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Directorate of History
National Defence Headquarters
Ottawa, Canada
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July 1986

CANCELLED

DUPLICATE

53
30 Nov 41

The Educational Programme of the
Canadian Army Overseas, 1940-41.



Canadian Military Headquarters,
2 Cockspur Street, S.W.1,
London, ENGLAND.

The Director,
Historical Section,
General Staff,
National Defence Headquarters,
Ottawa, CANADA.

1. A further report is submitted. This deals with the development of the educational programme of the Canadian Army Overseas during 1940 and 1941.
2. This is a large and complicated subject, and certainly an important one. It is from many points of view a difficult one to write of, particularly as so many of the problems concerned are still in the course of solution. It must be distinctly stated, therefore, that the present Report is anything but exhaustive. It is an attempt to present the Official Historian with a very brief summary of the matter, based on conversations with persons concerned and on examination of a necessarily limited number of documents. So far as possible, the reader will be referred to documents presented as Appendices, and in them the interest of the Report will largely centre. In particular, it is felt that the reports of Mr. BICKERSTETH, Personal Adviser and Assistant to the Corps Commander in educational matters, are of great interest, and these are presented in full to ensure their availability for historical purposes. Mr. Bickersteth very kindly gave or (in one case) lent copies of these to the present writer.

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 by: *OKR*
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BEGINNINGS OF THE PROGRAMME

3. From the beginning of the present war, some attention was paid to the possibilities of an educational programme to serve the men of the Canadian Army Overseas. For various reasons, however, little was accomplished in this field during the first year of the conflict.

4. On 27 Jan 40 the Department of National Defence cabled to Canadian Military Headquarters, LONDON, to the following effect (DEFENSOR to CANMILITRY, cable A.C. 327) (C.M.H.Q. file 23/EDUC/1) :

Following policy approved for educational training C.A.S.F. STOP All education facilities to be provided by Canadian Legion War Services in conjunction with Canadian Association for adult education working in co-operation DEFENSOR STOP All personnel to be permitted avail themselves educational facilities on condition their duties and military training not interrupted or delayed STOP Scheme provides continuation normal education and for vocational or trade training . . . Robert England director and Lt.-Col. De Martigny associate director educational services Canadian Legion proceeding England to organize educational training as shown and will be afforded full cooperation and assistance of military authorities . . .

Mr. ENGLAND reported for duty to the Director of Auxiliary Services in LONDON on 30 Jan 40, and Lt.-Col. de Martigny on 13 Feb 40.

5. At this period the First Canadian Division had only recently arrived in England, and intensive training was in progress with a view to fitting the division to take its place in the order of battle of the British Expeditionary Force in France at the earliest possible moment. These circumstances were not favourable to the adoption of a comprehensive educational programme. On 1 Feb 40 the G.S.O. 1, C.M.H.Q. (Lt.-Col. E.L.M. BURNS) discussed the question with the G.S.O. 1, 1 Cdn Div. The latter remarked that the matter had been discussed by General McNAUGHTON, Brigadier FOSTER (Senior Officer, Auxiliary Services) and himself "on the ship coming over" ;

and it was agreed that it was not feasible to have an extensive system of educational work for the 1st Canadian Division during their period of training.

1 Mr. England's report, dated 27 Feb 41 (file 23/EDUC/1). "Director of Auxiliary Services" presumably means "Senior Officer, Auxiliary Services".

6. On 8 Feb 40 a meeting for the purpose of discussing the educational programme was held at H.Q. 1 Cdn Div. General McNaughton, Lt.-Col. G.R. TURNER (G.S.O.1), Brigadier W.W. FOSTER (S.O.A.S.), and Mr. England were present. Col. Turner's memorandum of the meeting (1 CD/6-4-1, 10 Feb 40 : C.M.H.Q. file 23/DUC/1) contains the following passages :

1. General McNaughton stated that the military phase of instruction must come first and, in consequence, any educational training must be co-ordinated with the ordinary training and must be on a voluntary basis; he expressed the opinion that at this stage it would be of considerable advantage to offer some instruction in French on a voluntary basis after regular training hours. . . .

6. . . . General McNaughton stated that for the moment education should be concentrated in the Aldershot area; that it should be confined to French pending a spontaneous demand from the troops for instruction in other subjects; that the scheme should proceed slowly; and that officers concerned should co-operate with the General Staff who are responsible for training.

7. Work proceeded thereafter along these lines and within these limitations. A report prepared by Mr. England late in March, 1940, outlined the progress that had been made. Linguaphone equipment had been procured for work in French conversation and the training of group leaders for this activity was proceeding. The provision of classes in English conversation for French-speaking personnel was being explored. Supplies of works on Canadian history and civics were on the way from Canada, with a view to building up libraries for the troops. A postcard questionnaire had been prepared for circulation with a view to determining as accurately as possible the nature of the educational facilities which the men desired. Work was in progress towards organizing a system of correspondence courses. By May, when the sudden intensification of the war put an end to most educational activity for the time being, "over a score" of French classes were in progress, though the English conversation project had lapsed. "A number of graduates" had been "put in touch with London University", and it was hoped to complete arrangements with the same institution for men to take "credit courses" during the ensuing winter. Liaison had been established with many British

Governmental and other agencies capable of affording assistance. (Mr. England's reports for March and May, 1940, file 23/EDUC/1).

It seems clear, however, that up to this time the achievement had been modest, and activity mainly exploratory.

8. There had been, moreover, certain disputes and misunderstandings over aspects of the programme. References in C.M.H.Q. file 23/EDUC/1/2 indicate that the points at issue included the relationship of the Director of Educational Services, Canadian Legion War Services, to the Senior Officer, Auxiliary Services, C.M.H.Q., and the status of the educational staff - whether military or civilian ; and it appears that Canadian Military Headquarters did not find the Director an easy person with whom to co-operate. On 4 Jul 40 Mr. England received from Colonel BOVEY of the Canadian Legion War Services in Canada a cable instructing him to return at once for duty there, which he did at the end of the month. Lt.-Col. de Martigny had already returned to Canada (30 May). On 22 July the Senior Officer, C.M.H.Q., Brigadier (now Major-General) P.J. MONTAGUE, sent to the Department of National Defence a letter on the subject of educational personnel which concluded :

.... it is recommended that if and when the work is resumed, the views of Lieut.-General McNaughton and the Senior Officer of this Headquarters be obtained as to the relation of such personnel to the Senior Officer Auxiliary Services and the general qualifications of any personnel to be dispatched.

In the event, neither Lt.-Col. de Martigny nor Mr. England returned to the United Kingdom.

THE WORK BEGINS IN EARNEST

9. Although the military activity of the early summer, involving repeated moves by the Canadian troops and constant readiness for action, had caused an almost complete cessation of educational activity, General McNaughton very soon perceived that the new situation resulting from the collapse of France might make this question one of great importance. On 20 Jul 40 the General (then about to assume

command of 7 Corps) discussed the matter with Mr. England before the latter's return to Canada. Mr. England's minutes of the conversation (file 23/EDUC/1/2) run in part as follows :

1. The G.O.C. . . . stated that the present intense activity in military matters will probably, as preparations are completed, go through a gradual phase during which an increasing need and opportunity for educational work will develop. He asked that the Director on his return to Canada should point out to the organizations concerned that the provision of educational facilities may become a military necessity in the month of November. He hoped that this challenge would be met by the organizations concerned.

2. He felt that the Director should be available for conference towards the end of October with a view to making use of the contacts already made and making available to the men the best educational facilities possible during the winter months, when a sense of purpose and hope might be very necessary.

10. By the beginning of September the prospective needs were still clearer, and on 5 Sep 40 Generals McNaughton and Montague discussed the matter at H.Q. 7 Corps. Brigadier Turner's memorandum of this discussion runs in part as follows :

6. General McNaughton explained that the situation during the coming winter is radically different from that which obtained last winter when the intensive training programme to fit the troops for battle was given priority over all other forms of instruction, and, in consequence, the educational training had to be fitted in as best it might; he pointed out that the men are now highly trained, that intensive military training during the winter is not contemplated as it would make the troops stale, and that under these circumstances the organization of educational training is essential to

- (a) Afford training to young Canadians that will be of benefit to them on conclusion of hostilities, and
- (b) Provide a means of occupying the minds and activities of all ranks during the winter months.

7. General McNaughton went on to say that not only is there a very active demand for this educational training but it is a matter of military expediency to provide it; in fact, he is prepared to release men from their ordinary duties for stated periods in order that they may form study groups.

- 6 - - - - -
- 1 The assumption that Mr. England would be returning will be noted. After seeing the letter sent to M.D.H.Q. by General Montague (above, para. 8) General McNaughton sent the C.G.S. a cable (A 987, 8 Aug 40) stating that the views expressed in the minutes here quoted were his general conclusions and were "not to be taken as support of Director personally".

11. In the same discussion it was agreed to accept Mr. England's return to supervise the work, failing some other suitable person, and provided "that he understands definitely that he would be under the control of C.M.H.Q.". In the meantime, however, it was decided to ask E.D.H.Q. to send Colonel Bovey (Chairman, Educational Services, Canadian Legion War Services) to England to survey the whole question, and this was done. A further cable sent by General McNaughton to Hon. J.L. RALSTON, Minister of National Defence (G.S. 1035, CANMILITRY to DEFENSOR, 4 Sep 40) may be quoted :

Conferences with War Office and G.H.Q. on Friday and Saturday last indicate that operational readiness 1 Cdn Div and Ancillary units may be relaxed about 15 October at which time we propose to again turn attention to individual training and education of all ranks. . . . In a separate cable I am requesting Bovey be sent over to discuss organization educational aspects of this work and I hope we may count on full support in the endeavours which we will make to benefit the men both as regards their training for war and to take their place afterwards in the social and economic life of Canada. . . .

On 11 Sep N.D.H.Q. cabled that Colonel Bovey would proceed only if called up for temporary duty and given military rank and staff grading (cable AG 1350, DEFENSOR to CANMILITRY). General McNaughton replied on 14 Sep (G.S. 2003, CANMILITRY to DEFENSOR) withdrawing the request for Colonel Bovey; another possibility had arisen during the past few days.

12. On 8 Sep 40 Mr. J.B. BICKERSTETH, Warden of HART HOUSE at the UNIVERSITY OF TORONTO, had written to General McNAUGHTON offering his services. He did this, he explained, at the request of Lt.-Gen. Sir John BROWN, of the War Office, who had lately asked Mr. Bickersteth to come to see him in LONDON and discuss the educational programme being worked out for the British Army. Other possibilities for service with the British had presented themselves to him, but Mr. Bickersteth preferred to serve with the Canadians if there was a niche for him (Copy of his letter to General McNaughton, file 23/EDUC/1).

13. After some preliminary consideration and discussion, General McNaughton decided that it was desirable to utilize Mr. Bickersteth's services. On 23 Sep he visited Mr. Bickersteth at CANTERBURY and requested him to undertake a survey of the educational needs of the Canadian troops under General McNaughton's command, expressing the Hope "That a programme could be worked out to keep the men interested during the winter months, thus making them better soldiers and also improving their prospects when demobilized" (Letter of Mr. Bickersteth to Comptroller of Hart House, 11 Oct 40 : mimeographed copy given to the present writer by the Comptroller). Mr. Bickersteth began this work immediately.

14. Mr. Bickersteth, who thus entered a field of activity in which he has continued ever since, is an Englishman by birth but has lived and worked in Canada since before the last war. During that conflict he served as a subaltern with the ROYAL DRAGOONS; during the final year he was Brigade Intelligence Officer with the 6th Cavalry Brigade. His work at Hart House, the remarkable student centre established at the University of Toronto through the generosity of the Massey Foundation, has rendered him well-known in Canada, and almost every Toronto graduate of the past twenty years has some acquaintance with him. When he wrote to General McNaughton he was on leave from the University and was serving in the HOME GUARD in his native district in Kent, where, at this moment, invasion was momentarily expected. At the General's summons he exchanged the business of guarding road-blocks for that of investigating the educational needs of the Canadian Army in the United Kingdom.

15. By 11 Oct 40 (following a period of which he wrote to the Comptroller, "I do not think I have ever worked harder in my life than during the last two weeks"), Mr. Bickersteth had completed his preliminary survey and prepared the "Memorandum on Educational Needs of Canadian Troops" of which a copy is attached to the present Report as Appendix "A". He had found (he has told the writer) that he had to work almost from the ground up; Mr. England, who had spent

most of his time in LONDON, had had little contact with the troops and had left little or nothing on paper by way of explaining what was required.

16. Mr. Bickersteth's Memorandum speaks for itself, and no attempt is made to paraphrase it here. It will be noted that in addition to making concrete suggestions for organization and development it describes the nature of his investigations and serves to supplement the foregoing brief narrative at certain points. Although the Memorandum's recommendations were not in every case carried out to the letter, it may be said to be the point of departure at which the development of the present overseas education programme begins.

17. In the meantime, further developments had occurred in Canada. Negotiations between the Department of National Defence and the Canadian Legion War Services had resulted in the drafting of a general agreement having the effect of placing educational services for the Canadian Army in the hands of the C.L.W.S. for management and operation and ~~defining~~ their respective financial responsibilities of the Department and the C.L.W.S. in the matter. A considerable programme had been prepared, primarily for troops in Canada, and circulated under the date 10 Sep 40. A basic element in this programme was the provision of a series of text-booklets "covering a school-leaving course of the technical school type, uniform throughout Canada"; these were to serve as a basis for correspondence courses. (Copy of memorandum, Colonel Wilfrid Bovey to Director of Auxiliary Services, N.D.H.Q., 10 Sep 40, on 23/EDUC/1/2). And on 9 Oct the Department cabled to C.M.H.Q. (cable A.G. 1506) that the Legion had recommended Dr. A.E. CHATWIN to replace Mr. England as Director of Educational Services and inquired whether C.M.H.Q. concurred.

18. Detailed action in the United Kingdom arising out of Mr. Bickersteth's recommendations was somewhat delayed by the need of awaiting full details of the situation in Canada; but on 24 Oct, after requesting and receiving particulars of Dr. Chatwin's

qualifications, Generals McNaughton and Montague concurred in his appointment and urged the desirability of his early arrival in the United Kingdom, bringing with him "a full supply of Text Booklets on all subjects available" (cable A. 1399, CANMILITRY to DEFENSOR). In the meantime, every effort was made to prepare the ground. As the result of discussions in which General McNaughton took the leading part, a memorandum on "Educational Services for the C.A.S.F." was issued to all formation headquarters and unit commanders in the C.A.S.F. in Britain under the date 4 Nov 40. This was signed by the new Senior Officer, Auxiliary Services, C.M.H.Q. (Major J.M. HUMPHREY) but was actually drafted by General McNaughton (letter, General Montague to General ODLUM, 5 Nov 40, 23/EDUC/1/2).

19. This memorandum, less its appendices, is attached as an Appendix to the present report. It will be noted that it outlines the facilities available, including the various correspondence courses for which text-booklets were known to have been prepared, provides for the immediate appointment of unit Education Officers, and requires all units to submit information concerning their local facilities and the needs and desires of their men. Questionnaires were provided to be filled out by every officer and man. General McNaughton called the attention of senior officers (down to unit commanders) to this programme at a conference held at H.Q. 7 Corps on 11 Nov; and when Dr. Chatwin arrived in LONDON a few days later he found that much had been done to clear the way for him.

20. Dr. A.E. CHATWIN, M.C., is a native of REGINA, who served with the C.E.F. in the last war and rendered valuable service in the establishment of the Khaki University while in Germany with the Army of Occupation following the Armistice. He holds degrees from QUEEN'S UNIVERSITY and the UNIVERSITY OF TORONTO, and has had long experience in teaching. At the time of his appointment to the C.L.W.S. he was Superintendent of the School for the Deaf in SASKATOON. (Information from cable AG. 1548, DEFENSOR to CANMILITRY, 18 Oct 40).

21. After a short time in LONDON, Dr. Chatwin established his office in GUILDFORD. Thence it was subsequently removed to WEYBRIDGE, where at the present time it still remains.

22. With Dr. Chatwin's arrival another phase of the education programme may be said to have begun, and since that time there has been no further interruption of the work, while the organization for prosecuting it has been gradually developed and improved. It is not proposed to attempt here any account of the developments of the past year. Mr. Bickersteth's reports of December, 1940, and 8 Mar 41, copies of which are attached as Appendices, provide a fairly comprehensive outline of the progress made during the winter. This, combined with the sketch presented below of the organization and activities of the Educational Services as they now exist, should, it is believed, serve to afford the Official Historian the most essential information which he will require in this connection.

PRESSENT STATE OF EDUCATIONAL SERVICES

22. At the present time the general state of the educational programme is as follows. Dr. Chatwin continues as Director of Educational Services, administering the service from the central office at WEYBRIDGE. He reports to C.M.H.Q. through the Assistant Director (formerly Senior Officer) Auxiliary Services, who however has in practice comparatively little to do with the work; Mr. Bickersteth is his liaison channel at H.Q. Cdn Corps; and he also reports direct to the Chairman and Board of Directors of Canadian Legion War Services Inc., in OTTAWA.

23. Assisting in the work is a staff of Educational Advisers which has been gradually collected during the past year (for names and appointments, see pamphlet Educational Opportunities Available to Canadian Forces Overseas, attached as an Appendix). All but two of these are civilians; some of them (for example, Mr. FREEDMAN, the adviser for C.M.H.Q.) were found in the ranks of the Canadian Army Overseas; and all, with the exception of the two military officers and Mr. Bickersteth, are paid by Canadian Legion War Services Inc., which finances the educational programme generally from its share of

funds collected from the Canadian public for the Auxiliary Services. Mr. Douglas LEPAN, a graduate of the UNIVERSITY OF TORONTO and recently engaged in teaching at HARVARD UNIVERSITY, arrived a short time ago to take charge of University courses, but is working chiefly, in practice, as an office manager at WEYBRIDGE.

24. In general, it will be noted, there is an Adviser for each Division or its equivalent, with a somewhat larger allotment for Base Units. The system of Unit Education Officers has been maintained, and it is hoped that N.C.O. assistants will shortly be authorized.

25. Mr. Bickersteth has, at General McNaughton's request, remained at Corps Headquarters as Personal Assistant and Adviser to the Corps Commander in educational matters. His position is necessarily a somewhat anomalous one. He was originally brought into the scheme, without reference to C.L.W.S., at the personal instance of the Corps Commander; he is still not paid by the C.L.W.S., but the Dominion Government makes to the University of TORONTO a grant to enable it to pay him his normal salary; yet he is in some respects the most important individual in the system, he possesses the confidence of the Corps Commander in a very marked degree, and the importance of the contribution which he has made does not admit of doubt. Had he been less competent or less tactful, the peculiar nature of his position might have led to difficulties.

THE PROGRAMME OF INSTRUCTION

26. CORRESPONDENCE COURSES. It was intended that the C.L.W.S. Correspondence Courses should be the backbone of the general scheme of instruction, and they have played an important part, if perhaps a lesser one than had been anticipated. These courses are conducted with the aid of the text-booklets referred to above (para. 17). The booklets, a cursory glance at a few of them indicates, are uneven in quality, but some of them are clearly excellent. They cover work of High School and pre-High School standard. The examinations provided in the successive booklets comprising a course are forwarded to

WEBBRIDGE for correction. This work is done by civilian teachers who are remunerated for it. (See more detailed outline of procedure in pamphlet Educational Opportunities, pp. E-4.)

27. According to recent statistics obtained by me during a visit to WEBBRIDGE on 27 Nov 41, 1551 Canadian service men are now actively taking these Legion courses and forwarding exercises for correction. A much larger number of men apply for courses and receive booklets; the discrepancy between the number of applications and the number of men actively attempting courses is described by Mr. Lefan as disappointingly large. This may be due in part to the elementary nature of the courses (many men tend to overrate their own accomplishments and abilities), and partly to the delays which sometimes intervene, for administrative or other reasons, before requests for courses can be satisfied. There has frequently been difficulty, under war conditions, in obtaining adequate supplies of text-booklets from Canada.

28. A special series of correspondence courses in engineering subjects is now available for Canadian service men as the result of arrangements made with the BRITISH INSTITUTE OF ENGINEERING TECHNOLOGY. These, more advanced than the corresponding Legion courses, have proved popular, and about 550 men are now taking them.

29. For other available correspondence courses, see the pamphlet Educational Opportunities. The courses in Pharmacy (p. 5) are no longer available, as the men who directed them have been called up. It will be noted that War Office courses in various subjects, arranged by the (British) Army Educational Corps, are available for the Canadian Forces.

30. UNIVERSITY WORK. Thanks to the co-operation of the Canadian Universities, their extra-mural courses have been placed at the service of Canadian officers and men wishing to begin or resume a university career after the war. These courses are arranged individually. At the present time, Mr. Lefan tells the writer, 264 students are taking courses at the university level. The majority are elementary - first or second year work; but two men are actually doing Graduate

work with the UNIVERSITY OF LONDON.

31. CLASSES. In addition to the various types of correspondence courses, many classes have been organized and have tended to diminish the anticipated primacy of the former. These classes are of various sorts. Some are elementary general-education classes, utilizing, in some cases at least, the Legion booklets for class work; some deal with specialized and more advanced subjects - these being conducted, very frequently, in civilian institutions by civilian teachers; and there are also "O.C.T.U. classes" designed to prepare candidates from the ranks for the examination which they must pass for admission to an Officer Cadet Training Unit. The total number of organized classes being attended by Canadian personnel during the week ending 22 Nov 41 was 159.

32. DIRECTED READING. A programme of "directed reading" has been developed for the benefit of officers and men who wish to improve their knowledge in some field without qualifying for formal academic "credit". The Educational Services undertake to obtain books for such work, either by purchase or by loans arranged from libraries (the Surrey County Library has been especially helpful); and in many cases, men have been placed in touch with authorities in the field in which they wish to read, who can direct their effort into the most useful channels. About 1000 volumes are distributed monthly in this way, the topics represented being diverse in the extreme.

33. LIBRARY SERVICE. A library van capable of accommodating some 5000 volumes is based at WEYBRIDGE and tours the various formations. This provides the means of establishing, maintaining and replenishing unit and formation libraries, of which 202 exist at the present time. A total of about 20,000 volumes are in the possession of the Educational Services at this moment. It is estimated that wastage due to wear and tear and losses necessitates replacing the entire stock in the course of a year. More books and more libraries are still needed. The types of books distributed vary very

widely. Naturally and properly enough, many of them are light fiction (the writer saw a considerable stock of volumes of this sort stacked at WEYBRIDGE ready for distribution); but serious works of various sorts also circulate largely (and these too were present at the WEYBRIDGE office in large numbers and wide variety). There is considerable demand for books on military affairs.

34. LECTURES, ETC. A certain number of talks and lectures have been arranged, given either by guest speakers or by officers of units, on a great variety of subjects; and efforts are made to uncover the possibilities in this direction which are latent in almost every unit.

35. ARMY BUREAU OF CURRENT AFFAIRS. Brief reference must be made here to the work of the Army Bureau of Current Affairs, a War Office venture in the activities and benefits of which the Canadian troops in this country are fully participating. "ABCA" publishes two fortnightly leaflets or directives, entitled respectively "War" and "Current Affairs"; the first number of "War" appeared on 20 Sep 41, the first number of "Current Affairs" one week later. These are designed to serve as briefs for weekly talks by regimental officers to their own men, the platoon commander speaking to his platoon. The talks take place in training time; their object is to give the soldier an intelligent understanding of what he is fighting for and of the course of the war. "War" has contained much interesting material on the various campaigns of the conflict now in progress. The present writer so far has little evidence to present on how far the system of weekly talks has been a success; but he has heard and seen many favourable comments on the two directives.

36. MUSIC AND ART. Mr. Bickersteth has made the provision of opportunities for officers and men to enjoy good music one of his own special interests, and with the assistance of CEMA (The Council for the Encouragement of Music and the Arts) a number of recitals have been arranged for Canadian troops in various areas. At the present time Mr. Bickersteth is investigating the possibility of organizing, perhaps at BRIGHTON, a show of drawings and paintings

by and for Canadians.

GENERAL COMMENTS

37. It is still early to comment upon the general effectiveness of the education programme or to estimate its results. It is clear that while it is affecting only a limited proportion of the men in the Canadian forces, at least so far as organized instruction is concerned, it is exercising a positive and useful influence in the maintenance of morale during the present difficult period of inactivity, and is giving men who are disposed to profit by it the opportunity of returning to civil life better educated than they left it. The notes of the Field Censors (Home) on Canadian mail examined during the fortnight 10 - 23 Nov 41 contain a quotation from a letter from a soldier in the R.C.O.C., as follows :

I never got the chance to go to High School in Canada but I figure I have a better education over here than anyone could get in high in Canada. Algebra, Physics, Trigonometry, Logs and Anti-Logs equal to 4 years College education in 6 months, and how I had to sweat.

The statement is perhaps more enthusiastic than accurate, but it is evidence of the existence of the opportunities and of what can be done with them.

38. Although the scheme is now functioning more smoothly than before, and on a comparatively large scale, those charged with administering it are still conscious of imperfections. There is room for improvement in general administration, to reduce delays and make it possible to meet the demands of soldiers for courses more promptly than is now the case. It may be necessary to appoint an experienced administrator to take charge of this "business" aspect of the WEYBRIDGE office. It is understood, also, that understanding between various elements of the C.L.W.S. organization is not complete : that the supervisors in charge of the Legion welfare services (see Report No. 9) tend to be jealous of the educational services because of the drain upon C.L.W.S. financial resources which they represent; and that the Legion educational authorities

in the United Kingdom do not always see eye to eye with those in Canada. The participation of voluntary organizations in the work of the Auxiliary Services has inevitably produced a certain number of complications.

39. We are on the threshold of what will be for some Canadian soldiers their third successive winter in the United Kingdom. In these circumstances the danger of boredom and a decline in morale is greater than ever (and the most recent comment of the Field Censors on Canadian mail - mentioned above, para. 37 - includes the remark that some writers "chiefly... in the 1st Division" show "rather poor morale"); and the importance of the Educational Services is correspondingly great.

40. It will be noted that the educational services described in this Report apply to the R.C.A.F. in the United Kingdom as well as to the Canadian Army; and Mr. FREEDMAN (para. 23, above) is Educational Adviser for the R.C.A.F. as well as for C.M.H.Q. and LONDON units. He also, he tells me, takes responsibility for the Canadian Naval forces in this country; but in practice neither the R.C.A.F. nor the naval establishments have so far been able to take much advantage of the facilities available. I gather that the small quantity of work being done with these forces is included in the statistics given above (paras. 26-33). It is anticipated that the work with the Air Force and the Navy will now expand rapidly.

41. SOURCES. This Report is based upon reading of C.M.H.Q. files as indicated, and upon interviews with Messrs. Bickersteth, Chatwin, LePan, and Freedman.

C.P.S.

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REPORT NO. 53

Educational Programme of the Canadian
Army Overseas, 1940-41

APPENDICES

- "A": Memorandum on Educational Needs of Canadian Troops.
By J.B. Bickersteth, Esq. 11 Oct 40.
- "B": Report on Educational Services for Corps Troops and
1 Cdn Div, 28 Sep 40 - 21 Dec 40. By J.B. Bickersteth,
Esq.
- "C": Memorandum on Educational Policy. 8 Mar 41. By J.B.
Bickersteth, Esq.
- "D": Memorandum to all Formation and Unit Commanders on
Educational Services for the C.A.S.F. 4 Nov 40.
- "E": Pamphlet, "Educational Opportunities available to
Canadian Forces Overseas". 15 Sep 41.

CONFIDENTIAL.MEMORANDUM ON EDUCATIONAL NEEDS
OF CANADIAN TROOPS1. TERMS OF REFERENCE.

At the end of September I was asked by the G.O.C. 7 Corps to undertake a survey of the educational needs and desires of the Canadian troops under his command. Gen. McNaughton expressed the hope that it might be possible to work out an educational programme capable of providing real education which would not only keep the soldier interested during the coming months and thus make him a happier and therefore a better fighting man but also improve his prospects when he was demobilized.

No mention is made in this report of the needs of C.M.H.Q., the 2nd Div, the Holding Units, the Hospitals or the R.C.A.F., Gen. McNaughton having asked me to confine my attention in the first instance to Corps Troops and the 1st Cdn Div.

2. GENERAL OBSERVATIONS

1. With this end in view it was arranged that I should first spend two days at C.M.H.Q. This gave me time for long discussions with Major J.M. Humphrey, S.O. Auxiliary Services, who has been one of the greatest assistance to me throughout. I also had a most useful talk with Major-General Price J. Montague. A long interview at the War Office with Mr. F.W.D. Bendall, the recently appointed Director of Education for the Army, was extremely valuable. I then spent ten days at Corps H.Q. and had the opportunity of many informal talks with G.O.C. and members of his staff. I also spent two days at 1 Cdn Div H.Q. where Major-General Pearkes and his staff showed me every courtesy. In the time at my disposal it was only possible to visit comparatively few units though those selected were fairly representative of all arms. Wherever feasible discussions were held with groups of N.C.Os. and men separately from the officers. In addition to this every opportunity was used to obtain the view of all ranks ranging from Corps and Divisional staff officers to staff clerks, orderlies and drivers. (See Appendix A for units visited and some of the persons interviewed). Everywhere I was received with the greatest courtesy and consideration. I also visited Gen. Odium at H.Q. 2 Cdn Div and the Holding Units where I received every assistance.

2. Though generalisations are dangerous it must be admitted that among senior officers I encountered considerable scepticism about any serious educational plan. In some cases this scepticism was based on genuine doubts as to its feasibility because of the exigencies of military training, the immense size of the Corps area with its scattered units and the cramped billets with lack of suitable accommodation for lectures or classes. More frequently, however, it appeared to rest on lack of imagination, a failure to grasp what true education can do for the present day soldier. "A free people in arms is intellectually what it was before.....Men...in uniform may have less time for books and music, stimulating discussion and cultural or vocational lectures and classes. They have not less taste or desire for these things. Indeed many of them have more." (The Times 8 Oct 40).

Where education shades imperceptibly into military training there was more agreement. Few questioned for instance the benefits of mathematics for the gunner, motor mechanics or map reading for the lorry driver, the theory of wireless for the signaller, but education in its broadest sense was looked upon as just one more thing to be done this winter and not as a vital constructive bit of work calculated to make the soldier more efficient here and now and, when hostilities cease, to ease his transference into civil life. But during the last 20 years the military man has changed as profoundly as the military machine and further than that the standard of education among Canadian troops is far higher than that of the average.

soldier in the British Army. One or two facts stand out clearly. The men are already finding the long evenings in country billets tedious. The need for some mental stimulus is there even if it is not consciously felt. Encouraged from above, this need will quickly uncover itself. Discouraged from above, it will remain hidden and inarticulate.

3. A few units have already done some constructive thinking on this question. One Pd Regt for instance has decided that it requires classes in mathematics, physical geography, composition and elementary physics and has been in touch with the County Educational authorities. Two classes of 30 men each are contemplated, beginning as soon as the Regiment returns to permanent billets in November. Another Pd Regt is planning classes in mathematics, literature and history and reports an encouraging demand for these subjects. An Anti-Tank Regt has already formed an orchestra and a choral society. The Camp Commandant at Corps H.Q. has given the needs of his men careful thought and Colonel Genet has clear ideas as to the possibility of elementary mathematics for non-permanent N.C.O.s, older in years, who might be suitable for a commission. Through the courtesy of the Imperial Relations Trust and the co-operation of Lord Duncannon 1500 copies of "British Survey", an admirable fortnightly bulletin of international affairs published by the British Association for International Understanding, have been distributed among the troops and letters received show how greatly these have been appreciated. These encouraging facts (and further enquiry would probably have disclosed others) show what can be done if there is determination to make the educational experiment a success.

4. The War Office has long been giving serious thought to the whole educational problem. The recently published Haining Report makes many admirable suggestions about "Education in the Wartime Army". The Government has set up a Central Advisory Council for Adult Education in H.M. Forces with 23 regional committees. A civilian Director of Education, Mr. F.W.D. Bendall, has also been appointed. This procedure aims at co-ordinating and making available for the fighting services the best educational resources of the country. That these resources are equally at the disposal of the Canadian troops was made unmistakably clear to me by Lt-General Sir John Brown, Director-General of Welfare, and Mr. Bendall. The present Corps area touches four university districts, those of London, Oxford, Reading and Southampton and from the Regional Committees operating in each of these districts the fullest co-operation can be expected. The Army Educational Corps of the British Army is also ready to give every assistance where possible through its Army Education Officers.

5. The wholehearted co-operation of the padres in any educational scheme for the Corps can be counted on but they should not be expected to shoulder any direct responsibility for it. Some padres are already giving what assistance they can to individual soldiers who are attempting to write off one or two matriculation subjects by lending them books.

6. It is hardly necessary to emphasise that all attendance at popular talks, classes or lectures should be entirely voluntary, though men should be warned not to enrol in classes unless they intend to continue as serious students to the end. Experience proves that too often initial enthusiasm cools off and attendance dwindles as the course proceeds. This difficulty would obviously be far less if classes were not confined to leisure time but were allowed for instance in the afternoons.

7. On the whole I am convinced that the advantages of civilian status for the full time education officer outweigh the disadvantages. His standing with respect to officer of the highest rank and, what is more important, his relationship to N.C.O.s and men are far less rigid than could possibly be the case if he held a commission. He moves freely among all ranks, his status depending on his character and personality rather than on his badges of rank. There are, however, disadvantages. In a completely khaki community civilian clothes often seem strangely incongruous and the wearer of them, whether rightly or not, can very easily be made to feel self-conscious and almost an interloper. An absolutely clear understanding as to what he may properly demand for the efficient performance of his duties (for instance adequate office space, the exclusive use of a car and the service of a batman-chauffeur, a reasonable supply of petrol, sufficient clerical staff and telephone) will

save him many embarrassing moments and make for smooth working relations with the military authorities.

8. General Pearkes, though clearly appreciating the importance of meeting boredom by education and entertainment, maintains that owing to a big turnover in officers and men in the 1st Cdn Division, that formation is not so highly trained as it should be. It is clearly axiomatic that any educational effort must not be allowed to interfere with military service. But with careful planning it should be possible to combine both training and education which after all work to the same end namely the production of a body of men proficient in military service and possessing a broad intellectual outlook.

3. EDUCATIONAL DEMANDS.

1. Informal Talks.

The G.O.C. 1 Cdn Div, the Brigade Commanders as well as all officers, N.C.Os. and men, who were consulted, expressed the opinion that informal talks on popular subjects would fill a real need. General Pearkes had already suggested a number of subjects, such as history of the locality where troops are billeted, its industries, trees and birds, study of the stars, literature, movie developments, the role of the battleship or the Air Force, agriculture, scientific subjects, the history of Germany, and humorous topics. There is a demand for lectures on the functions of the various arms and services, e.g. what the Intelligence Officer does, the role of the gunner or the sapper, the functions of the Armoured Division and so forth. A desire has been expressed to know more of English sport, English political life and the economic necessities calling for rationing and salvage. Moreover few Canadians can adequately interpret their native country to the English people with whom they are billeted as for instance agriculture, the railway problem, the system of provincial Government, scientific discoveries such as insulin, the war effort of Canada and so forth.

All officers should be instructed (as was the case in the last war) to prepare talks on their particular interest or hobby. Many N.C.Os. and men will be capable of speaking on their civilian profession or trade in a manner interesting to their fellows. A careful enquiry into the resources of each unit will uncover an astonishing variety of possible subjects. A list of subjects and speakers having been prepared in each unit, these might be pooled under brigade or divisional arrangements, so that when local talent is exhausted the resources of other units can be drawn on. Units of different arms billeted in neighbouring areas could exchange their speakers. P.F. Officers might well prepare an informal talk on their own particular arms for the benefit of units of other arms. The co-operation of residents in the district should be enlisted, the services of the local parson being requested in this regard. Further assistance could be expected from the education officers (see Section 5) who would be able to provide outside speakers through the regional committees associated with the Central Advisory Council for Adult Education in H.M. Forces.

Most of these talks would be given to quite small groups gathered in the largest room in a billet. Not all units by any means possess a village hall in their area and in some cases where these exist they are used as A.R.P. headquarters. If every man who wishes to do so is to have the chance of hearing an informal lecture once or twice a week speakers must be ready to give their talks a considerable number of times to groups usually numbering not more than 20 or 30 men. Talks should not be more than 40 minutes and should normally be followed by questions and discussion. If the unit education officer (see Section 5.1. below) receives the enthusiastic support of the officer and men of his unit, the working out of a schedule of talks offering a wide variety of interesting subjects should not present any insuperable difficulty. It is greatly to be hoped that the Corps Commander, the G.O.C. 1 Cdn Div, the Brigade Commanders and Senior Staff Officers would themselves deliver one or two such talks to whatever unit they may select. Commanding Officers should certainly start the ball rolling in their own units. Nothing would give more prestige to the entire plan than this demonstration of practical co-operation by those in authority.

There is no reason why this part of the educational programme should not be started as soon as speakers have been selected and have had time to prepare their talks. It will obviously take much longer to make

provision for more serious study. In the meantime energy, good will and unselfishness can do much to afford immediate relief to the boredom of the men during long evenings.

The needs of the R. 22e R. and other French Canadian troops should receive special attention. The officers of the R. 22e R. are very willing to help but in view of the fact that approximately 40% of the men do not speak English and probably 75% would not be able to follow a lecture in that language, it is obvious that the speakers on whom they can count must be almost entirely confined to their own regiment. Special efforts should be made through French Welfare, the Ministry of Information and the regional committees (above-mentioned) to procure French speakers. Classes in English were successfully held in this unit last summer and there is a definite demand for them again. There is also a demand for motor mechanics and for civil and electrical engineering. The unit possess an expert in agriculture and several men who could instruct in motor mechanics. It is billeted in an area where there are two Evening Institutes.

2. Practical Training.

In several units visited I found a demand for practical training in the trades such as motor mechanics, the Diesel engine, wireless, electrical engineering and in some there was a desire for classes in mathematics, elementary physics, accountancy, stenography and office administration. Whether there would be a wide response in the event of such classes being organised it is impossible to say without a thorough enquiry from the men themselves. A carefully prepared questionnaire distributed and personally explained by the unit education officer would be the best means of finding out.

It may be noted here that in April and May a printed questionnaire was issued to some of the troops. These were distributed among the N.C.Os. and men who attended concerts. Some 945 of these cards were filled up and returned to the Director of Educational Services Canadian Legion War Services Inc, 17 Cockspur Street, where they now are. Mr. England, before returning to Canada in July, sent a card to these men informing them that enquiries might be addressed to the Army Educational Corps through the Command Education Officer in each area. Some of the men never received this reply from Mr. England and as far as I can ascertain few who did applied to the Command Education Officer.

There would obviously be free time in the evenings for classes, but the facilities for any serious and consecutive instruction of this type are limited by the difficulties of suitable accommodation, distance and an insufficient supply of competent teachers. With regard to the trades, it would be almost essential to take the men to the nearest technical college or Evening Institute. A list of some of such colleges and institutes is appended (Appendix B). Mathematics, accountancy, stenography and other class room subjects could be dealt with in billets, the teacher being brought to some central point. In both cases there would be the problem of collecting individual men and transporting them either to the college or to the most suitable billet in the area. The Redhill Technical College for instance could arrange technical instruction in their laboratories and workshops from 7 p.m. to 9 p.m. though it should be noted that by order of the Surrey Education authorities no teaching may be given during an air-raid warning. This college could also supply instructors to come out to the billets for mathematics, stenography and similar subjects, if transportation was arranged. The question of the payment of instructors supplied by technical colleges and institutes would have to be discussed with the Chief Education Officer for Surrey. In some cases serving soldiers have been allowed to attend evening classes free of charge.

A partial solution of this problem, however, will most certainly be found by discovering instructors in the units themselves. The Commanding Officer of a Field Regiment said he was tolerably certain that given the necessary text books he could draw on his officers and N.C.Os. for much of the instruction his men needed. As in the case of popular talks, a pooling of instructors under the direction of the education officers operating at Divisional Headquarters or with Corps Troops would enable a considerable proportion of the teaching to be given without drawing on outside sources. The question as to whether this group of instructors should be relieved for a few months of at least part of their military duties should be seriously considered.

Early steps should be taken to prepare careful lists of officers, N.C.Os. and men qualified to instruct.

It should also be added that a judicious distribution of the text booklets recently published by Canadian Legion War Services Inc will enable the men to accomplish much useful study for themselves. There is no reason why something in the nature of a simple tutorial system should not be built up within a unit, whereby an officer, N.C.O. or private would be ready to give practical assistance to a man in the subject he is attempting to study through a text book. The following paragraph from a report (1 Sep 40) of the Educational Committee of the Canadian Legion War Services Inc describes one of the facilities in this connection:-

"Correspondence courses in elementary and secondary subjects mainly of the technical school classification, each course contained in a series of text-booklets. These courses are based on courses prepared by the Provincial educational authorities and uniform throughout Canada. No registration or other charge will be made for courses provided under C.L. W.S. arrangements....."

3. Matriculation Subjects.

There are unquestionably a certain number of N.C.Os and men who would welcome the opportunity of advancing their educational standing and therefore their chances of procuring a better job after the war by writing off a subject or two in Junior Matriculation. As mentioned in Section 4 much has been done under the auspices of the Educational Services Committee of the Canadian Legion War Services Inc to establish common requirements for junior matriculation by the Canadian Universities and a large number of specially written text-books have been prepared. Nothing much can be done for the man who wishes to study matriculation subjects until those familiar with recent educational developments in Canada (specially devised for the benefit of the soldier) are on the spot to give their advice and can provide the most up to date text-booklets. Useful information, however, could be procured pending the arrival of these educationalists if questions were included in the new questionnaire it is proposed to issue asking a man what grade he had passed and whether he would be interested in writing off one or two matriculation subjects.

4. Correspondence Courses.

Before he returned to Canada Mr. England made arrangements with Mr. Clow Ford, External Registrar of the University of London, to assist any Canadian who wished to do so to take correspondence courses. Several men who hope to sit for the London Matric are now in touch with him.

As mentioned in Section 4 a number of admirable correspondence courses with the necessary text-booklets have been made available for service men through the co-operation of provincial departments of education in Canada. It is assumed that the three educational experts who it is suggested should be appointed by the Canadian Legion will have full information about these courses on their arrival and will bring with them the necessary material. Some information about the demand for correspondence courses can be procured from the questionnaire cards already sent in to Mr. England and further enquiry can be made in the new questionnaire.

A memorandum by Mr. England to the S.O.A.S. (dated 23 Jul 40) contains the following sentence - "A number of applications for Educational services have been received during the past month and these applications have met with immediate response from this office. Arrangements have been made for several of these applicants to commence their studies at once, and in other cases books have been recommended and correspondence courses arranged for." It would appear therefore as if this branch of educational effort was appreciated and might well be expanded.

The Army Educational Corps also arranges for correspondence courses. Lt.-Col. S.G. Simpson, the educational officer for the

Aldershot area, states that any man who desires such a course is interviewed by him personally and if considered eligible can either take a complete course for which a fee is charged or can carry out a programme of "directed study" in which case the necessary books are procured on loan from the University with advice how to read them.

5. University Work.

There are some officers and men who wish either to prepare themselves to enter a university at the end of the war or, having had their university career interrupted by military service, are anxious to keep up their reading so that they can complete their course with a minimum of difficulty. For such persons a special course of reading or the appropriate correspondence course might well be arranged.

6. Study Groups.

An interesting memorandum by Mr. H.M. MacDonald, one of the supervisors for the Knights of Columbus Canadian Army huts, suggests that one of the most fruitful approaches to adult education lies in the study group. This method of study might well be explored. It may be stated that last winter in the Aldershot area three study groups were started. The first which dealt with the origins and conduct of the war was carried on with sustained interest for 18 weeks with one meeting a week. It was ably directed by a young extension lecturer from Oxford. The second in another unit only lasted 3 weeks and the third was cut short because the unit moved from the area. Much would depend on the ability of the leader and on the group being given some simple book on the subject under discussion which they were expected to read.

7. Books.

The padres state that there is a steady demand for light literature such as novels and detective stories but also for the classics. Mr. England was able to arrange with the Penguin publishers to purchase 56,000 Penguins and Pelicans for resale through N.A.A.F.I., and it was hoped to ship a number of Canadian books to Great Britain. Most households contain a considerable number of cheap editions and light literature of all kinds which are not read and would never be missed. A visit by the padre to residents in the neighbourhood would probably produce many such volumes. Contact with the local public libraries should also be made. Crowded billets are not an incentive to serious reading. If for instances in each Company area one room, however small, could be set aside for quiet reading and writing it would be an encouragement to the genuine student.

4. CANADIAN LEGION WAR SERVICES INC.

Shortly after the outbreak of war the Canadian Legion War Services Inc, to whom the Canadian Government had entrusted the organization of extra-military education for service men both in Canada and overseas, appointed an Educational Services Committee with Lt.-Col. Wilfred Bovey as Chairman. Three standing and several Ad Hoc sub-committees were formed, the three Standing Sub-committees dealing with curricula, visual training and libraries respectively. Invaluable work was accomplished in creating uniform courses throughout Canada and in subdividing a year's work in these courses into four sections, special text-booklets being prepared for this purpose. The correspondence courses of six provincial departments of education have been adapted for the use of Service men, also with special text-booklets. In the university sphere much has been done to agree on common requirements for junior matriculation and credits.

In January 1940 Mr. Robert England was appointed Director of Educational Services for the Canadian Forces overseas and arrived in Great Britain a few weeks later. Mr. England remained mostly in London and Lt-Col de Martigny, who was appointed as his assistant,

confined his attention to carrying out what programme was possible in the 1st Cdn Division. Excellent work was done by the Director in establishing contact with (1) The Army Educational Corps, (2) The Central Advisory Council for Adult Education for H.M. Forces, (3) The External Registrar of the University of London (4) Publishers of the Penguin books, (5) The B.B.C., (6) The Institution of Electrical Engineers (7) The University of Oxford and (8) other agencies who are interested in providing educational facilities for the British troops. Language classes were organised and the questionnaire already referred to was distributed.

By the time these preliminary steps had been taken, however, the winter was at an end and a period of intense military activity began involving constant moves for the 1st Cdn Division. As the summer months proceeded it became clear that the programme of Educational Services could not be put into operation until the autumn and Mr. England returned to Canada to keep in touch with the developments in that country. Before leaving London, Mr. England arranged with the Army Educational Corps to deal as far as possible with the educational needs of the C.A.S.F. It was impossible for the Canadian Legion to take any further action as no organisation was left behind and the London office was closed.

There is no question that during the last few months an immense amount of work has been done in Canada by the Educational Services Committee with regard to the provision of every kind of educational facility for Canadian troops both in the Dominion and overseas. A huge selection of text-booklets have been prepared, courses unified and a general simplification of the complicated educational system of Canada achieved. These things have been done by a group of experts from coast to coast. It is essential that these carefully worked out plans should be available for the C.A.S.F. overseas at the earliest possible moment. It would be a tragedy to waste the accumulated experience and expert advice of the Canadian Legion personnel and in my opinion immediate steps should be taken to re-establish close relations with them.

5. RECOMMENDATIONS RE EDUCATIONAL PERSONNEL.

The machinery as set out below is as simple as it can be made and can be summarised as follows:-

- (1) An officer in each unit to look after educational interests.
- (2) A military officer in each arm and service throughout the 1 Cdn Div and Corps Troops to act as a link between the two civilian education officers and the unit officers.
- (3) Two civilian Education Officers, one for 1 Cdn Div and one for Corps Troops, each with a Staff Officer for consultation.
- (4) A civilian Director with a high Staff Officer for consultation.

(See Appendix C for table).

1. Unit Education Officers.

The troops whom it is desired to serve are scattered over an immense area. In many cases several miles separate one company in a battalion from another or from Regimental H.Q. Under these conditions it is patent that no central educational organisation whether at the Corps or Division or even at the Brigade can hope to initiate, still less to maintain, the educational effort in the scores of scattered groups throughout the Corps area. This must be done by units themselves and it is, therefore, essential that unit commanders and their junior officers should not only grasp the importance of the educational idea but take immediate action to think out and put into effect a programme suited to the needs of their men. All that the central organisation can do is to maintain control of and give general guidance to those engaged in working out the educational programme, to maintain contact with outside bodies in order to provide help for the units when it is needed, and to keep the military authorities closely in touch with what is being done.

In the British Army it has been decided to appoint forthwith in each unit a suitable officer to look after the educational interests of the unit on the same basis as the Games or Entertainment Officer.

It is recommended

- (a) that a similar appointment be made as soon as possible in all Canadian units, a really able, energetic and interested officer being chosen for this post and that the commanding Officer be asked to support the unit education officer to the fullest extent and to issue instructions that he is to receive unqualified co-operation from all concerned.
- (b) that his duties, as far as they can be outlined at the present time, shall be (1) to take immediate steps to organise a programme of informal talks drawing on all officers and suitable N.C.Os and men for that purpose. (2) to find the most suitable accommodation possible in his unit area for such talks (3) to undertake, as soon as practicable, a more detailed enquiry as to the desire of the men for classes in the trades and for more serious study, and to find out what instructors would be available in his unit (4) to work in close touch with the padre, to make contact with the local parson and school teacher and other residents in the neighbourhood, and to inform the Staff Officer (Education) (See Section 5.2.) of the educational requirements which it is beyond the resources of his unit to satisfy.

The foregoing paragraph by no means exhausts the methods of tackling the problem. Initiative and common sense will suggest many other angles of approach. It is not too much to say that the success of the whole educational plan depends upon the keenness and efficiency of the unit education officer and on the encouragement and practical support he receives from all ranks in a task which admittedly is no easy one.

2. Staff Officer (Education) in each arm and service 1 Cdn Div and Corps Troops.

It is recommended that a suitable Staff Officer (Education) be appointed in each arm and service of 1 Cdn Div and of Corps Troops to keep in touch with unit education officers, to assist them in every way possible and to act as a link between them and the two education officers (civilian) of the 1 Cdn Div and of Corps Troops respectively (see Section 5.3.). As regards the Division, each Brigade Commander, and the C.R.E. should appoint such an officer; in the case of Signals and other H.Q. troops, whose numbers are comparatively small, no such officer is necessary, and the unit education officer should keep in direct touch with the Divisional Education Officer and the D.A.A.G. It is possible that in the Brigades the I.O. or Liaison Officer might be the best person, but the appointment should be left to the discretion of the Brigade Commander. As regards Corps Troops C.C.R.A., C.E., C.S.O.,

D.D.S.T., D.D.M.S., D.A.D.O.S., Camp Commandant, etc, should be asked to select a suitable officer. In the appointment of all such officers primary consideration should be given to their suitability for the job (keenness, tact, spare time etc.). Their rank is of secondary importance. In any case the work is of a temporary nature, lasting for 4 months or little more. What is needed is initiative, common sense, constructive thinking and quick action.

3. Two Education Officers (civilian) and two Senior Staff Officers.

It is recommended that two education officers (who shall be civilians) be appointed, one to the 1 Cdn Div, the other to Corps Troops to be responsible for the educational work of those formations. These civilians should be educational experts with whom the officers appointed by the formations mentioned in foregoing Section 5.2. will be in constant touch. As far as time and distance allow, they should

contact maintain as close/as possible with unit educational officers. They are directly responsible to the Director of Education for the Corps (See Section 4 below). These two persons should be appointees of the Canadian Legion War Services Inc, and should be thoroughly familiar with the educational plans of that body and with the facilities available to the C.A.S.F. Overseas. One will make his headquarters with 1 Cdn Div H.Q., the other with Corps H.Q.

It is recommended that two experienced staff officers be appointed, one by Corps H.Q. and the other by the G.O.C. 1 Cdn Div each to be in close consultation with his respective civilian education officer. It is not anticipated that these two staff officers would have particularly onerous duties with respect to the educational programme. They would be there to give advice and encouragement to the two civilians and to prevent any clash between the military and civilian winter programmes. General Pearkes suggests that the D.A.A.G. might well perform this task for the 1 Cdn Div.

4. Director of Education for the Corps and the B.G.S. (Cdn).

It is recommended that a Director of Education be appointed for the Corps. He should be a civilian and it is strongly urged that if possible he should be an appointee of the Canadian Legion War Services Inc. His duty will be to co-ordinate the entire educational effort for Canadian troops throughout the Corps, and if it proves feasible to include C.M.H.Q., the 2nd Cdn Division, the Holding Units, the Hospital and the R.C.A.F. in the educational programme, these also must eventually come under his supervision.

The Director of Education of the Corps and the two Education Officers will work in close liaison with the Staff Captains Auxiliary Services for the 1st Cdn Div and Corps Troops. The Director should have his H.Q. at the Corps rather than in London. He will need a competent secretary or assistant.

In the same manner as the two Education Officers responsible for the educational work in the 1st Cdn Div and Corps Troops respectively possess a military vis-a-vis who will keep them on the right track, so the Director of Education for the Corps should have direct and constant access to a high Staff Officer, to whom he will report on the progress of the educational programme, and from whom he can confidently expect sound advice and warm encouragement.

It is recommended that this Staff Officer be the B.G.S. (Cdn).

5. Chain of Responsibility.

It is recommended that the Director of Education for the Corps be responsible to the Corps Commander through the B.G.S. (Cdn). that he report to the B.G.S. (Cdn) as required, a copy of this report to be forwarded by the B.G.S. (Cdn) to the Senior Officer Auxiliary Services London for despatch through Senior Officer C.M.H.Q. to N.D.H.Q.

6. Appointments by Canadian Legion War Services Inc.

It is recommended that three appointees of the Canadian Legion War Services Inc. with civilian status be despatched immediately overseas to take over positions in the proposed educational organisation for the C.A.S.F. in England, namely one as Director of Education and two as Educational Officers, and that they be accompanied by an adequate clerical staff, these to be determined by the Canadian Legion and that the Corps Commander cable to the Department of National Defence to that effect.

7. Ruling Re Pensions and Hospitalisation.

It is recommended that the Corps Commander cable to the Department of National Defence expressing the hope that the Department of National Defence can reach some satisfactory arrangement with the Canadian Legion War Services Inc regarding such requirements as pensions, hospitalisation etc for the three above-mentioned appointees of the Legion and their clerical staff.

8. Provision of Transport.

It is recommended that satisfactory arrangements be made between the Department of National Defence and the Canadian Legion War Services Inc covering the provision of a suitable vehicle together with a batman-driver for the exclusive use of each of these three civilian appointees while on duty in England, these facilities being absolutely essential for the efficient performance of their duties.

9. Finance.

It is recommended that the Corps Commander shall make plain to the Department of National Defence that he understands that the three appointees and their clerical staff will be paid by the Canadian Legion and that the sum of \$40,000 is available for the educational work overseas for the balance of this year.

No detailed arrangements about finance are made in the report. If the suggestion for the immediate despatch overseas of three appointees of the Canadian Legion be adopted, it is assumed that the sum of \$40,000 stated in Mr. Robert England's letter of 31 Aug 40 to General McNaughton as having been appropriated for educational work overseas for the balance of this year will be immediately for this purpose. In any case it would be impossible to submit even an approximate estimate of probable expenditure on educational services until the scope of the work can be determined, and this can only be done after careful enquiry throughout the units.

10. General Instructions.

It is recommended that general instruction from H.Q. be reduced to a minimum but that in the first instance a few guiding principles be laid down by the Corps Commander, some of which it is suggested might be as follows:-

- (1) that he considers an educational programme for the winter of vital importance and expects all ranks to give it their unqualified support.
- (2) that its success must largely depend on the common sense and goodwill of the units themselves and therefore the unit education officers are to receive every assistance in their task, officers being expected to prepare and give informal talks or, if necessary, simple instructions to their men.
- (3) that a definite ruling be made as to whether or not educational work may be undertaken in periods usually devoted to military training.
- (4) that instructions be issued that the necessary transportation is to be made available to bring men to talks, lectures and classes.
- (5) that a general ruling be made to guide Commanding Officers with regard to the gathering together of men during an air-raid alarm.

6. CONCLUSION.

It is greatly to be hoped that the Corps Commander in spite of his heavy responsibilities may find it possible to keep in personal touch throughout the winter with those who may be charged with the administration of the educational programme. The task is clearly one of unusual difficulty but it is not unsurmountable and the constant advice and encouragement of those in authority are essential if even a measure of success is to be attained.

(sgd) J. Burgon Bickersteth

.....

H.Q. 7 Corps
11 Oct 40.

Warden of Hart House.

COPY

CONFIDENTIALREPORT ON EDUCATIONAL SERVICES FOR CORPS TROOPS AND 1 CDN.DIV.
(COVERING PERIOD 28 Sept. 40 - 21 Dec.40 (12 weeks)).
-----1. GENERAL.

I spent the first two weeks at Corps H.Q. in making a survey of the general situation and on 12 Oct. 40 submitted a report to the Corps Commander outlining the educational needs and desires of the men and suggesting various methods of dealing with them. The chief recommendations in the report were: (1) that a civilian Director of Educational Services and a requisite number of civilian assistants be dispatched from Canada at the earliest possible date; (2) that Staff Officers be appointed to act as advisers to these civilians and (3) that a Unit Education Officer be appointed in each unit to look after its educational interests.

The findings of this report were in the main approved by the Corps Commander and several meetings attended by the G.O.C., Gen. Price Montague, the B.G.S. (Cdn), myself and others concerned were held to decide what action should be taken. A long interval then ensued while much cabling between N.D.H.Q. and Corps H.Q. took place. During this period I continued to visit units in the Corps Area, explaining the general idea of the proposed programme and exploring every possibility. I also visited the 2nd. Cdn. Div. on several occasions, the 110 A.C. Sqn. R.C.A.F. at Odiham, the 15th Cdn. General Hospital at Bramshott and the Neurological Hospital at Basingstoke and prepared the ground as far as possible. Finally it was decided that Dr. A.E. Chatwin should be appointed Director of Educational Services. His name was suggested by the Canadian Legion and approved by the G.O.C., 7 Corps. It was understood that his civilian assistants would either accompany him or follow shortly.

Early in November questionnaire cards were prepared and these were distributed to units on 11 Nov., the idea being to have ready for Dr. Chatwin on his arrival a general picture of the desires of the men regarding correspondence courses, directed reading and talks. On 11 Nov. also the Corps Commander explained the proposed educational programme at a meeting at Corps H.Q. attended by the S.O. C.M.H.Q. Comds. 1 and 2 Cdn. Divs., Comd. Cdn. Base Units, Senior Staff Officers 7th Corps and Unit Commanders (Lieut.-Col. command) of 1 and 2 Cdn Divs. and Corps Troops. At this meeting the Corps Commander asked me to speak and I did my best to outline the problem and its possible solution.

A few days later Dr. Chatwin arrived and spent three days at Corps H.Q. when I took him to visit certain typical units. Arrangements were also made for him to open an office at Guildford as being most centrally placed for Corps Troops and 1 Cdn. Div. to the East and 2 Cdn. Div. and Cdn. Base Units to the West. Capt. H.B. McIntyre, G. Branch, Corps H.Q., and Major J.R.G. Sutherland, G. Branch, 1 Cdn. Div., were appointed Staff Officers to act as friendly advisers for Corps Troops and 1 Cdn. Div. respectively. Unit Education Officers were also appointed and Dr. Chatwin and myself met these officers at meetings held at Corps H.Q. and H.Q., 1 Cdn. Div. As the programme began to take shape it became increasingly difficult for me to cope with the entire Area covered by Corps Troops and 1 Cdn. Div., and Maj. Sutherland took over much of the organization of the work in 1 Cdn. Div. which he carried out with much energy and ability. I continued, however, to keep closely in touch with this Division. For instance, I met senior officers of the 3 Cdn. Inf. Bde. on their return from the coast and am visiting individual units in the divisional area almost every week on educational problems of general interest. Capt. McIntyre has also been of the greatest assistance at Corps H.Q. in all educational matters concerning Corps Troops.

Owing to the delay in the arrival of the 4 civilian assistants, the Corps Commander authorized the temporary appointment of 4 officers,

one each for Corps Troops, 1 and 2 Cdn Divs. and Cdn. Base Units. These officers are now actively engaged in the work, namely Lt. R.C.R. Cummings (Corps Troops), Lt. B.A. Campbell (1 Cdn Div.), Lt. C.A.F. Clark (2 Cdn Div.) and Lt. F.B. Tessman (Cdn. Base Units). Their assistance is proving of the greatest value.

2. QUESTIONNAIRE CARDS, REGISTRATION FORMS and CORRESPONDENCE COURSES. (Corps Troops and 1 Cdn Div.)

(1) The exact number of questionnaire cards filled up throughout the Corps Area is not known as units asked to be allowed to keep their cards for a few weeks for reference purposes and this was considered a wise procedure. They are now, however, being sent to Guildford.

(2) The questionnaire card is not in itself an application for a course, a registration form being necessary for this purpose. Approximately 2250 registration forms have been received at Guildford, a large proportion of these having been sent in the first instance direct to the Education Office at Corps H.Q. or 1 Cdn Div. and being checked there before being forwarded to Dr. Chatwin.

(3) Approximately 1650 correspondence courses have been issued to date, the majority of these to Corps Troops and 1 Cdn Div. Dr. Chatwin will give an analysis of the subjects demanded and other details. Every effort is being made to see that the Unit Education Officer keeps in touch with the men who have received their text-booklets and arrange some tutorial assistance for those who meet with difficulties in their work.

3. CLASSES.

(a) Corps Troops.

Classes are now being held by 7 Corps Signals at schools in Epsom and Leatherhead in Mechanical Drawing, Diesel Engineering, Shorthand, Electricity, Radio and Mathematics. Number enrolled is 114. A few men from the 11 Cdn Army Fd. Regt. are attending classes at Guildford in Shorthand, Typing and German. The 8 Cdn. Army Fd. Regt. is conducting classes in the village hall in Automotive Engineering. These are given by officers of the unit. The 2 Cdn A. Fd. Workshop are holding classes at Epsom Technical College in Electricity, Radio, Mathematics, Drafting, Building Mathematics, Building Construction, Office Routine and other subjects. Number enrolled is 60. The 4 Cdn C.C.S. has organized a class in laboratory technique within the unit. Number enrolled is 7. The R.M.R. has organized classes at Wimbledon Technical College in the Diesel Engine, Auto Engine and Aero Engine and at a school in Sutton in sketching, mathematics, bookkeeping and typing. Number enrolled is 159. A class of 14 staff clerks from Corps H.Q. is studying German at Leatherhead Central School. The 1st Bn., R.C.E. has been at a disadvantage by having several companies away but is now planning typewriting and shorthand, English for French-speaking soldiers, reading and writing for illiterates and Oxy-Acetylene Welding. The 2 Bn., R.C.E. are also organizing classes. The No. 2 Rd. Construction Coy. and the 13 Fd. Coy. are in touch with Wimbledon Technical College about instruction in Diesel Engineering and other subjects. Work in the 1 Cdn Med. Regt. is at present confined to correspondence courses. Two men in this unit are taking extramural courses with Queens University. The S. and T. group in the Milton Mount district are organizing classes within their units. Considerable thought has been given to the possibility of organizing a class in Materia Medica and Toxicology at the 4 Cdn C.C.S. for Pharmacy students.

(b) 1 Cdn Div.

A report on the activities of 1 Cdn Div. has already been submitted by Gen. Pearkes. It is only necessary therefore to

summarize the facts by stating that a school for military clerks has been established at the Croydon Polytechnic and a comprehensive scheme for the building trades has been planned at the same college to begin in the New Year. The necessary materials for this last have been approved by C.M.H.Q. Classes in languages are to be started at the Redhill Technical College and English classes are being successfully conducted at schools in Caterham and in the Units themselves for the 3 Cdn. Inf. Bde. Week-end classes in Commercial Art are taking place at the Reigate and Redhill School of Arts and Crafts.

There are five Technical Colleges in the Corps Area, namely, Kingston-on-Thames, Croydon, Wimbledon, Redhill and Guildford. That at Guildford, which is conveniently situated to serve Corps Troops, is unfortunately very over-crowded. It is in a reception area and in addition to its ordinary students is providing accommodation for an evacuated London College. It is also giving shopwork instruction to Army fitters and Ministry of Labour trainees. Plans, however, are being made for Corps Troops to use the facilities available on Saturdays and Sundays. Croydon and Redhill are being used by 1 Cdn Div. and Wimbledon and Kingston by Corps Troops in that Area.

(c) Difficulty of organizing classes owing to units moving.
(Corps Troops and 1 Cdn Div)

The organization of classes is still in a formative stage. Howfar it will prove successful it is too early to say. During the planning of the educational programme I had always visualised the correspondence courses with their specially written text-booklets as being the backbone of the scheme, classes only being organized in those subjects for which there were no correspondence courses. This policy, however, has been changed and an attempt is now being made to arrange classes in subjects for which correspondence courses both do and do not exist.

The constant moves of various formations and units make any educational planning and especially the organization of classes a great problem. Several examples may be given. (1) The transfer of each Inf. Bde to the coast for a three weeks period has made the initiation of the educational programme in 1 Cdn. Div. immeasurably more difficult than otherwise would have been the case. (2) The successive moves of the three M.G. Regiments to the coast have seriously complicated the starting of any serious educational effort in those units. Much trouble has been taken to work out a comprehensive scheme of practical trade classes for the R.M.R. by their padre and this will be entirely disrupted on 17 Jan. for several weeks. (3) The 8 A. Fd. Regt. moves toward the end of Dec. and when it returns after several weeks will probably go away again for a further period. Classes are almost an impossibility under such circumstances. It is here that correspondence courses which accompany the man wherever he goes enjoy such an advantage over classes.

4. UNIT EDUCATIONAL CENTRES (Corps Troops and 1 Cdn Div.)

In many of the units a room has been secured as a centre where men can read and study without interruption. In the 11 A. Fd. Regt., for instance, a large room has been set aside as a library and study room and here men can consult the Unit Education Officer between 1100 hrs and 1230 hrs daily. A large collection of books has been made with the help of civilians in the district. The 2 Rd. Construction Coy. has procured a small cottage which has been converted into an Educational Centre for this Unit. It consists of three simply furnished rooms, one being a writing room, the second a library (for which books have been collected) and the third a recreation room. The "Centre" is open from 1200 hrs to 2100 hrs

and during each hour a member of the unit personnel possessing some qualification meets the men about their problems. The Unit Education Officer of 1 Cdn. Corps Pet. Park has arranged several rooms for study in various houses where his men are billeted. Almost every house has its own library. The 1 Cdn. Corps Amn. Park has a study room and a class room combined. Many other such instances could be given.

5. LECTURES AND TALKS (Corps Troops)

A certain number of lectures have been given. At Corps H.Q., Sir Joseph Addison, Lt.-Comd. T. Woodroffe and Mr. H.St.G. Saunders have given admirable addresses. In the Corps Pd. Svy. Coy. a course of 10 lectures on "The study of aerial photographs" has been started. Informal talks on local history, democracy, radio, salesmanship, business economics, physical fitness and other subjects have been given in various units but it is not yet clear how far this part of the programme is being developed. A list of 17 outstanding special speakers from London and elsewhere who have signified their willingness to give lectures to Canadian troops has been prepared with a summary of their qualifications and has been sent to all units throughout Corps Troops and 1 Cdn. Div. A copy has also been sent to the Education Officers of 2 Cdn Div. and Holding Units. Units have been asked to communicate direct with these speakers.

6. DIRECTED READING (Corps Troops and 1 Cdn. Div.)

A large number of applications for directed reading are being received from men who wish to study one particular specialised subject, such as Mercantile Law, the theory of money and credit, ethnology, a branch of higher mathematics, social science, accountancy, theology, even chiropody. These applications are being carefully scrutinised and, if approved, are being sent to Dr. A. Clow Ford, External Registrar, of the University of London, who is kindly doing his best to provide a special tutor or adviser, who will send a list of books to each man together with some advice as to how to tackle his reading and will keep in touch with him each month. The Dean of Christ Church (Dr. John Lowe, formerly of Trinity College, Toronto) has kindly undertaken to deal with the theological students.

7. PERSONAL INTERVIEWS

One of the most satisfactory developments of the work is the increasingly large number of men who come in to discuss their problems. Hardly a day goes by without their either coming into the office or stopping in the corridor of the house to have a talk. The problems they raise are as often personal as educational and those who come are not confined to N.C.Os. and men. This side of the work takes up much of the time but is infinitely worthwhile.

8. AGRICULTURE (Corps Troops and 1 Cdn Div.)

There is a considerable demand in some of the units notably R.22eR., the Carleton and York Regt., and the Hastings and Prince Edward Regt. for the study of agriculture, particularly the English methods. Much thought and time have been given to working out the best method of meeting this need. The most practical procedure would seem to be (1) visits to farms in the vicinity of the billeting area, (2) a course at Reading University and (3) the provision of up-to-date pamphlets and occasional talks.

Re (1). A number of farms in the Caterham area have been listed with the help of the agent for the Marden Park Estate and C.Os. of the R.22eR. and the C. and Y. Regt. have been put in touch with the bailiffs and foremen. It is hoped that soldiers will visit these farms when they have a few hours of leisure and that the farmers will show them round and explain English agricultural practice.

Re (2). I visited Reading University and saw Sir Franklin Sibly (Vice-Chancellor), Professor Rae (Prof. of Agriculture) and Mr. Smith (Registrar). All were anxious to co-operate but explained that the University was already so over-crowded both as regards accommodation and teaching facilities that it would be impossible to arrange even a short course of 2 or 3 weeks for a group of soldiers. They suggested, however, that a group of 30 men should come to the University for the whole day once a week over a period of 4 weeks and that on each of these days 2 lectures be held in the morning from 1000 hrs to 1200 hrs and that from 1300 hrs to 1530 hrs a visit be made to a farm (University model farm, the national Institute of Research for Dairying and several privately owned farms in succession.) This plan is now being worked out in detail and it is hoped 1 group of 30 men will take advantage of it from mid-Jan. to mid-Feb. and another group the succeeding 4 weeks. Candidates for this course will be confined to experienced farmers approved by their C.O.

Re (3). Pamphlets are to be procured from the Ministry of Agriculture and it is hoped that the contact with practical farmers and farm administrators may lead to informal talks on that subject. Steps are also being taken to find professional lecturers on agriculture through Lingfield School and some of the Farm Institutes.

9. CONCLUSION.

This cannot be considered as anything more than an interim report. On the whole an encouraging beginning has been made but it is only a beginning. Unquestionably the opportunity is one of almost endless possibilities and it is in some respects a tragedy that the programme could not have been initiated as early as Sept. At the same time one is fully conscious that military training must take first place and in actual fact the educational demands of the men are so widespread and genuine that one doubts whether they could have been fully satisfied (even had the necessary machinery existed to do so) without undue interference with military duties.

As it is, the educational programme was not launched till mid-Nov. and the past five weeks have been a period of improvisation from day to day. Clearly the vitality of the plan in each unit depends in great measure on the energy and initiative of Unit Education Officers. These officers, though keen and willing enough, are for the most part unfamiliar with the problems connected with education and many of them are so engaged in military duties that educational work has to be fitted in as opportunity offers. The civilian educationalists have not yet arrived from Canada and the lack of an adequate staff of experts at the centre has made it literally impossible to keep in touch with the seventy or more units in Corps Troops and 1 Cdn. Div. Unquestionably the development of the programme has suffered from this fact.

Dr. Chatwin has accomplished outstanding work in establishing so speedily and efficiently his office at Guildford and in issuing a large number of correspondence courses under conditions which

would have daunted most people. In addition to this he has been engaged in developing the educational programme in 2 Cdn. Div., Holding Units and R.C.A.F. This has made it impossible for him to give personal attention to the daily problems arising in Corps Troops and 1 Cdn. Div. but none the less his advice has been freely given and based as it is on wide experience has proved of the utmost value.

Inevitably mistakes have been made and will continue to be made, though the results have so far been sufficiently encouraging to justify the hope that the months of Jan., Feb. and Mar. will bring solid results. Whether this proves to be the case, however, or not, one thing is certain - when the time comes to transfer back into civil life large bodies of troops, the experience now gained will be of immense assistance.

Signature Extra Strong

Signed: (J.B.Bickersteth)
Att'd. H.Q., Canadian Corps

COPY.
CONFIDENTIAL.

MEMORANDUM ON EDUCATIONAL POLICY.
8 March 1941.

1. Purposes of Memorandum.

This memorandum aims at suggesting an educational policy for the summer of 1941 and the winter of 1941-42, based on experience gained during the past five months. If mistakes and failures are emphasized, it is in order that they may be avoided in future and not because there is no positive side of the picture to record. In actual fact a considerable amount has been accomplished and this will form the subject of a full report to be submitted about 30 April 41.

The uncertainty of what the next 18 months will bring is so great, that the planning of a sound educational policy to cover that period, especially as regards personnel, is clearly a matter of the utmost difficulty. In accordance with the Corps Commander's instructions, the suggestions that follow are in the main based on the assumption that the Canadian Corps will be in England during the summer of 1941 and the winter of 1941-42.

2. Lack of Preparation.

Improvisation has been one of the chief characteristics of the educational programme for the Canadian troops in Great Britain during the winter of 1940-41. Under the circumstances, this was inevitable. When towards the end of Sept. 40 I was asked by the Corps Commander to make a survey of the educational needs of the troops under his command I found it necessary to begin from the ground up. In almost every unit visited the value of a reasonable educational effort was realised but little or no constructive thought had been given the problem. When early in Oct. 40 the report, outlining the possibilities of the situation and making definite suggestions, had been submitted to and in the main approved by the G.O.C., unavoidable delay ensued before Dr. Chatwin's arrival in England in mid-November. Owing to his energy and initiative no time was lost in establishing the H.Q. of Educational Services at Guildford and things began to move in December, but owing to the Christmas interlude, it was only in the first week in January that the programme can be said to have really got under way. Those who have been responsible for carrying out the programme would be the first to admit that to a large extent, it has been a case of proceeding by trial and error.

It is hoped that this memorandum may be some contribution to the thinking out of a sound educational policy during the coming summer.

3. Educational Programme during the Summer.

- (a) The two chief objects of a correspondence course are (1) to enable the man who follows it through to the end to obtain credits and thus stand a better chance of finding a job or improving his position after the war and (2) to enable him to use his leisure time here and now to good effect. Clearly, therefore, correspondence courses should continue during the summer and new courses should be issued to any men who desire them.

(b) Directed Reading and Study of Special Subjects.

Demands for these may tend to diminish during the lengthening days of summer, but they should not be discouraged. Advisers and books should continue to be found for these men who ask for them.

(c) Classes and Lectures.

Attendance at classes is now beginning to dwindle for the following reasons (1) military exercises (2) real pressure of work (e.g. Fld. Workshops) (3) lack of perseverance and (4) spring fever. Lectures also, as summer comes on, will fail to attract.

It is recommended that classes and lectures, unless for some very good reason, should cease not later than 15 April 41. In certain cases, where technical or other classes recently have been started and are well attended, they should be allowed to continue until 15 May 41 or even later at the discretion of the Director of Educational Services.

(d) Preparations during Summer.

The summer months should be used for thinking out plans, complete to the smallest detail, for the coming Winter.

It is recommended:-

- (1) That within the next few weeks particular attention be paid to the number of correspondence courses and booklets which are likely to be needed so that these can be on hand not later than 1 Sept. 41.
- (2) that the whole question of educational and recreational books and library services be thought out.
- (3) that the method of teaching languages by linguaphone, which has already been tried out this Winter, be thoroughly examined.
- (4) that lists of lecturers who are willing to address Canadian troops be prepared, so that these lists can be issued to all units at the beginning of October.
- (5) that such problems as the special needs of French speaking troops and the demand for agriculture, medicine, pharmacy, music and other special studies be considered.
- (6) that the important question of "directed reading" receive special attention.
- (7) that, if the billeting area for the winter is known, a careful survey of the technical colleges, schools and educational facilities in the district be made and contact with the teachers established.
- (8) that an estimate of the equipment required to supplement that already possessed by the technical colleges be made, with special reference to automotive engines, and that they be obtained, if possible before the winter's work begins.
- (9) that the provision of good chamber music, the holding of Exhibitions of pictures and the encouragement of Dramatic performances in collaboration with C.E.M.A. (Council for Encouragement of Music and Art) and other organizations be considered.

- (10) that the advisability be explored of procuring two good-sized houses, one centrally placed in the Corps area, the other as conveniently situated as possible for Base Units, to serve as general educational centres for these formations where meetings and classes could be held, a small gallery for Art Exhibitions and chamber music arranged, a library built up and a store room established.

4. Personnel.

1. Civilian Educational Officers.

The Corps Commander when cabling to Canada on 25 Oct. 40 to confirm Dr. Chatwin's appointment as Director of Educational Services C.A.S.F. expressed the desire that he would bring with him 4 civilian educational officers, one each for Corps Troops, 1 Cdn. Div., 2 Cdn. Div. and Base Units. These civilians did not arrive with Dr. Chatwin in November and they have not arrived yet. Every care must be taken to see that such an unfortunate situation does not arise again.

It is recommended:-

- (1) that not later than 1 July 41 Dr. Chatwin shall have 5 civilian educational officers on his staff in England, 1 as his assistant at Guildford, 1 with the 3 Cdn. Div. and 3 with Base Units (A, B and C groups).
- (2) that, if by 15 Sept. 41 the Cdn. Corps is still in England and appears likely to remain there during the winter 1941-42, the 3 civilian educational officers who have been with Base Units shall be posted to Corps Troops, 1 Cdn. Div. and 2 Cdn. Div. respectively, that the civilian educational officer with the 3 Cdn. Div. shall remain with that formation, that not later than 1 Oct. 41, 4 additional civilian educational officers be brought from Canada, 3 to be posted to Base Units (A, B and C groups) and 1 to be posted to the Cdn. Tank Brigade which by that time should have completed its initial training and that 1 additional civilian educational officer be brought from Canada at a later date, as required, for the Cdn. Arm. Div.
- (3) that, if the Cdn. Corps leaves England during the summer or appears likely to do so in the autumn, the 3 civilian educational officers posted 1 July 41 to the Base Units shall remain there, that the civilian education officer posted on 1 July 41 to 3 Cdn. Div. shall remain there (if this Div. is still in England) or (if it is out of England) he shall be held in readiness to be posted in due course to the Cdn. Armoured Div. and that no further civilian educational officers be brought from Canada.

2. Unit Education Officers.

It is a regrettable fact that even at this late date there are a considerable number of men in every unit throughout the Corps who have not as much as heard of the educational facilities available. Unit education officers were appointed in Nov. 40. The majority of them were subalterns. For the most part, they were willing but entirely untrained, were uncertain about the purpose and scope of the educational programme and were constantly changing. In Sept. 40 I was informed that padres would co-operate in every way possible but were not prepared to act as U.E.O.s. In actual fact 11 padres are the education officers of their units and one padre is temporarily the educational officer for 2 Cdn. Div.

It is recommended that unit education officers be selected in good time for the winter of 1941-42, that they be brought together in conference for several days during the late summer '40

as to become thoroughly familiar with the educational programme before it is launched, that every effort be made to select officers who are not likely to be changed and that a full-time competent N.C.O. who is vitally interested in the educational programme, be appointed in each unit as an assistant.

3. Staff Officers.

In the original report of Oct. 40, it was recommended that experienced staff officers should be appointed in Corps Troops and 1 Cdn. Div. to act as "friendly advisers" to civilian educational officers. This was done for Corps Troops and 1 Cdn. Div. early in November and later that month for 2 Cdn. Div. The value of these staff officers was not so apparent when, owing to the non-arrival of the civilians, 4 serving officers were temporarily appointed in their place. When, however, civilians are in charge of the educational programme, as will be the case next winter, I consider it to be of the utmost importance they should each have a competent military adviser whom they can consult when in difficulty and who will sign instructions which it will be necessary to issue from time to time. The staff officers selected for this purpose should be of senior standing, if only for the reason that they are less likely to change. Their duties are not onerous, often involving no more than a short interview once or twice a week. But continuity and experience are essential. It would be of great value if the Corps Commander could himself have a word with these staff officers on their appointment and outline to them his conception of their duties.

It is recommended that, wherever there is a civilian educational officer, an experienced staff officer be appointed to act as his "friendly adviser" and that in order to secure continuity of policy he be not changed, unless absolutely necessary.

5. Questionnaire Cards.

Questionnaire cards were issued to Corps Troops, 1 Cdn. Div., 2 Cdn. Div. and Base Units early in Nov 40. The purpose of these was to obtain a general picture of the desires of the troops regarding talks, correspondence courses, classes and "directed reading", as well as information about instructors and speakers in the units themselves. Unfortunately it was not made sufficiently clear to the men that the mere filling up of one of these cards was not in itself an application for a correspondence course or a class, (registration forms being necessary for this) and considerable misunderstanding resulted.

It is recommended that no questionnaire cards be issued next fall.

6. Correspondence Courses.

A bulletin entitled "Programme of Studies for Service Men" was widely distributed in Nov. 40. This bulletin gave a list of 43 subjects which was intended to provide a picture of certain 'Introductory' subjects and also of these subjects (either compulsory or elective) which might be studied for complete Junior Matriculation and would be so acknowledged by the Department of Education of the Provinces of Canada and in Newfoundland. Of these 43 subjects 15, marked by an asterisk, were stated to be ready for men who cared to register for them at any time, some of the remaining 28 being in preparation. This statement was unintentionally misleading. In actual fact, only 7 of the asterisked courses were in England. Of the remaining 8 courses, the last 4 were not received at Guildford until a month ago, while of those in preparation only 1 (short-hand) has arrived, but not more than a few copies of this.

The demand for certain courses especially in practical trades such as Diesel, automotive engineering and electricity was very heavy and the booklets were exhausted in a few weeks. At the present time there are 1500 applications for courses waiting to be filled. Some of these courses are held up by failure to receive the actual text-books which go with the Canadian Legion booklets.

Moreover there are four booklets for each course and in no case was booklet 2, 3 and 4 on hand when the educational plan was launched. Even now booklet No. 2 has only arrived for 6 courses. It is true that much of this trouble was the result of endless delay in transport and in some cases to enemy action on the sea. But these were by no means the only reason. More often, the booklets were not in England and it was therefore unfortunate that the men thought that they were.

Correspondence courses have been useless as far as French speaking units are concerned as none of them are in the French language. It is understood that all courses available in English are eventually to be also available in French. But not one such course has been received at present.

All courses are applied for by a soldier filling up a registration form. This should have been done far more carefully and only after a talk by the student with his Unit Education Officer. Many of the men, after receiving booklet No. 1, found they had chosen a course which was too advanced for them or which for some reason did not fit their requirements. There have been many cases of men desiring to switch from one course to another with a consequent waste of booklets which are thrown aside as being unsuitable. A short syllabus of what the course contains would have enabled the soldiers to choose more intelligently.

One of the most essential factors for the success of the correspondence course is the following-up of the man who received it by his Unit Education Officer. This has not been done as effectively as it might have been. The Guildford office sent out to U.E.O.s a list of all men in their units who were in possession of courses, but in some cases these went astray and in others there were difficulties through units being temporarily broken up for special duties. In my original report I pointed out that there was no reason why something in the nature of a simple tutorial system should not be built up within a unit by which an officer, N.C.O. or private would be ready to give practical assistance to a man in the subject he is attempting to study. This has been done in some units, but not in many. In general, a far more concentrated effort should have been made to ensure that the correspondence courses proved a success.

It should be emphasised that, as already stated, this report purposely deals with mistakes and not with successes. No record for instance, is given of several thousand correspondence courses issued or of the several hundred examination papers already turned in by their recipients.

It is recommended:-

(1) that, if a "Programme of Studies" is again to be issued setting forth all the courses which will eventually be available another bulletin should be issued giving only those courses which are actually ready and can be procured immediately on application and that up-to-date bulletins be printed and distributed from time to time as new courses come to hand.

(2) that for those courses which are advertised as ready, every effort should be made to see that an adequate supply of booklets

are on hand to satisfy all reasonable demand.

(3) that registration forms be filled out by the soldier after consultation with and in the presence of the Unit Educational Officer.

(4) that a syllabus outlining the contents of each course be available to assist a soldier in making a wise choice.

(5) that care be taken to see that every Unit Education Officer receives an accurate statement of the men in his unit who receive correspondence courses at the time these courses are sent out and that it be left to the Unit Education Officer to decide whether the courses are sent to him for distribution to his men or to the men direct.

(6) that the Civilian Educational Officer visit each unit in his area once a month in order that he may review with the Unit Education Officer the progress made by men who have received courses and may personally see all problem cases.

7. Classes.

At the outset there was considerable uncertainty about the policy governing the relationship of classes to correspondence courses. Were subjects covered by correspondence courses to be supplemented by classes or should classes be arranged only for subjects for which correspondence courses did not exist? Obvious exceptions are the phonetic study of languages, shopwork in the practical trades and subjects such as typewriting, shorthand and laboratory technique, in which cases classes are essential.

During the first weeks, U.E.O.s individually went round to Technical Colleges and local schools arranging for classes. This was a sign of energy and initiative on their part, but led to considerable confusion.

Attendance at classes has in some cases been irregular throughout the winter, the chief causes for this being guards and fatigues, lack of transport, inconspicuous notices in Part II Orders and too short a period between finishing duty and departure of transport (especially on Saturdays).

It is recommended:-

(1) that next fall the policy be clearly laid down that correspondence courses (inasmuch as they can be continued wherever the troops find themselves) are to be considered the chief feature of the Educational programme and that classes, which at best must be temporary, should be confined to subjects the study of which are helped by the spoken word.

(2) that classes in general and particularly those involving shopwork in the practical trades, be arranged through the Civilian Educational Officer of the formation.

(3) that C.O.s should approve of all registrations for classes by the men in their unit and having given their approval should see that these men are free from military duties at the hour of the class and that the necessary transport should not be cancelled unless absolutely necessary.

8. Educational and Recreational Centre in each Unit.

A few units have established a room or even a small house in their billeting area as an educational centre. It has been proved to be of the greatest possible value that a unit should possess such a centre. It serves as a H.Q. for all educational activities of the unit where the men can find accommodation for quiet study and leisure reading, where a collection of books can be built up and where the Unit Education Officer can meet his men who are taking courses.

It is recommended that next fall definite instructions be issued to all unit C.O.s that such a centre be established.

9. Talks and Lectures.

The suggestion that Officers and (where qualified) O.R. should give informal talks on their civilian profession or their hobby to small groups of men in their own unit, has not been carried out. Where units are widely dispersed, this is a matter of fact the only method whereby the men can hear talks of any description. It is true that during this winter, officers, both senior and junior, have been actively engaged in military training which has frequently involved their receiving or giving lectures of a professional type in the evening. It is also true that for the men, rival attractions have been many. Frequent evening passes to towns in the neighbourhood have put commercial movies and other entertainment within their reach. Indeed these conflicting claims have considerably affected the entire educational programme. But none the less, informal talks and discussions (arranged for small gatherings of men) might have been undertaken.

The relationship between lectures of a purely educational or recreational type and those which should come under the category of military training has not always been recognised. Lectures, for instance, on discipline, convoys, regt. duties, P.A.D. and defence against gas, have been included in the fortnightly educational reports.

Two lists of outside speakers who were prepared to give lectures to Canadian troops have been issued. It was clearly stated that units should communicate direct with these speakers. Some units have made extensive use of these lists and arranged a number of lectures. Others have not. In some cases lack of a hall or the difficulty of bringing together sufficient men to justify inviting a speaker from some distance has been a valid reason for their inaction. But in many instances it has resulted from lack of energy and initiative on the part of the units concerned.

On several occasions, such lectures have been made a parade, although it was clearly laid down by the Corps Commander that they were to be voluntary.

It is recommended:-

- (1) That next winter every effort be made to develop the idea of unit talks by unit officers as a definite feature of the educational programme.

- (2) that the distinction between military and purely recreational lectures be clearly drawn.
- (3) that units be expected to show more initiative in arranging lectures by outside speakers.
- (4) that instructions be again issued laying down the voluntary nature of all lectures and talks.

10. Conclusion.

In the foregoing paragraphs every attempt has been made to deal with an admittedly complex problem in the frankest and most realistic manner. It would be extremely unfortunate if this memorandum left the impression that the 1940-41 programme had been a record of failures and mistakes. Nothing is further from the truth. Encouragements have been many and much has been achieved. There can be no question whatever that among the men themselves there is the keenest interest in the educational project and the experiences of the last few months show clearly enough that with careful and imaginative planning, impressive results should be attained next winter.

Sg. J. Burgon Bickersteth.

Att'd H.Q., Cdn. Corps:

C O P Y

4 Nov 40

To: Headquarters all Formations and
C.O.s all C.A.S.F. Units.

Educational Services for the C.A.S.F.

1. At the instance of Lieut.-General A.G.L. McNaughton, the Corps Commander, and with his full approval and support, an educational training plan for the benefit of personnel of the C.A.S.F. during the winter months is now in preparation with the objects of improvement of military efficiency and improvement of prospects of civilian employment on the conclusion of hostilities.

2. The objects of the plan will be carried out by means of:-

- (a) Informal talks and lectures on general and cultural subjects.
- (b) Practical training in the trades through classes or, where classes are not feasible, through the study of specially prepared text-booklets.
- (c) Directed reading.
- (d) Correspondence courses as follows:

<u>Introductory</u>	<u>Secondary</u>	<u>Technical</u>
English	English	Mechanical Drawing
Mathematics	(3 courses)	Automotive Engineering
Social Studies	Mathematics	Diesel Engineering
General Science	(3 courses)	Electricity
	Science	Radio
	Bookkeeping	
	Arithmetic	

- (e) Courses in local Technical Schools.

3. This training plan will be under the general direction of Dr. A. E. Chatwin, who is arriving shortly from Canada to assume the appointment of Director of Educational Services, Canadian Legion War Services, at C.M.H.Q., London. He will be assisted by an educational advisor of the Canadian Legion War Services at Corps H.Q. and also at H.Q. 1 and 2 Cdn. Div. and Base Units. Owing to the fact that the troops are distributed over large areas, the success of this educational plan will depend on its efficient organization within the several units.

4. In each battalion and equivalent unit a selected Regimental Officer with appropriate qualifications will be appointed forthwith as Unit Education Officer; he will be responsible to his C.O. for the educational interests of the unit. Pending the arrival of Dr. Chatwin, Unit Education Officers will be responsible for ascertaining:

Krypton Extra Strong

- (a) The facilities available in the vicinity of the unit such as halls for classes, technical schools, etc.
- (b) The instructors, both officers and O.R.s, available in his unit.
- (c) What the men want in accordance with questionnaire attached (Appendix "A").
- (d) Which men wish to take advantage of (a) the correspondence courses listed in paragraph 2, and (b) courses at local Technical Schools.

5. In addition to the foregoing, advantage will be taken of the lectures on general and cultural subjects arranged by the Army Educational Corps and affiliated organizations. Requests for such lectures will be submitted on the attached pro forma (Appendix "B") direct to (a) Capt. F.H. Frith, Education Officer, H.Q. Home Counties Area, in the case of Canadian units in 7 Corps and (b) the Education Officer, Aldershot Command, in the case of 2 Cdn. Div. and Canadian Base Units, with copies to C.M.H.Q., through the usual channels, marked "attention Director of Educational Services". Until further orders accounts, duly certified, covering fees and incidental expenses of these lecturers, will be forwarded through the usual channels to C.M.H.Q. marked "attention Director of Educational Services".

6. Formation and Unit Commanders will ensure that the Educational programme is fitted in with the general programme for military training.

7. Authority is granted for the use of Government transport, as may be necessary, to carry personnel to central points for lectures and classes. Care will be taken to ensure that the minimum necessary transport is used.

8. The names of Unit Education Officers selected will be forwarded as early as possible, through the normal channels, to C.M.H.Q. marked "attention Director of Educational Services".

9. The information required by paragraph 4 will be forwarded from the Units not later than 20 Nov 40 through the normal channels to C.M.H.Q. marked "attention Director of Educational Services".

(Signed)
J.M. Humphrey Major
Senior Officer Auxiliary Services,
for Senior Officer
Canadian Military Headquarters.

[Appendices omitted]

EDUCATIONAL OPPORTUNITIES

AVAILABLE TO

CANADIAN FORCES OVERSEAS



15 September 1941

EDUCATIONAL OPPORTUNITIES

CANADIAN FORCES OVERSEAS

1. H.Q. EDUCATIONAL SERVICES

ST. NORMAN'S, WEYBRIDGE (Map. ref. 530821, sheet 114).
Telephone: WEYBRIDGE 2536 (Dr. A. E. Chatwin).
 2944 (General Office).

All U.E.O.'s should visit H.Q. from time to time and keep in touch with the general development of the educational programme.

2. ORGANISATION

Director of Educational Services	Dr. A. E. Chatwin.
Personal Adviser and Asst. to Corps Comd. ...	Mr. J. B. Bickersteth.

Educational Advisers:

Corps Tps., Hosps. (less No. 15) & A.A. Gps.	Lt.R.C.R.Cummings.
1 Cdn. Div.	Mr. J. H. Sturdy.
2 Cdn. Div.	Mr. M. L. Berlyn.
3 Cdn. Div.	Mr. M. Wilson.
'A' Group, C.B.U. (& No.15 Cdn. Gen. Hosp.)	Mr. W. C. England.
'B' Group, C.B.U.	Mr. W.C.Hodkinson.
'C' Group, C.B.U.	Mr. T. C. Mulvihill.
Forestry Corps	Maj. E. W. Matthews.
C.M.H.Q., London Units and R.C.A.F.	Mr. M. Freedman.
H.Q. Office (Cor. Courses & Dir. Reading)	Mr. P. R. M. Farrell.
H.Q. Office (University Courses)	Mr. D. LePan.

(2) Responsibility of " G " Branch

Education comes directly under "G" Branch and in each formation there is a "G" Staff Officer with whom the Educational Adviser may talk over his problems from time to time.

(3) Unit Education Officers

In each unit there is a Unit Education Officer. His duties are:—

- (a) To see that all men in his unit are fully familiar with the educational facilities offered.
- (b) To interview all applicants, whether for courses, classes or directed reading, and to see that their registration forms are completed and forwarded to the Educational Adviser of his formation.
- (c) To see that the courses reach the men and to keep in touch with their progress.
- (d) To arrange and supervise classes as required, to ensure adequate transportation is available and to check attendance.

- (e) To supervise the unit library.
- (f) To arrange lectures and informal talks and assist in any efforts made to encourage good music and art.
- (g) In general to stimulate and direct the educational activities of his unit and to keep his C.O. informed as to the progress made.

(4) N.C.O. Assistants

It is expected there will shortly be authority for N.C.O. assistants who, where appointed, will be responsible for the day-to-day detailed administration of the work in the unit.

(5) Unit Study Room

Experience has proved that an educational centre in each unit, available for quiet reading and study, is essential for the effective development of the educational programme. Attention is directed to Canadian Corps Orders of 16th June, 1941, para. 269, which reads:—

"Units will wherever possible arrange for a room to be reserved for educational purposes. As this room will be needed for quiet study, it should be distinct from the recreational rooms."

3. COURSES

(1) Procedure for Courses drawn up by Canadian Legion War Services Inc.

- (a) Bulletin No. 2 (Feb 41) giving the courses now ready is available from Educational Advisers. Courses marked with an asterisk have been published and are usually on hand, though the supply of certain courses (e.g. diesel, auto-engineering, radio) is sometimes temporarily exhausted. The courses, carefully drawn up by C.L.W.S. Inc, cover the work prescribed for pre-high school and first, second and third year high school as well as vocational and commercial subjects. Credits are recognised by the Provincial Departments of Education. As new courses are constantly being published Educational Advisers will furnish U.E.O.'s with up-to-date lists from time to time.
- (b) Each applicant for a course should be carefully interviewed by the U.E.O., who should discuss with the soldier his past education and decide what subject he should attempt. In general, it is wiser for a man to take only one course.
- (c) The U.E.O. should help the soldier fill up his registration form, which the U.E.O. then sends to the Educational Adviser of the formation, who in turn forwards it to Weybridge.
- (d) Weybridge then sends No. 1 Textbooklet of the course to the Educational Adviser, who forwards it to the U.E.O. The U.E.O. gives the course to the soldier. Texts, charts and instruments necessary for the course will be furnished by Educational Services.
- (e) Each course consists of four booklets, and each booklet is divided into five lessons. An examination paper is printed at the end of each lesson. This is cut out and attached to the soldier's written

answers, the whole being forwarded by the U.E.O. to Weybridge. The paper is then corrected by competent civilian teachers and returned to the soldier, who has meanwhile gone on to the next lesson.

- (f) A special examination is sent out from Weybridge to each soldier on his completion of booklet 2 and also of booklet 4. U.E.O.'s will make suitable arrangements for soldiers to write these examinations.

(2) Special Courses

(a) War Office Courses

Banking, Part I: Practice and law of banking; Economics; Book-keeping; English composition; Commercial geography. Part II: Practice and law of banking; Economics; English composition; Foreign exchange; Accountancy.

Engineering: English; Fundamentals of Industrial Administration; Engineering Science; General Science; Electrotechnics; Strength of Materials; Theory of Structures; Theory of Machines; Steam Engines; Internal Combustion Engines; Hydraulics; Metallurgy; Surveying; Geology and Mineralogy; Electricity Supply and Electrical Installations; Electrical Communications.

Insurance: Fire; Ordinary Life; Industrial Life; Accident; Marine; National.

Law: Contract; Negotiable Instruments; Bankruptcy; Tort; English Legal System; Sale of Goods; Company Law; Criminal Law.

Courses for Surveyors, Auctioneers, Estate and Land Agents: Agricultural Science; Elements of Agriculture; History and Elementary Economics of Agriculture; Elementary Building Construction; Central and Local Government; Drainage of Buildings; Elements of Forestry; Elements of Geology; Heating and Ventilation; Land Drainage; Elementary Quantities; Elementary Valuation.

Applications for any of these courses may be made to the U.E.O. The fee for each is 10/- and most of the texts may be borrowed from the nearest County Library. In case of difficulty the U.E.O. should consult his Educational Adviser.

(b) Engineering Courses

Arrangements have been made with the British Institute of Engineering Technology whereby 102 of their courses have been made available to Canadian troops at reduced prices. The books required for the course will be sent by Educational Services. The handbook giving detailed information about these courses is available for U.E.O.'s on request. These courses are listed under the following general headings: Civil and Constructional (14 courses), Surveying and Building (12 courses), Mechanical Engineering (19 courses), Commercial Engineering and Administration Courses (5 courses), Electrical Engineering (16 courses), Radio (9 courses), Automobile Engineering (9 courses), Aeronautical Engineering (13 courses), and General (5 courses).

(c) Accountancy—

This may be taken in one of three ways:

- (1) The War Office Course (Ref. A.C.I., 16 Aug 41, No. 1488).
- (2) The Course offered by Foulkes, Lynch and Co. Arrangements have been made whereby the student pays a moderate fee and the necessary texts are lent by Educational Services. U.E.O.'s may obtain full information from their Educational Adviser.
- (3) The course offered by the International Accountants' and Executives' Corporation of Canada. Arrangements are not yet completed, but those considering accountancy might hold their applications until full information arrives. This course will be practically free under an arrangement between the Organisation and the University of Toronto.

(d) Pharmacy

Two courses known as "Preliminary" and "Qualifying" are offered through the Westminster College of Pharmacy. Full information will be in the hands of the U.E.O.'s by 1 Oct 41. The fees are £1 and £1 10.0, respectively.

(e) Salesmanship, General Economics, Industrial History, and Citizenship

These are courses for which there is a limited demand.

Arrangements have been made to offer courses given by the Co-Operative Union, Manchester. The cost is 10/- a course and application should be made in the usual way through the U.E.O.

(f) Journalism

A correspondence course in journalism presents obvious difficulties and it has been decided (1) to provide each applicant with a directed reading course (books carefully selected by an expert are available from Weybridge) and (2) to expect from each applicant an article at regular intervals for criticism by a panel of expert journalists.

(g) Agriculture

Two special courses, based on pamphlets issued by the Department of Agriculture at Ottawa, have been prepared and are already in use. One deals with the business end of wheat growing and the other with the business end of mixed farming. Some of the men taking these courses have been working on English farms, and it is hoped through the milling industry to arrange for them to visit flour mills.

This course will not be available pending the arrival of further pamphlets from Ottawa.

(3) University Courses

All Canadian Universities have offered their extra-mural courses to Canadian soldiers overseas and many officers and men are studying one or more University subjects, intending to begin or to continue their University career after the war. In every case the course required is cable for to the desired University. Applications should be made to Weybridge on the usual registration form through the Educational Adviser.

4. CLASSES

(1) Classes in Academic and Commercial Subjects

Classes may deal with academic subjects (e.g., mathematics, languages, science) or with commercial subjects (e.g., typewriting, shorthand, bookkeeping, commercial art) and may be arranged within the unit, instructors from the unit or civilian teachers being employed, or in the neighbouring schools with civilian teachers. In view of the long distances and the black-out, there are obvious advantages in classes organised within the unit. In every unit it should be possible to find N.C.O.'s and men qualified to instruct. Some units are planning "General Education" classes based on the Canadian Legion Textbooklets in elementary arithmetic, English, science, and social studies. In schools, where classes for civilians already exist, soldiers may be enrolled by arrangement with the principal.

(2) Classes in Technical Subjects

Some of the most popular classes have been those arranged in diesel, automotive engineering, welding, carpentry, plastering, sheet metal work, plumbing and other practical trades. These are held in the workshops of the technical colleges and institutes, and Saturdays and Sundays have proved the most suitable times. If there is a demand for classes of this kind, U.E.O.'s should inform their Educational Adviser who will do his best to satisfy it, reasonable proximity to workshops being obviously the primary condition.

(3) Payment of Teachers

Civilian teachers will be paid according to the rate laid down by the Local Educational Authority. U.E.O.'s will obtain the approval of their Educational Adviser before making any financial commitment. Where classes are conducted by qualified military personnel, the payment of an honorarium should be discussed with the Educational Adviser.

(4) Purchase of Textbooks

Textbooks necessary for classes may be purchased by the Educational Adviser, **not** by the U.E.O. The account for these, when initialled by the Educational Adviser and approved by the Director, will be paid by Educational Services.

(5) Attendance

The Corps Commander has ruled that the educational programme will be voluntary. This makes it all the more essential that every soldier should clearly understand that once having enrolled in a class he must be a regular attendant. These classes cost money and, moreover, the casual student holds the keener ones back. The U.E.O. should do everything possible to see that routine military duties do not prevent soldiers from attending their classes and will furnish his C.O. with records of class attendance to ensure that only bona-fide students are helped in this way.

(6) Classes under Military Direction

During the last few months, in response to a definite request by the military authorities, Educational Advisers in the Divisions and in Canadian Base Units have organised training schools for Drivers and Mechanics and also for Military Clerks. Men are detailed for these classes as for any other military duty and Educational Advisers, though in no way responsible for the administration of these schools, are giving every assistance in making them a success.

5. DIRECTED READING

Directed Reading meets the need of the officer or man who is not interested in credits of any kind but wishes to study some specific subject, either because it is his hobby or because it has been or is likely to be relevant to his civilian occupation. The following list, though it could be much longer, gives some idea of the type of subjects asked for:—Aeroplane engines, navigation, pulp and paper making, photography, textiles, theology, harmony and counterpoint, entomology, air-conditioning, cartography, modern criminal investigation, calculus, poultry raising, mineralogy, advertising, mediæval history, salesmanship. It is not too much to say that there is hardly a subject on which a book or books cannot be obtained for the serious student. Over 2000 men have been provided with precisely the books they need. U.E.O.'s should explain to their men the opportunity offered by Directed Reading. Applicants fill up the registration form, which is forwarded in the usual way to Weybridge, where a special staff deals with these demands.

6. LIBRARY SERVICE

A library van specially fitted for the purpose and containing some 5000 volumes (maintained at that number) continually tours the formations, establishing unit libraries where desired and changing them on request. These are chiefly recreational books but there is a growing demand for technical volumes and more serious works. Books of this type are being included in those carried in the library van. U.E.O.'s

are responsible for seeing that unit libraries are properly administered and changed when necessary. A special department at Weybridge deals with all questions affecting the library service.

7. INFORMAL TALKS AND LECTURES

Extensive billeting areas, the black-out and lack of suitable halls, together with the uncertainty about the size of the audience resulting from these difficulties, have made lectures by outside speakers a problem. None the less, a good many were held last winter and U.E.O.'s, with the help of the Auxiliary Services Supervisors, should attempt to arrange lectures of this type at least once a month, using the list of speakers which will be issued in a few weeks' time.

Lectures by guest speakers can be supplemented by informal talks given by officers of the unit. These can be given to small groups of men by regimental officers, many of whom could chat interestingly about their civilian profession or their hobby. A careful enquiry by the U.E.O. into the resources of his unit will uncover an astonishing variety of subjects and a whole series of talks could thus be easily made available for the men who, where the experiment has been tried, have always shown their appreciation.

The "ABCA" plan of weekly half-hour talks on Current Affairs should set a precedent. These talks, which are a part of training and given in training hours, should at least accustom junior officers to give informal talks to their men in small groups. It should be noted that U.E.O.'s are **not** to be used for "ABCA" talks except to men for whom they are responsible in the field, but they should give all possible assistance to regimental officers in satisfying any demands which may result from the interest in international affairs stimulated by these talks.

8. MUSIC AND ART

Many U.E.O.'s are already familiar with the attempts which are being made to satisfy the undoubted demand that exists for good music and art. C.E.M.A. (Council for the Encouragement of Music and the Arts: Alexandra House, Kingsway, W.C.2) is always ready to supply musicians or art exhibitions. Several recitals have been already held in the Corps and Canadian Base Units and have been enthusiastically received. Others are being planned. Enquiries should be made through the Educational Adviser to Mr. J. B. Bickersteth, H.Q., Canadian Corps.

9. SUPPLEMENTS

Supplements to these notes will be issued from time to time as occasion requires.

EDUCATIONAL SERVICES
CANADIAN WAR LEGION
SERVICES INC.