

FILE 346

FRI -FT (FRONTIER COLLEGE)

DOCKET STARTS:

FRONTIER COLLEGE

Second Session, Fourteenth Parliament, 13-14 George V, 1923

THE SENATE OF CANADA.

BILL K³.

An Act respecting The Frontier College.

Read a first time, Friday, 13th April, 1923.

Honourable Mr. TANNER.

OTTAWA
F. A. ACLAND
PRINTER TO THE KING'S MOST EXCELLENT MAJESTY

2nd Session, 14th Parliament, 13-14 George V, 1923

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BILL K³.

An Act respecting The Frontier College.

1922, c. 77.

WHEREAS The Frontier College has by its petition represented that, by chapter seventy-seven of the statutes of 1922, it was incorporated and was granted power to confer degrees in arts, and has prayed that it may be empowered to confer degrees in all faculties, and it is expedient to grant the prayer of the said petition: Therefore His Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:—

Power to confer degrees enlarged.

1. The said Frontier College shall have power to confer 10 degrees in all faculties and in such form and upon such conditions as may be, from time to time, provided by by-law or regulation of the said college.

Before Private Bills
Committee. at
the present time

L. C. W.

Second Session, Fourteenth Parliament, 13-14 George V, 1923

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*where is this bill at
Blair*

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58036

1923

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CROSS CURRENTS IN EDUCATION.

The Frontier College bill now before the Senate, seeking enlarged powers for that institution has encountered some opposition from the regular universities. The older institutions seem insistent upon enforcing the regulations which in most cases require actual attendance on classes to merit credits toward a degree. In stating their position the Universities' Conference have formally made objection that a degree should be granted only to those who have pursued studies which continuously occupy every day of the week for four academic sessions. But this requirement, if put into effect, would forever debar from degrees all those who have to combine study with manual work. This is the very barrier which the Frontier College is seeking to overcome. All such restrictions serve only to widen the breach between an educated class on one side, and the great body of uneducated workers on the other.

The man who desires to study while at this work may take longer, even many years may be involved in his efforts to achieve his goal. But no thoughtful educationist would, in the face of this, venture the extreme statement that "it is absolutely impossible" for a working man to combine experience and private study in a way which would secure for him quite as good, if indeed not a much better education for life's uses, than the conventional preliminary education offered by the universities. The fact is that a serious student can qualify by private study for a degree in Arts, in Science, as well as many of the highly praiseworthy branches of occupational study. His efforts may be more arduous, but they need not be any the less thorough.

Every intelligent reader knows that many of the world's greatest thinkers and scholars have been self-taught men. It has also become pretty apparent in recent years to some of us that as much real serious reading and study is being done by the working classes at the present time as by any other class in the community. Under the circumstances, therefore, it ought also to be apparent that any institution, such as the Frontier College, designed to assist and direct the thinking and study of working men ought to be encouraged by everyone who understands and appreciates the educational problems confronting us today throughout this Dominion.

The Frontier College has adapted its methods of instruction to meet the needs of present day requirements. Its instructors, alone among educational leaders, have carried education to the worker at his work. This is a leaven in our social life. Lloyd George draws a dark picture of an impending struggle between the classes so unhappily divided in the old lands. Who can be sure that it is overdrawn? Can we boast that no clouds darken our own horizon. But the spectacle of college trained men going, in ever increasing numbers, from the ranks of the more favored classes, as manual workers and instructors for the Frontier College, is a silver lining that bespeaks well for hope in the morrow.



Ottawa, Ont.,

April 26th, 1923.

Dr. Frank D. Adams,
Vice President,
McGill University,
Montreal, P. Q.

Dear Dr. Adams:

I am enclosing for your information
a copy of a letter which explains my convictions
in the matter under question.

Yours very truly,

Thomas Lewis

Ottawa, Ont.,

April 26th, 1923.

Hon. A. B. Copp,
Secretary of State,
OTTAWA.

My dear Colleague:

In reply to your communication of April 17th in reference to Bill No. K.3. After careful consideration I think the attitude assumed by the Universities' Conference is a just and reasonable one.

To my mind it is a question very much open to criticism whether Frontier College should have been granted the right to confer degrees in Arts and certainly I would consider it a principle sub-versive of the development of higher educational standards and of the best University interests in Canada, were an educational institution with limited facilities and less qualified instructors such as Frontier College possesses permitted to confer degrees in any or all faculties.

Yours very truly,

May 8th. 1923.

The Honourable John McLennan, B.A. ,
The Senate,
OTTAWA, ONT.

Dear Sir,

In the last session of Parliament application was made by some persons whose names I do not know, for the incorporation of a body entitled "The Frontier College", which body was to be invested with the power of granting degrees in Arts. This bill passed both the Senate and the House of Commons before the University authorities of Canada heard anything about it. It is I understand a "College" more especially for lumbermen in the back-woods. Its headquarters I believe are in Toronto, and I think that a man named Forsyth has been active in connection with it. I am furthermore informed that this is a wild idealistic scheme in connection with which young men who have recently graduated at our Universities may be induced to take positions in the lumber camps, and in their evenings give instruction to lumbermen after their days work is over. As you will easily understand, under these circumstances, while it might not be absolutely impossible in the course of decades for a man to gain the knowledge which a student at a University is required to obtain, through a four years course of continuous study, it is extremely unlikely that any degree of Bachelor of Arts conferred by this Institution would reach the standard which the Universities of Canada require in the case of their own graduates.

At a Conference of the Principals of the Universities of Canada held at the time of the Educational Congress in Toronto last month it came to their knowledge that a further bill had been introduced into the

Senate this session to confer upon the Frontier College the power of granting professional degrees as well as degrees in Arts. It happened that Dr. Tory and I had to go to Ottawa at the close of this Educational Conference, and we were requested by the Heads of the Universities to see the proper Member of the Government and protest in their name against the passage of this bill. We learned in Ottawa that the Secretary of State, Mr. Kopp, was the proper person to approach, and we consequently laid the matter before him entering a protest in the name of the Universities of Canada and submitting the same to him in the form of a letter. Mr. Kopp did not remember that the bill establishing this body had been passed last year, but on looking through the Statutes he found it. He said that he would at once see the Prime Minister with reference to the matter so that the conferring of any further privileges or rights upon this so called college might be prevented.

In speaking to Sir Arthur Currie about this he suggested that I should write to you and ask you to use your influence in the Senate and have the bill thrown out there.

It seems to us very doubtful whether the Parliament of Canada was not acting ultra vires in dealing in this case with an educational matter which one would suppose fell within the rights of the Provincial Parliaments. That such a bill could go through the House of Parliament without protest seems a most remarkable fact.

With best wishes, I remain,

Yours very sincerely,

F. D. A.



Ottawa, Ont.,
15th May, 1923.

My dear Dean:-

I have in due course your letter of the 8th instant, and as I understand from the Clerk of the Committees, this matter of the Frontier College will come up on Wednesday. I asked him to advise you, the Principal of Queens and of Toronto, that this Bill would be dealt with then and also to enclose you a copy of the Bill.

Yours sincerely,

J. S. Hohenmann

Frank D. Adams, Esq., Ph.D.,
Dean,
McGill University,
Montreal, P. Q.

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POST OFFICE ADDRESS
RESEARCH COUNCIL, WEST BLOCK

OTTAWA, 11th May, 1923.

Dr. Frank D. Adams,
McGill University,
Montreal.

Dear Dr. Adams:

In reply to your letter of the 8th instant, I may say that the Honourable Thomas Andrew Low (Renfrew South) was taken into the Cabinet as Minister without portfolio upon the coming into power of the present Government. He still occupies the position of member of the Cabinet without portfolio.

Yours very truly,

Secretary.

SPE/E.



The Senate of Canada

A. H. HINDS,
CHIEF CLERK OF COMMITTEES

PLEASE QUOTE FILE No 672.

OTTAWA, May 14th, 1923.

Dear Sir:-

I have the honour, by direction of the Honourable Senator McLennan, to forward herewith a copy of Bill K³, An Act respecting The Frontier College, which will be taken into consideration by the Private Bills Committee of the Senate on Wednesday, the 16th instant, at 12 o'clock noon, in Committee Room No. 368.

Your obedient servant,

Chief Clerk of Committees.

Dr. F.D.Adams,
McGill University,
Montreal, Que.



The Senate of Canada

A. H. HINDS,
CHIEF CLERK OF COMMITTEES

PLEASE QUOTE FILE No 672.

OTTAWA, May 17th, 1923.

Dear Sir:-

re Bill K³, An Act respecting
the Frontier College.

I beg to advise that a communication dated the 13th April, 1922, directed to The Honourable the Secretary of State, signed by yourself and Doctor H.M. Tory, representing the Conference of Canadian Universities, protesting against the granting of further powers to the Frontier College, was read at a meeting of the Miscellaneous Private Bills Committee of the Senate held yesterday.

In view of representations received by the Committee, further consideration of the Bill has been postponed until Wednesday, the 23rd instant, when the Committee will meet in Senate Committee Room No. 262, at 11 A.M.

If you desire to be heard you should appear before the Committee on the above date.

Your obedient servant,

Chief Clerk of Committees.

Dr. F.D. Adams,
McGill University,
Montreal, Que.



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STRATHCONA ALTA MAY 19-23

MP 1911

SIR ARTHUR CURRIE

PRINCIPAL MCGILL UNIVERSITY MONTREAL Q

WIRE RECEIVED WILL BE IN OTTAWA WEDNESDAY MORNING

H M TORY

7.0 PM

W

TELEPHONE
M. BY
10/40 pm *97*

COPY

Telegram.

Montreal, May 19th, 1923.

Dr. H. M. Tory,
University of Alberta,
Edmonton, Alta.

Senate Committee considers Frontier College
Act eleven a.m. next Wednesday. Think it advisable you
appear before Committee if possible.

A.W. Currie

May 19th, 1923.

Sir Robert Falconer,
President, University of Toronto,
Toronto, Ont.

Dear Sir Robert:-

I am attaching herewith copy of
a letter received to-day by Dr. Frank D. Adams.

It is impossible for Dean Adams
to be in Ottawa on Wednesday, the 23rd instant in
view of our early Convocation and the fact that
he must be in Ottawa on Friday and Saturday of the
same week. It seems to me that somebody should
appear before this Committee and protest on behalf
of the Universities. I am wiring to Dr. Tory who,
I understand, is coming to Ottawa next week, but
I think it would be a good thing if you, Sir Robert,
would appear in person. You know so much more about
this Frontier College than I do and also are much
better qualified to present arguments against the
demands which it is making.

Yours faithfully,

President's Office.



May 21st, 1923

Principal Sir Arthur Currie, G.C.M.G.,
McGill University, Montreal.

Dear Sir Arthur:

I am hoping to be in Ottawa on Wednesday and will endeavour to be present at the meeting when the matter of the Bill for the Frontier College is up for consideration. Of course if Tory is there he will be able to speak officially.

Yours sincerely,

A handwritten signature in cursive script, appearing to read "Robert McLeod".

President.

R. BRUCE TAYLOR, D.D. LL.D.
PRINCIPAL
W. E. McNEILL, M.A. PH.D.
REGISTRAR AND TREASURER
ALICE KING,
DEPUTY REGISTRAR



QUEEN'S UNIVERSITY
KINGSTON
CANADA

May 21st, 1923

Sir Arthur Currie, K.C.M.G.
President
McGill University
Montreal, P.Q.

My dear Sir Arthur,

Frontier College

Wednesday next is the date of our Medical Convocation here and consequently I shall not be able to go to Ottawa. I shall, however, do my best to have Queen's University represented by someone who does know the situation and can make an effective appearance.

I understand from General A.E. Ross that the attention which has already been drawn to the scheme of the Frontier College is sufficient to insure the degree-granting proposals going any further. It is a pity that Fitzpatrick is taking this line, for the Frontier College in itself is an admirable piece of work and gives a certain amount of education and wider outlook on life to the men who are living in those lumber camps. But to extend its scope in this way is almost laughable. One remembers the difficulties which the Khaki College met, where with first-class instructors the effort was made to give a college education in spare hours. Those difficulties would be enormously increased in the present case.

With kind regards,
Yours sincerely,

R. Bruce Taylor
Principal.

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Mr Weaver

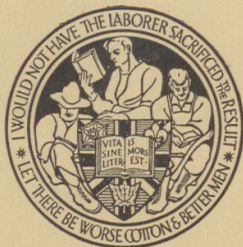
FRONTIER COLLEGE

Established 1900

Dominion Charter 1922

PATRON

His Excellency the Earl of Bessborough, P.C., G.C.M.G.
Governor-General of Canada



E. W. Bradwin, M.A., Ph.D., Principal

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Office

26 QUEEN ST. E.

TORONTO, CANADA

What Frontier College is Doing!

ITS LABOURER-TEACHERS:

Share in the Day's Work!

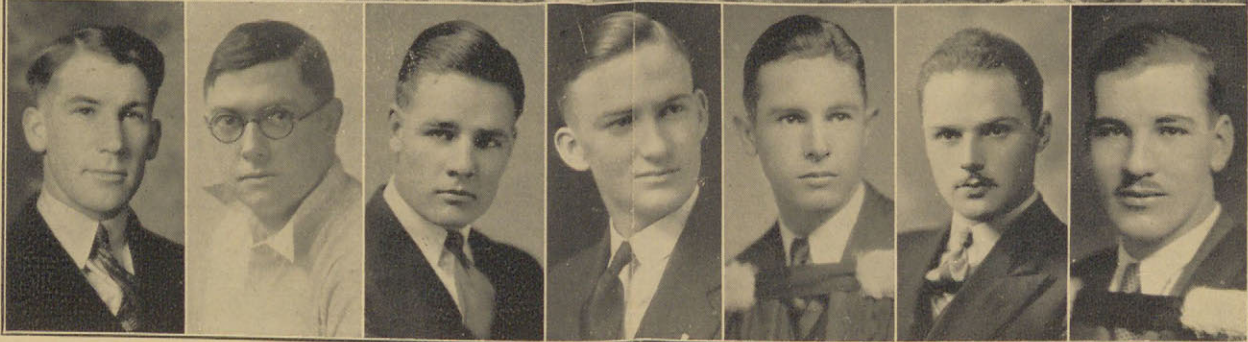
Instruct English-speaking Workers!

Teach the Foreign-born Labourers!

Shape Campmen toward Healthy Citizenship!

THE NEED—Under normal conditions 120,000 men each year are employed in the camps of Canada.

At present many thousands of migratory workers are located at Relief Camps. There are more than 200 of these Unemployment Camps—both Provincial and Dominion—across Canada.



TYPICAL REPRESENTATIVES OF FRONTIER COLLEGE FIELD STAFF

90-100 LABOURER-TEACHERS ARE PLACED EACH YEAR BY FRONTIER COLLEGE AMONG MEN IN ISOLATED CAMPS

Through Frontier College method the campman has beside him, shaping his life and thinking, a fellow-labourer who is a university man with broad human qualities and a solid background of Canadianism.

Healthy Leadership for men employed on Frontier Works

Some Results during 1935:—

93 Labourer-teachers, carefully selected from Canadian universities, were located at frontier works throughout the Dominion.

4,000 Campmen enrolled in classes for study—elementary English for the foreign-born nationals and primary and secondary work for the English and French-speaking men.

20,000 Workers in isolated camps benefited by General Classes in: Land Settlement, Current Events, Hygiene, Thrift, Naturalization, and Topics of General Interest.

95 Daily Papers in English and French were provided for frontier manual workers.

63,000 Books and Magazines were placed at the disposal of men in camps.

What the Press says:—

"One of the most important agencies for adult education in Canada."
—Daily Province, Vancouver.

"For twenty years this paper has sponsored the work of the labourer-teachers of the Frontier College."—The Gazette, Montreal.

"An invaluable aid to workers in camps."—The Herald, Halifax.

"No institution in Canada has more general good-will than the Frontier College."—The Globe, Toronto.

"C'est une invitation a etendre la culture intellectuelle dans tous les rangs de la societe."—La Presse, Montreal.

"A remarkable Canadian institution."—New York Times.

"The Frontier College richly deserves public support."—Trades & Labour Congress Journal.

"Labourer-teachers need stout hearts."—Leader-Post, Regina, Sask.

"Frontier College is lending valuable aid to the men in the camps."
The Citizen, Ottawa, Can.

**THIS WORK DEPENDS ALMOST ENTIRELY UPON THE SUPPORT OF PUBLIC-
SPIRITED MEN AND WOMEN. WILL YOU HELP?**

Any contribution to the Frontier College may be included in deductions for charitable donations on Income Tax returns.
(THE FRONTIER COLLEGE MAKES NO CHARGE OF ANY KIND FOR ITS SERVICES TO MEN IN CAMPS).

From this moment I was a traveller. I said good-bye to the Agent under whose care I had been for nearly three weeks; was taken by my new master; comfortably placed between the pages of a very affectionate letter; registered at the post office and then commenced my journey to Montreal in the care of the Mail Clerk of "The Continental Limited." From Montreal I was sent down to Quebec where I joined the White Star-Dominion liner "Megantic" and eventually found myself at Liverpool, a port I heard was agog with all kinds of mercantile craft and far busier than any place it had been my fortune to see during my short lifetime. It was certainly a striking contrast to the peaceful tranquility of Wayagamack, where I was first brought into existence, and Vermilion, where I had had such an easy time. Because of this newness of things, I wanted to see as much as I could, but being shut up in a letter in a mail sack, hampered me greatly. While I was thus musing on the changed conditions, some one came and lifted the bag I was in, took it off the boat and placed it with other bags containing other registered letters into a special conveyance. The next thing I knew I was being driven through the streets of Liverpool to the Post Office. There I was separated from some of the other mail and was quickly driven to a big station, placed on a special mail train and was soon speeding along. Of course, I did not know exactly where Plymouth was situated nor the way I should have to go to get there; but I soon discovered I was on an express bound for London, and it seemed to me no time was wasted in reaching that city. I arrived in the capital in the early hours of the morning and was immediately transferred to the General Post Office.

What a place this was to be sure. I never saw so much mail together in my life before. The letter I was in lay on a heap for a while—but only for a while. A hand shot out and grabbed it; someone shouted, "Plymouth-ten-thirty-Paddington" and the next thing I knew I was being sent whirling along on an automatic chute eventually to land in a special sack marked, "Registered-Plymouth;" and for the moment I was left there. While waiting, it occurred to me that the fellow upstairs had shouted "Plymouth-ten-thirty-Paddington," and I figured that wherever Plymouth might be, I would leave a station called Paddington at 10.30. This proved to be the case, because within 15 minutes of 10.30 that morning, I found myself placed in the mail van of "The 10.30 Limited"—a fast train of the Great Western Railway which goes to Plymouth without a stop—a distance of 227 miles.

On my arrival at Plymouth post-office, I discovered that the post-master was none other than the father of the girl to whom I was going and who, through me, was soon to leave her home for one of her own in far-away Vermilion. There were some twenty letters in the bag I was in—all registered—and the venerable postmaster commenced his work. After dealing with nine of the missives, he picked up the envelope addressed to his daughter, and when he saw it, he gave an involuntary start. Well he knew what that letter meant and also why it was registered. He was about to part with his only daughter—but as the old gentleman said—"what has to be must be."

So I was delivered to the girl, and she was all joy and skipped over to the post office to cash her Canadian National Express Money Order. As I finish this narrative, I am being turned over to the clerk who, after stamping me profusely, puts me to one side where I must take your leave—the girl meanwhile going to her home from the post office with £50 sterling, which she takes immediately to the local shipping office and books her passage to Vermilion, via London, Liverpool, Montreal and Winnipeg, via the Great Western Railway of England, the White Star-Dominion Line and the Canadian National Railways.

St. Paul's Secret

When Charles II. failed to keep his word

ONE hears a great deal about the structure of St. Paul's Cathedral and very little about the library of St. Paul's. This library contains many books and documents connected with the present building. But perhaps the most interesting document—certainly the most interesting at this time of day—is the record of a royal promise of a subscription to the building fund of St. Paul's. It is written in the hand of Charles the Second, the wording being as follows:

"I will give one thousand pounds a year. Whithall.

"CHARLES R.
"20 March, 1678."

Now, the Cathedral accounts for this period seem to be pretty thoroughly detailed. Some are signed by Sir Christopher Wren, and the minutes of the chapter record receipts being sent for other subscriptions to the fund. But oddly enough there is no record of any receipt being sent to the Merry Monarch. It is, of course, possible that he was more interested in St. Paul's of Covent Garden, which is nearer Nell Gwynn's original haunts, and so forgot his pledge to aid the building fund of the Cathedral.

Sentenced for a Sermon

The library contains objects which make a more direct appeal to the antiquarian. Here are found the seal of Richard De Beames, who was Bishop from 1108 to 1128, and the seals of many of his Norman successors.

Here are manuscripts dating as far back as the eleventh century: words and music of Gregorian chants written in the fourteenth century, and a catalogue

of the original library as it existed in 1458. A great part of this library was destroyed by fire in the sixteenth century, and little of it survived.

Then there are Elizabethan plays as "Plaid by the children of Paules and the Blacke Fryeres," and following them such works as Middleton's "A Tricke to Catch the Old One: as it hath often been in action both at Paules, the Blacke Fryeres and before his Majestie," this having been printed in 1616.

There is a tract relating to Henry Burton, rector of St. Matthews, in Friday Street, who, for preaching a sermon, was sentenced to stand in the pillory of Palace Yard, Westminster; to lose his ears; to pay a fine of £5,000 to the King, and to be imprisoned for life. He endured most of his sentence, but was released by Parliament in 1640.

While You Wait

At an all-night non-stop ball recently held at Covent Garden Theatre, London, a hosiery stall, where lady dancers could renew their silk stockings, was a popular feature.

This was only the beginning of a new campaign for ballroom comfort. Before long we may look for the introduction of a cobbler's stall, at which dancing pumps will be soled and heeled while you wait, and a beauty bower where missing eyebrows will be replaced, damaged complexions repaired, and roofs re-shingled.

Something must be done, too, by way of first aid for men. A collar-stud stall, the attendance of an expert bow-tie, and a machine for taking the wrinkles out of wrecked shirt-fronts without removing the garment are urgent necessities.



Canadian Ships In Foreign Waters

The Canadian Pacific S.S. Empress of Scotland as she appeared when viewed from the Square at Funchal, capital of Madeira. The Empress is now on a cruise of the Mediterranean with a large number of British, Canadian and American passengers.

The Frontier College and the Influence of Manual Labor on its Instructors

By ALFRED FITZPATRICK, *Principal of the Frontier College*

THE work of the Frontier College is more or less familiar to readers throughout Canada. Its experiments in education for the camps and frontier settlements have been carried on in all the provinces, except in Prince Edward Island. It has endeavored by actual experiment to find out how best to provide an atmosphere that would at once furnish needed educational facilities for the workers at their work.

The conviction that other methods than those of the Church were needed to reach the large army of frontier laborers, arose when the writer, as a missionary, realized his inability to exercise any worth-while influence over the loggers of the California Redwoods and later the lumberjacks of Algoma. Despite his best efforts to influence these

men for good there still appeared betwixt him and them "a great gulf fixed."

He did not, however, think that the workers were on the wrong side of the abyss, and refused to believe that the fault lay wholly on the part of the picturesque loggers and lumberjacks. Accordingly, discarding his clerical garb, he began to live and work with these men. He believed that what the workers needed was not so much advice expressed from a dignified pedestal, but sympathy and friendship from a man engaged in similar tasks and of "like passions" with themselves.

It seemed to the writer that his own education lacked as much on the physical side, as the workers' on the intellectual side. The idea of the instructor's

fulfilling the dual task of teacher and laborer has, therefore, grown out of the one-sidedness of the writer's own education, his belief in the essential goodness of neglected workers, and the necessity for a common ground and medium of approach. The questions naturally arose: How can these classes, dwarfed on opposite sides, be brought together for common benefit? Where is this meeting place, where teachers and men might mutually help one another? The answer came with no uncertain sound—clearly not at the village school ten miles away, but at their place of work.

Working With Students

Froebel had already said: "Come, let us live with our students!" but that did



J. A. NICHOLSON, M.A.,
Working with the Lift-Gang, C.N.R.,
Hornepayne, Ont.

later. Such men are a small minority in the college class room.

Much of the work performed in the bush camps requires a practised hand, and may well be placed in the category of skilled labor. For this reason we were compelled to reduce the number of instructors at logging operations and increase those on construction camps where pick and shovel were mainly the tools used—the work here being of a less skilled nature.

Good Instructors Increase

Our mistakes in selecting suitable instructors became less and less common, but were not wholly eliminated. Even at construction camps it was found that good hands and common sense were as necessary as a college education on the part of the instructor. In 1907 an employer on railway construction, operat-

not solve the problem. It was soon found that a life of idleness during the day at a camp when the men were all at work, even although he held classes at night, did not tend to raise the instructor in the estimation of the men. The Frontier College, therefore, found it necessary to go much further than the father of the kindergarten, and said: "Come, let us work with our students!" It was found, however, that it was not enough for the instructor to work with the men; in order to gain their respect and enthusiasm for self-improvement, he must work well.

As the work was started in July it was necessary to try our first experiments in lumber camps. It became a task, therefore, not only to find teachers willing to work with large groups of lumberjacks, but who could work with the skill of experts. This was a difficult task then, and is by no means an easy one, even yet—twenty-five years



INSTRUCTOR J. R. JONES, B.A. (Trinity),
With some of his pupils at Hollinger Power Development Camp, in Cochrane, Ont.



INSTRUCTOR MERKLEY,
with the Tracklaying Gang, C.P.R., Sheho, Sask.

ing half a dozen camps, wrote me at the close of the season's work: "You sent me six men, two of these were dubs, but four of them no employer of labor would let go until the last wind up." The proportion of instructors who make good as workmen has gradually increased.

Our success in constantly securing a better type of instructor is not only on account of the fact that we operate proportionately fewer night schools at camps where expert axemen, skidders, and teamsters are needed, but also because of a steadily growing desire on the part of some students to qualify for the work of the Frontier College. Some young men who are refused work in the first years of their course on account of youth and inexperience, actually engage in manual labor for one or more seasons at construction and other camps in or-

der to prove to us that they are eligible for instructors.

There is, at last, undoubtedly a new attitude towards labor on the part of students. Many have come to believe that a man whose mind is educated at the expense of his body is dwarfed on one side and as a consequence is only partially developed in soul and mind. They realize that not even golfing will atone for the absence of good, honest toil as an all-round preparation for life.

There is, also, a new attitude towards education on the part of frontier laborers themselves. They long entertained this idea and many still hold a latent belief that education should preclude the necessity for doing manual work of any kind. "Why, if I had your book learning," said a navy tamping ties, to an instructor similarly employed beside him, "I'd be driving a cab in Montreal." This fallacy is but the reflection of similar thoughts in ordered society.

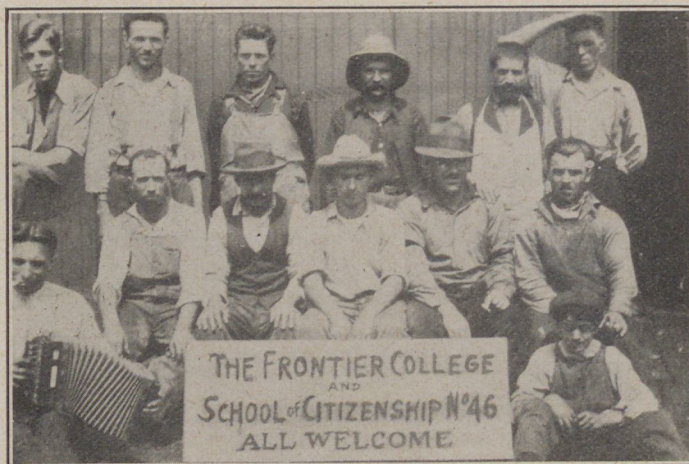
A well-to-do lady from Halifax was once riding on a passing stage crossing the right of way of the Musquodobit railway, Nova Scotia, where an instructor of the Frontier College was at work. Her attention was called to a gang of navvies, where the instructor was the only Canadian at work with them. "That man," she was told, "is a graduate of Dalhousie University." "Dear me!" she exclaimed, "what crime has he committed?"

Overcoming Prejudice

At times, therefore, for a short period after his arrival at camp, the motives of an instructor are misunderstood. He has old prejudices to overcome. Nevertheless, the Frontier College has successfully introduced the university graduate into frontier work groups and to some extent, at least, has rescued him from the reproach in which he was long held by manual workers on account of his fastidious avoidance of hand labor.

There can be little doubt, however, but that when the instructor is the right type, and I think we may assume this is now usually the case, his personal contact benefits his fellow workers. But passing that by, as admitted and often dwelt upon, I wish to emphasize some of the practical benefits that association with the men confers upon the teacher-toiler himself.

Occasionally an instructor, after seven months at the university, finds his work on the gang too great a tax on his system, and is forced to drop out. But if, in spite of a lame back and of stiffened joints, he sticks the first week or ten days, he soon, in turn, experiences the zest of honest toil. The joy, too, of teaching in spare hours and of speaking



Instructor with his class at C.N.R. Yards, Bridgeburg, Ont.

a word of sympathy and good cheer to his fellow workers will far outweigh any temporary unpleasantness due to the sudden change from the sedentary habits of the bookworm to hard, physical labor.

Many instructors, who have since gone into professional life or into some line of business, have assured me that they count their experience while an instructor a vital factor in shaping their whole attitude toward life. They feel proud of the privilege they have had in associating with men as laborers. The overalls of the work group have displaced any badge of caste. They have, also, a marked appreciation of the problems which confront the manual worker and

a willingness and courage to speak and work in his defence. Of more than nine hundred instructors who have served the Frontier College in this capacity at various times during the last twenty-five years the great majority have expressed satisfaction with the work attempted and the results attained.

Develops Unbiased Mind

The Frontier College believes that no better training could be had for a man intending to enter public life, in whatever capacity, than a few seasons as an instructor. Several years as a manual laborer with gangs of workers in lumber, mining, and construction camps of

(Concluded on next page)



H. J. ALEXANDER, M.B., and fellow laborers taken at dinner-hour. Extra Gang. C.P.R., Marquette, Man.

all kinds, enable him to look with unbiased mind at the problems arising out of the relationships between employer and employee.

The judgment of statesmen who legislate for the well-being of the people as a whole would be vastly benefitted by not only having sat in the class room with other students, but by having rubbed shoulders with the miner navy, and lumberjack in the capacity of worker and instructor. Clergymen, too, who are the spiritual advisers of the people would be infinitely better prepared to exercise "the larger heart, the kindlier hand" toward their congregations, had they, like Longfellow's village blacksmith, for even a few years, known the blessedness of "toiling, rejoicing, sorrowing," as laborers with men.

Abounding health, a broader outlook on life, sympathy for the manual worker and his problems, a more practical turn of mind and hand, the "moods of

calmness and emotion" which Wordsworth so beautifully portrays as coming from intimate association with nature, are but a few of the benefits of the man who goes forth—himself a worker—to educate his fellow workers at their work.

What a boon it would be to Canada and to the world at large if all employers of labor had themselves not only engaged in manual work, but for several years had acted in the capacity of "guide, philosopher, and friend" to their co-laborers! Surely such a consummation is devoutly to be wished and would head off a big percentage of industrial troubles.

Many of the instructors who stuck to their dual tasks for several years are today amongst the biggest and most successful men in Canada in education, in medicine, in law, in engineering, and in the Church. One has only to recall the names of a few of the greatest char-

acters of all time—Paul making tents; Hugh Miller, cutting stone; Lincoln, splitting rails—to be convinced that the highest development is attained in the exercise of the body in conjunction with that of the mind and soul.

"Nor soul helps flesh more now,
Than flesh helps soul."

Eat less; breathe more.
Talk less; think more.
Ride less; walk more.
Clothe less; bathe more.
Worry less; work more.
Waste less; give more.
Preach less; practise more.

It is possible to contend so fiercely over principles that living them is quite overlooked.

He never gets to the top who waits for some one to push him up.

DOCKET ENDS:

FRONTIER COLLEGE