The B. C. Teacher

OFFICIAL ORGAN OF THE B.C. TEACHERS' FEDERATION

Managing Editor - - - Harry Charlesworth

Published on the 10th of each month, except July and August, by the B.C. Teachers' Federation, 405-6 Campbell Building, Victoria, B.C.

Annual Subscription.....$1.50 Members of the B. C. Teachers' Federation.... 1.00

Printed by T. R. Cusack, Victoria, B. C.

Volume II. SEPTEMBER, 1922 No. 1

EDITORIAL

THE NEW ISSUE

As will be seen by our old subscribers, the size of the magazine has been increased. This change has been made with the object of conforming with the size rapidly being adopted by magazines generally. We are also using a larger type—and no doubt this will be generally welcomed. We are anxious to bring the magazine to as high a standard as is possible, and to this end we ask the co-operation of all our readers. Suggestions for improvement will be welcomed. Our purpose is to provide a magazine of value and interest to the teaching profession, and others interested in education in British Columbia.

We shall be glad to receive contributions from teachers. Even small items of "news" or "personals" will be welcomed.

Our Literary Department

Miss Helen Stewart, City Librarian, Victoria, B.C., and a member of the Provincial Library Commission, has kindly consented to take charge of a literary department, commencing with the next issue. The object of this department will be to aid all teachers in the teaching and study of literature. Supplementary reading for both teachers and pupils will be outlined, in correlated form, while short reviews of new books of vital interest to educationalists will be given.

Educational practice is rapidly changing at the present time, and no thoroughly efficient teacher can afford to be ignorant of these changes. For those whose time and opportunity is limited, the reading to be suggested by the Literary Department will be of great value.

Our Contemporaries

Most of the teachers' organizations of the world now have their own educational journal. We receive many in exchange, and such prove extremely interesting. Not only are the contents of high educational value—but the magazines form an admirable link in binding together the teachers in various parts of the world.

In our present issue we have reprinted addresses which appeared in "The Journal of the National Education Association," Washington, D.C.; "The A.T.A. Magazine," Edmonton, Alberta, and "The Teachers' Magazine," Montreal.

We are sure that those who read these three magnificent addresses will be amply rewarded, and will rejoice to think that teachers have, by their organizations, made possible the publication and dissemination of such valuable contributions to educational literature.

The Recent Entrance Examinations

This year saw a change in the regulations governing admission to High Schools.

Under the regulations in force up to the present year Entrance pupils attending schools in the larger cities and also 60 per cent of those attending schools of seven or more divisions in other districts (Rural and Assisted Rural Municipalities and the smaller cities) were promoted to High Schools on the recommendations of the teachers. All other pupils were required before being granted certificates to sit for the examination set by the Department.

The new regulations provide that sixty per cent (the most proficient) of the Entrance pupils in all schools of seven or more divisions shall be promoted on recommendation. The other forty per cent as well as all Entrance pupils attending the smaller schools are required to take the departmental examination. Another condition in the new regulations is that in order to be successful pupils must make an average of sixty per cent on the subjects of examination. Under the old regulations only fifty per cent was required. But in previous years candidates were examined in eleven subjects. The examination is now confined to five papers. Candidates who average sixty per cent on the five papers and whose teachers certify that they have been taught carefully the work in the other prescribed subjects are granted certificates.

In view of these changes, a comparison of the results for this year with those of last year, will prove interesting. The records of the Department of Education show the following:

Last year 3,996 pupils were granted Entrance Certificates.

This year the number of successful candidates was 3,587.

This shows that 409 fewer pupils obtained certificates this year.

However, an analysis of the results for 1921 and 1922 shows that the falling off in numbers was confined entirely to schools in a few cities.

This year Vancouver promoted 267 pupils fewer than last year, Victoria 96 fewer, and New Westminster 53.

The results for schools in cities having an enrollment of less than a thousand varied little from those of last year.

Schools in rural districts and rural municipalities succeeded in passing 1,660 pupils into High School this year. The number of successful candidates from these schools last year was 1,625.

In June, 1921, 2,689 pupils were granted certificates on recommendation.

In June, 1922, 1,717 obtained certificates on recommendation.

In June, 1921, 2,556 pupils sat for the examination and 1,307 (51 per cent) succeeded in passing.

In June, 1922, 4,231 took the examination and 2,170 (50 per cent) were successful.

It must be remembered that statistics alone do not necessarily prove much, but the above figures may be of assistance to those who are interested in the result of the change, for they can obtain local information in addition.

One point would seem to be quite evident, namely, that the change has not caused such a tremendous decrease in High School entrants as was feared in some quarters. A decrease of approximately ten per cent is not large considering the fact that the percentage for a pass was raised from fifty to sixty per cent.

THE GOVERNMENT'S CONVERSION SCHEME

The attention of the holders of the five and a half per cent war loan bonds maturing December 1, 1922, is directed to the offer of the Minister of Finance to renew the loan on favourable terms. The last Canadian loan was placed in New York at a satisfactory price. The Minister is making his present financial operation entirely a domestic one by offering to exchange the maturing bonds for new bonds bearing the same rate of interest, running for either five years or ten years as the bondholder may prefer. A further inducement to the investor is that he receives a bonus of one month's interest. The terms offered are decidedly favourable to the investor and it is probable that a large part of the maturing loan will be renewed. Arrangements for the exchange of the bonds can be made at any branch of the chartered banks. Holders who do not wish to reinvest will be paid in cash on the 1st December.

NEW BRUNSWICK'S NEW TEACHERS' PENSION ACT.

The New Brunswick Legislature at its recent session enacted a new Teachers' Pension law providing for more generous pensions to retiring teachers. By its provisions a male teacher of 60 years and a female teacher of 55 years of age may, upon retiring from active service, receive a pension equal to one-half the salary received for the last five years of service in the public schools, up to the time of the passage of this Act. No pension under this Act shall, however, be less than $250 and none more than $800 per annum. The Act also provides for disability to teachers who are totally disabled. They may receive as a disability a sum equal to as many thirty-fifths of the pension to which they would be entitled had they taught thirty-five years, as corresponds to the number of years taught by teachers. That is, a teacher who has taught twenty-five years may receive as a disability twenty-five thirty-fifths of the pension to which he or she would be entitled had the thirty-five years of service been given.

Five per cent will be deducted from the Government grants of all teachers to provide a Teachers' Pension Fund which will be supplemented by a like amount from the consolidated revenue of the Province, annually. This Act may apply to all persons holding teachers' licenses and who are exclusively engaged in work connected with the public schools, such as school inspectors, instructors in the Normal School, etc., if they desire to avail themselves of its provisions, and pay the required fees.

—(The School, June, 1922.)

We have received a copy of "School Days," an excellent magazine, published in Vancouver, for school children. It is a very interesting and instructive publication, containing much matter for supplementary reading. Teachers who are interested should send for sample copies to the Editor, Mr. E. W. Reid, Seymour School, Vancouver.

THE NEW EDUCATION

W. G. Cove, President of the National Union of Teachers of England and Wales, Rhondda, Wales.

IN SPITE OF GRAVE DIFFICULTIES immediately confronting the teaching profession in Britain, the kind invitation extended to me by your President to be present at this conference was readily accepted by me, and enthusiastically agreed to by the Executive of the National Union of Teachers. It was felt, and I believe rightly felt, that the organized bodies of teachers in the various lands have too long been strangers, and that nothing but good would accrue to the profession, education, and international understanding, from a coming together of those who are engaged in the work of education throughout the civilized world. It is my belief, extravagant though it may seem in the present state of national suspicions and antagonisms, that the educators of childhood and youth can be, if they have the vision and the desire, the strongest force for peace and good-will amongst the democracies. If in our collective and individual capacities we rise to a concept of our world-wide humanist mission, we cannot but be a force greater than any that kings or statesmen can mobilize.

There can be no doubt that the school is an international factor of potent force, and it is within the power of its teachers to use it for the destruction or the healing of the nations. It is a sacred trust, a dynamic concept, and if we are to be faithful to it, we must realize ourselves as world citizens whose task it is to integrate its moral and spiritual forces. We must banish from the schools a nationalism that does not find its highest expression in service to humanity. We must eradicate national jealousies, prejudices, and hatreds and let the spirit of common childhood, common parenthood, permeate and brood over the schools.

To us is given the privilege of seeing a common humanity sanctified and made pure in the child we educate. To us is given the honor of placing at the disposal of growing life the best of the inheritance of the past and the duty of nurturing the promise of things that are to be. The teachers of Britain welcome, therefore, in the spirit of common purpose and high endeavor, your kindly invitation to their President.

I would, Madam President, that I could bring with me a message of hope and recorded progress from my native land. I would, too, that I could confidently state that the war had changed the heart of musty and cynical old Europe. But truth to observation and conviction compels me to state that Europe is still riven with economic antagonisms and national suspicions. The war has not cleared the path to a realization of a brotherhood of the nations. Our Prime Minister stated that an old man greeted him on his return from Genoa, calling it Gehenna. "And," said Mr. Lloyd George, "it was not far from it after all, for I felt there was but a slight partition intervening between us and that evil place. At times I could smell the very fumes arising therefrom." And I want to say that I do not believe lasting peace will come to us on the plane of material concessions, political adjustments, and economic hegemony. Many of the chancellories of Europe are still drunk with materialism, and the democracies crushed by pessimism. The integration that is sought is material and economic, and therefore unstable and transitory. The abiding integration must be sought on a higher plane—the plane of intellectual, moral, and spiritual well-being. It is here that the school can play its great part. It must transform the materialist habit of mind of statesmen and of peoples. It must preserve in the cross currents of materialism, the kingdom of the ideal. I know that European cynical old age will laugh and mock, but as educators we have faith in childhood and youth, and we draw our inspiration from the future. Through the emotional appeal of the child we must bring about the triumph of reason. As educators we know our dependence upon world culture, and we must not let the dominance of finance or capital prevent the children entering into their rightful heritage.

As we look around at the effect of modern industrialism we note that one of its baleful effects has been the mechanizing of life. "Mechanism dominates life and not life mechanism." We have seen human personality dwarfed, stunted, and twisted into ugly shapes by the dominance of a mechanized industry and a mechanized society. Life has become, for millions of men and women, purposeless, stale, and flat. We have thought in terms of material values and not in terms of human values. It is the purpose of the school to restore to us the correct content of value. It is our task to make society see the truest economy in happy childhood, growing life, and creative play and work. I do not bemoan the fact that modern civilization is based upon machine production. I have no regrets about the application of science to the provision of man's material needs. What I do object to is the mechanizing of human life and the material appraisement of human personality. And there is no inevitable need that this should be so, for the school, rightly conceived by society and given its proper place and function in society, is capable of performing the task of preserving and conserving the intellectual, moral, and spiritual legacies of the ages.

The school in modern society is the social unit for the exercise and development of all that we term humanism. And there is abundant evidence that the schools of Europe and America are realizing their high mission and calling in the preservation of the human in this machine age. No longer do we regard the children as passive recipients of facts. No longer do we emphasize mere knowledge. We recognize

variant individualities and unfolding personalities. We treat with reverence and wonder unfolding life. The escape for the child from a mechanized society is found in the spontaneous activities of the school. Not only is this true of our infant and junior schools, but it is increasingly becoming true of our senior departments. Further, if we are to preserve our adolescents from the banal mechanizing of a machine age, we shall have to provide them with creative and recreative purpose in our schools. The logic of the machine is to negate skill for thousands of youths, and it is abundantly clear that the school must provide the educative purpose that industry can no longer provide. I would point out, too, that moral derelicts are made in the leisure time of youths, in the reaction from the monotony of machinefacture. It is here that the school can provide the stimulus to creative activities, and thus give meaning and purpose to youth.

There can be no doubt that the war ushered in a new era, and it did so by accelerating and intensifying the social tendencies that had already an incipient existence in industry and society since the industrial revolution. We have, the world over, industry integrated and organized upon a vaster scale than ever before; we have combinations of industrial and financial groups unprecedented in their industrial, financial, social, and political power. The world, as never before, is economically one. Yet in spite of the economic unity of the nations, there is no corresponding intellectual, moral, or spiritual appreciation of its implications for human conduct. Intellectually the vast mass of mankind, the democracies of the world have not perceived the delicate and complex relationships of the modern society, much less have they any appreciation of its moral and spiritual significance. The vastness and complexity of modern society, with its subtle economic reactions, have left them dumb and passive. The material progress of men seems to have outrun the intellectual, moral, and spiritual capacity of democracy. It is the school that must give democracy the power of adjustment to the new conditions. It is the school that must save personality from intellectual, moral, and spiritual passivity. There is nothing more tragic, nothing more dangerous to civilization than the mental stupor and moral inertness of masses of men. The passivity that gives its brains to the sensational press, the intoxication of gambling, and that allows its mental and moral fibre to be weakened by picture shows is a bar to all true progress. The school must save democracy and civilization for progress, by nurturing the constructive impulses of the common man. The greatest safeguard against future wars will be found in the intellectual perception by democracy of the unity of civilization, and the active participation of the common man in the social and political questions of the day. The school must give the knowledge upon which sound citizenship is founded, and the moral fibre which active citizenship demands.

I know that we have in the West political systems which we are pleased to term democracies, whether monarchical or republican. But has the part played by the people in them been an active one? Have not decisions of life and death been taken without reference to them—yes, and even without reference being demanded by them? The dumbness of democracy has been tragic, and its passiveness will be fatal. If we are to have democracy in content as well as in form then this blind and ignorant passivity must give place to virile and enlightened activity. The economic transformation that has come through the forces of industrialism must be paralleled by a moral and intellectual transformation, and in this transformation the schools must play a major part. Industrial society gives no ennobling purpose to our tens of thousands of adolescents, and it cannot until it asks the schools to undertake the task.

And the schools, especially the infants' schools, have already perceived the dangers of urbanized industry with its division of labor and its sectionalization of life and human personality. Human personality has been out of focus, and it is the task of the school to bring the whole personality of the child within the focus of educational purpose. Our work we already perceive is not to pack the human mind but to develop human personality. The passivity that makes of democracy an empty form will be banished in the self activities of the school. We put our faith no longer in receptivity but in purposeful activity. The world-wide over, we cry for the concrete realization of personality in active construction. And this later movement in our schools, this vision of the unity and activeness of individual life, is of fundamental import to democracy and the new world movement. No autocracy can be imposed upon a race that has been trained to work out its own salvation in its schools. Today men need not only the ability to understand the problems of industrial, social, and political life, they need the impulse to understand, the desire to know. The efficiency of democracy depends in the first place upon an enlightened interest in its problems. Its tendency has been to repose an ignorant trust in those whose interests are opposed to democracy and to delegate its powers to those who are unworthy of its trust. No true democracy can persist by inertia. It is the work of the schools, by the quickening variety of their curricula and the stimulating methods of their instruction, to give to the masses the activity that is a basis of democratic government. And the significance to the new world which we have envisaged is that the new activities of the school are being purposely related to the vital and common occupations of men. The degradation of the workman has produced the nondescript citizen. The elimination of pride in craftsmanship has its complement in the absence of civic dignity. Your merchanized worker is your amorphous citizen. The common man must shake off his lethargy, must become proud of his workmanship, active in his citizenship, before we can have government of the people, by the people, and for the people. The activities of the school are of vital

import in the creation of this activity, pride, and dignity that are necessary for real democracy.

The great war revealed also the weakness of precepts in the clash of economic interests, and national and racial prejudices. Men cannot be redeemed merely by maxims, neither can universal good-will be achieved by preaching. Your moral edifice must be slowly and patiently built in the concrete. Your social consciousness must perpetually find its awareness in the actualities of social service. The school provides the social organization for the exercise of a concrete morality and the realization of vitalizing social service. One of the distinctive marks of modern society is the cleavage between private and public morality. The ethics of private conduct are not the ethics of our business and social relationships or of our foreign diplomacies. This dualism, this cynicism of a commercialized morality, has been fraught, as the revelations of pre-war diplomacy revealed with nothing but evil consequence to men. Even now, there are cynical statesmen in Europe whose blighting ethic is that "might is right." The school in and through its social relationships actively practiced in the concrete, by the reaction of theory upon practice and practice upon theory, by the unified development of human personality, will be the strongest force for ridding the world of this pestilential ethic. The perception of unity of the human personality is the first condition for the achievement of the unity of the human race. The modern school has a vision of that unity. It sees in human personality, in the sum of its potentialities and achievements something more than a piece of mechanism, something more than a mere "hand." It sees a living personality, in which body and soul are one, in which there is no divorcement of the inward convictions and outward actions, and in which full growth depends upon the balanced development of all its elements. In the relationships of the school, private and public morality are one. "The school," as one has said, "is the idealized model of the world and the world must become the realized model of the school." This may seem visionary, but I am convinced that neither leagues nor conferences of nations can secure a permanent orientation of world policy towards peace until we have ceased to sectionalize human personality into man physical and man spiritual; into man private and man public. In the constructive occupations of the schools, in their individual contributions to social tasks within and without the social unit of the schools, we have the training ground for social purpose in the spheres of industry, citizenship, and politics. The school is the microcosm that must realize itself in the macrocosm of the world. In the unification of physical and mental, in the unity of example and precept, in the supreme conception of man as the creature and creator of his environment we shall provide the world with the practical working faith that will give the world what it so badly needs, the dynamic concept of unity.

There can be no doubt that the war has left the schools and universities of the world with a great choice. They have to decide whether or not they will be the instruments of a narrow nationalism, a ruthless and material imperialism, and a cynical chauvinism. The war has not rid the world of its damning philosophies and its vaulting ambitions. We still have statesmen who dominate the politics of Europe saying that "we can only get what we can force," and who are applying in enlarged armies the cynical aphorism that the best preparation for peace is to prepare for war. We have to decide as educators whether we are prepared to teach this philosophy in our schools. There can be no doubt that the schools of the world have been effective organs for the cultivation of national consciousness. They must now become organs of international consciousness, if the efforts towards peace are to be successful. We have to weave in our schools and universities the garment of a common humanity. In spite of the acknowledged international indebtedness in science and humanities; in spite of recognized commercial and economic dependence, we have not yet evolved a world consciousness of this essential dependence and unity. One of the noble tasks of our educational institutions will be to evolve this world consciousness. We cannot do it by teaching an exclusive patriotism in our schools and colleges. We can, and must, aid the forces of peace and goodwill by evolving a world history and a universal geography. Acquaintanceship begets understanding, and understanding appreciation, and the generous mind of youth will respond to our appeal to a common humanity. We must girdle the world with the imagination of generous youth. We must not only scrap our armaments but also our historical text-books. May I suggest in this respect that as teachers we can render much aid to the new world movement for solidarity by ourselves working for the unification of our national systems of education from the infants' school to the university, by the solidarity and unification of our profession, nationally and internationally. We have our national councils and executives, why not an international council? Such a council by its efforts to garner and distribute the world fruits of educational endeavor would be a more powerful factor than any "Supreme Council" of statesmen in the cause of world humanism. Democracy needs to see the world in perspective. It is now the willing subject of unbalanced prejudices and sectional interests. The schools and universities of the nations must take upon themselves the task of giving to democracy this sense of world perspective. They must "evolve an objective standard" for the aspirations and the testing of national conduct, and side by side with this as complementary and essential, the schools and universities must become the cultural means for its attainment in the conduct of nations. The reaction of the war has left democracy listless and without clear objectives. The passions of the past have left men dry; it is clear that in Europe, at least, men are merely creatures of blind economic forces. There is an absence of urge—a lack of direction. It is our task in the schools to restore vitality and give direction to the democracies of the world.

Thus our task as educators in the new world of democracy is a supreme and sacred one. In an age that has become mechanically complex, that is dominated by

material conception of what is economic, we have to reassert the vitality, the unity and dominance of personality. We must convince a cynical world that the laughter of childhood is truly economic and the free play of the constructive impulse of youth and man is an exercise in the truest form of economy. We must make the world ring with the laughter of childhood and the joy of youth.

Address before the National Educational Association at Boston, July 2, 1922. Reprinted from the Journal of the National Education Association.

DIFFERENTIATION IN SCHOOLS AND CURRICULA

Principal W. L. Grant, M.A., of Upper Canada College, Toronto.

[An address delivered before The Alberta Educational Association.

Reprinted from The A. T. A. Magazine, Edmonton, Alberta.

AS I said on Tuesday when you did me the honor to listen to my views on the teaching of English, we in Canada are taking our part in the great experiment which western civilization is making, the experiment of endeavoring to build up a civilization upon the basis of universal education. The experiment is great and new. So-called democratic education in ancient Athens was indeed the education of her thirty thousand free men, but her hundred thousand slaves were left to such knowledge as they could pick up for themselves. They did indeed include some of the most expert artisans and craftsmen whom the world has seen; the work, though not the designing, of the Parthenon and the Elgin Marbles was carried out by slaves; but of any duty toward their education the state recked not.

In another sense education was democratic in the time of the mediaeval papacy. Any boy—and to some extent any girl—who showed sufficient promise could get an education in the monastery school. Nicholas Brakespeare (Adrian IV), the only Englishman who ever rose to be Pope, was the son of a poor cottager near Oxford. But here, too, unless special promise was shown, the children of other than wealthy parents were left to grow almost as casually as did Topsy.

We now consider it to be the duty of the state to provide secular education for all. It is a daring experiment; and it can only be carried through to success if we keep it alive: if we ensure that the great and vital experiment of one generation is not allowed to become the stereotyped system of the second, and the death-cold fossil of the third.

Even now are we easy in our minds? Of our present educational systems I say fearlessly that we are not always satisfied with the results. The teacher's profession is not everywhere held in high regard, and the fault is not wholly that of the philistinism of the community. The very real reason is that some of our work seems unreal and much of it mechanical. What are the three great motives which sway men, and to which we must appeal? Love of truth, love of beauty, love of goodness. Is it not true that till recently at least in our system of day-schools we have devoted ourselves too much to the training of the intellect, and even in our training of the intellect too much to its mechanical side; that we have given too much instruction and not enough education; that we have taught such tool subjects as reading, writing, arithmetic, and not sufficiently seen that these aptitudes may to a considerable extent be acquired by a machine or a performing seal. Today the teacher is not always the chief educator in the community, even if he is the chief instructor.

And as the giving of instruction is to a large extent mechanical and simple, whereas the giving of education is as complex as life itself, we have tended too much to a false simplicity in our educational system. We have not seen sufficiently that just as life is almost infinitely complex and differentiated, so too must education be. Plato gave as the ideal for education, "to give to the body and the soul all the beauty and all the perfection of which they are capable." Now such beauty and such perfection are of the spirit spiritual and instruction is of the earth earthy. Thus said Plato, not in his ideal Republic, but in that second-best practicable state which he describes in the "Laws," that state which he thought might be realized in existing Greece with the existing material. In it he made the minister of education the most important member of the government. "There remains the ministry of the education of youth, male and female; he, too, will rule according to law; one such minister will be sufficient, and he must be fifty years old, and have children lawfully begotten, both boys and girls by preference, at any rate, one or the other. He who is elected, and he who is the elector, should consider that of all the great offices of state this is the greatest; for the first shoot of any plant, if it receive a good start towards the attainment of its natural excellence, has the greatest effect on its maturity. And this is not only true of plants, but of animals wild and tame, and also of men." (Plato "Laws," Jowett's Translation, vol. 5, p. 147).

To secure perfection, and to give to all the infinitely varied strains of a community their due we must differentiate our education. We must beware of creating what Mr. Rudyard Kipling calls "the standardized state-aided mind." Unlike the student who on receiving his B.A. degree, telegraphed to his father the one word "educated," we must remember that education is a process carried on in each individual from birth to death and left imperfect at the finish.

So far our provincial systems have tended, as all systems tend, to too great simplicity, and too great

rigidity. This has been carried farthest in Ontario. You in Alberta are on the whole more open-minded, even if in some ways our Ontario system is more mechanically perfect. We have a larger number of highly-trained teachers, a larger established educational tradition, an university with departments more highly developed; but you in Alberta have more windows in your soul.

I am not quite such a fool as to deny the need of an educational system, a need especially urgent in these western provinces. Without such a system, without certain rigid and unswerving laws, the Canadianization of the immigrant could not be carried on. Only such a system can ensure that compulsory teaching of English which is, in my opinion, a necessity. Let system be as rigid as possible to hold up the mediocre teacher; give it a floor of reinforced concrete, so that none shall fall below a certain level; but at the top let it be open to the stars and the four winds of God.

Differentiation must take many forms. In Ontario our primary schools are on the whole excellent, and not till the higher grades is the need for widening apparent. But when the child reaches the age of eleven or twelve we must study with care and in my opinion adopt what is usually called in the United States the Junior High School, but in Scotland, where it originated, the Intermediate School. In Scotland it has long prevailed, and is being increasingly adopted in the United States, where there is a whole literature about it, written in most cases with American thoroughness and with the portentous seriousness of the American expert. May I refer to Briggs, "The Junior High School" (Houghton, Mifflin & Co., 1920) in which you will find a bibliography; and also to "The Intermediate School in Detroit" by Charles L. Spain, Arthur B. Moehlman and H. L. Harrington (The Detroit Educational Bulletin, December, 1921). The plan is also being tried out in Winnipeg and in your own Province, for you in the West have kept more in touch than we have in Ontario with the best American practice, but it is perhaps not so widely known as to make explanation superfluous.

The usual Canadian and American practice has been that of a primary education extending over eight years or grades, and a secondary education extending over four years or grades. If the plan of having a Junior High School is adopted, certain grades, usually 7, 8, 9 and sometimes 10, are segregated by themselves, the pupil entering from the sixth grade of the primary school at the age of eleven or twelve, and going on at the age of fifteen or sixteen to the Senior High School. There are, of course, many variations. Sometimes, as in Winnipeg, the pupil is allowed either to carry on in the Public School to the end of Grade 8, or to enter the Junior High School. (I say "is allowed," but naturally the judgment of the teacher enters in.) In other cases, as in Detroit, the plan is to have all pupils enter the Junior High School from the sixth grade, and it is hoped to add to the Senior High School a year or more of advanced work. In a well-equipped Junior High School in a large town the pupil on entering may devote himself either to an academic course; or an industrial; or a commercial; or an agricultural; or household arts; or to a mixed course; if the school supervisor sees fit. There is thus afforded the great advantage of a more differentiated curriculum; other advantages are an improvement in grading and in discipline, which seems to be fairly well proved.

For the teacher this Intermediate School provides a bridge which more easily enables the ambitious public school teacher to qualify for secondary school work. By this I do not mean that an enterprising school board can save a little money by staffing its Intermediate schools with primary school teachers. This has been tried, and in every case has proved disastrous. An Intermediate School must be staffed by secondary school teachers, at least until such time as the new type of school has bred a new type of teacher.

May I give a typical curriculum of such a school? Let us assume thirty units a year for three years, i.e., ninety in all. These would be divided into: Twelve English, eight History, eight Geography, eight Science, five Mathematics, six Economics and Civics, four Physical Training, three Music; i.e., fifty-four compulsory units, the other thirty-six being optional, and depending upon the course which the pupil has elected. In the academic course, at least one foreign language and at least one mathematical subject other than arithmetic are taken in either the seventh or eighth grade.

May I give an example from our own practice at Upper Canada College, where as our boys usually go up to the university, we concern ourselves chiefly with the academic department. We begin French, Latin, Algebra in the preparatory primary school at the age of about eleven. In our main or secondary school we receive two sets of boys about equal in number, those trained in our preparatory school or in similar schools and those trained in the primary or public schools of the province. On the whole, there is no doubt that the boys who have already had one or more years at a foreign language and at one of the mathematics come to the secondary school rather more advanced intellectually, with rather more zest, with rather more sense of the great and joyous adventure of education, than do those of the public schools of Toronto and the province. The reason is certainly not that they have been better taught; I know of no body of teachers more zealous or conscientious than those of the Ontario Public School system. The reason surely is that just at the age of eleven or twelve, when a boy's horizon begins to expand, when with approaching adolescence a whole new world of vague thoughts, feelings and aspirations comes in upon him, his intellect receives new and fresh food, something to keep his intellectual aspirations still on the stretch, whereas just at those critical years from eleven to fourteen, the years at which a child is most highly receptive, most single-mindedly faring on the intellectual quest, the Ontario child is forced to chew upon a little more

English Composition, a little more English History, a little more Arithmetic, and goes on to the secondary school, not as yet staled, but already slightly overcast with the shadow of impending staleness. "How do you like our boys?" I said to an Englishman, who had been on my staff for about six months. "The best material imaginable," he replied, "but they should have known as much as they do now at fourteen when they were eleven or twelve." "They did," I replied. There is terrible waste at present in Ontario of the years between eleven and fourteen: just the years, I repeat, in which most could be done.

To introduce into our present systems such a Junior High School involves of course various questions of its articulation with the existing schools, questions which cannot be said as yet to have been solved, though enough has been done to show that their solution is not impossible, or even extremely difficult; into this I need not enter.

All this, it may be said, is well enough for the large town; but what of the village, and what of the country-side? From the bottom of my heart I agree that the country-side is the great Canadian problem; we must use every means to resist the over-urbanization of Canada; we must not become hydrocephalous, as in Australia, where one city contains almost a quarter of the population and two cities over one-third of it. In counteracting such a tendency the High School has a more important part to play than has the university, in Ontario, at least; and so far as I know, with yourselves; the secondary school problem is a more important one than even the university problem. Rural education should be the first thought of our ministers of education. Is there no need of differentiation here?

To return to our old friends, Plato and Adrian IV. There were in the middle ages certain great schools, which drew their pupils from all over Europe; to which the wandering student, boy or man, was drawn over weary road and often over tossing sea. The mediaeval church took only the best, but it gave them the best education available. We now, wiser than the mediaeval papacy, have put education within the reach of all; but have we sufficiently imitated it in putting the best available education within reach of the best? Was not Plato wiser than either the papacy or we when he held that there should be education for all, with a gradual elimination of those who had absorbed as much as they were capable of holding, and a steady selection for further education of the wisest and the best? I speak with diffidence, but should we not, as finances allow, scatter over this province and over other provinces of our Dominion, Agricultural High Schools, with simple residences attached, drawing the more promising pupils from all parts of the Province, if not indeed from the Dominion? Such schools should, of course, train not only in agriculture, and its auxiliary sciences, but also in Civics, Economics, in English Literature and English Composition. Its teachers should be the very best in the province, and a scholarship system should draw to it the most promising pupils from the surrounding district.

At Monteith, in Northern Ontario, amid the scattered pioneer population, the present Ontario Minister of Education is trying out a somewhat similar experiment, though having as his main aim the laudable one of training Northern Ontario teachers for Northern Ontario schools. With this end in view, pupils who cannot pay even the small fees exacted for residence, may borrow the money from the province, on promise to repay in after years by teaching. It is an interesting and praiseworthy experiment, which I commend to your attention.

I pass to another aspect of the problem. We should differentiate much more than we do to suit the locality. In Ontario we have today great industrial cities like Toronto and Hamilton; mining areas like Sudbury and the Soo; farming areas; country towns and villages; but, with insignificant exceptions, all the teachers are trained on the same model, and teach the same subjects in the same way to the children of these varied localities. You in Alberta are approaching an equal variety of interests. Are you varying your schools to meet it? We in Ontario certainly very badly need a change in our system which will enable us to vary our curriculum to suit the locality. Our main need in this regard is to have school boards representing larger areas. Though exceptions have been made in the case of some of the cities, our school sections are for the most part too small and our divisions far too arbitrary; and do not in any way represent living organisms, do not force community centres for that living vital local patriotism which should be the seed-bed for the larger patriotism of the patriotic Canadian. In Ontario our school sections have powers almost solely financial, and the trustees employ themselves too largely in keeping down the teachers' salaries and in cutting down the bills for necessary repairs and improvements. We badly need a larger administrative unit, the township, or if possible the county, receiving a much larger share of provincial aid than is at present given, and with much more power than at present of varying its curriculum to suit the locality. I understand that you too suffer in somewhat the same way, and I wish you all success in your fight to attain municipal school boards, or whatever other larger areas with larger powers your conditions here require

I pass on to a third differentiation, especially in secondary education. There are more and more important private foundations in Canada than we realise. The annual report of your Provincial Department of Education for 1920 shows that eighteen private secondary schools educating approximately 1800 boys and girls, young men and young women, were inspected by departmental inspectors during the year. The "Report of the Massey Foundation Commission on the Secondary Schools and Colleges of the Methodist Church of Canada, 1921," shows what a large contribution to the secular education of the

country the Methodist Church alone is making. That in Alberta such schools are inspected by the Provincial Education Department is good insofar as it shows that the Department recognizes their existence, which in Ontario it can hardly be said to do. But when the inspector says that "in ten of the eighteen schools inspected the requirements of the Department of Education with respect to courses of study, grading and textbooks are being fully met," the cloven hoof of departmental standardization is revealed. In a properly articulated system of education, one great advantage of these private foundations will be that they are not strictly held to the requirements of the Department of Education with respect to courses of study, grading and text-books; but that they are encouraged to experiment on lines of their own.

What, for example, can such a school as Upper Canada College, of which I have the honor to be the head, do for education in Canada? By means of a residence it can attract pupils from a distance. At its best a residential school can win a loyalty, can teach a boy love for an institution larger than himself in a way impossible in the day school. With its large grounds it can stress games, not disproportionately, but as they are unfortunately not stressed in our provincial schools. But above all, it can be for the Dominion and for the provinces an educational laboratory in which experiments are tried, which, if unsuccessful, can be abandoned without widespread hurt, and if successful can be made province-wide or Dominion-wide, or at least adopted in such localities and schools as present similar conditions. At present, for example, we are carrying on classes in Spanish; we are using the Classics in translation more widely than in the provincial schools; we are organizing clubs, in which out of hours the boys discuss emigration, trades unions, railways, our position within the Empire, and similar questions, free from the possible deadening influences of the classroom. We are free to use our own text-books. A prominent Ontario teacher writing to the "Toronto Globe," recently described my own "High School History of Canada" as a lifeless, cut-to-the-bone work. While I cannot wholly agree with him, I admit to the full his right to his opinion, and it seems to me monstrous that the Department of Education should insist upon his using a book which he thus despises. It is possible that some Ontario teachers after reading it consider me to be what I have been called in your neighboring province of British Columbia, pro-German, and—O! wonder of wonders!—"the hidden hand," yet none the less they must use my book. Surely it is not impossible for a committee of experts to draw up a selected list of text-books from which teachers shall be free to choose.

The education of Canada will, in the main, be carried on by provincial systems of day schools, but the private schools will play an appreciable and I hope increasingly important part; and they must be watched and encouraged; must be kept up to the standard, and if up to the standard, left unfettered.

I pass to yet another aspect of my subject, and perhaps the most important. Canada has long had "Dominion status" within the Empire; i.e., she is allowed by the Mother Country to make her own mistakes; but the teacher still lacks "Dominion status" within the profession. Far more freedom should be given to the individual school and to the individual teacher, even if a few freaks and cranks are encouraged thereby. After all, cranks turn wheels, and it is better to give a free hand to the brilliant teacher, even if thereby the repression of freakishness is rendered more difficult, than to encourage them to become not the cranks but the cogs of the machine. "Mark Hopkins on one end of a log and I on the other was all the university I had and all the university I needed," said President Garfield; and our provincial systems must find some way of keeping their hands off Mark Hopkins, even if standardization is made more difficult. I rejoice to see that you are building homes for teachers. In my opinion equally important with the all-round raising of the salary of the teacher is the provision of an adequate number of prizes to which the profession may aspire. After all, the young schoolmaster makes as much in his first year or two as the young banker or engineer; what he lacks is high positions at the top to which he may legitimately aspire. If the larger schools with homes attached can be made attractive enough to encourage a stream of the ablest men and women to flow into the profession, much will be done. They should be allowed to work out the plan of teaching most suited to their community, aided but not impeded by wise and sympathetic inspection. One will carry on his work on old-fashioned lines, another will adopt the Dalton plan, so eloquently preached by Miss Parkhurst in New York; one will teach English literature by means of "Playway" and verse composition; another by way of the Graph and the laboratory method. Speaking recently at the Perse School in Cambridge, Mr. H. A. L. Fisher, the English Minister of Education, praised it for its courageous experiments, and stated that it was one of too few schools in England which had qualified for the extra grant given by the Department to schools who carried out promising experiments. When, Oh when, shall we have a minister of education like that in Canada! Until recently at least in Ontario, any daring teacher who tried any experiment would have been soundly rapped over the knuckles and told to confine himself to the departmental syllabus.

"Theirs not to reason why,
Theirs not to make reply,"

has too long been the Ontario attitude toward the teacher, and the Department. I hope that the Teachers' Federation, which is doing such admirable work in raising status and salaries, will soon carry its work into the sphere of the curriculum, and raise the slogan of "Hands off the teacher!"

One great difficulty in procuring this reform in Ontario is the character of our Matriculation and

Normal School examinations. It is felt even in England under such a minister as Mr. Fisher, and at the Headmasters' Conference of the large Public Schools of England held at the beginning of this year the following motion was unanimously passed: "That this conference also welcomes the observations contained in the same report in favor of greater freedom in advanced work in secondary schools, and desires to represent to the Board of Education that the time has come for revising the present advanced course regulations and encouraging the development of the greatest possible variety in secondary school work of a really high standard." In Ontario we have at present a Pass Junior Matriculation with which little fault can be found; but after that we have an Honor Matriculation in which Mathematics is obligatory, and for any Arts course, Latin also. To these must be added, for a Science course, at least one other Honor subject, and for an Arts course at least two. Moreover, the whole weight of our scholarship system is thrown toward training the pupil in general proficiency, which might more fitly be described as general smattering. I will go so far as to say that the only obligatory papers in Honor Matriculation should be one or more demanding a really high standard in writing the English language, and that the pupil should be left free to choose not more than two other subjects. There would then be some hope of smattering giving place to thoroughness, and of sterilizing cramming being superseded by something of that sense of the joyous adventure of education which our secondary schools too seldom give.

"What is all this doing for the child?" said an English inspector of the elaborate apparatus and methodology of our present-day training. Ever at present we are doing a good deal. The zest with which my own children go to the public school of Ontario is much greater than that which was shown by their father, and the cause is not, I make bold to say, better brains on their part, but better teaching in a better school. If anything I have said of our present systems seems hard, I admit the great improvements that they have brought about. They have raised us all to a not unworthy level, and the time is now ripe for them to go on by differentiation along the lines which I have described, and along many others on which I have not touched, to levels higher and yet higher. "I am come that you might have life, and that you might have it more abundantly" must be the motto of the true teacher. This splendid convention gathered from all parts of your great Province shows that you have the vision, and where there is vision there will hereafter be fulfilment.

MENTAL FATIGUE AND THE SCHOOL TIME-TABLE

Margaret F. Hadrill, M.A., Montreal High School.

(Abridged from a paper read before the Seminar in Educational Psychology at McGill University)
(From The Teachers' Magazine, Montreal)

OF the making of time-tables there is no end. To the casual lay observer it would seem that once the time-table of a school is arranged it should serve for all time; but we of the profession know otherwise. Each September we spend many hours drawing up a time-table only to be beset with doubts, when the task is finished, as to whether our arrangement will secure the maximum amount of work from our pupils. Would it have been wiser, for instance, to have had shorter lesson-periods in one grade and longer in another? Have we placed the most difficult subjects in those periods when the pupils can do their best work? Are we correct in our estimate of the difficulty of the various school subjects?

Fortunately we live in an age of investigation, and even the realm of the school room has not been left unexplored. Within the last twenty-five years extensive investigations have been carried on to discover what effect the school work has upon the child. These investigations have been based on the theory that as work proceeds a certain amount of energy is consumed; therefore, if the fatigue caused by school work can be measured, some basis will be found for determining whether the school is avoiding friction and waste of energy. Fatigue is defined as "a falling-off in the ability to do mental work either in accuracy or in speed or in a combination of both, as a result of mental or physical exercise." Some of the methods used to measure fatigue are taking dictation, counting letters, copying letters, memorizing, simple computing—activities which, to quote again, "involve a series of processes of a predominantly intellectual character." One experiment may be cited as an example: One educationist caused his class of boys, aged eleven to thirteen, to work easy examples in arithmetic for a period of ten minutes; a five minute pause followed the work period, succeeded by another ten minutes' work. Work periods and rest periods followed each other until the hour was over. He found that, on the average, the number of examples increased from one work period to the next, but that the number of errors also increased.

These tests, although open to criticism individually, give, on the whole, parallel results which may be summed up as follows—

1. That there are four types of workers.
2. That fatiguabillity is variable and is easily influenced by age, health, etc.
3. That there are certain factors which are opposed to fatigue.

Four types of work-curves may be distinguished; the first is that in which the efficiency of the worker

is at its height at the very beginning of the task. Exactly opposite to this is the curve of the worker whose efficiency increases as the work progresses. The third type shows a slight rise in the work curve at the beginning, followed by a steady decline; the fourth, a slight fall at the beginning, followed by a rise. The third and fourth types are variants of the first and second.

Secondly, the experiments have shown that there are certain outside factors which influence the fatiguability of the individual. Age is important—children tire more easily than adults, and especially during periods of rapid growth. Fatiguability also varies with the time of day. One rather surprising discovery is that the first hours of the morning and of the afternoon are usually the most unfavourable for mental work. We are told that even the day of the week has to be taken into consideration. Wednesday is the worst day, Tuesday, the best, though the work-curve of the late morning and afternoon hours of Monday approach very closely to that of Tuesday. The time of year is not without its influence on the ability of the child to perform mental work. The period between October and January is the most favourable, that between January and June, the most unfavorable.

Of the factors opposed to fatigue, practice is placed first. The more frequently we repeat an activity, the less demand that activity makes upon our energy. In the long run, however, the fatigue does overcome the effects of practice and lessens the amount of work done in a given time. Small variations in the work-curve are caused by a release of an exceptional amount of psycho-physical energy. Such a release of energy is known as a "spurt"—an "initial spurt," if it develops at the beginning of work, a "spurt of change," if at the beginning of some new and different form of work. Also, the best work is not done at the very beginning; one must get "warmed up" to one's work. But once having surmounted an initial inhibition to perform new work, one finds that a special swing or fitness is produced. An interruption of five minutes' rest at the end of one hour's continuous addition has a favourable effect; but if the pause be lengthened to fifteen minutes the work shows a decline in quantity and in quality—the special swing or fitness has been destroyed. If this longer pause be used for rest, the recuperative effects of the pause may in the end counterbalance the loss of swing. Lastly, the more familiar one's mind is with certain work the more easily that work is accomplished.

The investigations have also shown that there is no such phenomenon as "isolated fatigue." The fatigue products do not remain where they are secreted, but circulate through the whole body, thus producing general fatigue. Change of work, therefore, does not, as we so often think, lessen fatigue. It may awaken interest, and thus raise the work curve, but the fatigue still exists.

Many experiments have been made to determine the fatigue co-efficient of the various school subjects—i.e., do all the subjects make the same demand upon the child? Mathematics and memorization exercises have been found to be most fatiguing, much more so than geography and drawing; mathematics and ancient languages more fatiguing than the mother-tongue; sight translation more so than the reading of authors. New forms of learning are greatly affected by fatigue—learning to write, we are told, makes enormous demands upon the energy of a child. At ten o'clock in the morning is the hour when the work curves of most pupils are highest; we should reserve that hour for those subjects having the highest fatigue co-efficient. It is interesting to note that gymnastics when pursued vigorously are distinctly fatiguing, and are not recuperative as used generally to be believed. As it is the duty of the school, however, to develop, not only the mind of the child, but the body also, we must give physical exercises a place on the school programme; but as physical work lowers the capacity of the pupil for immediate mental work, those periods of the day when the mental work curve is at its lowest—late morning and early afternoon—can be set aside for physical activities.

The length of the school day is a much disputed subject among teachers. In this connection an English psychologist gives it as his opinion that the typical morning session, from nine to twelve o'clock, with a fifteen minute recess, is too long for the children in the lower grades, and that for very young children the afternoon session should be abolished. For older children, we are told, there is no theoretical objection against late afternoon sessions, provided that the noon intermission be of sufficient duration to allow of the complete digestion of the mid-day meal, two hours at the very least. But a two-hour mid-day recess is very seldom practicable in a day school; all that we can do is to recognize the fact that the hours immediately after a meal are not suitable for intense mental effort, and arrange our time table accordingly.

We all know that the older the child the longer can the lesson-period be, but we are often in doubt, in specified cases, as to whether a lesson should be twenty or thirty, forty-five or sixty minutes in length. Here, as fatiguability varies with the individual, no definite rules for our guidance have been formulated. It would seem that we must steer a middle course between the Scylla of unnecessarily fatiguing our pupils by insisting upon too long an application to one subject, and the Charybdis of interfering with the general swing for the work by cutting our lesson-period too short. We are advised to take note of the visible signs of fatigue in our classes, such as restlessness and inattention, and instead of punishing, adapt our lesson that the work curve of the class may lose its downward trend. It is generally agreed that in the primary grades fifteen to twenty minutes is a good average length; in the upper grades of the elementary school thirty minutes; in secondary schools forty-five to fifty minutes. As to recesses and

their length I quote the following: "Short pauses between lesson periods have a great recuperative effect; but as the more fatiguing has been the previous work the longer must the rest pauses be, it follows that each successive rest pause should be longer than the previous one." We are again warned that the value of the rest pauses is lessened, if, during them, strenuous physical exercises be indulged in.

Space allows of only a brief reference to one other topic, which, whenever it is mentioned, is sure to provoke discussion—"keeping in." As far as I can gather it is agreed that except in rare cases, where discipline is in question, it is useless labour; indeed, some authorities go so far as to state that we may thereby work the child harm rather than good. If the school day is of such a length that it secures the maximum amount of work, the work-curve of the child is at its lowest when school is dismissed and he is in need of a long rest pause. Moreover, continual keeping-in is apt to lose its effect and may develop bad habits in the child.

There are many other knotty problems on which light has been thrown by applying the methods of the laboratory to the schoolroom. Those who are sufficiently interested in the subject to wish to read further will find Offner's monograph on "Mental Fatigue" most suggestive and helpful. In conclusion, I cannot do better than quote the final paragraph of his treatise:—

"Finally, we must undertake seriously to revise our views of the relation of bodily and mental work. We must reach the conviction that bodily life and mental life are not separate systems, but that they spring from the same sources; that they do not keep separate accounts like married folks who divide their goods, but work together like husband and wife who hold the funds in common, when whatever the one takes out of the bank is no longer at the disposal of the other."

REPORT OF THE SUMMER SESSION 1922, UNIVERSITY OF B. C.

Extracts from the Report of the Director, Dr. H. T. J. Coleman.

BEGINNING with the Summer Session of 1922 the University of British Columbia allows properly matriculated students to obtain by summer work, credit for courses in the First and Second Years in Arts and Science. This policy has naturally been received with favor by the Summer Session students themselves and has, it would appear, led to very material increases in the enrollment and in the number of students presenting themselves as candidates at the final examinations. Following are the figures in these respects for 1921 and for 1922:

	1921	1922
Total number enrolled.....	134	208
Total number writing on final examinations	55	127

In addition to the regular University courses, the Summer Session has continued this year the courses in Advanced Commercial Work begun last year, and has given, also, three advanced courses in educational subjects for inspectors of schools, principals, and other mature students who might be interested. The attendance upon these courses and the interest shown would suggest the desirability of continuing this type of work in future Summer Sessions. It should be added that these courses were made possible by a special grant of $1,500 from the Department of Education. In this and in many other respects the Minister of Education, the Superintendent of Education and the other officials of the Department have given the University Summer Session most cordial and effective support.

I cannot speak too highly of the spirit which has been shown by the student-body as a whole. It involves considerable sacrifice for teachers and others to give up over half of the mid-summer vacation to attendance on University classes. Moreover, many of these persons are taking up again subjects which they have not touched for a considerable number of years and they, consequently, experience a very real difficulty in getting back again into student ways. It speaks much for their seriousness of purpose that the efforts of so many of them in this connection have met with so marked a success.

The recommendations as to future policy presented in the Educational Committee Report, deserve, I think, careful consideration, not only because of the recommendations themselves, but because of the representative character of the Committee and the painstaking way in which they have performed the duties committed to them.

I am sure that the very creditable showing which is indicated by the examination results, the favorable comments upon the quality of the student-body made by members of the staff, and the enthusiastic interest in the University which is reflected in the Report of the Students' Educational Committee, will be felt by all concerned to have fully justified the University's enterprise in giving to the Summer Session its present status.

EDUCATIONAL COMMITTEE REPORT

To Dean Coleman,
Director, Summer Session,
University of British Columbia.

Sir:—At the opening assembly of the students the following members of the Summer Session body were chosen to act as the Educational Committee: Mr. J. M. Campbell (President), Mr. T. W. Woodhead, Colonel A. Graham, Major H. B. King, Mr. J. B.

Bennett, Mr. C. L. Thornber, and Mr. G. P. Young (Secretary). The Committee met frequently in deliberative assembly to discuss the suggestions put forward, to review the work of the session and to anticipate future requirements in view of the progress achieved. Amongst others they co-opted the valuable services of Mr. N. R. McKenzie of New Zealand.

The students unanimously desire this Committee to record their high appreciation of the value of the courses offered and of the encouraging and sympathetic attitude of the instructors. The system of credits supplied a strong stimulus, but the increased attendance and the high degree of interest maintained testified to the students' realization of the helpfulness of the studies.

The recognized indispensable features of university courses—the classes in Biology, Botany, Chemistry, English, French, Latin, Mathematics and Physics have been increasingly attended.

The Commercial classes have met, to a large extent,the needs of provincial teachers for a thorough acquaintance with the varied aspects of this important work. The scope of the work has been enlarged and the study intensified. The demand for this course is still continuing to increase.

This year's extensions of the programme in Education, History, Economics and Philosophy have been popular. In addition to contributing to the attainment of the Arts degree they have proved of inestimable cultural value. Teachers, especially, have benefited by the wider outlook and higher viewpoint thus made possible.

The Committee feel that the general programme of this year's session might well be repeated. The success of the work and the developing interest indicate that extensions might be made.

As a fitting sequel to the work already covered, education students desire the establishment of a class in practical educational psychology. This might also be closely linked with the investigations of research bureaus; school clinics for the examination of defective, retarded and super-normal children; the use of tests in studying progress, etc.

Some suggestion has emanated from the Education Department's classes at Victoria to bring out the eminent educationalists, Professors Adams and Findlay, from Britain. If men of such standing be engaged, the hope is expressed that the University of British Columbia may take advantage of their coming.

The Education classes have been attended by many students of maturer years, occupying responsible administrative and organising positions. The modern philosophic outlooks, the precise scientific methods and the wider surveys studied in the classes have been of immense stimulus and interest to them.

Naturally the classes in Modern and Canadian History have been largely taken advantage of and the wish for a continuation of the study of World Politics is widespread.

Classes in Sociology and Geology are in demand.

The Committee consider it desirable that the University authorities inaugurate extra-mural courses, especially in view of the fact that Manitoba and Toronto Universities are confining such advantages to their own provincial students.

Also, anticipating the probable duplication of the crowded classes of the Winter term, they would respectfully suggest that some classes be held in the evening and on Saturday. This would enable students engaged in daily avocations to pursue their university studies, solving to a considerable extent pressing problems of maintenance during the completion of the University course. This plan works successfully in New Zealand, where full degree courses are available to evening students.

A number of students have volunteered to recompense the instructor if a tutorial class in Second Year English could be arranged for Saturdays during the Winter session.

It is requested that additional books on educational research and modern surveys be added to the library.

The Committee recommended that the Provincial Education Department be asked to recognise attendance of teachers here and in similar institutions by including the names of students and the courses taken in their published annual report. Records of successes achieved might be preserved in the dossiers of teachers filed in the Educational Bureau.

In conclusion, the Committee strongly and confidently urge that the many excellent features of the British Columbia University Summer Session should be widely advertised. Not only is the institution progressive, modern and highly efficient in service, but the surrounding conditions are exceedingly congenial—a mild, Summer, bracing air, unrivalled scenery, and numerous opportunities for recreation, exercise and social intercourse. They anticipate that when the University is established in new quarters on the beautiful Point Grey site, it will become one of the greatest centres for Summer study on the American continent.

On behalf of the Educational Committee.

(Signed)

J. M. CAMPBELL, President.
GEO. P. YOUNG, Secretary.

VULGAR FRACTIONS

A young man who had taken some rooms.

"Well," said the landlord one day, how do you like your new quarters?"

"They aren't quarters," said the young man, gloomily. "They're eighths."

BIG ONES.

"Nurse, did you kill all the germs in baby's milk?"

"Yes, m'am; I ran it through the meat-chopper twice."—Life.

IMPORTANCE OF DRAWING IN THE PUBLIC SCHOOLS

By CHARLES H. SCOTT, Dip. G. S. A.
Supervisor of Drawing, Vancouver City Schools.

Though the importance of drawing in the Curriculum of Public Schools has been recognized almost universally for the last thirty-five years or more, there are still individuals, teachers as well as parents, who fail to recognize that fact. It is the purpose of this article to help to clear up any misconception that may exist on this matter either in the mind of teacher or parent.

The failure to realize that drawing can play an important part in the development of the child's mental and moral activities is perhaps pardonable on the part of parents, who are not trained educationalists; it is less pardonable on the part of teachers.

Subjects in which parents themselves have had no grounding are apt to be lightly considered when put alongside the three R's which have perhaps served them quite profitably. Yet man cannot live by bread alone. Education, as we know it today and as it has been intelligently known always, is something more than a mere provisioning for the body. Full living includes a recognition of virtue, truth, tolerance, beauty, cleanliness, not any one of these, not any magic trio of R's, but all are necessary, and it is a recognition of this necessity which is demanded of everyone before judment be passed on any one subject.

The realization that these character-building qualities are to be found in intelligent teaching of most subjects in the curriculum, some of course, more so than others, is not sufficiently plain to the lay mind.

There still exists in the minds of some parents and teachers an idea that drawing is a subject which can only be properly taught to those pupils who have within them the "divine spark," which is expressed in beauty, that an ability to draw is a gift from above, and that where that gift has been withheld there is the barren ground.

This idea exists because of a misconception between the terms Drawing and Art.

Drawing can be taught because Drawing is a Science. Art cannot be taught because it is an expression of the spirit or soul. Reading, writing, grammar, composition are all subjects that have a bearing on the obvious utilities of life; so much will be recognized by all. They likewise have a bearing on those character-building qualities already mentioned through the literature studied in connection with them. That much also may be recognized. Nor is the charge made that "since my girl or boy is not going to be a literary artist, these subjects are unnecessary."

Yet drawing possesses just as many utility qualities and just as many character-building qualities as do these other subjects, and all these may be had without the child having school hours mis-spent by being in "danger" of becoming an artist. There is little danger of many children becoming artists, either literary, musical, plastic, or graphic, and where there is, it is not a matter for alarm but a matter for which the parents might go down on their knees and thank God.

A little more beauty in the world of today would help to compensate for much of the mental and physical stress which is everywhere prevalent; a little more of vision would prevent men from perishing.

But it is not the purpose of this article to argue the case for drawing along aesthetic lines, although that point of view must be included.

Drawing is more of an industrial subject than cultural, so far as Drawing in Public Schools is concerned.

And if properly taught it is an industrial subject, even though it is not definitely applied to any one particular industry, not definitely vocational or technical—that is to say, it is not necessary to make it partake of the nature of Commercial Art, Furniture Design, Lettering, etc. All of these branches of Drawing spring from the roots of Form and Colour, and it is from a series of graded exercises in these two "roots" that the young shoot will emerge. And the nature of the soil is the measure of the knowledge and intelligence of the teacher.

Growth will come where the teaching is sound and intelligent. Faulty teaching, like stony ground, will stultify and perhaps kill the growth.

Drawing and design in the Public Schools of Vancouver is definitely based on the root of form and color, and the endeavour is made to have the subject taught in such a way that a pupil's sense of proportion and appreciation of form and colour is developed.

In teaching form and comparative method is adopted, because there is no other method of teaching Drawing. Since all Drawing is form, and that form is definitely confined by pure line or more loosely confined by tone, it follows that Drawing is the science of comparing proportion of one pure line to another, either as to dimension or slant or comparing the relation of one tone to another.

Now a comparative sense demands observation, and observation of the keenest, and who is there who will deny that observation is a fundamental in all human activities.

It has long been recognized that if you wish to know a thing well, draw it; by so doing you will not only have increased your own knowledge but you will have served your purpose in life by becoming a social creature, for drawing is a link between the thought of one man and another. If you are in doubt as to this, ask any tradesman, manufacturer, scientist or professor.

In beginning the teaching of form, attention is given to sensing the static lines, horizontal and vertical, concurrent with observation of simple proportion.

From the observation of these elemental lines and proportion pupils go on to sensing the slant of lines and the curvature of lines, again concurrent with observation

of proportion. Proportion is, or should be, stressed, because without proportion there is no drawing.

A mere ability to draw a line is not drawing, any more than an ability to write or talk good English implies possession of an idea, although in both cases the one sometimes masquerades as the other.

In these exercises the drawings are made from the actual object, natural and manufactured, whenever this is possible.

In the senior grades this exercise of proportion and sensing of direction and curvature of line is added to by the study of light and shade—what is technically known as tone values.

All of these activities are of course freehand drawing; that is to say, drawing with hand and eye alone.

In the study of Design, there is a combinational exercise of drawing with ruler, set-square, compass, color and freehand line. The pupil is led by easy stages to the proper use of ruler, set-square and compass, to an appreciation of tone and colour harmonies and also to the elements of simple design.

The utility value in the use of ruler, set-square and compass, with its accompanying lessons in accuracy, cleanliness, etc., will be apparent to every person who is working for a living in this work-a-day world; the necessity for instruction in colour harmony and the elements of design may be less evident. Yet it is no exaggeration to say that questions of colour combinations are continually coming before every man, woman or child, either in the home or the workshop, and it is in the solving of these questions wherein lie not only happier and more beautiful lives, but also bigger dividends. People are attracted by beautiful form and beautiful colour, and he is a wise business man who recognizes that fact, and she is a competent wife who takes notice of the same fact in home decoration and in dress.

It is not possible within the confines of this short article to argue the case in detail, but the qualities of proportion and dimension, neatness and cleanliness, static sense, sense of slant, tone values, colour values, colour harmonies, elements of design, use of ruler, set-square and compass might all be argued on to prove the virtue of drawing as a subject worthy of respect in the curriculum of today, and that on the lines of industrialism alone.

It is perhaps less necessary to argue its case as a means of awakening the sense of beauty which is within all of us to a more or less degree, for if drawing and painting is the vehicle for the expression of beauty and drawing is but observation of form, then surely that observation will lead to a deeper and keener appreciation of those beauties that have been handed down from the past.

This cultural value of the subject is not lost sight of, inasmuch as lantern lectures are given to many of the senior classes when pictures by the old and modern masters are put on the screen, with brief talks which attempt to link up the thought and history of a period with its artistic manifestation.

A distinctly weak point in our system here is that pupils of second and third year High School receive no instruction in drawing or painting, no matter whether they have strong desires or exceptional talent. The result is that seed well sown in the early years does not bear the full blossom.

It is the hope of the writer that this defect will be soon remedied, and also that a School of Art will rise to foster and nourish Drawing and Design in such a manner that the Arts and Crafts of British Columbia will flourish for aye.

EDUCATION AND INTERNATIONAL FRIENDSHIP

Address by Mr. N. R. Mackenzie (Inspector of Schools, New Zealand)

Mr. Chairman, Ladies and Gentlemen: Before I speak on the subject of the evening, I would like to convey to the teachers of British Columbia the greetings of the teachers of New Zealand. For many years before I joined the Inspectorate, I was an officer of the New Zealand Institute, which is a body corresponding to your B.C. Teachers' Federation; and it is extremely interesting to see you tackling so many of the problems that we used to have to tackle in the days gone by on the other side of the world, and I may say tackling them in very much the same manner. I have had the very great pleasure of attending conferences of teachers in no fewer than five different States. It is remarkable how similar the problems are in each of those different States. One cannot help thinking that educational problems have become more or less standardized. The teaching profession, I suppose, tends very largely to become standardized and internationalized. I would like to say that I do not know that I have ever on any occasion seen the professional side of the work tackled in a more earnest and thoughtful way than it is being tackled at this Conference.

I have been specially detailed to present the viewpoint of New Zealand; and New Zealand, I suppose, may be taken as more or less typical of the great British nationalities that have sprung up in the southern hemisphere. Our own little country is a strong illustration of the effects of education in strengthening the bonds of empire. It is from that point of view that I shall deal with the question mainly. To begin with, we are mostly, almost entirely, an Anglo-Celtic community. The original settlers were people with more than the average education; people that you might describe as practical idealists; people in a way of the same type as the Pilgrim Fathers, with whom you are so familiar. Two of our settlements, I may mention in illustration of this point. The part that we call Otagan, the extreme south of our Dominion, was settled by Scotch settlers,

members of the Free Church of Scotland, who left Scotland as soon as the Church movement was in disruption, when many of the Presbyterian faith left the Established Church and formed the Free Church of Scotland. Our settlers out there were not content with breaking away from the old church at home, but they moved out by congregations, by settlements, out to the newer land, where they could start a newer life, or where they could start a newer Scotland free from the trammels of the older conditions. They started their educational system almost at once. One-third of the value of all the land in the country was devoted to education. So that they had University education at a very early stage of the settlement. These settlements are provinces with their own government. They had complete government in the early days. Further north another province was established, called the Canterbury Province. These people originally were all English, members of the Anglican Church. They came out there to form a typical English community in the new land, away from the evils that surround the older civilization in the old countries. They brought with them everything typically English. They even brought out an Earl; but the Earl did not stay very long, and went back to England. They brought a Bishop, and the Bishop did stay, and his ecclesiastical progeny are there to this day. They devote one-third of their land to education. They, too, spend a very large proportion of their income on the Church; and the first thing that strikes you when you go to that community is the clerical educational aspect of the country. The chief city is called Christchurch. The town square is around the cathedral. Every street car starts from the cathedral. There we have that very typically English civilization. In other parts of our Dominion we have other bands of idealists from other parts of the British Empire. The settlement that I was in came from Canada, and formed a settlement of their own, which is typically Eastern Canadian to this day. Hence, we have, to begin with, a settlement of people who, in the main, are British, representing all the different types of the British, from what was then all the different parts of the Empire. Naturally, the education took on a British type. The University professors, for very many years, were invariably obtained from the Old Country. The high school teachers, for very many years, also came from the Old Country. The ordinary teachers of the older generation mostly came from the Old Country, too That accounts for the fact that I have the mark of the beast in my own accent, so they tell me here. Not only had we then English teachers, but New Zealand, being a comparatively small place, we got some from the Old Country, some from Australia, and some from Canada. We get a fair amount from the United States, which we almost claim as being a British country, under the British flag. We do not allow any distinctions out there. All these influences, natural influences, educational influences, have been at work throughout the history of our Dominion. The result is, that we have developed a very strongly Imperialistic spirit. From our infancy we are taught, not so much that we are New Zealanders, but the fact that we belong to the great British Empire. We recognize the Union Jack as our flag. This fact is impressed upon us in a great variety of ways, and we perhaps go further even than the Canadians in that respect. We do a very great deal of saluting the flag. We believe that symbols count for much. We do not underestimate the value of symbols and ceremonials. One great psychological professor discusses this question, "Do we smile because we are happy, or are we happy because we smile?" If you smile in a ceremonious sort of way it probably makes you happy. That is a question in which there is more than a little truth. We feel that these ceremonials and these symbols are a great deal, and we are developing a proper Imperial spirit. We require all British subjects entering the country to take the Oath of Allegiance to the King. Not so much to the King as a person, although we respect him very highly as a person, but we look upon the King, as, I think, do most people who understand the British position, as more than a person. He is a symbol. He is the personification of the British race, and it is from that point of view that we are taught to revere him and to treat him in a measure as the British Empire. It is symbolism carried a little further. I think people whose mode of government is different from ours hardly realize the fact that our King is not at all on the same footing as any other ruler on the face of the earth. Without this symbol I do not think the Empire would hold together for twenty-four hours. Although it does not appear on the surface, probably we are as sentimental as any people on the earth. Our Empire is held together by sentiment, and we cannot afford to ignore the great issues in the education of our children and the education of our grown-up people. Now the fact that we are so strongly imperialistic does not mean that we are unfriendly to any nation. We are not unfriendly to any people, unless they become unfriendly to us; then we cannot help it. We believe in Internationalism of the right sort; but we do not believe in that flabby kind of Internationalism that would deny your own country. We think if a person is going to be a decent International citizen, he must first become a good citizen of his own country. That particular point, I think, can best be illustrated by reference to the Welsh and Scottish people. Are there any people more loyal to their country than the Welsh, or Scotch? And where can you find more loyal Britishers? Dealing with that question, I think I will give you an incident that occurred some years ago: It is a rather amusing incident which occurred at the School of Manual Training in Switzerland. A lecturer at that school used to lecture in three languages: English, French and German. The students were classified as English, French and German. The Scottish students went in a body and objected, and would not be classed as English at any price. The

upshot, of course, was that they were classified as British, and that satisfied all concerned.

Now in regard to the methods which we should use in education, I think the first thing we have to do is more or less an indicative one. We should expunge from the books in the schools all reference to ancient quarrels. What is the use of quarrelling with the ghosts of old follies? As a matter of fact, the British people only ruled the country since the Reform Bill. That is only a hundred years ago. Before that the country was ruled by the King, or the land owners, and not by the people. Why should we continue the quarrel of those people with whom we had little to do? We should try to induce the people of other nations to take the same view, too. It is only certain people who, for the time being, had authority in the country, who were responsible for these quarrels, and more often than not they were not backed by the rank and file of the people. The vast majority of the people were not even consulted. We know that there were places in England sending Members to Parliament, without one single inhabitant living in the district. The owner of the land could put whom he liked into power. Immense cities, like Birmingham or Manchester, had no member of Parliament at all, and it was only the Reform Bill that put that right, and it is only since then that democracy came into its own. I think if this were understood on both sides of the ocean it would help a great deal in promoting International friendship, and we should emphasize that in our schools. I think, too, that we might as well get rid of our jingo-istic songs. I don't think there is any need at this time to get up and sing, "We will fight again and again." I don't think songs of that kind should be encouraged in our ordinary school, or at all. There are other conquests more glorious than war. As Milton says, "Peace hath her conquests far more renowned than war." We try to practice down in our little country a spirit of good fellowship. We should lay stress on the songs of our own country and songs of the Empire, and the songs of other peoples and races—National songs. The songs of a race express the soul of the race more than anything else. If we get our children to understand the songs of other people, we will be doing something in the direction of getting them to understand the souls of those people and, after all, understanding is the beginning of wisdom; in this case it is the beginning of peace. We do not quarrel with people we understand. We generally quarrel with people we do not understand. Somebody has said, "Let me make the songs of the country, and I care not who makes the laws." There is some truth in that, too. We should train our young people to look at things from the other person's point of view. Among my duties, when I am at home, I lecture to

working men on economics at our University. One point I always make at the beginning of each session is this: If you are going to understand economics at all, if you are a workman, you must try to look at the problem from the capitalist's point of view; and if you are a capitalist, you have to look at it from the laborer's point of view. If you don't look at the thing from every point of view you are never going to get at the truth. That is something that we must learn ourselves, and we must teach to our children and young people as they are growing up. You all know the story of the two people standing on opposite sides of a shield and quarrelling as to whether it was made of gold or silver, and when some passer-by came along he told them one side was gold and the other was silver. A great many of our quarrels take place in that way. We see only one side of the question. If we saw the other side we would be perfectly satisfied and the quarrel would never take place. We must also be very careful about a very tricky psychological phenomena called rationalization. It means that if there is a subject in which you are peculiarly interested and in which your emotions are stirred, you do not reason about that subject at all; you jump at a conclusion and then you create reasons to suit that conclusion. There is a very great deal of that in our international views. There is a very great deal of that in our opinion of our neighbors and our estimate of other parts of the Empire, perhaps. We attribute to a person certain characteristics and we proceed to prove to our own satisfaction by what we think is the logical line of reasoning, that this statement is true. Now, that type of fallacy we should avoid all along the line. It is most important that we should get that thing put out of the way. We, in the younger countries, have another special trouble all our own. We have remarkable freedom. I notice wherever I go in the younger countries, and I have had the privilege of seeing a great many of them, the customs are pretty much the same. A man is free to do pretty well what he likes. The conventions of the older world do not hold to the same extent. We have persuaded ourselves into the belief that we have discovered freedom. We have done nothing of the kind. Freedom was discovered by our ancestors when they were running half naked in the forests of Europe. That love of freedom has run through the races from that time to this, though at times strong oppressors have tried to put us down, and have succeeded more or less. We have not discovered freedom; we may in part have recovered it. We should give credit to the race to which we belong, and for the matter of that, to the human race of the Old World, at any rate, for having in parts of the Old World preserved the seeds of freedom. They are growing better, that is because the conditions are more congenial. That is another point where we must give credit to other people for what is justly due them. There is no civilized nation anywhere that has not made some contribution of value to the civilization of the world. In this connection, wide reading is necessary. The reading of the literature of our own particular part of the world and the literature of every other part of the world that we can get hold of. This wide reading is very essential. Modern educationalists are recommending this very same thing for the ordinary exercises of the schools, for other motives; so we have every reason to encourage this type of reading that will put us in possession of the viewpoint of other people, whether of our own race, or otherwise. Another point we might well not forget; Earl Brook tells us that no man can live to himself alone. That is one of the points on which Socialists and Capitalists will agree absolutely. They do not agree on many points, but they do agree on that. Now, why should we feel, in view of these facts, jealous, if another country or another part of our Empire is prospering? Exchange of any kind is based on the principle of exchanging the superfluous for the necessary. We should lay considerable stress on the fact that the prosperity of other people is our prosperity. The prosperity of the world is our prosperity. The part can never be greater than the whole. We should also try to impress upon our young people and our middle-aged people and our old people, too, that we must get a better scale of values than the scale so commonly given now. On this continent, stress is laid on the question of service. That is a scale we want to spread throughout the length and breadth of the world. If you will allow me I will close with an approprpiate text: "As ye would that men should do unto you, do ye even so unto them."

REPORT OF SUMMER SCHOOLS, VICTORIA, B. C.

By J. W. Gibson, Director, Provincial Summer School for Teachers.

THE 1922 Summer School for Teachers was a success, some who have been in attendance at all of the six previous schools have pronounced it "the best yet." Of course that is nothing more than we should aim at, and anything less would be unsatisfactory. So many have been heard to remark "there is such a fine spirit in the Summer School" — and certainly that helps very much to insure success. This school spirit is something that every good teacher values most highly in his own school and is something that the instructors in the Victoria Summer School rejoice in from year to year.

It would not be entirely correct to say that the instructors make the school, but every student will agree with me if I say that the fine personality, backed up by the genuine professional ability, of each of the instructors, has had a great deal to do in winning for the Victoria Summer School its good reputation. On the other hand, every instructor will heartily endorse the statement that the diligence and also the whole-hearted enthusiasm of the Summer School students themselvs have contributed very largely to the success of the various courses and have helped in every way to make the Summer Session enjoyable as well as educationally successful. It now seems as if a great many of our British Columbia teachers are forming the Summer School habit and nothing could be more in keeping with the spirit of the times and also the needs of the hour. The growing teacher is the only one that can help the teaching profession. Stagnation soon becomes retrogression and whilst the Summer course is by no means the only means of preventing this, it is certainly one of the most potent, and also one of the most enjoyable, means afforded in preventing such a calamity. I say, the steady increase in the number of British Columbia teachers in attendance at the Summer Schools both in Victoria and Vancouver, and also at outside points augurs well for the high standard of education which we shall presently have in British Columbia. We have had good Summer Schools in British Columbia for the past eight years, and a fair attendance each year, but what we want in future is better Summer Schools with a much larger attendance.

The number of students registered in the various classes was as follows:

Rural Science	18
Primary Grade	56
Art	35
Manual Training	18
Home Economics	25
Music	8
History and Geography	21
Literature and Reading	40
Physical Training	29
Total	250

Of these, 54 took the special course in Physical Training, and 109 of the special course in Writing and Penmanship in conjunction with other courses.

It is not too soon to begin to plan for the 1923 Summer School. In response to a request which I made for suggestions for the improvement of the Provincial Summer School in the columns of the "B.C. Teacher" through the courtesy of the editor, a few valuable and timely recommendations were received. The Department will again welcome many more such suggestions in the hope of so organizing the courses as to make them of most value to the teachers of the Province. Teachers who have not yet attended a Summer School in Victoria (about 2,000 altogether) may wish to see classes established in connection with subjects in which they would like to receive the assistance of a specialist. Teachers who have attended one or more Summer sessions may wish to see some modification of courses already taken, or see new courses added. We shall welcome a full and free discussion of all phases of Summer School work.

As a matter of general interest the names of the teachers who attended the 1922 Summer School in Victoria and the school in which each was engaged in June last is herewith submitted.

EASTER CONVENTION REPORTS

(Other sectional reports will appear in October issue)

I.—HIGH SCHOOL SECTION

The following resolution was sent in by the High School Section:

"Whereas there has been considerable criticism directed against the present curriculum of the High School, with regard to the lack of provision made for the education of those who upon entering the High School have no intention of proceeding to a course in the University or Normal School; and

"Whereas the present course provided in the curriculum for candidates for the Normal School does not adequately provide for instruction in certain subjects which such candidates are called upon to teach;

"Be it resolved that we, the High School teachers of the Province here assembled (Easter Convention, Vancouver, 1922) are of the opinion that, in the interests of education, a survey of the present High School curriculum would be advantageous."

IV.—PRINCIPALS AND SENIOR GRADE SECTIONS

The following resolution was passed unanimously in the joint Principals' and Senior Grade Sections at the recent Convention:

"Resolved, that the Department of Education be asked, through the B. C. Teachers' Federation to have an educational survey, in the modern technical sense of the term, made of the Province of British Columbia, and that the Department be asked to have the following points given consideration, in relation to said survey:

1. That the surveyors be trained surveyors of unquestioned standing.

2. That the survey include a general investigation of the educational problems which the Province shall be attempting to solve.

3. That it include a detailed study of the system of organization and administration, both central and local, and that the surveyors have full liberty to examine into efficiency of the organization and administration, both central and local, and that it be their duty to recommend whatever improvements or changes they consider necessary.

4. That the survey include a study of all the educational institutions under the authority of the Department of Education.

5. That they be asked to report upon the duties of principals.

TEACHERS ATTENDING SUMMER SCHOOL

For Full List See Page 23

9.—PHYSICAL TRAINING COURSE

Armstrong, Francis A., South Vancouver.
Barron, Elizabeth A. F., Girls' Central, Victoria.
Bell, Elizabeth M., Van Anda.
Bertrand, Clemence, Soda Creek.
Cathcart, Isabella, Oak Bay, B.C.
Edwards, Rhys T., Columbia Gardens.
Hamilton, Florence O., South Vancouver.
Herkins, Hildred Margaret, Fernie.
Houldsworth, Florence, MacRonie, Sask.
Hogan, E. Maul, Fernie.
Irwin, Lilias M., North Vancouver
Lettice, Edith, Prince George.
Mason, Emily M., Girls' Central, Victoria.
Muir, John M., Swift Creek.
MacKee, Josephine M., Greenwood.
MacKenzie, Mildred, Keating, Saanich.
McKinnon, Flora, Tranquille.
McGill, Winifred, Victoria.
McMorris, Ellen E.
Pike, Eva St. C., Bowser.
Ramsay, James, Sidney.
Simpson, Frederick L., New Westminster.
Tingley, A. Laura, Ocean Falls.
Verreau, Marie L., Creston.
Walker, Bertha, Prince Rupert.
Walton, Jean C., Edmonton, Alberta.
Westling, T. Melvia, Point Grey.
Wilkie, Ada, Edmonton, Alberta.
Worswick, I. W.

REPORT OF POOLING OF EXPENSES FOR EASTER CONVENTION

Total amount promised	$2,559.00
Total amount required (90% of above)	$2,303.10
Number of teachers who promised contributions	872
Amount received to September 21st, 1922	$2,014.65
Number of teachers who have forwarded promised contributions	726
Amount still outstanding	$ 288.45
Number of teachers who have not yet forwarded promised contributions	146

"So ye brother Mike's got a job as night watchman. He'll save money."

"Phwy so?"

"Shure, he can slape all day an' save his board and work all night an' save his lodgin'."

THE SCHOOL AND INTERNATIONAL RELATIONS

(By Dr. H. T. J. Coleman, Dean of the Faculty of Arts, University of British Columbia.)

I might call your attention to the fact that modern education particularly may be viewed in three separate aspects. We all realize that education has a certain universal or particularly human aspect. There is nothing about any subject of education which can be said to belong to any one country, to belong to any one age, as compared with another age; to belong to any one class in the community as contrasted with the other class. Education is a human process. It is universal, at least as wide as the human race. We are human because we are capable of education, and we are human also because we need education. A very distinguished philosopher has said that education is the conscious evolution of the human race. So we have this broadly human, or this universal aspect which we are called upon to deal with; and that furnishes at the same time a basis for unity, a basis for co-operation at the very beginning. Natural science knows no international boundary, and we in Canada have learned much and will continue to learn much from other peoples differing from us in speech and social traditions. There is no particular geography and no particular historical location, and no particular racial affiliation in the principle of the multiplication table. We have a vision of unity and co-operation with our fellow teachers and fellow workers in other countries and in other times in this very fact. Then modern education particularly has the national point of view. I say modern education advisedly, because it has only been within the last one hundred years that the nationalistic element of education has made its appearance; and that has been due to the fact that in these great social organizations, influences have been growing up steadily and surely by an inevitable law and have inevitably come to that point of self assurance where they realize the possibility, if not the actuality, of conflict with other nations, and are beginning to develop a national self-consciousness which at times involves enmity and possibly misunderstanding of other peoples; and so we have the development of national systems of education. That on the whole is not to be deplored because it was inevitable. Our schools are for better or worse, national institutions. I said the multiplication table knew no international boundary; but when we come to certain parts of our arithmetic we recognize national peculiarities; because in that wonderful country which Mlle Doriot represents here tonight, the teachers are paid in one denomination and in New Zealand, that country from which we can learn so much the teachers are paid in another denomination; and here in Canada we are glad to be paid in good Canadian dollars, which are rapidly approaching in value the good American dollar. Now there are, of course, other national distinctions, and sometimes we think of certain studies as being definitely designed to contribute to a national system. The making, if you please, of good Canadians, so far as Canadian ventures are concerned, and good Americans or good Frenchmen or good Englishmen or good Germans. We think of a specific nationality in the educational system of various modern people, so we think of geography as being in the main the national study; and I am afraid we are teaching geography in a rather narrow national fashion. It is an illuminating thing to take geography in our Canadian schools and see just how large a proportion of the rather meagre text book is devoted to Canada, and how small a proportion to the rest of the world. Of course we are not sinners above all other people in that respect, because if one takes American geography and notes the modest portion reserved for the largest half of the American continent in the matter of area, one finds a few pages. I think probably that the defect on our side and the defect on the part of our American cousins will be corrected in the near future. We will preserve, if you please, the national effort, because with all the narrowness in that age which is called the Victorian Age, there was a great deal of wisdom in the dictum of the Court poet laureate "That man is good that loves his country best." So we are not going to teach less Canadian geography, but rather more, and what we are going to teach is going to be geography. That is, it is going to be up to date; as there is no deader thing in the world than a dead fact; that is, one that has ceased to be a fact. There is a mortality among facts which is most alarming, so we are going to revive our geography, which we have been teaching in the schools for twenty years. We are going to do that even at cost, in order to keep our schools efficient. What is the use of having our children stay longer hours in those none too comfortable seats, unless we are going to have something worth while when we get them there? So the crux of the matter is in the teacher and the text book, the two combined. Not one contrasted with the other, but the subject matter on the one hand and the vital human spirit on the other. We must have both. And then how about our history? Oh well, that is always a live question, and has been, a particularly live question here in Vancouver I believe. I will go so far as to say that we in Canada have been particularly fortunate in the fact that we have been able through certain fancies, which of course were not all of our own creation, through what we can call our history, we are fortunate in the fact of having had a continuous relationship with the Mother Land. As we read the great and moving story of Flodden Field of 2,000 years ago, and of those great things in our history we have profited by in a very genuine sense; every boy and girl in the elementary school feels that great moving panorama of English history and it gives them cause to rejoice in the fact that he or she speaks the same tongue as Shakespeare spoke and the same tongue as Milton. I would not deny the great Republic to the South of us the unique advantages they have had in building up a civilization, as it were, from the

very foundation; but yet, as a Canadian, I am privileged to say that I prefer the history, accidental though it may be, which has kept Canada definitely and with increasing avidity in touch with the Mother Land. I am glad Gilbert K. Chesterton tells us what is a significant story of the young lady crossing from New York to Liverpool, who when they came within sight of the British Isles remarked to him, as he was standing beside her near the rail, "You know it seems as if we were getting home." And Mr. Chesterton remarked, "My dear young friend, you are getting to the home you have been away from for about two hundred years." Without wishing to push the argument of blood relationship too far, I, as a student of history, have felt again and again during the last four or five years that a very large and important part of that great family which we find hard to name but whose relationship we feel exists, that a large and important part of that family has come home in the sense that we are forgetting to a large degree these miserable little squabbles and considering the largeness of our common traditions, and the largeness of our future destiny; these miserable differences that have kept us apart for so long. We have in the past exploited trivialities and we have argued about little skirmishes which took place along the St. Lawrence River, until we do not know what did take place. Yet we are beginning to see things in a truer perspective, and we in Canada and our friends and cousins to the South are beginning to realize our common heritage in the great world of social culture and tradition we have in the British people. We have the national element, but there is also the international. I shall not speak of that except to note that it is our duty, I think, and our privilege, as well as our increasing opportunity, to spread abroad the gospel of education. We are beginning to realize that every element in our national life, history, geography and culture, has an international bearing, because education has been throughout the centuries an international enterprise. We can take our schools, and I think I could take this, that and the other institution, and show how every nation, more or less, has contributed its quota. Take for instance the kindergarten, where did it come from? From the old Germany that had not been poisoned by militarism. The kindergarten came from the Old Germany of poetry and romance and philosophy. The monetary system, where did it come from? Italy, and if I begin to enumerate all that we owe France it would take me another fifty minutes, because we owe to France the emphasis which she has placed upon the human studies. France, throughout the centuries, has emphasized the truth that Pope put so well in that line, "The proper study of mankind is man," and France has not vilified the culture of the ages, has not heaped cheap sarcasm upon Latin and Greek, because France has realized that the civilizations of Greece and Rome are the very mainsprings of our Empire's civilization and culture. Then to the United States we owe at least one thing, among many others. We borrowed a great many things in all our professions from them and never gave them any credit, because they moved ahead of us ten or fifteen years all through the century, and they have been admirable experimentations in themselves. We have profited by their success and we have profited also, I hope, by their mistakes, and there have been at least a few. We have borrowed this notion of a free opportunity in education. The school is for the training of children, not for life, but in living. Education is an international enterprise, and education has an international function.

Looking towards the future; we are looking to the teacher not only to heal the animosity that has been engendered, but we are looking to the teacher to build that bridge carefully, painfully, to build that bridge that is to carry us from this old chaotic, war-ridden civilization in which we have lived hitherto, over to that bright and better humanity which realizes the power of brotherhood. I am grateful for this opportunity of speaking here, and I am grateful for the honor which has been given me to stand alongside of those representatives of different countries, and in two cases, of older civilizations. I hope, sincerely that we will all stand for this increasing brotherhood in sentiment and ideal, and that bond between the teachers of all countries, for what the teachers think and what the teachers do today, mankind will do tomorrow.

NAMES OF SUMMER SCHOOL STUDENTS

1.—RURAL SCIENCE COURSE

Beattie, Mabel Violet, Enderby.
Bell, Ralph Kennedy, Armstrong.
Bertrand, Clemence, Soda Creek.
Godson, Mabel, Central School, New Westminster.
Gordon-Cumming, R. R., Pineview, Prince George.
Greig, Alex. M. Drummond, Ellisby, Vanderhoof.
Heap, Dora Eve, Camp 3, Headquarters.
Jones, William, New Michel.
Kelly, Charlotte, Cobble Hill.
Klein, Gretha, Victoria.
Lawrence, Kathleen, Kamloops.
Morten, Elizabeth M., Duncan.
Nickolson, Rhoda C., Champion Creek.
Ramsay, James, Sidney.
Sykes, Wm. A. M. Gleneden, Salmon Arm.
Wilson, Isobel, Chilco.
Wright, Gertrude Constance, Craigflower.
Wright, Mary Edith, Nimpkish River.

2.—PRIMARY GRADE COURSE

Abey, Olive Valentine, Nelson.
Adams, Edith Lilian, Selkirk, Revelstoke.
Apps, Kathleen N. G., Selkirk, Revelstoke.
Ashburne, Rosa L. E. R., Central, New Westminster.
Baillie, Annie Taylor, Union Bay.
Blackwood, Isabelle Kennedy, Slocan.
Blake, Mabel Nellie, School for the Deaf, Vancouver.
Brown, Ida Maudella, Beaton, Arrow Lakes.
Coates, Jos. H. L., Bridesville.
Cobeldick, Elsie Mae, Seymour, Vancouver.
Cruikshank, Winifred Grace, Victoria.
Cummin, Geraldine V., West Vancouver.
De Cew, Ida Lois, Vancouver.
Elliott, Kathleen Marie, Summerland.
Feakes, Harry James, Kelowna.
Fleming, F. Evelyn, South Vancouver.
Fleury, Ida Mae, Fort Steele, Cranbrook.
Fraser, Marie C. Ridgeway, North Vancouver.
Harris, Edith L., Burnside, Victoria.
Henderson, Laura, Cranbrook.
Hibbard, Helen M., Prince Rupert.
James, Elsie May, Chilliwack Central.
James, Lilias O., Edmonds St., Burnaby.
Laing, D. R., Victoria.
Laing, L. M., Victoria.
Long, Elizabeth C., East Gabriola.
Longworth, Grace Taylor, Sunnyside Cannery.
Lorden, R. E. G., Victoria.
Lynn, Annie, Tappen Valley.
Maloney, Rita A., Prince George.
Merrix, Albert Ronald, Lennoxville, P.Q.
Milne, Eleanor E., Vancouver.
Minckler, Cora E., Parson's Hill, Chilliwack.
Morden, Mary Evelyn, Lonsdale, North Vancouver.
Moulton, Muriel Emma, Lord Kelvin, New Westminster.
Munro, Mary Ann, McLean, Rossland.
MacDonald, S. Bertha, South Wellington.
McDonald, Sivris Mearl, Wellington.
McKee, Josephine Margaret, Greenwood.
Parker, Mona I., Howe Sound.
Payne, Eva F., Lloyd George, Kamloops.
Peel, Verna B. Chase, Kamloops.
Perry, Alice J., Prince Rupert.
Postill, Eleanor A., New Westminster.
Robinson, Elsie R., Edmonton, Alta.
Rogers, Victoria Elizabeth, Quennell, Nanaimo.
Rylett, Mary E., Cascade.
Sheepy, Janet, Grenfell, Vancouver.
Smith, Ruby, North Kettle River.
Steele, Marion M., South Ward, Nanaimo.
Turner, Phyllis W., North Bend.
Waites, Aldyth M., Quadra Primary, Victoria.
Warner, Gertrude, Bayview School, Vancouver.
Wilkinson, Lillian, Victoria.
Withers, Ida Sayers, Vancouver.

3.—ART COURSES

Colman, Alice Jean, Cumberland.
Douglas, Norma Pearl, Fernie.
Edwards, Rhys T., Columbia Gardens.
Etter, Enid, Central School, Nelson.
Faulkner, Phyllis D., Merritt.
Ferguson, Hazel Ina, Bassano, Alberta.
Forster, George, English, Richmond.
Garner, Robt. Johnston, Armstrong.
Herkins, Hildred M., Fernie.
Hogan, Etta Maud, Fernie.
Jessop, Edith, Nanaimo Indian Bay, Nanaimo.
Jones, Dorothy May, Hollyburn, West Vancouver.
Lettice, Edith Beaverly, Prince George.
Marshall, Christine R. Alexander Robinson, Maple Ridge.
Marshall, Millicent P., French Creek, Alberni.
Martin, Ella G., Hardwicke Island.
Mercer, Clara M., Hedley.
McConnell, Hazel E., University of B.C., Vancouver.
McDiarmid, Florence L. Hendon, North Okanagan.
McElwain, Lena M., Hunter Island.
McMurray, Margaret, Extension, Cranberry.
Pollock, Thressa, High School, Rossland.
Potter, Winifred A., Golden.
Re[illegible]via, Stony Plain, Alberta.
Ro[illegible]n, John C., McLean, Rossland.
Simpson, Fred. John, High School, New Westminster.
Stewart, Ruth O., Granby Bay.
Stuart, Jessie A., Grand Forks.
Thomas, Isabel A., High School, Penticton.
Thomson, Charlotte McG., Pender Island.
Wells, Winifred, Provost, Alberta.
Westling, Tyra Melvia, Point Grey.
Whittaker, Helen H., Coal Creek.
Widdowson, Lily A., Campbell River.
Williamson, Elsie E., Capilano, North Vancouver.

4.—MANUAL TRAINING COURSE

Bennett, John W., Calgary, Alta.
Burgess, Albert E., Nanaimo.
Condon, John E., Armstrong.
Cunliffe, Wm., Ladner.

Hill, Henry, Lord Lister, New Westminster.
Jones, George, North Lonsdale, North Vancouver.
Kitchen, Charles H., Seymour, Vancouver.
McLean, Peter Ross, Vancouver.
Rippon, John J., Technical High School, Victoria.
Ross, Donald.
Sager, John Earl, Chilliwack.
Sievers, Geo. Wm., Burnaby.
Stewart, Carroll Alex., Victoria.
Tripp, V. Edward, Lord Lister, New Westminster.
Watson, John Henry, Queen Mary, Point Grey.
Whitelaw, James, Richard McBride, New Westminster.
Williams, Wm. John, Central School, Trail.
Wishart, Alfred, Central School, Summerland.

5.—HOME ECONOMICS COURSES

Blankenbach, Marian Ethel, Victoria Central.
Briand, Annie, Willowvale, Fort Fraser.
Bromley, Mercy G., Granby Bay.
Campbell, Helen L., Vancouver.
Darlington, Ella, Tofino.
Davidson, Janet P., Duncan.
Finlay, Vera Irene, Vancouver.
Grant, Mary, Vancouver.
Greggs, Edna Mary, Vancouver.
Hague, Eleanor, Port Moody.
James, Vera Alexandra, Ladner.
Juniper, Annie B., New Zealand.
Martin, Charlotte, Spring Ridge, Victoria.
Martyn, Anna L., Charles Dickens, Vancouver.
MacEachern, Mary, Calgary, Alberta.
McKinnon, Annie S., Sooke.
McKinnon, Mary H., Sooke.
Pike, E., St. Clair, Bowser.
Richter, Juanita L., Ingram Mountain.
Russell, Elizabeth A., Bassano, Alberta.
Sainsbury, Flora G., Burnaby.
Sargent, Bessie M., Chilliwack.
Streeter, Catherine, Howard Avenue, Burnaby.
Swann, Evelyn, Queen Margaret's School, Cowichan.
Thompson, Winnifred E., Eholt.

6.—MUSIC COURSE

Anderson, Christian S., Mitchell Bay, Malcolm Island.
Bossi, Olga L., Victoria.
Geldart, Vivienne Minnie, Pender Island.
Keatley, Nora K., Salmo.
Mercer, Annie M., Lord Lister, New Westminster.
Preston, Mary, Calgary, Alberta.
Stuart, Edna M., Grand Forks.
Verreau, Marie J., Creston.

7.—HISTORY AND GEOGRAPHY COURSE

Bird, Margaret, Kamloops.
Bissett, Marguerite C., Fernie.
Blankenbach, M. M., Cranbrook.
Campion, Flora I., Camp Lister, Creston.
Carter, Audrey A., Topley.
Curley, Ellinor H., Fort Steele, Cranbrook.
Forslund, Freda M., Edgewood.
Hinsley, Gladys M., Point Grey.
Irwin, Lilias M., North Vancouver.
Mills, Sarah A., Prince Rupert.
Montgomery, Helen H., Revelstoke.
Moore, Verle, Crescent Valley.
Muir, John N., Swift Creek, B.C.
MacInnes, Grace I., Chemainus.
McIntyre, W. E., Victoria.
O'Connell, Daniel Patrick, Francois Lake.
Shotton, Annie L., Lloyd George, Kamloops.
Williams, John, Lumby.
Wilson, Emeline A., Armstrong.
Woodland, Amy, Cranbrook.
York, Alice M., Alert Bay.

8.—LITERATURE AND READING COURSE

Armstrong, Francis Allan, Norquay, South Vancouver.
Ault, Kathleen S., Courtenay.
Bekker, P. C. H., North Dairy, Saanich.
Boyer, Alonzo Louisa, Courtenay.
Cathcart, Isabella.
Creelman, Laura May, Revelstoke.
Duncan, Jeane Mae, Quadra, Victoria.
Eckardt, Harold Alex., Mission.
Fraser, F. J. S., Rossland.
Gibson, L. Grace, Edmonton, Alberta.
Gilley, Helen F., Edmonds St., Burnaby.
Greenwood, Marie, Broadview, Salmon Arm.
Hamilton, Florence O., Norquay School, S. Vancouver.
Hardwick, Margaret S., Strathcona, Vancouver.
Harrigan, Margaret E., Grand Forks.
Lane, Arthur R., South Wellington.
Lucas, Edith Ethel, Burgoyne Bay, South Salt Spring Is.
Malcolm, Mabel, Revelstoke.
Matheson, Chas. W., Gowland Harbour.
Munro, Janet L., Central School, Trail.
Murray, Paul, Elk Bridge.
McGregor, Marjorie H., Hume, Nelson, B.C.
Mackenzie, Mina E., Fruitvale.
O'Brien, Alice I., Red Deer, Alta.
Parbery, Nina, Keating, Saanich.
Preston, Margery, Denman Island, Comox.
Roberts, Jessie C., Victoria.
Robertson, Agnes, Cassidy.
Robertson, Archibald P., Kimberley.
Russell, Annie C., Prince of Wales, Point Grey.
Sanson, Margaret H., Sir James Douglas, Victoria.
Seaton, Bessie, Vernon.
Seater, Jean, Revelstoke.
Sjolander, Agnes, Craigflower, Saanich.
Stubbs, Wm. George, Courtenay.
Trembath, Hazel M., Rossland.
Turner, Janet Carr, Vancouver.
Van Kleeck, H. Ruth, Trail.
Wilson, Margaret McD., Central School, Nelson.

Names of Physical Training Course on another page.

QUEEN'S UNIVERSITY SUMMER SCHOOL

Mr. E. S. Grant, Vancouver.
Mr. G. S. Ford, New Westminster.
Mr. P. H. Sheffield, Fernie.