for the realization in the individual of the ideals of the community as a whole.”

Funk & Wagnall's New Standard Dictionary.

The Classical Tradition

At the other extreme there was a classical education, in the course of which one was introduced to the study of certain subjects, including a ‘dead’ language or two and perhaps some mathematics. The theory was that this had the effect of giving the mind a general

training which could be applied successfully in almost any kind of occupation — especially those where you kept your hands clean. Generally speaking, those who enjoyed (or endured) this kind of schooling came from families that had more money or were socially more prominent. Often they ended up in the traditional 'professions' of medicine, law and the church.

Modern Developments

Of course, education as we knew it in our own schooldays represented neither of these two extremes, nor both together. By and large both the apprenticeship system and the 'humanities' had fallen on evil days. The coming of assembly lines and modern methods of production made a radical change in the kind of world we live in. The individual

Another Definition

"An educated man stands, as it were, in the midst of a boundless arsenal and magazine, filled with all the weapons and engines which man's skill has been able to devise from the earliest time."

Thomas Carlyle

craftsman became a far less important figure in our economic life. The classical education lost ground because of the growing recognition accorded to chemistry, physics and biology and because of the increasing popularity of 'commercial' and 'vocational' subjects running all the way from stenography to hotel management.

Even so, probably the majority of us, if we went to high school at all, took the kind of courses that led towards matriculation and entrance to university. Actually, of 100 students starting school in Canada, only 65 start high school and only 12 go beyond high school. These are pre-war figures. But the fact that such a small proportion of high school students go on to college has led to less emphasis being placed on training pupils to reach university entrance standards. More attention is instead being paid to vocational subjects. In particular the needs of agriculture have begun to receive more serious attention. There has been an improvement in the quality of training offered in agricultural colleges, and the development of rural high schools is another sign pointing in the same direction.



Education for Democrats



1. Everyone should know how to read and write and figure, not only for the sake of literacy but also so that he can check up on what is going on in his country and take some part in running its affairs. A country whose citizens are literate has a far better chance of getting good government than one in which a large proportion of the citizens cannot read or write. Fascism and ignorance go hand in hand. One test of the degree of democracy existing in any given country is to see how much emphasis is placed on education and whether the emphasis is placed on education for all the people or on training for the better-off few.

2. Our big concern today is with postwar jobs and the problems of full employment. Most people realize this means government action in the economic field. It also calls for action in the field of education. We need an educational system that can equip us to live and earn our living in a world where knowledge of industrial

skills and technique becomes more and more important. This does not mean that we must all become engineers. But it does mean that all of us, engineers included, must know enough both about modern machines and about the kind of society they have made possible. Only in this way can we make the whole complex structure serve the ends of human well-being instead of getting periodically out of control.

3. Finally comes the need for education in democracy. People must have a chance to learn the facts of social life. An educational system that does not take them into consideration is failing in its purpose just as much as one that rejects science. The facts about racial discrimination and fascism are just as important a part of our education as the facts in the multiplication table.

Where Canada Stands

Here in Canada we have attended to the first of these three requirements fairly well. Our

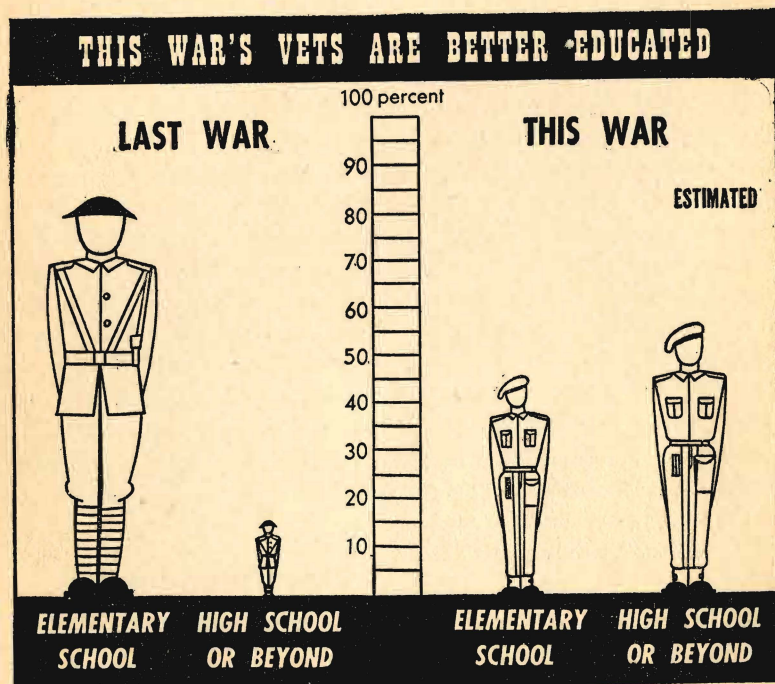
literacy rate is high, although it varies considerably from region to region. Most people can read the sports page and the comics if they want to — and most of us want to. To be sure, there's a lot more to reading than you learn in grade school and a lot more to writing than forming the letters clearly. But at least a good start has been made.

As to the second requirement — relating education to employment — we have tended too much to let 'nature' take its course. Unfortunately, while we have been

growing up, that course has come ever nearer and nearer to the rocks. More than once we have nearly foundered. Two wars and a depression have served to reveal the shortcomings in the unconscious assumptions of an earlier day.

Full Employment

Everybody now realizes that we have to put much more thought and planning than we did in the past into this double problem of training people to earn a living and organizing our society so



that it affords a living to everybody. Indeed we are at the moment so alive to the problems in this field that we may easily be in some danger of overlooking or even denying some of the other proper aims of education. Also we have seen both the need and the scope of a vast program of vocational training suited to the major task of waging war successfully. But it is much harder to work out a program as suitable for the winning of the peace, because we are much less sure how the campaigns in this grand offensive should be planned.

Citizenship

This brings us directly to our third point — education in democracy. It takes in a lot of ground. It means putting people on their guard against anti-democratic forces in their own country. It means education in world inter-dependence so as to bring about an understanding of why events in Greece or Spain or China may have a very vital bearing on the lives of Canadians. And it means, too, building up a sense of nationhood and national unity within Canada.

We in Canada have not done too well in this matter in the past. True, we have carried forward two great cultural strains in an en-

vironment alien at first to both. We have absorbed large numbers of people stemming from still other traditions. We have built first a pioneering and agricultural economy having a certain distinctive flavour of its own. More recently we have made great strides in transforming this in turn into an industrialized society which is less distinctive and even more dependent on good relations with the rest of the world. Much, though not all, of this has been done 'by guess and by God'.

It is not surprising that from time to time as a nation we have had to endure some very severe growing pains. We feel them now. The strains on national unity have been by no means negligible.



Uniform School System?

Would a uniform educational system for the whole of Canada help ease these strains on unity? Many people believe so, but there are serious difficulties. Today, under the British North America

Act, control of education in Canada, subject to certain provisions protecting minority rights within the provinces, is given to the provincial governments. That can be changed, but any change of control would probably be strongly opposed by all the provincial governments. A movement exists in favour of one history text for all Canada, so that at least Canadians in every part of the country would receive the same background in their country's history. But a uniform system of education is scarcely possible in a country with two major language groups, and several other minor ones. The



right to one's own kind of education is one that people of the same background cling to very strongly.

Building National Unity

Our problem is to reconcile the right of a people to be taught in

their own language, according to their own ways, with the over-all objective of building up a feeling of nationhood. However, progress towards that goal can be achieved in other ways than through education. National unity can be built up by raising standards of living in economically backward parts of Canada, improving public health measures all across the country. An increase in national welfare will probably do much to bring about conditions in which a more unified (*not* uniform) educational system can be built up. And that in turn will accelerate our approach towards a unified Canada.

Perhaps it is asking a lot of our teachers to expect them to be responsible for all these things — the transmission of basic knowledge, training in the special skills of a technological age, the formation of character sensitive and vigorous enough to make democracy work. Certainly if these things are to be done well we need to pay far more attention than we have in the past to the selection and training of teachers, and we need to pay them far more in respect, in facilities, and in cash, than we have ever done in this country.



We Keep On Learning



When we think of teachers we almost automatically call up memories of the schoolroom that we frequented in childhood. Indeed our thinking about education tends to assume from the outset that, like spinach, it is something exclusively designed for the welfare of children.

Now a society that failed to provide schools for its children would certainly fail to fulfil one of the main requirements of civilization. And childhood is so plastic and so adaptable that it can be trained to accept almost any set of beliefs and ideas that an older generation cares to impose on it. We have seen this to our horror in Germany in the last ten years. But it is a serious mistake to suppose that our education is over and done with when we reach the school-leaving age. And it is extremely doubtful whether our children's schools as such should be charged with carrying out by themselves the responsibilities which we have assigned to education in general. This brings up

the question of the relation between age and learning.

There are many things which cannot very well be taught to children. Even though the average school-leaving age has been steadily rising in the past thirty years, there are limits to what can be done in school. We ought to get rid of the antiquated notion that somewhere between the ages of 14 and 18 education leaves off and 'life' begins. Both 'life' and 'education' would gain if we discarded this idea. We might then gear our teaching of children more appropriately to their present needs and interests instead of to their supposed future welfare. We might then be willing to help them grasp and organize the world which their own senses unfold to them, instead of stuffing them with unreal ideas about an alien world inhabited by grown-ups. Even more important, we might then appreciate the continuing need for education throughout life, long after the formal process of going to school has ended.

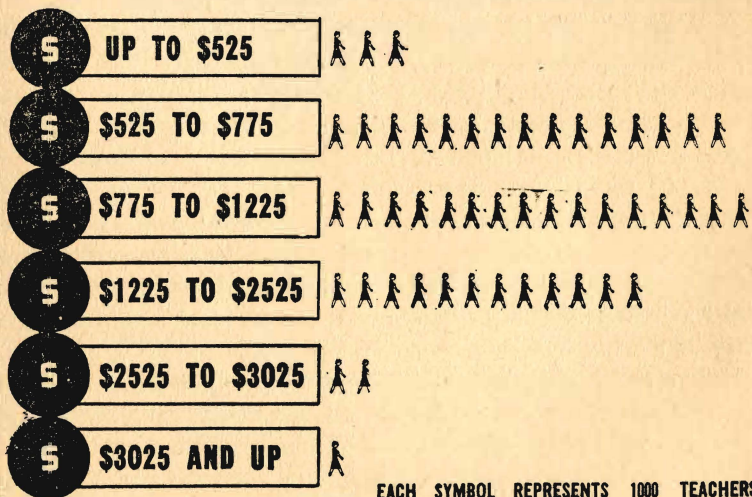
Old Dogs—New Tricks

"You can't teach an old dog new tricks." This old adage has led far too many people to suppose that, once the normal school-leaving age has been passed, it is a waste of time to try to continue one's education. This is entirely wrong. And we can see that it must be wrong if we consider for a moment our experience in uniform. Very few of us knew much to begin with about the tasks we learned to do after we joined up. And even those of us who continued to ply the trades we had mastered in civilian life found we had to learn afresh to do them the

service way. In the last six years a vast array of new skills, many of them highly complex, has been acquired by an army of men and women virtually all over eighteen years of age.

Consider a few examples from the home front. The civilian population has learned a lot about price control and employment policies that ten years ago very few professors or brain-trusters were familiar with. Canadians have grasped the wisdom of rationing goods in short supply. They have combatted inflation by putting money in bonds, by refusing to patronize the black market, by

TEACHERS' SALARIES IN 8 PROVINCES — 1941



Civvy Street NEWS

No. 21

October, 1945

EDUCATION FOR VETERANS

FROM October, 1941 to the end of August, 1945 over 16,300 vets took advantage of the vocational and educational training benefits in order to prepare themselves for jobs on civvy street. For every student vet who aimed at a university degree, five set out to learn a trade through vocational training.

Educational Training

The Department of Veterans Affairs reports that some 3,600 veterans undertook pre-matric and university courses up to the end of September 30 of this year. One-third of the students were taking pre-matriculation courses before entering the university course they had chosen, while well over half of those actually in university were starting on their first year. Seventy veterans were doing post-graduate work. Here are the courses being taken by these ex-service personnel:

Arts and Science.....	1,003	Household Science and	
Engineering.....	454	Home Economics.....	5
Business Administration,		Health Nursing.....	4
Commerce and Finance.....	294	Veterinary.....	4
Medicine.....	74	Library.....	3
Agriculture.....	68	Occupational Therapy.....	2
Law.....	65	Normal School.....	2
Education.....	54	Art.....	1
Pharmacy.....	30	Statistics.....	1
Forestry.....	30	Pre-Admission Courses.....	1,002
Dentistry.....	22		
Theology.....	21		3,188
Architecture.....	16	Students discontinued.....	431
Social Service.....	15		
Music.....	12	Total students trained	
Optometry.....	6	or in training.....	3,619

Of the 431 students who discontinued their training by the end of September, only 45 did so because of inadequate progress. Sixty-five graduated; 72 took employment; 80 were recalled to the forces or re-enlisted; 21 were ill or deceased; 16 transferred to other benefits.

The number of veterans taking university courses greatly increased during the first part of October, and in a statement to the House Committee on Veterans Affairs on October 9, Hon. Ian Mackenzie reported that over 5,000 veterans had applied up to that time.

REHAB ROUNDUP

What Are Vets Plans?

The August summary from the Department of Veterans Affairs shows fewer vets seeking jobs as compared with the previous month (28.6% as against 32.4%). Reinstatement in their old jobs is expected by 25.6%, while there are new jobs available for 14.4%. Vocational training was the program for 10% of these vets; 7.5% returned to their own farms and businesses; 4.6% planned to attend university; 3.5% sought assistance under the Veterans' Land Act. Only 5.8% were undecided at time of discharge what they wanted to do. (Compare with pictograph in Civvy Street News No. 16.)

Vets Are Better Educated

Employers would do well to draw their future employees from the men and women being released from the services. Veterans returning to civilian employ have greatly improved their educational qualifications through the training and vocational guidance they received when in uniform. According to Flight Lieutenant Wadell, in a recent speech to the Rotary Club in Montreal, more than 77% of Canada's airmen have between 9 and 12 years of formal education compared with a figure of approximately 32% for the civilian male population.

School for Building Trades

The first training centre for apprentices in the building trades will open on November 5 in Montreal. The training of bricklayers, who are in short supply, will be the first undertaken, followed shortly by courses for plasterers, carpenters and other crafts. The centre will be open to everyone, but will concentrate on rehabilitating veterans. This school is being set up by the Montreal Building Trades Apprenticeship Commission, composed of an equal number of labour and management representatives, resulting from an Act passed in the province of Quebec dealing with apprenticeship assistance.

"Home Again" Show

Some of Canada's talented ex-service men and women from all the services, including the merchant marine, are rehearsing a show to be staged in Montreal on Nov. 14 under the direction of Hughie Green and Bob Tufts (who have sunk their discharge pay, gratuities and savings into the show). These two ex-Air Force men are also producing a weekly CBC broadcast, "The Ex-Service Variety Show", heard on Monday nights at 9 o'clock. Good show.

Wren Clerks Kept On

The urgency of speeding up demobilization has kept a large proportion of the Wren personnel in uniform to assist in the clerical work involved. Once the demob program reaches its later stages, however, there will be a speed-up in the number of women released to civilian life.

Suit Yourself

If you go on leave before getting your discharge, or if you go on indeterminate leave to accept civilian employment, you are now entitled to a priority certificate to purchase a civilian suit. These certificates are issued by the orderly room when you go on pre-discharge leave; or if you are on extended leave without pay, certificates may be obtained through the local ration board on presentation of your industrial leave furlough form. Previously these priority suit purchase certificates were issued only on discharge.

Students' Allowances

The McGill Student Veterans' Society plans to ask the Dominion Government for increased allowances for war veteran students. A survey is being made of the veterans on the campus with regard to their basic expenditures. A housing committee has also been set up to seek living accommodation for veterans, particularly those entering the university in January.

Pistol-Packin' Repats

Servicemen who have toted home souvenir firearms from overseas have to register them in accordance with the Canadian criminal code. Permits will be issued for the possession of these guns, but they would first have to be rendered unserviceable. The Armed Forces have issued orders prohibiting personnel from possessing firearms or ammunition picked up on battlefields or taken from the enemy. "Lay that pistol down, boy . . ."

Discharge and Repat Record

Latest figures show that from May 1 to October 20 of this year, the total number of discharges from the three services amounted to 226,622.

Repats from the Army and Air Force totalled around 171,500 after the docking of the Queen Elizabeth on October 26. (160,000 was the number originally scheduled to be repatriated by December 31, 1945.)

Rotation Plan Restored

Military authorities overseas are arranging to start up again the rotation plan whereby 30-day leaves at home will be granted to members of the forces. At first leave will be granted to those who have served outside the Western Hemisphere for 3 years and who have a total of 150 points for repatriation. While this plan will chiefly affect members of the occupation force, it is expected that many of the servicemen waiting to be repatriated may come home on this rotation leave plan.

British Firms Help Out

Canadian servicemen overseas who are taking "training on the job" in British firms and business houses, through Khaki College, are being helped to the extent of having their board and lodging paid for by the firm they are working with. To date 145 servicemen have been placed with British concerns.

Teachers' Salaries Up

Canada's teachers (outside of Quebec) earned on the average \$250 more in 1944 than they did in 1939. The median salary of 50,000 teachers was \$854 in 1939, and \$1,098 in 1944. City school teachers have been earning 10% more since the war, those in towns and villages, 21.6% more; those in one-room rural schools, 50% more.

New Vet Legislation Urged

The Canadian Legion is pressing for legislation to improve the housing situation for veterans, to help them set up small businesses and to secure employment.

To meet the housing crisis they suggest: (1) That idle building materials under control of Wartime Housing and Veterans' Land Act officials be used for veterans building their own homes by private means. (2) A "more aggressive and imaginative" housing policy aimed at rapidly constructed low-cost emergency shelter for rental. (3) Release of all possible buildings for emergency shelter be speeded. (4) As a long-range program, the Veterans' Land Act be applied to urban housing.

The Government is being urged to help vets finance small business enterprises by "generally making available to small business what big business can furnish for itself." The Legion also requests that preference for veterans be maintained in employment offices and that surplus war materials be used for rehabilitation purposes.

Voluntary Aid to Vets

An example of assistance being given to vets by voluntary civilian organizations, is that offered by the Sales and Advertising Club of Montreal. A returned man who is interested in advertising or selling can apply to this club and receive guidance in deciding what line of work he wishes to pursue. An effort is also made to find suitable employment for him.

Vocational Training

The analysis of the courses taken in vocational training and of the results obtained is complete only up to the end of August†. But it shows which courses have

been the most popular up to that date and how many of the veterans have become employed as a result of this training. Here is the record of those veterans taking vocational training and of their disposal:

Total number approved for training (including number re-instated following cancellation).....		13,645	
DISPOSAL:			
COURSE COMPLETED.....	5,732		
Employed as trained.....	4,144		
Employed otherwise.....	781		
Transferred to university.....	373		
Re-enlisted.....	248		
Not employed.....	186		
	5,732		
TRAINING DISCONTINUED.....	3,083		
Training unsuitable.....	650		
Other reasons.....	2,433		
	3,083		
LEFT ON STRENGTH, AUGUST 31, 1945.....	4,830	13,645	

The vocational courses chosen by ex-service men and women were as follows:

OCCUPATIONAL GROUP	FEMALE	MALE	TOTAL
Clerical and stenographic.....	942	1,697	2,639
Educational*.....	81	2,226	2,307
Building Trades.....	6	2,200	2,206
Transportation.....	19	1,069	1,088
Mechanics.....	3	852	855
Machine Operating.....	4	717	721
Domestic Service.....	286	325	611
Manufacturing.....	187	295	482
Architecture.....	9	370	379
Welding.....	1	365	366
Mercantile Trades.....	12	297	309
Cabinet Making, Wood Work.....		167	167
Printing.....	2	95	97
Agriculture.....	3	81	84
Leather Work.....	1	72	73
Music, entertaining.....	3	60	63
Aeroplane Trades.....	2	58	60
Public Utilities.....		48	48
Car Manufacturing.....		29	29
Others.....	119	942	1,061
	1,680	11,965	13,645

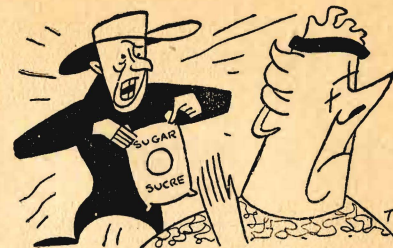
* Includes pre-matriculation and special courses not intended to lead to a University degree.

† By the end of September, nearly 15,000 veterans had been accepted for vocational training.

co-operating in the maintenance of many new controls. They know more about nutrition and public health than they ever knew before. And right now they are learning a good deal about the ins and outs of rehabilitation, of demobilization and of full employment. This is surely all the proof we need that age in itself is no barrier to learning.

Life Is Our Teacher

To a very considerable extent events themselves have been our school-masters. But there has grown up too a very extensive network of public information agencies charged with the task of creating a body of public opinion which shall be as enlightened as it can possibly be. The press, the radio and the film



have all been used effectively in this, as well as posters and pamphlets and public speeches. The discussion group, the radio and film forum, the union meeting, the labour-management committee, the agricultural council, the producer and consumer co-operatives have likewise evolved as important educational instruments. They have proved their worth in wartime. Their counterparts can be just as effective in the postwar period.

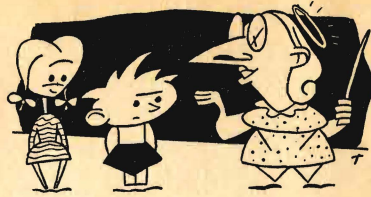


THE AUTHOR: Martyn Estall is a graduate of McGill and Cornell Universities. He is at present on leave from Queen's University, serving as assistant to the Director of the Canadian Association for Adult Education and acting as national secretary of Citizens' Forum. During the war Dr. Estall served with the Directorate of Personnel Selection (Army) and later as chief of the Press and Research Section of the Wartime Information Board.



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Propaganda or Education?



Does someone complain that education is being confused with propaganda? That is something to watch out for. But what precisely is the difference? Sometimes as the old lady said, "What I call firmness in myself, I call pig-headedness in others." To promote views of which we approve is too often thought of as education or information. When we dislike or disapprove of the view in question, we complain of propaganda.

Ulterior Motive

Or we may say that the difference is that propaganda has an ulterior motive. As long as we can recognize whether an ulterior motive lurks behind what we see or hear or read, and as long as we know how to make allowances for it, we need not fear the power of any propaganda.

Should Teachers Take Sides?

Some people believe that teachers should never take sides in an argument; that they should pre-

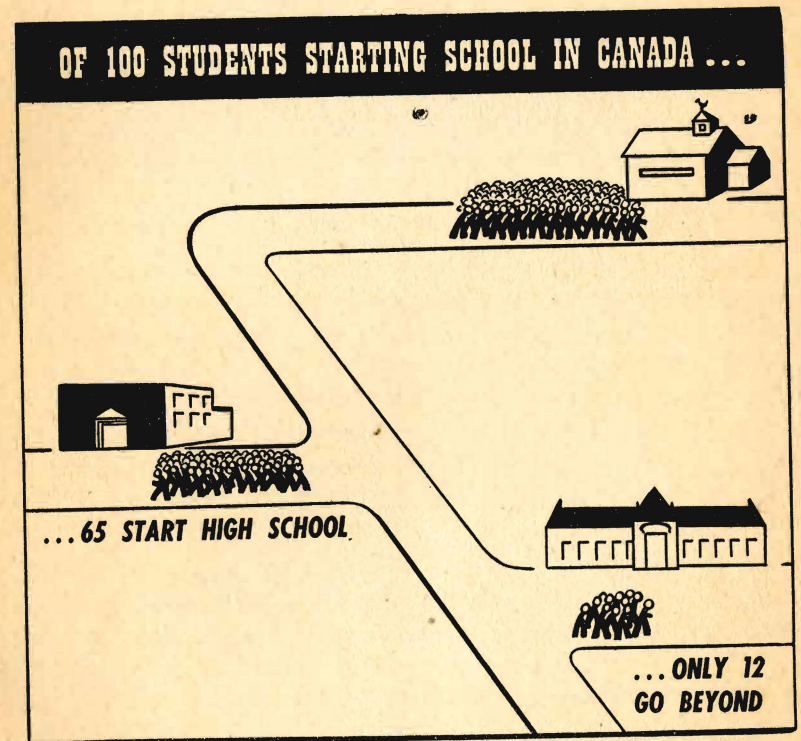
sent both sides of all questions. Usually this means only in local or current questions, for people are not always as concerned about the controversies of the past. But obviously in many matters, and especially in those dealing with democracy, a teacher to be useful must advocate as well as teach. It would be both harmful and ridiculous for someone to tell his or her pupils that while scientists know that discrimination because of race has no real basis, Hitler and his friends preach the opposite point of view and "you must make up your own minds which is right".

That is a fairly easy example in which to recognize the right and reasoned view. But how should a teacher act in more difficult cases — for instance, in a mining town seething with a strike? If he can form no opinion of his own on the issues involved, he is mentally incompetent to be a teacher; if he is too timid to express it publicly, he is morally unfit for teaching. He does not have to be a propa-

gandist for one side or the other — both sides will use plenty of propaganda. His responsibility as a teacher is to tell the truth as he sees it, having taken great pains to find out what the truth is. One difference between education and

propaganda is that the educator belongs to a profession that imposes, or ought to impose, a high standard of intellectual honesty, ability and courage — whereas even Goebbels could be a successful propagandist.

See Summary on next page.



Summing Up



To sum up then. Age need be no handicap to education. On the contrary, there are many things that are better learned when we are older. Some of these will directly help us to earn our living more effectively in a society that ought to be making the best possible use of the varied talents its citizens possess.

This, however, is not to say that vocational training should be regarded as the main purpose of education. A democracy requires a well-informed and articulate citizenry, capable of intelligent decisions on matters of public policy. While the foundations for this should be well and truly laid in the public and high schools, it is shortsighted and unrealistic to suppose that the process can be complete by the time most of us are ready to leave school.

Further adult education—not 'higher' education in the universities, which relatively few will be fitted for or keen to undertake—is something that might well become part of our normal activity as citizens. This does not mean that grown-ups must wedge themselves awkwardly each week into school benches they've long since outgrown. Instead it is a much more informal business, based on the natural associations of neighbourhood, club, church, community centre, public library, trade union or co-operative. It can take advantage of all the latest devices of communication—radio and film today, television tomorrow.

The object of all this is, of course, to make sure that we attain that 'way of life' we have been fighting for, and for which we must continue to fight at home. The educated person is not necessarily the one who claims the right to stick fancy letters after his name. Going to college is an excellent thing—for some people. But it clearly is not everyone's pigeon.

The really well educated person is the one who, whatever his job, is functioning smoothly and efficiently on all cylinders, not only on the job but at home and as a citizen of the community as well.

October 1st, 1945.

Discussion Guide



Education for Civvy St.

Education has covered a lot of grim and a lot of pleasant situations in His Majesty's Forces. Sometimes it was a course on cleaning your rifle in 25 easy lessons. Sometimes, when doing a recce in London or Brussels, we

hardly knew we were being educated. But it added up to a lot of new facts, new experiences and new attitudes, all of which we're taking back to Civvy Street as surely as the souvenirs in our kit bags. Let's begin by discussing ourselves. *Will our military training help us at home?*

ASK THE QUESTION...

What happens on Civvy Street is our deep concern for we live and work there. It's there we have our home, our family, our job. But don't forget it's a pretty long street. One day in 1938, it reached all the way to Munich where we were being signed up for a six year contract. Today we know it

stretches from our front door to Main Street, from Main Street to the nation, and clear across the world. Our horizons have widened and with them our educational needs. *What do we demand of education today?* That's the *main question* we're tackling.

...AND FIND THE ANSWER...

Just as Civvy Street can never be the six blocks we knew before the war, so education can no longer be restricted to learning the three R's and training for a job. Civvy Street confronts us with the problems and oppor-

tunities of full employment, community living and national security. The aim of education must be to teach us to understand and cope with these problems. *How is it to be done?* That is the goal of our discussion.

WHAT DO YOU KNOW, JOE?

There can be a lot of double talk about what the service has done for us or maybe *to* us. The trick is to find out the score. Just what have we learned in uniform that will help us in Civvy Street? (Don't include anything leading to penal servitude.) Has the life given us increased self-confidence and initiative or just the habit of obedience? Do you think we'll get along better with people? How many of the group know what they want to do in civilian life? Did your military experience help you make that decision? How many are going to use their service skills in civilian jobs?

The war has shown how interdependent the world is, economically and politically. How

interested are we in world affairs? Here is a little test that may prove interesting. Ask the group the following two questions:

- (1) Did you have an opinion on Franco during the Spanish war?
- (2) Have you an opinion on Franco today?

There will probably be a greater number who say Yes to question (2) than to question (1). How does the group interpret these results? Most of us have opinions on demobilization, a national flag, family allowances, and a score of other issues. Has the war made us more alert as citizens? In what ways?

EDUCATION—FOR WHAT?

Ask a serviceman what he thinks of education and he'll probably answer, "Education, no matter how you slice it, means books, and that's for somebody else". Maybe that's an extreme statement. Let's find out what the group thinks. First of all—how does the group's education tally with the Canadian average? (Refer to the diagram on page 6.) What do the members think of their educational standard? Some of them left school before they graduated. Find out why. How many had to leave to get a job? Did some leave because they thought their studies wouldn't help them make a living?

The criticisms you'll get of the school program may be used in the following way: Outline the three tasks of education as defined in the article; then have the group suggest a school curriculum of its own. Now examine it. How balanced is it? (Compare it with the three essentials mentioned on page 5 of the article.) Should a curriculum include social studies and sex education? Will it add \$10 to your weekly pay check? Will it help students to understand and solve the problems of war, fascism and unemployment? Does it teach a citizen's duties and rights in the community and nation? Do you think that controversial issues

should be left out of School discussion?

Look at these statements, the first by a Canadian, the second by an American educator: "*Any kind of education today which does not put its main emphasis on community responsibility is not worthy of the*

name".

"*Modern education is turning out a generation of semi-illiterate skilled mechanics.*"

Do you agree with these statements?

How does your proposed curriculum face up to them?

WE'LL HAVE KIDS, SO . . .

Someday our children will be going to school. A better world means better education for them. Will they get it? Here's how the goal is defined by the Survey of the Canada and Newfoundland Education Association: "*All Canadian children should be entitled without payment of fees by parents, without regard to place of residence and without regard to race, creed, personal wealth, or social position, to an education to the limit of each child's ability*".

How close have we come to that? Today our children's education depends on the money we make, the province we live in, and whether we're city or country folk. Have a look at some facts.

Who goes to school?

Only 75% of Canada's children finish public school. Only 65% of Canada's children start high school. Only 3% reach the level of university graduation.

It costs about \$700 a year to go to university and, unless we make a lot more than \$1,500 a year, our children have had it. In 1937-38, only one in ten undergraduates held a scholarship (of an average value of \$114). Scholarships for

high schools and technical schools are almost non-existent. Should a system of state scholarships cover high schools and universities?

Provincial Differences

One Canadian province in 1941 spent \$31.70 per child on education. Another province spent \$83.38 per child—two-and-a-half times as much. Our children get two strikes on them if they're born in one province rather than another.

Rural-Urban Differences

"*Thousands of rural schools are dingy and dirty without modern heating, ventilation, water supply, lighting, play ground, or library facilities.*" (Survey Report)

If we look at expenditures for elementary and secondary schools, we find that less than 20% of the funds come from the governments concerned. Over 80% come from local taxes, mainly on property. The result is a low tax rate and better facilities in the cities, and usually a higher tax rate and poorer facilities in the rural areas. Do you believe in equalizing costs

or education between cities and rural communities . . . between wealthier and poorer provinces? How should it be done?

Teachers' salaries (1941)

75% (over 55,500 teachers) earned less than \$1,223 a year. 50% (over 35,500 teachers) earned less than \$782 a year. 25% (over 17,500 teachers) earned less than \$537 a year. (An instructor in the Canadian Army, married and with the rank of lieutenant, earns approximately \$2,400 a year.) Would you take a job at those wages? Should there be a standard scale of teachers' salaries?

WHAT COMES AFTER THE SHOOTING?

We all know we're not going to live in a pipe dream just because the shooting has stopped. The Headlines are beginning to break already: FOREIGN MINISTERS HIT SNAG. INDUSTRY AND LABOUR TANGLE OVER RE-CONVERSION. HOUSING CRISIS HITS VETS. Behind these headlines are the bread and butter questions of our daily lives—Jobs, Housing, Peace.

Do we really want to know the answers? Here's what the American news correspondent Hanson Baldwin wrote about the Tunisian campaign.

" . . . The second most important need is for a change of attitude on the part of people and troops . . . In Tunisia most of the boys have been fighting for what they knew in the past, not for a better or more secure future . . . they had no dynamic aims.

How much should we pay our teachers?

Where's the money to come from?

Your group can suggest several more shortcomings of our school system and as many remedies. The bugbear is the money, to the tune of \$203,262,000. That's the amount needed to introduce the recommendations of the *Survey Report* mentioned above. What percentage of our war expenditures is this amount? Can Canada afford such an expenditure? What's the answer to, "Where's the money to come from?"

Unlike the British Tommy who is politically conscious to a high degree, the American 'dogface' doesn't know what the shooting's all about."

Does that description apply to us? Why don't some servicemen know "what the shooting's all about?" Is it lack of interest? . . . lack of information? . . . past education? . . . distrust of newspapers? Why is such a situation dangerous for the future? What's the importance of 'informed public opinion' in a democracy? Contrast this with the manner in which the Nazis corrupted education into a weapon for war. (See page 19). How many of the group did not vote in the federal elections? Ask them why. Have the group members answer the arguments raised against voting. "There can be no progress in Canada without informed action

by the people in planning their future." Does the group accept this statement? What organiza-

tions in Canada provide educational programs for adults?

RE-EDUCATING THE GERMANS

Before we went to press the text of the indictment of the major German war criminals was printed. Here is one paragraph of the text which charges the accused (Goering, Ribbentrop and company) with perverting German education:

"In order to make the German people amenable to their will and to prepare them psychologically for war, the Nazi conspirators reshaped the educational system and particularly the education and training of the German youth. The leadership principle was introduced into the schools and the Party and affiliated organizations were given wide supervisory powers over education. The Nazi conspirators imposed the supervision of all cultural activities, controlled the dissemination of information and expression of opinion within Germany as well as the movement of intelligence of all kinds from and into Germany, and created vast propaganda machines."

Can the group give examples of Nazi propaganda which was used

to foster the desire for war and aggression among the German people? Why were the policy of anti-Semitism and the theory of the 'master race' taught to the German people? How effective was the Nazi educational system in winning the German youth for Hitler's program? To what extent are the German defeat and the Potsdam Agreement for the de-industrialization and de-militarization curing the Germans of their Nazi ideas?

What educational measures are involved in eradicating the Nazi Party and the German army? Will Allied supervision of schools and colleges be sufficient? To what extent does re-education depend on the German people themselves? Do you know of any elements in Germany capable of influencing the people towards a democratic way of life? How will political and economic factors affect their education? Do you know of any Nazi ideas being fostered in North America? What ideas and tendencies must we guard against in our own educational system?



NOTICE

THIS is the last issue in the *Canadian Affairs* series (including *Canadian Affairs Reconstruction Supplements*) to be distributed to civilian groups and individuals in Canada.

This decision follows publication of Order-in-Council P.C. 6300 on September 28, 1945, abolishing the Wartime Information Board and authorizing the formation in its place of the Canadian Information Service. The new Service "shall provide means and facilities for distributing abroad information concerning Canada and for co-ordinating and assisting the public information services of the Government."

Canadian Affairs will continue to be produced for as long as it is required as discussion material in the Canadian Armed Services. The series will also be available on request to civilians outside Canada.

