

A  
Khaki University  
FOR  
Canadian Soldiers  
Overseas

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I  
Preliminary Report  
BY  
H. M. TORY, LL.D.  
President University of Alberta

II  
Advisory Board  
Representing the Universities  
of Canada

III  
Further Memorandum  
by Dr. TORY on  
Educational Programme for  
Demobilization

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# A Khaki University

FOR

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I

### Preliminary Report

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### Further Memorandum

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To LT.-COL. BIRKS,  
Supervisor of Y.M.C.A.,  
Canadian Overseas Forces.

SIR,—

In submitting a report on the matter referred to me for study by your Executive, viz., to what extent it would be possible to undertake a definite educational programme among the Soldiers of the Canadian Army, permit me first to make a short statement about the general work of your Association as I saw it in France and England.

Due to the kindness and consideration of the Military Authorities I was given the privilege of studying your work in a most intimate way in the Camps in both England and France. I had no conception of the magnitude of the work being done until I lived in the midst of it and saw it with my own eyes. Of the officers under your orders I cannot speak too highly. They are as a whole earnest men, conscious of a great cause and devoted to it. I heard only praise and appreciation for the work of the Association from officers and men alike. This appreciation of it is perhaps more strongly expressed in France than in England. This is due to the fact that in the fighting line the officers of the Association while working as non-combatants have proved themselves to be the equal of the regular combatant officers in their courage and devotion. The service rendered to the Soldiers holding the trenches and to those who return from the trenches, wounded and worn, has made a deep impression upon the Army, perhaps deeper than any other service rendered by the Association. As a demonstration of practical devotion to religious ideals, I have not been privileged heretofore to see anything like it.

Of the organization of the Association and the way it carries on its work under the trying conditions associated with the constant movement of the soldiers in and out of the line, I cannot speak too highly. I am confident that the people who are giving you their support have very little idea of the magnitude of the business operations and general service offered by the Association. I shall deem it a privilege to express in more detail to the public at home my feelings in this respect when opportunity offers.

## (A) METHOD OF PROCEDURE

I assumed from the beginning of my study that it would be useless to prepare a plan for educational effort unless I found at least a willingness, on the part of the persons whose benefit was sought, to participate, or better still a strong desire to do so. Further, it was necessary to determine whether, from the point of view of military efficiency, educational effort would be considered as beneficial by the military authorities. In order, therefore, that I might acquaint myself at first hand on the question, I visited all the Camps in England and the Divisional Centres in France. I had the privilege of discussing the matter with groups of Officers, with individual Commanding Officers, with the Representatives of the Divisions in France, called to Headquarters for the purpose, with large numbers of men, both in private and by means of public addresses, with the Chaplain's Organisations both in groups and in personal conversation, with the Y.M.C.A. Officers in connection with the little groups at work at present in study classes, and with small groups of thoughtful men who are at the moment doing something beyond Army routine work to maintain their intellectual life. As a result of these observations and discussions, which extended over a period of a couple of months, I feel justified in making to you the following statements and on them to base a programme of study:—

(1) There is no doubt in the minds of the military authorities but that such work, if properly done, would be of great benefit to the soldiers from the point of view of efficiency as soldiers and of general morale. And, further, that a great and useful service might be done in preparing them for the time when they resume the normal duties of life again.

(2) There is a strong desire on the part of the men of the Army, particularly among those who had previously been following intellectual occupations, to undertake any work that would bring them again into connection with the problems of civil life. The excitement associated with the beginnings of Army service has passed away, and the social and civil instincts are again asserting themselves. A considerable portion of the men are not only willing to take advantage of opportunities for intellectual improvement, but are anxious so to do. This applies not only to religious men who have been interested in Bible study and

corresponding subjects, in association with the Y.M.C.A. and Chaplain's service, but to those whose thought and interest run entirely to ordinary secular occupation. Two illustrations of the sort of evidence gathered will serve to show why I came to this conclusion.

I met a group of two hundred men who came together after a religious service, on an invitation to discuss with me the possibilities of their taking advantage of an educational scheme in order to prepare them for their life at home after the war. As these men had been at a religious meeting, naturally a large percentage of them were men who were thinking in the terms of religious effort. Personal inquiry among them showed that fifty-seven of them wished to take up the study of agriculture, forty had their minds turned toward the Christian ministry, thirty to get a business education, eighteen to take up work of the character done by the Y.M.C.A., fifteen the study of practical mechanics, several the teaching profession, while the remainder simply desired to improve themselves.

In order to get information from a more representative group of men, a brigade was selected representative of Canada as a whole, in which there were one battalion from the Eastern provinces, two from the Central provinces, and one from the Western provinces. An officer was appointed to determine what would be their attitude toward an educational programme, especially for the demobilisation period. Eighteen hundred and sixty men were interviewed. Of these, thirteen hundred and seventy expressed a desire for, and a willingness to participate in, an educational programme. A large number of them wanted instruction in engineering, an almost equal number in agriculture, and a considerable number in subjects of the ordinary academic type, such as economics and history.

## (B) AN EDUCATIONAL PROGRAMME.

In terms of a definite programme the problem at once takes on a two-fold aspect.

### I. A PLAN TO MEET IMMEDIATE NEEDS.

### II. A PLAN FOR THE PERIOD OF DEMOBILISATION.

As these form practically two separate problems, I will treat with them separately and in some detail.



## I. A PLAN TO MEET IMMEDIATE NEEDS.

There are four definite ways in which educational effort may be directed in the immediate future :

1. BY MEANS OF AN ORGANISED SCHEME OF POPULAR LECTURES OF AN EDUCATIONAL CHARACTER.
2. THE PROMOTION OF SMALL STUDY GROUPS.
3. THE PROMOTION OF READING GROUPS IN BILLETTS AND TENTS, AND
4. BY THE DEVELOPMENT OF A DEFINITE LIBRARY SYSTEM.

1. With regard to the lecture scheme this can be said : The success which has attended the lectures given is the best possible guarantee that such a scheme, if more definitely organised and made part of the regular systematic programme carried out in the Huts, would not only be greatly appreciated but would be exceedingly helpful. Further, by this means a splendid foundation could be laid on which to build the more intensive scheme of the demobilisation period.

After a great deal of consideration and consultation with the men of your Force who have been promoting this work up to the present, I beg to submit the following as an organised course of Lectures to be given in the Huts during the coming winter.—

### LECTURE TOPICS.

#### (a) *The Nations at War :*

The Allies—France, Italy, Russia, Japan, China, Portugal, Serbia, Roumania.

The Central Powers—Germany, Austria, Turkey Bulgaria.

The lectures should consist of an historical sketch, with special reference to racial peculiarities, political institutions, and educational facilities. Lantern slides should be used to represent persons, occupations, communities, and the arts of the people.

#### (b) *The Campaigns of the War :*

The Balkans, Mesopotamia, Egypt, Italy, Russia, Western Front, At Sea.



The Lectures of this group should tell how each campaign came to be undertaken, the significance of each in the whole course of the war, and the details of progress to date. They should be accompanied, if possible, by lantern-slide maps.

(c) *The British Empire :*

Trip Round the Empire, Great Britain, Australia, New Zealand, South Africa, India, Other Possessions, Ireland.

These Lectures should give a description of each country in relation to the British Empire—that is, how it came to be in our possession, its resources, its people—aborigines and modern—and its public institutions.

(d) *Canada :*

What Canada is doing for her wounded.

Life in Canada after the war.

Plans for land settlement

(a) Provincial Governments ;

(b) Dominion Government ;

(c) C.P.R. and private enterprises.

Thrift—its meaning and significance.

A clinic in life.

Economic aspects of education.

Pension scheme.

Canada—comparison with the unsettled portion of the world.

(e) *Agriculture :*

Comparison of ancient and modern methods of agriculture, with the slides showing the use of ancient and modern implements.

Modern agriculture, showing the complete operations from the sowing of the seed to the delivery of the bread to the householder.

These lectures might be helped out by the slides showing the methods in use in various countries :

Types of Canadian farming operations—slides to illustrate types of farms from Nova Scotia to British Columbia.

Cattle-rearing—types of breeds and their special value.

The latter should be abundantly illustrated with lantern slides showing the finest specimens of various breeds and typical herds as seen in England and Scotland.

Poultry farming : Biological lectures ; slides showing the process of the development from the chicken in the egg to the day of marketing.

Discussion of Specific Agricultural problems where possible.

(f) *Scientific Subjects.*

Electricity and Magnetism.

Gyroscope.

Liquid Air—the four states of matter.

The Chemistry of Explosives—practical demonstration, where possible, showing guns, bombs, etc., in which explosives are used.

The Submarine—history and possibilities.

The Aeroplane—history and possibilities.

Wireless Telegraphy.

The Solar System—map ; how it came about, using the nebulae to illustrate; photographs of planets ; photographs showing moons of each ; photographs of surface of our own moon ; possibilities of life, etc.

General Astronomy—fixed stars, planets, nebula, double stars, spectrum, substances, etc.

It is not intended that this should be a stereotyped course, but rather a suggested group of consecutive topics to be followed as closely as it is found possible. Additional subjects and topics could be used as Lecturers are found who have material of their own already prepared. The idea behind such a course is that the whole of the Huts in both England and France should be working on some broad scheme with a common interest and central idea, the central idea being to steadily promote an interest in educational and intellectual effort with a view to the larger scheme which would be put into operation on demobilisation. The idea of entertainment and general improvement that would be necessarily associated with such lectures should never be lost sight of. The lectures should be fully illustrated by lantern slides or moving pictures. Where possible, a fair proportion of the slides should be coloured to make them more attractive. The topics chosen make this possible.

## II. THE PROMOTION OF SMALL STUDY GROUPS.

Already good work has been done by means of small study groups in many of the Huts, particularly in connection with Bible study. The groups meet under the direction either of the Hut Leaders or persons specially appointed. This work could not only be greatly extended with respect to religious subjects, but more particularly along the line of the subjects suggested in the Lectures and particularly in connection with those of historical import. Further, the group connected with Canada will offer an abundant field for reading and thought in the study of problems connected with social science and particularly in connection with Reconstruction. A large body of material has already been produced in connection with the latter subject. If work of a constructive character cannot be done, at least a foundation can be laid in the minds of many men upon which constructive work of the future might be made to rest. The more men can be made to face the problem of Reconstruction as a matter of national import as distinct from the selfish motive, the better. The problems connected with our Empire in general and of Canada in particular offer a splendid field for reading and thought.

The topics in all probability will spring out of particular occasions, but I would suggest that where departure is made from the religious topics and the historical and scientific topics suggested by the lectures that selection should be made from the following :—

- (1) Biographical Studies—the men who have made the Empire : their life and work.
- (2) Literary Subjects—our men of letters and what they produced.
- (3) Political Studies—comparing the modes of government of allied and enemy countries.
- (4) Reconstruction Work—what we can do to help Canada to get upon her feet again after the war.
- (5) Education—its significance and value.
- (6) Science—its place in industrial development.

## III. PROMOTION OF READING GROUPS.

If the men who are interested in the study groups could be made centres of helpfulness among the men in Huts and Tents a great deal could be done to promote the idea of better education as a means of promoting a good life and

particularly in promoting a better thinking among the men. While the conditions favouring reading in the Huts and Tents are bad, they might be made much more favourable by one man reading aloud to a small group. This could be made a means of promoting a knowledge of healthy literature. The movement at present being organized to promote clean speaking and clean thinking among the men might in this way be helped. The influence of such effort would be far-reaching if the right sort of men became interested.

#### IV. BY THE DEVELOPMENT OF A DEFINITE LIBRARY SYSTEM.

Up to the present moment the library facilities offered in the Huts have consisted very largely of old books sent by friends. Too often these books have been of little value being old and unattractive. This, of course, is not always so, but I think I am justified in saying that not more than 20 per cent. are of any value. I would strongly recommend that this practice be not encouraged further, but that the library scheme be carried out along two definite lines—

(a) A definite reading library to be put in the Study Rooms provided in the Huts. This library to be made up in the first place :—

- (1) With a distinct set of books covering the topics prescribed for Lectures.
- (2) Additional works on Current History.
- (3) Special books on Topics of the Day, particularly books relating to the Political Problems created by the war.
- (4) An Encyclopædia of the Type of Nelsons or Everymans.
- (5) The Home University Library and books of a similar character.
- (6) Books to be added as called for.

In the latter connection I would strongly recommend that there be an understanding that any book asked for and not in the Library can be obtained by the Officer in charge of a Hut by applying to Headquarters, when the book will be purchased and sent if the request is a reasonable one.

In addition, of course, a reasonable selection of novels, poetry, etc., should be made. I will submit later a list of books which I think will cover the case.

(b) I would extend the system at present in operation of handling books through the Canteen. In France the plan has been adopted of letting the men have 9d. novels for one franc, the money being refunded to them if the book is returned. I would suggest that a supply of good novels (say the 1s. editions) be kept on hand and be either sold outright to the men or a deposit be taken upon them; that in this connection the good secondhand books now on hand be utilised ; that the Libraries, as at present constituted, be reconstructed and the useless books thrown out.

(c) I would put in the Reading Room a limited number of the current magazines, giving the men an opportunity of keeping themselves up to date in what is going on in the world around them.

(d) In many ways the man most neglected to-day is the officer, owing to the peculiar condition under which he carries out his work. I would strongly urge that small officers' libraries be established wherever possible, and in any case the privilege of securing books under Library arrangements be given to the officers, and that this fact be made known to them. I have had definite inquiries from officers at Headquarters for books suitable for their use. This could be made not only the means of promoting healthy reading and study among the officers, stimulating them as against the intellectual stagnation which their life has a tendency to produce, but would also help to bind them more closely to the Association. This is a matter that would have to be worked out by the officers at the Huts, as required, and should be handled with great care.

The definite promotion of educational effort along the four lines here presented seems to me to offer the best opportunity to meet the requirements during the days of active war. In addition it might be found possible to promote some special effort in special localities to meet the particular needs.

## II. DEMOBILISATION PERIOD

While the day for demobilisation may be far off, yet it should be thought about and plans should be made for that time. From the point of view of the soldier this will be the most critical period in the whole history of our Army. Necessity for rigid discipline no longer remaining, in spite of all that officers will be able to do there will necessarily be a relaxation of discipline. According to the

best judgment obtainable, the time taken may be extended to cover a period of approximately one year. It seems to me the greatest possible service could be rendered, therefore, by planning a definite concrete educational programme suited to the practical needs of the men. I would strongly recommend that plans be put on foot to plant an educational institution into one central camp, a University in Khaki—say, “The Khaki University of Canada”—where practically all branches of study that could possibly be required would be offered, and with an Extension Department going out to every other Camp in the country. To be specific, I would have :—

(1) *An Agricultural College.*

In this college I would offer the equivalent of a full year's work as set forth in the calendar in one of our Agricultural Schools in Canada. I firmly believe that 5,000 to 10,000 men could be got together to study agricultural problems under such conditions. I would include the following subjects : Animal Husbandry, Field Husbandry, Dairying, Farm Méchanics, Operation of Tractors and Motors, and, if possible, Elementary Chemistry and Physics.

As I have previously stated, in a group of two hundred men to whom I spoke about this matter, fifty-seven definitely gave their names as being willing, first, to attend such a course; secondly, to remove from their own units for the purpose of getting the course ; and many of them agreed to remain behind, if their units were sent home, for the purpose of finishing such a course.

(2) *Matriculation Course.*

There are, I found, a considerable number of boys of the high school age in our Army who would have attended college had the war not broken out. To-day many of them are wondering when, if ever, they will be able to go back to the old grooves again. I would make this course a means of bringing these men together and promoting an interest in the studies which they left on enlistment. The least we can do for them is to seek by every means in our power to save them for intellectual work in the future. I am confident they will respond to such an effort. I would also use this as a means of promoting interest among those who have not had early educational advantages, if they so desire.

(3) *Business College Course.*

There are also in the Army a great many men who have not had the advantages of an early education, who had begun a business career. In this course I would offer opportunities for the study of arithmetic, business correspondence, stenography and typewriting, telegraphy, etc., etc. Here again I found large numbers of men anxious to undertake such work.

(4) *Work of College Grade.*

Further, I would offer for undergraduates of Universities such subjects as History, Literature, Languages, Economics, Political Science, etc. For men who have only partially finished their course an effort should be made to get the Universities of Canada to agree to the acceptance of such work so that time would not be lost even from the point of view of academic recognition.

(5) *Engineering.*

In this course I would offer to engineering students subjects like Mathematics, Mechanics, Descriptive Geometry, Drawing, etc., the work generally covered in the first two years of engineering schools. There are in the Army a great many men who had just taken their course for entrance to engineering. These men should be encouraged to go forward and not take any lower work in life than that which they had planned. A reasonable stimulation would bring most of them back into line.

(6) *Normal Training Course.*

Repeatedly I have been asked the question whether opportunities would be open to men to go back to the teaching profession. When we consider that there are vacancies for nine hundred teachers in one province of Canada alone, I think a sufficient argument is found for seeking to give such men as wish to follow the teaching profession an opportunity of making the necessary preparation in that direction. Here again the matter would have to be taken up with the Departments of Education to get such recognition, but I am confident such recognition could be obtained, in any case in Western Canada.

(7) *Medical Instruction.*

A careful inquiry has led me to believe that there has been during the war a vast accumulation of medical



experience which has come to a limited number of the medical men, but that a great many of the men who are doing the medical services in the battalions have lost ground rather than gained it as medical practitioners. It seems to me that it might be possible to organise medical instruction among such men, using as teachers the best and most matured of the profession for the purpose of making the knowledge that has been acquired during the war the possession of the whole medical profession—practically a graduate school. I have reason to believe that if a definite effort were made some of the choicest men in the profession would, while awaiting their return to Canada, co-operate in such a plan. The matter would require very careful study and consideration before a final judgment can be passed, but I am strongly of the opinion that a definite effort should be made to give the full benefit of this accumulated knowledge to the medical profession as a whole, otherwise it will take years before it becomes the possession of the average practitioner. I would further seek to promote a series of medical conferences across the whole of Canada after the war for this purpose. Further, there is little doubt but that undergraduate work could be successfully carried on.

(8) *Legal Studies.*

Classes for the discussion of legal problems should be organised for lawyers and law students in which topics could be dealt with of the following character :—

- (a) Recent advances in law.
- (b) The position of International Law following the War.
- (c) Formally organized classes for law students who have not completed their courses.

(9) *An Extension Department.*

The Extension Department could be organized on the same basis as is already done in some of our modern Universities. Its aim would be the organization of Lecture Courses in every camp and make them accessible to every soldier. It would operate from the University centre and would use the very best men obtainable in England and Canada. In classes formed great subjects like the British Empire problems, the Growth of the Empire in Com-

parison with other Nations, After the War Problems, Co-operation as a Means of Promoting Public Welfare and especially Agriculture, Canadian History and Resources, the Promotion of Social and Economic Well-being, would be discussed. Debating clubs for the discussion of current topics would also be organized. An almost unlimited development is possible in connection with such work. In this Department I would have, as part of the programme, concerts and cinemas as a means of promoting a healthy disciplinary spirit among the men. Further, short courses of agriculture along the lines now in operation in Short Course Schools in Canada could be organized in all the camps among the men who did not care to attend a fixed curriculum. As there are said to be over forty thousand farmers in the Army, the significance of such work could hardly be over-estimated.

(10) *Department for Religious Work.*

This department would be made practically a theological college where men who desired to enter the ministry or the religious work of the Y.M.C.A. would receive preparatory training. That there will be a need for such work is indicated by the fact that, of the group of two hundred men referred to previously, forty wished to study to enter the Christian ministry and a small number to enter the work of the Y.M.C.A. I can hardly conceive of a greater service being rendered to Canada than that we should gather in to such an organized course a body, say of five hundred to a thousand men, who would be made available after the war for the promotion of the religious, moral and social life of Canada in that spirit of comradeship which the war has produced.

(11) *Physical Education.*

The machinery is at hand in the personnel of the Y.M.C.A. Secretaries themselves for the setting up of a good organization for preparatory training in physical work in gymnastics and other community service. It is hardly necessary for me to emphasize the significance of such work if properly carried out.

(12) *Technical Education.*

Technical education in many branches could also be organized in addition to engineering and agriculture.

Plans for such work can only be made after the needs of the men are more closely studied.

### (C) CARRYING OUT THE PLAN

In carrying out the suggested plan it will be necessary to deal with the scheme to meet present needs apart from the intensive plan suggested for the Demobilisation Period.

In connection with the plan to meet immediate needs it will be necessary to appoint Officers for this purpose in France. An Officer for each Division will, I think, be found sufficient assuming that the answers to my enquiries as to this from the Chaplain's Organization and also from the regular Army Officers are correct. I am convinced that a great deal of help can be obtained from these two sources. I would strongly urge the Officer who takes charge of the work in France to make a definite effort to secure assistance from such of the Army Officers as are willing to co-operate. In every case material for preparation should be provided where of the war period programme the greater will be the interest aroused for the purpose of carrying out the demobilization programme. I would further suggest, however, that if possible special men be sent to France for short periods of time to deal with some of the special subjects suggested. A little experience, of course, will show how far this will be necessary.

In England the same statements apply. I would strongly urge that it be a first responsibility of some Officer in each area to organize the educational work in that area; that use be made of suitable men among the Chaplains and Officers; that no effort be spared in the collecting of the material and in the provision of the necessary lantern slides and literature required for the purpose, as the value of the service will depend very much upon the quality of material used and the mode of presentation.

The progress of the work should be carefully watched, unsuitable lectures and lecturers should be eliminated, and the directing officer should keep in constant contact with the leaders of the groups in order to keep up the highest standard of work possible. During this period the men will not be very willing to do much work directly themselves, although they will give attention to the instruction given them. Much, therefore, will depend upon the way the material is organized and presented.

With regard to the plan for the Demobilisation Period, it is necessary to consider five distinct questions :

(1) *The Location.*

If it were possible to get the Military Authorities to set aside one Camp in England and to bring all the men who wish to take intensive educational work to that Camp, that is, the work described under all the departments above, except the Extension Department, it would greatly facilitate matters, and I would strongly urge that an effort be made to secure this arrangement. This would, of course, necessitate during the demobilisation the breaking-up of units as they now exist which might not be possible. Provision could probably be made to restore the men to the units to which they belong when the time comes for them to go back to Canada. Should it be found impossible to work the plan in that way and intensive instruction become necessary at more than one Camp, then it might be possible, if the Camps were placed sufficiently near, to use a common staff, repeating the instruction in different places. In all probability it would be necessary to give this instruction for a short time at a Camp in France as well as in England, but this is a matter that could not be decided until the scheme for demobilisation has been agreed upon, and then it would be necessary for us to adjust our teaching plans to meet the military requirements. In the meantime we should urge the Military Authorities to give us as great a concentration as is consistent with their general scheme. With regard to the extension work, the intention would be to have it organised and carried on in every Camp where men could be reached in any considerable numbers.

(2) *The Staff.*

In the carrying out of the plan a large staff of men would be necessary. I have not been able to determine what staff would actually be required nor how many would be available for the staff from the Army itself. The size of the staff would depend naturally upon the number of men who would be anxious for intensive study, and I am suggesting in a later part of the Report a mode of determining approximately what numbers would be available. The details of this matter could not be worked out until that information is obtained. With regard to the number of staff available in the Army, I know that there is a large

number of soldiers, officers and men, who, during peace time, were following teaching as a profession. All the Universities of Canada have given quite largely of their staffs to the Army, and, in addition, high school teachers, business college instructors, and graduates of Agricultural Schools are scattered also through the Army. It would enormously diminish the difficulties of such a plan if the Military Authorities would be willing to place at the disposal of the teaching organisation such men of the above standing as were willing to serve. I believe that such is the case. I have had the privilege of speaking to University Professors, to College graduates, to Agricultural School graduates, and to many clergymen who also had been in the teaching profession, about the matter, and without a single exception all with whom I spoke stated not only their willingness to help with such a plan, but expressed a strong desire to participate in it, believing that this would be the greatest service they could render to the Army. I would suggest that during the next three months an effort be made to determine the number of men that will be available in order that they might be classified with reference to the particular lines of work.

In addition, I would lay the whole matter before the Universities of Canada to secure from the Universities such additional teachers as can be made available. I am confident that every University in Canada would be willing to share its teaching power with the Khaki University to help in the emergency. Further, for particular subjects I am confident that some of the choicest men in England could be obtained to assist, particularly in the giving of short courses on special subjects in which they are expert. I would also lay before the Universities, Colleges, and Schools the question of recognising the work done in the academic courses as being the equivalent or a part of the courses offered in their Colleges, so that all the time spent in such study would be recognised as a part of the regular course and preparation for the particular walk of life concerned.

### (3) *The Equipment.*

Under Equipment, the first thing is the lecture-room accommodation. If one Camp would be set aside for this purpose in England, then the whole problem would be solved, as the Y.M.C.A.'s Huts could be concentrated in that area and other Huts owned by the Army could be

pressed into service. As there will doubtless be much material suitable for temporary Huts available, the question of buildings I think might be regarded as very simply solved, as the buildings used for Army Huts would be perfectly suitable for the purpose of class-rooms and laboratories.

Further, with regard to library facilities, an abundant supply of books is available in England within a few hours' call of any centre.

The question of scientific laboratories would require a little more consideration, but I would not expect that other than elementary classes would be called for, and the difficulties would be very easily overcome. In the case of students requiring advanced courses a connection could be made in all probability with the English Universities so as to make their facilities available.

In Agricultural Equipment, machinery could be obtained I have no doubt from the agricultural implement companies, who would, I think, regard the advertisement as worth the effort involved. I would take the matter up at once with the big agricultural implement companies and see if the matter could be arranged. With regard to Motor Mechanics, there will be an abundance of material in the possession of the Army suitable for all purposes, with perhaps the single exception of farm tractors. I think it is hardly necessary for me to go into further detail. If it is decided to put the plan into operation after the information regarding students and staff has been collected, it will be necessary for someone to immediately assume responsibility for the completion of the plan and make ready the organisation in order to meet any emergency.

#### (4) *The Cost.*

It is exceedingly difficult to make an estimate at the moment of the cost of carrying out the plan, as it will depend very largely upon the amount of teaching power that can be obtained from the Army itself. Once the information as to what the Army can give in the way of teaching power is available, I think the cost could be estimated very closely. I would suggest that no public statement as to cost be made until this information has been obtained. I am sure that the amount now paid by Canada for one day of the war would be sufficient, and that the Canadian people would be willing to supply that

sum. I am convinced that we can shorten the period of demobilisation by more than one day as the result of our effort, quite apart from the direct benefit which the men themselves will receive from the instruction given.

(5) *The Administration.*

If in the judgment of your Committee the plan herein suggested should be undertaken, then I would strongly urge that an Educational Advisory Board representing the Universities of Canada be called into existence. On this Board I would have a small group of men in England for Executive purposes, whose interest would be in promoting and carrying out the plan, and in addition a group of representative men in Canada. The Board should be composed of men who would carry weight with the Canadian public. It would give confidence to the educational soundness of the scheme and would be the medium for securing public support necessary to put the plan into operation.

In addition, an Executive Head will have to be appointed to whom will be given the responsibility of perfecting the plan, both with respect to the course of study and staff. For such a task a person skilled in educational organisation would be absolutely necessary.

(6) *Obtaining Information.*

It is absolutely necessary that more or less detailed information be obtained at once on two definite points if in the judgment of your Committee the plan should be pushed forward ; first, with regard to the available teaching power in the Army ; second, with regard to the possible number of men to receive instruction. I am sending you herewith a form prepared which I think could be used to get the necessary information if the Military Authorities approve of its use. I have no doubt, if I can judge by the interest shown, they would be willing to authorise by this means the obtaining of the further information desired.

In conclusion, permit me to say that it has given me personally the greatest pleasure possible to have had an opportunity of studying the question at first hand. I am firmly convinced that no greater service could be rendered to Canada, looking towards the Reconstruction days, than that the educational programme proposed should



be carried out in a generous spirit. In the first place, a feeling of gratification would be created among the men in the Army by the knowledge that the people at home were thinking and planning for their future in a practical way. This feeling, I am sure, would be reflected very strongly in the relations of the returned men to the public at home during the resettlement period, a period which will certainly be a very trying one for Canada. In the second place, it would help to settle a definite groove a considerable number of men who to-day are in doubt as to their future by giving them a start along the line of their future life before they return home. In the third place, as the Army contains a large body of the choicest men of Canada, brought together from all parts of the country, no greater opportunity could ever occur for the educational forces at home and in the Army to make themselves felt in the development of the national spirit and the promotion of the national and imperial ideals created by the war.

In a word, the University in Khaki might be made the starting point of a great forward movement not only in agriculture and industry, but in the spiritual, educational, and political life of Canada.

Respectfully submitted,

H. M. TORY.

London,  
*September, 1917.*

## ADVISORY BOARD

The Young Men's Christian Association, for whom the original investigation was made, and to whom the proposal was first submitted, agreed that this purely educational movement should function through the Universities of Canada, agreeing at the same time to give financial support until it should outgrow the limit of their resources.

The Canadian Universities as a whole having given their sanction to the scheme the following were appointed as an Advisory Board, responsible for administration of funds and academic work, and with Dr. H. M. Tory, President of the University of Alberta, as the Director of Educational Work Overseas.

Pres. Sir Robert Falconer ( <i>Chairman</i> ).	. Toronto
Principal Sir Wm. Peterson . . . . .	. McGill
Pres. A. S. Mackenzie . . . . .	. Dalhousie
Pres. J. A. McLean . . . . .	. Manitoba
Pres. W. C. Murray . . . . .	. Saskatchewan
Pres. J. Bruce Taylor . . . . .	. Queens
Pres. Westbrooke . . . . .	. Br. Columbia
Pres. H. M. Tory . . . . .	. Alberta
Dean Adams . . . . .	. McGill
Geo. S. Campbell, Esq., <i>Chairman Bd. of</i> <i>Governors</i> . . . . .	. Dalhousie
W.M. Birks, Esq., <i>Member Bd. of Governors</i>	McGill
John W. Ross, Esq., <i>Member Bd. of</i> <i>Governors</i> . . . . .	. McGill
Hamilton Cassils, Esq., <i>Vice Chancellor</i>	. Queen's
Sir Edmund Walker, <i>Chairman Bd. of</i> <i>Governors</i> . . . . .	. Toronto
Col. R. W. Leonard, <i>Member Bd. of</i> <i>Governors</i> . . . . .	. Toronto
G. E. McCraney, Esq., <i>Member of Senate</i> .	Saskatchewan
G. H. Wood, Esq., <i>Chairman National</i> <i>Council, Y.M.C.A.</i> . . . . .	. Toronto
Lt.-Col. Vincent Massey . . . . .	. Toronto
Isaac Pitblado, Esq., <i>Chairman Bd. of</i> <i>Governors</i> . . . . .	. Manitoba
Chief Justice Harvey, <i>Chairman Bd. of</i> <i>Governors</i> . . . . .	. Alberta
C. W. Bishop, Esq. ( <i>Secretary</i> ) . . . . .	. Toronto

# MEMORANDUM

*on*

## *Educational Programme for Demobilization*

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It is recommended that the Khaki University be made part of the demobilization plan and be carried out in the following manner :

I. That an EDUCATIONAL CENTRE be established at one camp in England for intensive teaching where the following classes of men may be permitted to come for definite study on practically a full-time basis.

- (1) *Students of Agriculture.*—This course of study to be for men seeking the systematic study of agriculture, i.e., agriculture based on a definite course of study. To this class would belong—
  - (a) Students of agricultural colleges who have not completed their courses.
  - (b) Men with public school education who desire to take full-time organized course of study to include, say, the equivalent of at least one year of a course in an agricultural school in Canada. This would be co-ordinated so as to fit into courses in agricultural colleges in Canada
- (2) *Men Seeking Business Education.*—The course of study to be arranged for those seeking a business education. This would be organized for men who have previously received the equivalent of a public school education, and desire to take up a systematic study of business problems on the lines usually given in an organized business college.

(3) *University Men.*—Men who have partially completed their University course or who have already passed the Matriculation examination—this class to include students in—

- (a) Arts.
- (b) Engineering.
- (c) Medicine.
- (d) Law.
- (e) Students Seeking Special Work.

(a) *Arts.*—In the case of students in Arts the whole work would be carried on at the Centre.

(b) *Engineering.*—For students in engineering the work of the ordinary courses would be carried on at the Centre; for those who have reached the stage where specialization is necessary, connection with the engineering and mining schools of Britain might be made.

(c) *Medicine.*—In the case of medical students, preliminary subjects to be carried on at the Centre, but the clinical work to be carried on at the largest available hospital Centre in the Army. Adjustment of hospital staff might be necessary to make a complete teaching organization.

(d) *Law.* Preliminary work in law such as economic and historical subjects to be carried on at the Centre. Arrangements might be made for actual law students to be associated with a teaching centre in London and if possible with a law office, so as to make their time count as against the requirements for Articles in Canada.

(e) *Special Work.*—Special students seeking advanced work could be placed in the English Universities for a period where the advantages of specialization would be granted. Conferences between those promoting the Khaki University and the English Universities are already under way with this end in view.

- (4) *Matriculation Students.*—The course of study to be made suitable for men of a reasonable age who seek University Matriculation and who have had one or two years of high school training.
- (5) *Men Seeking Industrial or Technical Education.*—One main industrial centre should be established at the Central Camp, privileges of which would be open to all the above classes as well as for men in the Centre who desired only instruction on industrial and economic lines.
- (6) *Physical Education.*—There will be a demand in Canada after the war for a fair number of experts in physical education both in schools and colleges and Y.M.C.A.'s. This work would be closely related to the physical educational work already done in the Army. A good organization for preparatory training in physical work in gymnastics and in other types of community service could be set up. The personnel for such training could be obtained from the Y.M.C.A. service, and from the instructors giving physical training work to the army. Already the one large training school for this work is America, at Springfield, Mass., has agreed to accept such work for men who wish to enter their classes later. As in all probability a similar training centre will be established in Canada immediately after the War, this could very well be made a preliminary to it.
- (7) *Normal Training.*—There is a considerable number of men in the Army who intend following the teaching profession and who before enlisting were ready to enter the normal schools for professional training. An opportunity to make the necessary preparation for such work should be offered. The departments of education in Canada have already been approached to grant credit in such cases. In one province alone there is now a shortage of 1,000 trained teachers. (The Minister of Education of this province has offered to the Khaki University to send the head of one of its normal schools to England to help carry on this work).

- (8) *Religious Education*.—It should be open to those who wish to give religious instruction, for men seeking to undertake religious work, to organize classes at the Centre for that type of instruction on the lines of one of the Union Theological Colleges in Canada. Of course, this is a matter which would have to be undertaken by those specially interested. But, as in all our Canadian Universities, an affiliated relation should be open to such organization. I have no doubt the religious authorities could arrange to have this work recognised by the authorities of their own churches in Canada.

## II.—EXTENSION DEPARTMENT.

There should be an Extension Department organized and controlled from the University Centre, the chief function of which would be to carry lecture courses into all the camps making them accessible to every soldier. These lectures should deal with subjects like British Empire Problems, After the War Problems, Reconstruction, Co-operation as a Means of Promoting Public Welfare, Discussion of Special Problems in Agriculture, including the organization of short course schools in Agriculture in all the Camps, Canadian History and Resources, Problems connected with Social and Economic Well-being. The use of concerts and cinemas, having for their idea the promotion of educational interests. Special emphasis to be made upon short courses in agriculture and the outstanding industrial needs of Canada. There is an unlimited variety of subjects of a practical nature that could be dealt with and the very best specialists obtainable could be used for giving such courses. (This matter has been discussed with some of our prominent Canadian educationalists, and every man spoken to has offered to give his services).

## III. INDUSTRIAL EDUCATION.

In addition to the intensive work done at the Centre and the lecture work through the Extension Department centres of industrial education should be established in each Camp in France and in England. Here the ordinary teaching power available in the camp could be used for all who desired that type of instruction. The teaching

given might be classified under the general head of *Elementary Practical Engineering*—this would include subjects like Telegraphy, Telephony, Wireless Telegraphy, Gas Engines, Sanitary Engineering, Elementary Practical Chemistry, Applied Mechanics, Short Course Agricultural Schools, Classes for the Study of Special Agricultural problems, etc., etc., and such instruction in the various trades as could be given in the Army.

#### IV. PROMOTION OF ADVANCED WORK FOR SPECIAL STUDENTS.

Plans should be made to give to men who are already graduates or who as undergraduates are ready for advanced work, an opportunity to pursue their studies, if possible, in the British Universities where the educational organizations is especially suited to their needs. For example, certain branches of industrial chemistry can be done better at the University of Leeds or Sheffield than at any other place in the British Empire. Other work could be done better at Oxford, Cambridge, Manchester or London. The English Universities are already considering the question of how they could meet this need on the part of the Overseas men. Facilities for taking advantage of these opportunities should be granted to men in the Canadian Army, as there will be a great need in Canada for men who can in the future promote research, particularly research in connection with industrial problems.

In connection with subjects like Law and Medicine also, a similar arrangement might be made for students who have reached the stage of education where they could benefit by such association. Further, the promotion of what would practically be graduate schools for men in Law and in Medicine could be undertaken, the former for the problems connected with the War and similar topics, the latter for the dissemination of the new knowledge in the science of medicine which has resulted from the War.

This is only an outline of what could be made a comprehensive scheme of education, using the teaching forces among the men themselves for the benefit of all. The plan should not require any man to stay behind in England after his turn to go home came, but the work could be made of such interest that a large portion of the men following intensive courses would be willing



to remain behind to complete the courses given to them. By such a plan the waiting period could be made more endurable to men extremely anxious to get home, it certainly could also be made of enormous value, first in bringing them to a civilian point of view, making them ready to settle down on arrival, and second, in giving them economic advantages that would affect their whole after-life. Such a plan would also be the natural development and co-ordination of the work now being done in France and England.

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