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EDUCATIONAL AND SOCIAL BEARINGS OF MENTAL TESTS

(W. T. Tait, Ph.D., McGill University.)

It is not the purpose of this paper to evaluate in any way the various mental tests. We shall accept them in their varying strength and weakness with the intention of indicating some of the tendencies which can be gathered from their present, and may be anticipated from their future use in more improved forms. In such a discussion it will be somewhat difficult to separate the purely educational aspect from the purely social. As a matter of fact, they need not be so separated, for educational ideals are determined by social ideals. The psychologist, as other scientists, does not often pause to consider the bearing of his researches, but perhaps it is well, on occasion, to take stock of our efforts towards human development, especially as mental tests are part of applied psychology. A few points will be taken up to outline, in a very brief way, some of the chief bearings of these tests from an educational point of view.

1. Discipline is a perennial problem with the teacher. Here, it seems, psychology ought to furnish some aid; not in the way of general platitudinous exhortations which the competent teacher already knows, but more in the line of direct prescriptions. This may be brought about in two ways. First, if the capacity of a child is known—that is, how much he can do, having regard to quality and quantity of work—then the teacher is in a position to say what he can do and what he cannot do. Each child has his limitations and his possibilities, and it is of great service for the teacher to know these. Many a child has received severe punishment for the non-performance of tasks of which he was not capable, the cause being assigned as laziness, heedlessness, carelessness, or some such term from the category of horrors.

Punishment in such instances has no justification. Conversely, there is the child of good parts who does not use them. Here knowledge of this fact on the part of the teacher will insure that punishment is meted out to the intellectual delinquent. If such a child's performance is not in accordance with his ability, then discipline in the form of some sort of punishment is required. This doctrine applies not only to the matter of general intelligence but also to special aptitudes.

The next feature of discipline bears on the teacher in handling the question of what is called conduct. It is now fairly well recognized that, on the whole, the normal and superior child gives less conduct trouble than the child who is below normal. In other words, the defective child is usually troublesome. The elimination of this type from the ordinary class will materially aid in solving the problem of discipline. Further, the lowering of the educational standard in the various grades makes the tasks too easy for the other children, and affords them an opportunity for loafing and is a constant incentive to mischief. These are not the only matters affecting the discipline of the school; but they are two which are capable of solution, and if they are solved some of the others are made easier of solution.

2. The second consideration is that of racial differences. Here, caution is necessary because there are not sufficient data upon which to base hard and fast conclusions. It is now intimated that there are well defined lines between the black and the white. If the black is below the white in native intelligence no schooling is sufficient to make up for this innate deficiency; and it is, therefore, surely a waste of time, money, and energy

to attempt to bring him up to the status of the average white by submitting him to the same educational environment. Separate and different curricula are indicated. What is true here may be true in other cases, not only with regard to general intelligence but with respect to special characteristics. If, for example, the Hindoo matures earlier than does the European, then it may be permissible to sanction an earlier school entering age.

3. Mental tests have brought to light great individual differences in capacities and these should be more thoroughly recognized. Therefore, instead of regarding education as a sort of mould or rubber stamp by which all can be brought to the same level and made uniform, we should regard it as development of capacities—the literal significance of the word. This is simply another way of saying that we should recognize the worth of the individual in our educational systems, and should not permit him to be stamped with the same mark as his inferiors—a temptation which appears to be remarkably prevalent in some democratic countries, but which is really contrary to the basic principles of democracy. If psychology can bring about a new brand of individualism so that the best may receive recognition as well as the worst, the contribution will not be small. The value of individual talent and its proper cultivation is of paramount importance to education, to the community, and to the world. Instead of a levelling process, then, we should aim at an unlevelling one as the basis of education. In America, we appear to have reversed matters—to our detriment.

4. A far-reaching reform must come about in the selection and training of teachers. Much time is now spent in drilling teachers in certain technique with regard to the teaching of various subjects. There is also a great insistence on method. Now, method is necessary; and system, to a certain extent, is necessary; but when either one displaces the life of the study, then it ceases to be of value. This technique is necessary mainly to make the subject ultra-patent in order that the dullards in school and college may get something out of education. The result is that a heavy burden is thrown upon the teacher and hence upon the normal school. By this attitude towards education, the life and inspiration have been driven out of the teaching art. Teachers are now judged by their ability to make matters so plain that he who runs may read. The superior child, and even the normal child or student, does not profit by such procedure; rather the reverse, for when the instruction is so elaborate, there is nothing left for him to do, no contribution which he can make, no way in which he can exercise his ingenuity or curiosity, no possibility for self-expression. It is small wonder that such children lose interest in school. This principle applies with redoubled emphasis to university classes. If the mind is to be educated, then the mind must be given something to do. Take for example, the elaborate outlines which are sometimes handed out to classes in history. The student and not the instructor should make these. If such a procedure as this were followed, many of those who now receive college degrees would be without them. This would be

a real blessing and the standard of education would be raised. It would obviate the necessity of calling educated those who are not educated. That such types are allowed to get into our universities is due to a mistaken notion of the purpose and ideals of education.

There is another aspect to this. The continual emphasis upon what may be called the mechanics of education in the training of teachers tends to obliterate initiative and personality—both so necessary in the really eminent teacher. That is one reason, too, why there is so little competition for the position of teaching on the part of the males. By reason of the conception that if we can get so much information instilled into all pupils they can then be called educated, we have killed the teaching profession for anyone with red blood. We have sacrificed personality, intelligence and character for the sake of system, mechanism and uniformity. The dullard thus receives too much attention—far more than the average or the bright child. The standard is thus lowered because by such methods of teaching the dullard is rated too high. The gifted child is the one to suffer for he is generally marked too low. Teachers should, therefore, not be selected mainly on the basis of a knowledge of technique because such is not of great importance except in dealing with the backward pupil. Knowledge of the subject, spontaneity, character, personality, must be held as the principal items in the make-up of the teacher. In some of the good old days these were estimated at their true value.

5. Quite a considerable amount of reliance can be placed on the prediction value of the I.Q. or whatever symbol we may use to designate intelligence. Outside of certain mental defects which are temporary and really due to physical or social defects, we may assume that the retarded or defective child is likely to remain such throughout life; so too the gifted child if properly educated. A realization of this fact would have far-reaching results in our schools and colleges. In a word, it signifies that the sifting of the chaff from the wheat should take place at a much earlier period than at present. The consequence of this earlier selection would mean a lessened burden upon the higher grades in our elementary schools, upon the high schools, and upon the universities. All these educational departments are now encumbered by pupils who should never be within their walls. Time, energy, money, and effort are expended in teaching such pupils subjects which can be of small, if of any, use to them. The result is overcrowding, a multiplicity of subjects, high cost of education, too many teachers, and too many educational institutions. On this last point, it would be interesting to compare the relation between the growth of the population and the growth of educational institutions. It may turn out that the latter are too numerous, because we think everyone should have the benefits of higher education without first asking the question if all are fit to profit thereby. Instead of making education easier to obtain we should make it more difficult—from the intellectual point of view. It is economic, social and educational wastage to attempt to educate those who, because of innate defect,

cannot be educated. The remedy indicated by mental tests (1) is the early elimination of those unfit to proceed to the life of scholarship and research. Courses, particularly in the universities, are becoming so attenuated that there is too great a distribution of teaching. With a higher grade of pupil and student more intense and concentrated teaching is at once possible. We must rid ourselves of the idea that it is our duty to teach or impart information to all who may desire it. Desire should not be confused with ability.

6. The simplification of education is a corollary to be derived from the preceding discussion. As already mentioned, the training of teachers should, in the light of tests, lay less stress upon mere technique because less elaborate methods will be required in dealing with carefully selected groups of pupils. In this way instruction will be simplified and intensified. It will be less of a burden on the teacher and more profitable to the pupil. There will be less lecturing, shorter class hours, more recreation, and thus an all round betterment. The selected pupil does not require teaching so much as directing, for he takes a joy in doing things for himself. At present he is bored, burdened, and bothered by a mass of teaching intended for the dullard who should have been attended to at a previous stage of his educational career and sent into another channel of life.

7. Examinations! Who has not written them, and about them? Who has not abominated them both as student and teacher? Yet, like the poor, they are always with us. An examination is usually conducted attempts to estimate two factors, intelligence and accomplishment. In the average examination, these two aspects are frequently inextricably confused; and this accounts, in some degree at least, for many of the peculiar results. The psychologist has rendered service, if he has no more than called attention to these two sides of the matter and thus enabled the educationist to separate them. It would appear fair that the pupil's standing should be judged by a ratio between these two factors. Such a procedure would tend to make the examination more objective, and prevent the indigestion of the examiner from playing its part. (2).

Even with their present limitations, mental tests are certainly fairer and more effective than the whims of an examiner. True, they are not perfect; but their imperfections is much to be preferred to the so-called examination system which frequently, as is well known, takes no account of intelligence but merely of pseudo-accomplishment or memory data, which represent rather the accomplishment of the teacher, tutor, or key.

Intelligence tests can, therefore, take better care of one of the most important factors—intelligence. There is now an objective criterion in place of many subjective ones. Much is gained thereby. What then about the

(1) *Mental tests are more accurate in the lower grades.*

(2) *It is acknowledged that the term accomplishment is complex and should in turn be analyzed. Such things as temperament, curiosity, assertion, all have an influence upon attainment.*

attainment in each subject? Here, too, greater objectivity is to be obtained by means of standardized tests such as have been devised in arithmetic, reading, writing, etc. What is required, however, is a measure combining the results of intelligence tests with the results of tests in attainment in each subject. Should they each have the same value in a unified mark or should intelligence count for more? Even during the period in which such tests are being perfected the ordinary examination could be made more accurate and more effective if it sought to measure accomplishment only.

8. Some considerable revision is necessary with regard to our so-called democratic views on education. May it be plainly said that these are not in accord with the facts. They tacitly assume either that all men are born equal, or that, if not born equal, they can be made equal by certain educational methods. That is, environment in the form of education is a creative force. Now mental tests have conclusively shown that all men are not born equal, but that does not prohibit them from having every opportunity to develop all that their particular endowment provides for. It does not follow from this that all should have the same kind of education; for all are not capable of profiting by the same kind. Education must be more accurately adjusted to the needs of the individual, and these are decided by his birth. Equal opportunities do not necessarily mean the same opportunities but rather opportunities relative to the individual's capacity. That is fairer than trying to stamp him with the same mark as others of different capacity, and a truer way of looking at democratic education.

Mental tests have demonstrated that there are great differences in original endowment and that these remain fairly constant throughout life. There is such a thing as an intellectual aristocracy but it is not yet realized in our educational systems. Again, the evil of system is apparent. Democracy must be true to itself and render service to itself by looking forward to the establishment of an aristocracy of worth based upon intellect. There is something in the old world social scale; but better results may be arrived at in another way, as has been indicated.

It is vain to attempt to educate all for all cannot be educated. Education cannot create what is not there; yet, to all intents and purposes, we have assumed that it is able to create, else we would not be compelling all to go through the same mill, nor would we have made the way of receiving a higher education so easy from the intellectual standpoint. (It cannot be made too easy from the economic point of view.) In the real test of life, the theory that we can educate all has not been found to work; and the experiment has been a very costly one. Education is not a remedy for the lack of intellect; and no educational methods or teaching can create what has been omitted by nature.

Many are only fit to be hewers of wood, but they should be expert hewers. That is, those who are not fit for higher education should be thoroughly trained in the line for which they may be specially fitted. They should be told what to do, how to do it, and when to do it. They

should be trained, but not educated. Much training, of a kind, passes for education, but there is an essential difference between the two. This confusion has led to many mistakes in education; much disappointment in life, due to taking up wrong vocations; and, as a consequence, much industrial unrest.

Finally then, if democracy is to come to its own by getting the best out of each, then it must do so by a scientific process of selection and elimination, thus creating an intellectual elite. It will help to solve many industrial and social problems which cannot be touched upon here. In a word, we must recognize intellectual levels as the basis of true democratic education. Each child should have the chance which he deserves but no more than he deserves. Today, both in industry and education, the weakling is receiving more than he is worth and the gifted less than he is worth. There is crowd rule in some of our education.

9. Mental tests have already given us a considerable insight as to the prevalence of the all-round gifted child and some small knowledge of his nature. They afford us a decided optimism with regard to the welfare of our civilization if we only take advantage of their presence with us. If special curricula are necessary for the defective, they are a thousandfold more necessary for the gifted child, not because he is weak but because he is strong. We may then be compelled to go back a little way and see good in some of the old methods which appeared harsh to the soft-hearted educationists; and we may reach the conclusion that there are serious defects in some of our present methods.

SUMMARY

1. Mental tests are an aid to discipline both by the apportionment of punishment and by the elimination of the inferior pupil.
2. The distinguishing of racial differences and the honest recognition of such is of value from the educational standpoint.
3. More importance should be attached to the worth of the individual in educational systems. There should be an unlevelling process in education.
4. Teachers should be more carefully selected and trained. Less stress should be laid upon superficial technique.
5. Pupils should be selected and classified at an earlier period than at present. A thinning out process is essential if education is not to degenerate into a stuffing contest. Education is not creative.
6. There should be simpler but more difficult curricula.
7. The examination system should be modified by the inclusion of mental tests and standard tests in each subject. Greater objectivity would thus be obtained.
8. Recognition of the differences in natural endowment would result in the creation of a real democratic aristocracy independent of rank or fortune.
9. Proper attention should be given to the gifted child, but this should not be of a coddling nature.

Auditor's Report

1222 Broad Street, Victoria, B.C.

March 9th, 1923.

Harry Charlesworth, Esq.,

Gen. Sec., B. C. Teachers' Federation,

410 Campbell Building, Victoria, B.C.

Dear Sir:

We have audited the books of the B. C. Teachers' Federation for the twelve months ending February 28th, 1923, and beg to report as follows:

We have checked all the Receipts and Payments, have agreed the several Bank Accounts, checked the vouchers and drawn up a Statement of Receipts and Payments, which we herein enclose. All our requirements as Auditors have been fully met. We have found the books and records of the Federation very neatly and accurately kept. We have suggested one or two alterations in the method of book-keeping which we feel sure will save a certain amount of detail work, the keeping of which reflects so much credit on the Assistant Secretary, but the accumulation of which is, we think, liable to prove too great a burden.

Re Financial Statement

The Financial Statement shows a decrease of Funds in hand of \$2,351.06 for the twelve months. This is probably due to the membership fees falling considerably below the estimated figure in your budget drawn up at last Annual Convention. Whilst on the subject of membership fees, we would point out to you the immense amount of extra work involved by reason of the fees being paid in two or more instalments. In our opinion the convenience afforded to the members by this method is far outweighed by the great amount of detail book-work required to keep track of these unpaid balances. We strongly recommend that this method of paying fees be cancelled at the forthcoming Convention, and that instead all fees be paid in one amount before May 31st, thus providing an income during the early part of the Financial Year.

Re Pooling

The Financial Statement does not contain any item of Pooling. This has been kept separate as per attached statement. Would it not be advisable to keep the Pooling of Expenses Account out of the General Office altogether? If it could be arranged to appoint a Committee at the Annual Convention to collect these voluntary donations and to disburse them, and to be responsible for the fund during the year, it would relieve the General Office of detail work to a considerable extent.

The following report is respectfully submitted, and our account is enclosed.

Yours truly,

Lee and Fraser.

Per EDWARD PARSONS,
Accountants and Auditors.

Financial Statement of British Columbia Teachers' Federation

STATEMENT OF RECEIPTS AND PAYMENTS—MARCH 1, 1922 TO FEBRUARY 28, 1923

| RECEIPTS | | DISBURSEMENTS | |
|---|-------------|--|-------------|
| March 1, 1922— | | February 28, 1923— | |
| To Cash on Hand and in Bank..... | \$ 6,366.30 | By Salaries and extra help..... | \$ 6,489.00 |
| " Membership Fees B. C. T. F..... | 10,531.50 | " Travelling Expenses, viz: | |
| " Magazine (B.C. Teacher): | | General Secretary | 384.53 |
| Subscriptions | \$1,229.60 | Executive | 607.65 |
| Advertising | 485.30 | Annual Convention | 54.10 |
| Post Office Refund | 64.28 | Sundries | 102.95 |
| | 1,779.18 | | 1,149.23 |
| " Donation to Emergency Fund | 200.00 | " B. C. T. F. Annual Convention: | |
| " Canadian Teachers' Federation: | | General Expenses | 281.70 |
| Membership fees | 610.00 | Speakers, etc. | 224.35 |
| Refund, Trav. Expenses | 16.85 | | 506.05 |
| " Membership Fees | 800.40 | " Canadian Teachers' Federation | 2,272.77 |
| " Trav. Expenses, 1921 | 227.25 | " Office Expenses, viz: | |
| | 1,654.55 | Rent | 445.00 |
| " E. J. Stone, refund re Stan. Certificates | 25.00 | Telephone and Telegraphs | 197.77 |
| " Registration Fees, Eastern Convention | 105.00 | Printing | 680.47 |
| " Bank Interest | 112.96 | Subscriptions | 15.20 |
| | | Books, Stationery and Supplies | 209.37 |
| | | Postage and Expressage | 187.02 |
| | | Bank Exchange | 40.43 |
| | | Sundry Expenses | 123.40 |
| | | | 1,898.66 |
| | | " Magazine (Printing, Mailing, etc.) | 2,764.71 |
| | | " Legal Expenses, Bond, Audit | 125.85 |
| | | " Furniture and Equipment | 213.88 |
| | | " Refund Fees to Fernie | 5.00 |
| | | " New Westminster Teachers' Ass'n. | 1,334.10 |
| | | " Cash on Hand | 119.27 |
| | | " Cash in Bank | 3,895.97 |
| | | | 4,015.24 |
| Total | \$20,774.49 | Total | \$20,774.49 |

We hereby certify that, having examined the books and vouchers of the B. C. Teachers' Federation, and from information and explanations given to us, the above statement of Receipts and Disbursements is correct as shown by said books and vouchers.

Lee & Fraser,
Per EDWARD PARSONS,
Accountants and Auditors.

Victoria, B. C., March 9th, 1923.

POOLING ACCOUNT

March 1st, 1922 to February 28th, 1923

| RECEIPTS | | DISBURSEMENTS | |
|-------------------|------------|---------------------------------------|------------|
| To Receipts | \$2,239.00 | By Travelling Expenses Paid | \$1,845.00 |
| | | " Printing | 88.40 |
| | | " Exchange and Cheque Book | 27.30 |
| | | " Books, Stationery and Postage | 43.20 |
| | | " Standard Certificates | 43.50 |
| | | " Balance in Bank | 191.60 |
| Total | \$2,239.00 | Total | \$2,239.00 |

We have checked the Receipts and Payments and Bank Account of the above Pooling Account, and certify that the above statement is correct as at February 28th, 1923. As suggested in our Report to the General Secretary, we recommend that this account be kept outside the General Office as it is entirely distinct from the General Membership Receipts and Payments.

Lee & Fraser,
Per EDWARD PARSONS,
Accountants and Auditors.

Victoria, B. C., March 9th, 1923.

VOCATIONAL GUIDANCE AND TRAINING

"Vocational Guidance and Training" was the subject dealt with by Dr. Herbert W. Riggs, of the Vancouver Kiwanis Club, in an exceedingly interesting address before the High School Teachers of the Lower Mainland at their monthly dinner at the Grosvenor Hotel, Vancouver, on Wednesday, February 21st.

Dr. Riggs related his work definitely to the Kiwanis international objective, namely, the welfare of the underprivileged child. In accounting for so many 'derelicts' among the youth of the land, it was found, the speaker said, that many children had not been trained for any definite occupation, and that many others were misfits, which can only mean that a great deal of time is wasted in education and the type of education given to a number of children: the present system, in fact, practically educates all children in the same way to do different things. Vocational Guidance comes as an effort to avoid some of these anomalies.

The ideal system of vocational guidance, continued Dr. Riggs, presupposes a great deal. We should, for example, be able to check up various types of ability, staying power, have a knowledge of the fathers and mothers in individual cases, be able to study hereditary and environment influences, the physiological condition of the child, etc. We are only beginning to appreciate some of these circumstances, he said. For instance, a vocational trainer today, would only start to accumulate charts, notes, histories, etc., that would make possible something scientific in the years to come. This takes time, and it needs co-operation to do it—co-operation of the teacher, parent, industrialist, merchant, etc.

Dr. Riggs made some very definite suggestions as to some of the things that might be begun right away along the line of vocational guidance and training, stating that Toronto had undertaken a programme of work in this connection, and that Winnipeg was now making a survey for the purpose of instituting vocational training in the schools there. One of the first things that might be done here would be to secure definite knowledge of industries which employ the labor of youths between the ages of fourteen and sixteen, and connect the work of the schools with these industries. In the second place the schools might provide training for certain occupations. The speaker acknowledged the work now being done in the Manual Training Departments of schools, and in the Technical schools. In connection with the foregoing a third suggestion of the speaker's was that of imparting to boys and girls general information in regard to various occupations. This is being done in some cities. Lessons on particular occupations are taught each week by the class teacher, in which the importance, the advantages, the disadvantages, etc., of each is brought out, and from this survey of the occupations a pupil is aided in making his choice—further aided in some cases when such lessons are supplemented by visits to the scenes of occupational activities.

For the purpose of vocational guidance the children in some parts of the United States are divided into two classes, namely, abstract-minded, and motor-minded, and it was found that the latter numbered three times as many as the former. Dr. Riggs' suggestion was that a three-fold division might be preferable, namely, those whose work was practically by the aid of the head only, those those who depended on the hands only, and those who depended fairly equally on both head and hands.

As already suggested, co-operation was needed. An observant parent is, of course, the most valuable single factor, and the majority of parents are willing to play their part in this work. The teacher, next, should be able to give some idea of the qualities necessary for certain occupations, and help in advising the child. And there should be a specially-trained vocational guidance officer. The teachers of British Columbia, the speaker stated, would probably have special assistance in vocational guidance at this year's summer school of the University of B. C.; at least Dean Coleman has in hand at the present time the matter of bringing to Vancouver an expert in vocational guidance and training from a city which has a splendid vocational guidance department in its schools. The vocational officer, it was said, should be a teacher and an eminent psychologist as well. In addition there should be some one in each school to work with this officer—the principal or vice-principal who would be specially prepared to handle vocational guidance work. Further, in the placing of these youths, there ought to be co-operation with the provincial employment officers, and the provincial employment bureau. There should be co-operation of all the above mentioned. Add to this the keeping of records so long as a child is under the supervision of the system.

One of the first requisites for the inaugurating of work of the kind mentioned would be the changing of the school law in order to keep our boys and girls at school until they are sixteen years of age. If home conditions made a certain amount of wage-earning work necessary, this might be provided for by the permit system which would allow for periods of school work to prepare a boy for some particular vocation.

Dr. Riggs was given a very attentive hearing throughout, and it was decided to keep in touch, through the Association's committee on School Administration, with this most important problem.

THE DRIVING force that makes either peace or war is engendered where the young are taught. The teacher—whether mother, priest, or schoolmaster—is the real maker of history; rulers, statesmen, and soldiers do but work out the possibilities of co-operation or conflict that the teacher creates. This is no rhetorical flourish; it is sober fact. The politicians and masses of their early education.—*H. G. Wells.*

SOME WEAKNESSES IN OUR EDUCATIONAL TENDENCIES

(Address by Sir Arthur Currie, G.C.M.G., K.C.B., LL.D., Principal McGill University.)

Mr. Chairman, ladies and gentlemen: The first thing I wish to do is to express my appreciation—and I am sure it is your feeling too—of the very sweet music given us by the pupils of the Elgin Street school. May I at the same time add my congratulation to the director, Miss Radford. I have but little knowledge of music; I cannot sing a note, but there are two tests I always apply to a musical rendering: one is, whether it sounds pleasant to the ear—and what we heard passes that test—and whether you can understand what the singers are saying. That is my main test, and I can say that I did hear every word which these young people sang so sweetly to us.

I come to you tonight with a great deal of diffidence and humility. It seems to me almost an impertinence that I should speak to such a distinguished gathering as the Canadian Education Association. I am reminded of what was stated in Dr. Tory's home city—perhaps his presence here tonight has suggested it to me. I had the honor of speaking at Alberta University several years ago, and a vote of thanks was moved by an old officer of mine who at times is a resident of Ottawa, because he is now a Senator. He said that he felt very diffident in the presence of that gathering of university men and women and students—in the presence, as he put it, of those who "socked with Socrates and ripped with Euripides." Well, I feel something like that tonight. Let me, however, assure you that I consider it a rare privilege and a happy opportunity to speak before an association such as yours—an association which has for its outstanding purpose the serious consideration of the educational problems with which our country is today confronted and the earnest discussion of the best methods for the solution of these problems. I am glad to join with you in this discussion. And while I do not presume to solve completely all or indeed any of these problems which puzzle us, I can at least refer to what I consider some weaknesses in our educational tendencies.

The past few years have been a transitional period in educational methods in Canada, and indeed in the Anglo-Saxon world. Fifty years ago the charge of utilitarianism could scarcely be brought with justice against Canadian education. At that time a stern disregard of material things,—in fact too stern a disregard—characterized the schools of our country. The public schools drew their inspiration largely from the literature of Greece and Rome. There was an adherence to an exclusively classical and literary ideal. To such an extent did this tendency later grow that in the childhood of some of us here assembled, many men voiced against it a firm and at times a bitter protest. You remember the strong protests of Herbert Spencer, who led the frontal attack and made a vigorous onslaught on the education of his time. He deplored the fact that direct utility was disregarded and that, in the schools, what he called the purely ornamental over-rode the directly practical, and he made a forcible appeal for the inclusion of what he called useful

subjects in the school curriculum. Under the influence of these protests the educational tendency turned from the so-called classical or general to the so-called special or utilitarian ideal. The scornfully termed "ornamental" studies of our fathers' school days have given place in many quarters to the loudly praised, practical studies of modern life.

It is perhaps not surprising that a somewhat intense reaction should have set in against the traditional system of our schools. That system had in it, we all realize, many serious defects. There was a growing conviction that we should look to improvement in education, to increased skill and expert knowledge in our artisans and farmers. Everywhere the need of special, technical knowledge was keenly felt, and the man of the world insisted that if education was to be in reality a training for life, it should provide an adequate preparation for its practical needs and activities. Education should, we were told, have a definite bearing on the child's ability to earn his future livelihood. General education, said the advocates of this practical view, however desirable for a leisured class, could not be the sole or the chief end for those who had to fight the stern battle of existence. While there is much to commend in this view, and while I give the reformers credit for criticising and removing the worst faults of the old system, I think there is every reason to view with alarm the length to which the advocates of so-called practical training may proceed. Their partizan zeal may not avoid excess. They have held out, and are today holding out, an alluring prospect of the immediate material or monetary advantage as an outcome of entirely specialized education. And the net results may be a strong tendency towards a narrow view of school training which puts acquisition of what is called useful or money-getting knowledge before the development of mind and character.

Now, it must not be supposed that I wish to disparage or to minimize in any way the need for technical instruction. Of advanced technical training, that is the application of science to particular industries, we cannot have too much in a young country such as ours. But we must not forget that technical education of the kind should always be the sequel to a general education and never the substitute for it, and that it is valueless unless based on a general training. We must not forget that specialized education, however desirable, should always pre-suppose a sound general education on which it is built. One of the great needs of our country today is sound, general school education not specialized to meet the requirements of a particular industry, but directed to the cultivation of valuable mental habits. You doubtless remember many a father and many a mother who has said to you, "It is too much for my boy to learn these stupid rules of Latin grammar when he has a liking for something else"; or, "My boy cannot learn Algebra easily, and, after all, none of us use Algebra in later life; my boy is going to be a

doctor or a lawyer like his father and I cannot think of any good that Algebra can do him." Such an attitude as this, with which many of you are familiar, forgets that school education is after all a discipline of the mind, and that whatever produces that discipline,—whether Algebra or Latin grammar,—is of great value to the boy. And I hope we are beginning to realize how far the eagerness for immediate profit and utility has led our reformers to disregard any general mental cultivation which cannot be interpreted in terms of material gain.

In our search for the direct results of our school training, and in the adjustment of our courses of study, we must not forget the true purpose of education,—the real aim of our efforts. We are told by those who know that the mind is not a series of disconnected pigeon-holes for the passive reception or the passive resistance of knowledge. It is an organism capable of development, and it cannot attain to full growth without the appropriate exercise and harmonious development of all its faculties, and any more than the body can reach full vigor without the appropriate exercise of its various organs. If we starve a mental faculty we impair the whole mind. It is essential, therefore, that before any specialized form of study can be pursued with profit, the mind should have attained to a satisfactory state of general development which can only be produced by an education of the broadest type. At an age when most of our children leave school, they can hardly be said to have fulfilled this condition. Their school training should be directed mainly to opening their minds, to exciting and gratifying their natural curiosity, to arousing an interest in the acquisition of knowledge and to giving them some power over the acquisition of that knowledge. By confining the boy to a narrow and sometimes repellent form of specialism, his interests are killed, his faculties are starved and his whole mental development is cramped. We must realize that the training of faculties is more important than the getting of useful knowledge. We must remember that to limit any boy's education merely to the cultivation of manipulative skill is to ignore the nobler instincts with which nature has endowed the humblest of our fellow-citizens; it is to forget that the children in our care are human beings whose intelligence and character are important to themselves and to their country; it is to ignore the fact that if these instincts are not gratified in the peaceful atmosphere of the school there will be little chance of their finding development in the later rush and hurry of our modern life; it is to forget what all rival theorists are agreed upon, that our aim should be general development; that the schoolboys and school-girls before leaving school have adequate breadth and scope for the training of the faculties of reason, imagination and memory.

The main object of school and college education is, I believe, the same,—to establish character, and to make that character more efficient through knowledge, to make moral character more efficient through mental discipline. In the school, a continuity of the best influence, mental and moral, is the thing most needful. That such an

(Continued on Page 161.)

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PERCEPTION AND ASSOCIATION

(By S. Oswald Harries.)

(Concluded From Last Issue.)

In the next row is another girl of nearly sixteen, who is the embodiment of grace and gentility. She speaks quietly, in refined tone, works well, thoroughly enjoys life in a refined way, is a real lady in speech and behavior, with a quiet dignity in all she does. She too was trained that way. Is the difference mainly one of training in perception and association?

A parent complained to me that her daughter, aged twelve, was a very nice girl until two years ago. Then she mixed with a rough "bunch" and soon became so bold and coarsened that her mother thought of keeping her from school. Can such changes be effected, either way, by training? Almost every teacher knows that it is so. Differences in streams of perception and habits of association alter mental content: character.

To avoid the debatable questions of heredity, and of home training, which teachers cannot control directly, consider the effect of school training alone.

Here is a teacher who insists that the children enter and leave the classroom quietly. There is a teacher who permits children to run in and out and make any kind of disturbance. The stream of mental impressions is different in each case. Has this any effect on association and habit of action?

Here is a classroom with walls almost black with soot, desks smothered in ink, names, and sketches, floor unoiled and unscrubbed. There is a classroom with nicely tinted walls, newly re-varnished desks, clean, well-oiled floor, selected pictures on the wall, flowering bulbs in window boxes, and a vase of budding willows on the desk.

Here is a school lot, unfenced, bare, strewn with wood blocks, cans, and paper; there, a school ground well planned, with school gardens, playgrounds marked out, and shrubs placed along the gravel walks.

Do these differences have any important effect? Let me give one more illustration of these lesser influences. In a classroom the desks were dirty, covered with pen sketches and carved names. This was in a fairly new school. A new teacher told the class that the desks could easily be cleaned and could be re-varnished if nicely smoothed. With a small plane he planed out the names from one desk. To his surprise, boys and girls soon brought safety razor blades and pieces of glass, and for nearly a week their spare time was used in scraping the tops of the desks clean and smooth. The next class seeing the effect, also started a scraping competition. Soon two rooms were ready for desk varnishing as a result of a small perceptive stimulus.

The difference in perception streams mentioned above are important in affecting mental content. Other factors in training may be even more important. This teacher encourages the children to be observant, to be critical, to ask questions, and to read widely. That teacher re-

presses such natural tendencies. In this school the teachers teach singing in all grades, giving excellent training in aural perception and in vocal expression; in that school the teachers neither sing nor teach singing. In one school each class has a small but well selected class library, in the other no reading is taken but the prescribed reading and that most mechanically. Here is a class well trained in drawing, form and color, and lines the walls with excellent examples of art. That class does no drawing whatever except what is scribbled on book covers and desks or walls. This class of youngsters is taught rhythmic dancing and singing games, the other lolls against the school walls or plays rough hooligan.

In any line of perception some classes will get a minimum of training whilst others are trained to a high degree of perceptive ability, appreciation, discrimination and response. The difference means a more or less permanent influence in moulding habits of thought, feeling, and action. Hence as teachers we should constantly ask ourselves what kind of streams of impressions we are giving to our pupils, especially through eye and ear. Pupils cannot be expected to have a high standard in drawing if they have never seen good drawings nor to have fine aural discrimination if they have never been trained in hearing good music and speech. Children cannot be expected to read the best in literature if they have never heard good stories well told, or had access to good books. These things depend on habits of association based on perception. It is mainly a matter of good or bad training. Often this naturally reflects on the training of the teacher. Teachers with limited training, with little or no knowledge of child psychology, can be little else than mechanical instructors. With narrow interests themselves they can but lead their pupils to desert or ditch. Teachers must have broad human interests to be able to effectively train their pupils in worth while interests, through perception.

The study of perception leads naturally to the study of apperception or association. Perception means simply perceiving, that is, some message or stimulus travels from a sense organ along the nerves and is impressed through the brain into the field of consciousness. It is sometimes admitted that innumerable impressions are not perceived but pass immediately to the sub-conscious mind. These, as well as consciously received impressions are of importance in studying association.

Each percept dislikes to stand alone in consciousness. It likes company and seeks to associate by comparison, contrast, or contiguity, with previous impressions, now in the subconscious mind. Thus one percept, a color, or a word, will often start a whole train of associated ideas. This process of linking up a new percept with the past impressions is termed apperception or association. A few examples will make the process clear.

If I say to you just one word as "Wellington" just what do you think of as a direct consequence? Once I was introduced to a teacher as "Mr. — of Wellington." At the time I was teaching at South W — m. The lady looked pleased and said "Are you f — Wellington? That is my birthplace." Her mind had — to her native town of Wellington in Engla — her disappointment I recalled, by associ — ed tiled houses and pastoral beauty of — d the strenuous hockey matches playe — l some common association from the — - said "Sardonica" possibly no-one w — - ciated ideas unless maybe to think th — s- take for Sardinia.

Last week Mischa Elman gave a recital in Victoria. I knew of this and during the week my mind constantly wandered in the direction of Victoria, so near and yet so far. Then I would think of the times that I had heard Elman play. It was possible to recall parts of the programs, parts liked and parts not liked so much. The mind would wander to a comparison of the personalities, styles, and programs, of Elman, Kubelik, and the greater Kreisler. Just that advertisement of an Elman concert disturbed my mental equilibrium for a week.

Often I start conversation with people, not for the usual reasons, to find out their business or hear family troubles or self glories, but to know the people better, to realize if possible their dominant interests and lines of association. Few people are met on the surface. All have their hidden lives, not a skeleton in the cupboard, but a more or less living ideal of what their life should be. Exploring association and testing reaction is at least as fascinating as psycho-analysis and more reliable.

Try it for yourself, with your class. Laugh at the false associations, and ponder at times the paucity of worth while lines of association. Try it with yourself. Write down the associations if possible, and try to trace the links that join one idea or trend of thought, to the others.

I say to my class, "I am going to tell you just one word at a time, then you write the first thing that you think of." Then I say, "Venus." Some wrote nothing at all. Many wrote "The name on my lead pencil." One boy wrote, "The most beautiful goddess of the Greeks." One girl wrote, "A kind of soap you can buy at drug stores." My own mind side tracked the mythology and followed the astrological significance.

Instead of "Venus" try "Charlie Chaplin" but try it before a holiday and ask the children to supply their own paper as the Trustees are cutting down supplies this year.

Observe that most associations are pictorial. Why?

Study not only pictorial association but verbal association and emotional association, as well as actional association.

In verbal association if anyone tells me "My heart with pleasure fills" I immediately want to say, "And dances with the daffodils." If someone suddenly sings in rich voice "There's a long long trail a-winding" do you not immediately expect or sing "Into the land of my

dreams." One teacher who taught her class many songs used to open morning school by quietly singing the first line of a favorite song. The children immediately continued the song. Verbal association reveals a person's tastes and training in literature and music as well as in kindred subjects.

Emotional association is a powerful factor in life. Once I had a class of pupils that immediately became restless and disgusted if I said the one word "grammar." Another class became motionless, silent, if I said the one word "Story." I have but to say the one word "Drill" to get all my pupils moving to places and awaiting orders. A single "Clang" and in a minute or so several hundred children can change their places from seats to lines in the playground, wondering if there is really a fire or, as in past association, simply "hot air" again. These cases of actional association are common. But the actional side is sometimes humorous. For example, my host hears an alarm clock at 7 a.m. every morning. He immediately gets up, stops the clock, then goes back to sleep again. He has done this regularly for months.

In previous years, if "Shakespeare" were spoken to Senior Grade pupils, most of them would have no line of association. It meant nothing. Now to most of them, it is become rich in meaning, attracting into consciousness concepts of a Shylock, a Lear, a Portia, and other types. One or two rascals will still associate the word only with "Lamb's Tails."

If teachers realized the power of perception and association less false psychology would have intruded into methods of teaching. Consider some common examples.

As a result of present methods of teaching geography the word "India" will bring to most pupils, by association, a picture of a flat, pink map, very small in size, variously decorated with streaks, feathers, dots, and names, with a verbal recollection, by association, of the outline summary of the geography of India. Well do I recollect by association, a class of 60 imprisoned youngsters, including myself, saying in chorus the products of India from "Raw Cotton" to a closing crescendo on "Shawls." It was grand, inspiring, or at least perspiring. But an inspector once took a liberty with us. Products of India? Certainly, we all knew them. The boy next to me stood up, and as I whispered "Raw Cotton" he took the prompting and ran on to "Shawls" with a triumphant flourish. To my horror the inspector turned to me and sent a cold shiver down my spine by saying, "Well, my lad, what is jute?" I did not know and no-one else knew. We had no line of association except that we knew it was a product of India. He asked for an intelligent line of association and we could give him only a mechanical one.

What different associations the word "India" now stimulates—its wonderful history, its varied peoples, its grand temples, its peculiar religions, its difficult problems.

But think over a problem nearer home, a mistake in more modern methods of teaching. Plasticine and relief maps became the rage. Show the country in relief, show the slopes. What is the result?

To my mind, at the word "Prairies," comes a vivid picture of grey clay about nine inches by seven inches,

flat as a pancake, and nicely smoothed over with finger and spittle. At the word "Rockies," my mind has by mental association a picture of a silly little clay map of Canada with a sticky ridge of clay along one side. Even now I find these absurd associations actually dominating the wealth of association gained by first-hand friendship with the grandeur of the West.

The blackboard map and the clay map are of little value and may even be a detriment, unless expanded into concepts nearer truth. You have seen what I mean at the picture show—the only place where we really teach geography now. A map of the Panama district is screened, and a black arrow runs along the route to be taken. Then the picture unfolds into a realistic impress of the actual journey. If we cannot give actual photos or pictures of other lands we should at least refrain from giving false percepts and false association.

So in history. If you were to say to me "Julius Caesar" there would arise in my mind a conflict between three sets of association. The stage play, well acted, struggles with the historical accounts in the text-books. But what is this, rising triumphant over all other associations? Truly first impressions sometimes last longest. It is little Tommy Marston with paper hat, wooden sword, and his own grin. In our dramatization Tommy was Julius and a funny one too. But Tommy is firmly fixed in my mind and I expect he has no use even now for a lean thinking Cassius. Yes, Tommy with hat and sword and grin will ever arise in mind at the word "Julius."

Apart from the danger of giving such false yet powerful percepts and associations think of the mood of association. To many pupils the suggestion of a history topic, say "Declaration of Indulgence" or "Events of the War of 1812-1814" brings a feeling of disgust and "Oh! heck;" but anything of real interest to child mind will bring ready pleasurable response.

Sometimes association is very subtle. Recently a teacher tested her class. In response to "Shakespeare," one boy wrote:

"Shakespeare was a great missionary." This was very puzzling. When I was asked about the link, I thought there was none; that the answer was pure guess. But on questioning the boy it was learned that he had been to the picture show to see the picture "Stanley in Africa." The "S" at the beginning of the names was the link of association. This single letter association is not very rare. Shakespeare had brought to his mind "Stanley" and to make Stanley the missionary instead of Livingstone is typical of a careless boy's juggling.

One boy wrote for "Mackenzie King" this association: "Mackenzie King was the man who discovered the Mackenzie River and it was named after Mackenzie King."

Another interesting phase of association is the wealth or poverty of association based on perception. If I say to you, in turn, Wagner, Beethoven, Burne Jones, Grieg, Watts, Chopin, Rosierucian, Dr. Abram, Edison, Kreisler: what are your lines of association in each case?

Suppose, instead of those, I said, piano, violin, gardening, fancywork, favorite hobby, have you any useful

lines of association? If, on the contrary I say poolroom, dance hall, gambling, drugs, gossip, what emotional or practical associations arise in your mind?

Most of the habits of life are based on perception, and association. Education should give pupils and teachers wide "range of useful percepts and habits of association. Many teachers and pupils are starving mentally and emotionally for lack of interesting association. They become listless, indifferent, no aim, no ambition. Most things in life mean nothing to them instead of meaning a wealth of associative interest of a practical nature. All of us, except for the little original thought, creative genius, which we express, are bundles of habits of association based on perception. Freud even carries this idea deep into the subjective realm, unveiling the unperceived or forgotten impressions, showing how subtle and powerful are the links of past and present based on association. Much of psycho-analysis may be exaggerated guessing and nonsense, but the basic idea of the subtle nature of association and its great power is correct.

Call a halt sometimes in the whirl or the humdrum of life activity in school or out, and think over the questions:

1. What kind of streams of perception enter my field of consciousness and that of my pupils, and what kind of associated thought, emotion, or action results?

2. How can the quality of perception be improved and the usefulness and richness of association be extended?

"It is the aim of education to bring the child into as full, rich, and useful an interaction with his environment as possible."

The basis of such work is the training the child receives in perception and association.

IN LIGHTER VEIN

When weary and discouraged, turn to the scrap book. Turn over its pages at random. Mental relaxation is a safeguard.

It is dangerous to drink impure milk because it gives us various kinds of diseases.

Caterpillars are greedy things. They eat till they bust, then they go on eating and busting until they can't bust any more. Then they stop eating and hang themselves up for the winter.

The chief tree grown in Europe is the malaria tree. (Mulberry).

The teacher made the mistake of giving a general knowledge test: Here are some of the results:

Lloyd George has done a lot for our country and he is very nice and kind to all the country.

Henry Ford was a great officer in the last war.

Lloyd George is not going to work any more but is going to travel all over the world. And he is going to be married soon. (Pupil had read of Kaiser's marriage.)

Oliver Cromwell was a great night of Charles the First.

HIGH SCHOOL TEACHERS OF LOWER MAINLAND UNDERTAKE IMPORTANT WORK

At the January meeting of the High School Teachers' Association of the Lower Mainland, Dr. Norman F. Black, of the Duke of Connaught High School, New Westminster, introduced, and was successful in having adopted, a motion which promises fair to provide work for the members of the Association for some time to come. The motion reads as follows:

Whereas there is a wide spread impression that the system of educational administration under which the public and high schools of British Columbia are operated is seriously imperfect, entailing unnecessary friction between teachers and trustees and otherwise militating against the efficiency of school work: and

Whereas the difficulties attendant upon the wide definition and allotment of administrative functions are admittedly very great, calling for patient, unhurried and dispassionate investigation and for abundant calm and disinterested discussion by all those intimately concerned:

Therefore be it and it is resolved:

(1) That a special Committee on School Administration be appointed with a view to assisting this Association in its study of this problem;

(2) That the Committee on School Administration consist originally of three members of this Association, selected by the Executive Committee: and

(3) That the Committee on School Administration thus constituted have authority to add to its members other ladies or gentlemen not necessarily members of this Association, and to co-operate as the Committee may deem wise with other possible similar committees or individuals representative of other bodies or associations.

Since then, Dr. Black had a meeting of his Committee, and at the February monthly dinner of the Association he presented his first interim report, which reads as follows:

Together with the President of this Association the members named to this Committee by the Executive held their first meeting on the 10th inst., and extended invitations since then accepted to Dean Coleman, of the University of British Columbia; Dr. Rothwell, Chairman of the Westminster Board of Trustees; Mr. W. Sparling, Principal of the Aberdeen Public School, and Mr. Anstey, of the Normal School, to become members of your Committee.

Dean Coleman has offered to have placed in the University Library copies of the various books to be included in the bibliography now in preparation. The Provisional Bibliography recommended to the attention of the Association is as follows:

I. Books Dealing Directly With Administrative Methods:

Richardson's *Administration of Schools in Cities of the Dominion of Canada*.

Cubberley's *Public School Administration*.

Dutton & Sheridan's *Educational Administration in United States*.

Deffenbaugh's *Current Practice in City School Administration* and his *School Administration in Smaller Cities*.

Problems in National Education (Scotland).

Elliott's *School Supervision*.

Ayer's *School Organization and Administration*.

II. Books on Standards, Tests and Allied Subjects as Related to Administration:

Judd's *Measurement of Work in Public Schools*.

McMurray's *Elementary School Standards*.

Munroe, De Voss and Kelly's *Educational Tests and Measurements*.

Hartog's *Examinations in Relation to Culture and Efficiency*.

III. Reports of Recent Commissions, Surveys, etc:

Cubberley's *Survey of Portland Schools*.

Bobbitt's *Survey of Denver Schools*.

Ayre's *Survey of Cleveland Schools*.

Bobbitt's *Survey of Los Angeles Schools*.

Foght's *Survey of Saskatchewan Schools*.

Scottish Education Act of 1918 and The Report of the Scottish School Reform Commission.

Report of N.E.A. Commissions, 1921, on *Reorganization of Elementary and Secondary Education*.

Recent Surveys of City Schools of Elizabeth, N.C., and Wheeling, W. V., and of Rural Schools of New York, etc., etc.

Proceeding of N.E.A. and similar or allied bodies.

IV. Magazine Articles Dealing with Administration of Schools:

School Board Journal, numerous important articles.

School and Society, Thwing on Democracy in College Administration (May, 1922); Ettinger on Economy in School Administration (Nov., 1921), etc.

Teachers' College Record (Columbia).

School Review and Elementary School Journal (Chicago).

Journal of Educational Administration and Supervision.

V. Reports of Education Systems in other Provinces, States and Countries.

Your Committee is in correspondence with Professor Jobbitt of Chicago, Professor F. C. Ayer of Washington, and Professor Strayer of Columbia for expert advice and information in connection with the Bibliography.

In accordance with its understanding of the wishes of the Association your Committee proposes to make as extensive a study as is practicable of the literature of School Administration, and of the advantages or disadvantages, efficiency or inefficiency, of our present system and of other systems either proposed or actually elsewhere in operation. At the same time the Committee

feels that its primary duty is to facilitate the study of administrative problems by all desirous of taking part in such studies. A general invitation is therefore extended to teachers and others who are willing to serve on sub-committees to notify the chairman as soon as possible. Each such volunteer will be expected to read at least two books on School Administration, of which the Committee recommends that in every case one be Richardson's *Administration of Schools in Cities of Canada*. . . In so far as possible the wishes of the volunteer will be consulted in assigning the topic or book upon which he or she will be asked to report or to aid in framing a report.

Some of the special topics referred to in the discussion preceding the adoption of the resolution under which your Committee is acting were the following:

How may the funds voted by the people or their elected representatives or derived from Government grants be so expended as to produce the greatest efficiency? Should teachers have any share in directing this expenditure?

How may trustees, principals and other supervising officials and assistant teachers be relieved of routine work better done by some one else?

What are the best means of keeping trustees, principals, teachers, and other persons immediately concerned, in intimate and sympathetic touch with each other's problems and view points?

What are the essential and inalienable functions of the school board? Are trustees likely to be qualified for all the duties at present assigned them? Do these duties require the sacrifice of more time than the public should ask of unpaid officials?

When in the interests of efficiency does the appointment of a superintendent become necessary? Should provision be made for rural superintendencies, and if so, what? How should the duties of superintendent and inspector be correlated in order to produce the best results?

Are present methods satisfactory in connection with the appointment, retirement, promotion, demotion, transfer and dismissal of teachers and other officials? What should be the functions of the Board, superintendent, inspector, principal, departmental head, teachers' association, and any others immediately concerned, in relation to such matters?

Is an effective provincial system of education compatible with the exercise of greater local initiative?

Is the machinery for securing a trustworthy and up-to-date record of the possible school population satisfactory, or would such census methods as are in use in Buffalo, Philadelphia, Rochester, etc., better meet our needs?

What changes in administrative methods could with safety be introduced with a view to encouraging independent initiative and continuous serious professional study on the part of teachers?

Is it true that present administrative methods tend to mislead pupils and others as to the true ends of education, unduly magnifying incidentals, externals and excrescences? If so, how might this be remedied?

Do present administrative methods foster permanent habits of good reading by linking school and public library in the most efficient manner possible?

Do present administrative methods go so far as is fairly possible in providing equality of educational opportunity?

Is the burden of maintenance fairly distributed?

Does the present system provide necessary data regarding overhead expenses? Heating and lighting by different methods? Cost of different subjects per pupil hour? And so forth.

Do present administrative methods effectively safeguard the personal property of pupils and teachers, and the buildings, grounds and equipment?

Does our administrative system take due cognizance of the importance of ventilation and of preventive and restorative health measures?

Do the administrative methods at present in vogue ensure the highest possible efficiency with regard to janitorial work and repairs?

Do our administrative methods facilitate rapid progress by those fitted for it and militate against the forcing or overworking of other students and the avoidable repeating of grades?

Does our system of school administration adequately recognize out-of-school studies in music, art, etc.?

Such a list of queries could easily be much extended but these questions indicate lines along which your Committee will endeavor to pursue its studies and to guide those of its sub-committees. Your Committee realizes the danger of too widely diffusing our investigations but is of the opinion that as yet it would be unwise to restrict the preliminary studies by any attempt at a precise preliminary definition of the scope of the problem of school administration.

Moreover your Committee deprecates any disposition to formulate prematurely answers to questions such as those indicated above. If our ultimate findings are to be of the greatest possible value and carry the greatest possible weight they must be the fruit of mature study, reflection and discussion.

Accordingly the adoption of this report will be interpreted as instruction to enter upon a leisurely and extended study of the subject. It will be the policy of the Committee to present interim reports from time to time, and at least once in three months for discussion by the Association as a whole and at more frequent intervals to bring to the attention of the Association reports on special topics submitted by the sub-committees. This policy will be continued until a finding is reached or until the Committee is discharged or otherwise instructed by this Association. Thereafter it is hoped that means may be adopted to bring the recommendations of this Association and its collaborators courteously and effectively to the attention of all who are actively interested in the welfare of the schools of British Columbia.

"Henry VII was a smart guy. He wanted to marry Elizabeth of York so as to UNTIE the two houses." (Unite).

OUR PROFESSIONAL BARGAIN COUNTER

(C. W. Ford, M. A., Principal, St. Lambert High School)

The bargain counter has become a popular feature of many of our large departmental stores. On this are placed a great variety of goods, comprising: seconds—goods slightly damaged in the manufacturing, shop-worn remnants and also enough saleable goods of the better class to justify the glaring advertisements and to give the institution a degree of respectability. These articles are usually marked at a price below cost and find a ready and rapid sale, although the counter is placed in charge of the new and inexperienced help. The purchasers are generally the "Bargain Hunters," and experienced buyers often make advantageous purchases. The average purchaser, however, finds that instead of getting "much for little," he really gets "little for much," but the articles are cheap, funds are low, and the pressing need of the moment is supplied.

Teachers have goods to sell—literary attainments, qualifications, teaching ability, experience, personality and character. These goods are classified and valued by the individual owner and placed on the market. Some, with high ideals, place a high, yet reasonable value on their goods and hold them until an appreciative purchaser pays the price. Such teachers adorn the profession and are always patronized. Others, who regard teaching as a "stepping stone" to some other profession, or are satisfied with mediocrity as regards their educational attainments, or covet the respectability attached to the status of teacher regardless of the high demands on time and energy the profession should claim, place their goods on the Educational Bargain Counter, where they find ready sale on the part of School Board Bargain Hunters. The results of such transactions culminate in a lowering of our educational standards and in diverting our best teaching ability into more lucrative channels. Occasionally the Bargain Hunter makes a fairly successful purchase, and this justifies him (according to his own logic) in repeating the experiment again and again. The writer is of the opinion that this "Teacher Bargain Counter" has been for many years the "Monkey Wrench" in the gears of our Educational Machine. Why spend years of patient and hard study coupled with much financial sacrifice to prepare oneself for the high calling of teaching when the stipend offered is less than that earned by a capable housemaid? The aspiring lawyer, dentist, notary or physician pays his price for qualification gladly, because the profession he seeks to enter is protected by law with at least a minimum fee. If he charges less than the minimum, he is excluded from his fraternity.

The teachers of the Province of Quebec have suffered much, both in the matter of stipend and prestige, as a result of this bargaining system. The Montreal School Board, the Westmount School Board, and the Boards of some of the suburban and large centres have turned their backs completely on the "Bargain Counter" and will engage none but properly certificated teachers, holding

the higher grade of diploma. Good living salaries are paid, and the standard of education has been raised as a result. Teachers aspiring to position in these schools are seeking the highest academic credentials possible, with the result that Bargain Hunting School Boards are driven to the Bargain Counter for their supply.

Dr. Parmelee has pointed out, again and again, that the shortage of qualified teachers was due to economic conditions, and he is right. Bargain Hunters usually produce the economic conditions necessitating the Commercial Bargain Counter, but here the analogy fails. School Board Bargain Hunters need not plead poverty. In nine cases out of ten they could pay a living salary to a properly qualified teacher. The love of the almighty dollar blinds them to the proper value of education. This blight on our education system can only be removed by tearing up all the old traditions and getting a new perspective. Education is not luxury; it is a necessity. The best work can be done only by well qualified teachers, and these can no longer be found on the "Bargain Counter." Should this article meet the eye of some earnest, hard-working teacher whose salary is a pittance, the writer would recommend such a one to take advantage of the special lectures now offered by McGill University to enable teachers to raise the status of their diplomas, or, failing this, a year in Macdonald Training College, the expense of which is exceptionally low, considering the present cost of living. No aspiring teacher who is willing to work and sacrifice can long remain on the "Bargain Counter."

Many of our best teachers began their career there, but, finding conditions intolerable, studied and worked their way to position of honor and responsibility. All credit to them. There is absolutely no excuse with the excellent facilities now available for any teacher with average ability remaining on the "Bargain Counter." The institution should never have found a place in our educational system, but since it has long existed and still flourishes, the co-operation of every self-respecting teacher is needed to nullify its influence and to meet every advance of the professional Bargain Hunter with a firm and positive refusal.—*The Teachers' Magazine.*

"Justice to the teacher from the salary point of view is by no means the most fundamental consideration. Justice to our children, to the rising generation, and the coming age is the thing we should talk about, and should regard as of primary importance. Teachers can get along without schools; they do not have to teach,—but schools cannot get along without teachers. It is high time for society to wake up, not here and there, but everywhere, and take thought as it has never done before, with respect to the training of the young."—*United States Government Educational Bulletin.*

Memorandum in Regard to Brandon, Edmonton, New Westminster.

(*Editors Note: The following appeal will be considered at the Annual General Meeting of the B. C. Teachers' Federation.)

At the Annual Conference of the Canadian Teachers' Federation at Saskatoon, Saskatchewan, June 24, 25, 26, 1922, a very careful discussion took place on the situation in Brandon, Edmonton and New Westminster, the object of the discussion being to ascertain some practicable method by which the teachers of Canada could show their appreciation of the loyalty to the profession of the teachers in these three cities by some substantial financial reimbursement. As a result of the discussion the following resolution was carried:

That in regard to the making up of the balance of the losses sustained by the teachers in New Westminster, Edmonton, Brandon and Moose Jaw,

First, that there be prepared a concise statement of:

- (a) The amount.
- (b) The number of teachers involved.
- (c) The duration of the trouble.
- (d) The issue at stake in each case.
- (e) The tentative apportionment to the various units.

And, Secondly, that this statement be furnished to each Provincial Organization to be a basis of their appeal to their constituents.

In accordance with this Resolution the following statements from the various Provinces are herewith submitted to you,

Alberta, Edmonton:

- (a) Amount of salary lost, \$9,165.
- (b) Number of teachers involved, 75.
- (c) Duration of trouble, two weeks.
- (d) Issues at stake:
- (1) Endeavour on part of the Edmonton School Board to revert to individual bargaining.
- (2) Refusal on part of the Board to negotiate a schedule of salaries.
- (3) Withdrawal of the right previously granted to the representation of the organization at school board meetings.
- (4) Studied insults to teachers and the teachers' organization. Impossibility of dealing with the Board on account of intransigent attitude.

British Columbia, New Westminster:

- (a) The amount lost by the teachers was \$2,668.20. One-half of this has been repaid by the B.C. Teachers' Federation, leaving an amount of \$1,334.10 outstanding.
- (b) The number of teachers involved was 78. (Technical School not in dispute.)
- (c) The trouble really lasted throughout the whole year, from February 15th, 1921, to January, 1922, but the teachers were only out of school for one week, from February 14th, 1921, to February 21st, 1921.
- (d) The issues at stake were:

- (1) The recognition of the New Westminster Teachers' Association.
- (2) The right of teachers to have their dispute submitted to arbitration, in view of its serious nature.
- (3) The right of the New Westminster teachers to be paid for their services more in accordance with salaries paid to all other teachers in surrounding municipalities.
The Board claimed that salaries must depend wholly upon the financial state of the city. The teachers claimed that the city was able to pay respectable salaries without involving its finances, and that teachers should be paid for the value of the services they rendered.
- (4) The removal of the Board's autocratic and arbitrary methods of dealing with teachers, and the substitution therefor of democratic and co-operative methods.

As a result of the struggle, the issues at stake were all decided in the teachers' favour, and the decisions have indirectly benefited teachers in general.

Manitoba, Brandon:

- (a) The amount: \$24,960.00 (actual loss experienced by those who did not obtain employment in May and June).
- (b) The number of teachers involved, 86.
- (c) The duration of the trouble: two months (issues not settled yet). A number of teachers continue to suffer severe financial loss through holding inferior positions as compared with those held in Brandon.
- (d) The issues at stake:
- (a) The right of a Board to make drastic and unjust reductions in salaries by ultimatum and without previous conference with the staff.
- (b) The refusal of the Board to arbitrate the matter.
- (c) The refusal of the Board to recognize the local association of the Manitoba Teachers' Federation.

To sum up, the issues were:

- (1) The right to act collectively as an Association.
- (2) The right to negotiate with the Board.
- (3) The right to have differences arbitrated.

The teachers of Manitoba raised a voluntary fund of \$9,631.35:

- (a) To meet emergency cases of need.
- (b) To express by means of a gift their sympathy with the teachers and their approval of the stand they had taken.

The fund was increased to \$15,378.00 by means of generous and unsolicited contributions from two other provinces.

This statement can be fitly closed by the publication of the following letter:

Winnipeg, Man.,
Dec. 27, 1922.

Mr. G. J. Reeve,
Sec. Manitoba Teachers' Federation,
Winnipeg, Man.

Dear Sir:

The members of the ex-Brandon Teachers' Association wish to take the opportunity afforded by this Annual Convention to express their very deep and earnest appreciation of the support given them during the spring and summer of 1922 by the Manitoba Teachers' Federation, the Canadian Teachers' Federation, other provincial organizations, and by teachers everywhere throughout Canada. It is a source of very keen satisfaction to us to know that the action taken by our Association at that time is so fully approved of by members of our profession generally.

We trust that the Manitoba Teachers' Federation will forward copies of this communication to the other teachers' organizations of Canada.

Signed on behalf of the ex-Brandon Teachers' Association.

B. A. TINGLEY,
W. J. GORDON SCOTT.

A WORD OF APPEAL

The British Columbia Executive add this word of appeal to their statement:

Can any teacher honestly say, after reading such a brief outline, and thinking of just what such a result means to the profession, "What good are teachers' organizations?" All teachers rejoice in the outcome. The conditions of all are improved by it, but 78 teachers bore the brunt of the fight, and risked everything. Are you willing to subscribe a little to remove the financial loss sustained by them? You have shared in the victory—will you now share in the fight? It is surely easy to be not called upon until the fight is won. Let your motto be "All for each—each for all."

These statements place before you the situations in these three cities, and make it very clear how the teachers in these cities have fought the battle for the interests of the teachers in Canada. One should add that through the medium of the Canadian Teachers' Federation the situation in each of these cities was made clear to all the rest of Canada, with the result that the teachers in all parts of Canada stood loyally by the honour of the profession, and this loyalty of the teachers at large no doubt contributed very greatly to the successful issue in these three cities.

It is, however, for the teachers of Canada to consider a further contribution, so that these teachers who have suffered so seriously financially shall be reimbursed at least to a very large extent. The Canadian Teachers' Federation are therefore placing these facts before the Executive of each of the Provincial organizations for their action in their own constituencies.

Any responses to this appeal should be sent by the treasurer of the Provincial unit to the treasurer of the Canadian Teachers' Federation, Miss Helen S. Arbuthnot, 253 Montrose Avenue, Toronto.

In regard to the distribution of these funds the following quotation from the minutes of the Saskatoon meeting is explicit:

The Chairman: I asked particularly, as you noted, and Dr. Hardy accepted, that this appeal be made by the officers of the C.T.F., and that the funds be passed and handled by the C.T.F. Executive.

Mr. Laidlaw: The understanding I have is perfectly clear in connection with this. Our agreement to it is a compromise. That is quite clear, too. These funds will be apportioned if they are not ear marked. If any body of teachers, in sending them in, ear mark them, then the officers will have to send those funds where they are ear marked for. They will use their discretion in respect to where the rest of the funds will go.

The Chairman: I am going to put the question. All those in favor say "aye." (Carried unanimously.)

On behalf of the Canadian Teachers' Federation,
H. W. HUNTLEY, President.

ORIGIN OF B. C. UNIVERSITY STUDENTS

It may be noted that students of the University come from the homes of citizens in all stations of life, according to a survey made by the student publicity campaign committee, but the preponderance is not in favor of the rich or well-to-do. The Provincial University is a modern, democratic institution so far as the personnel of its student body is concerned.

The highest percentage of students come from the homes of laboring men and office workers, according to this survey, no less than 28.9 per cent being in this classification. This includes manual laborers, carpenters and contractors, bookkeepers and clerks, and sailors.

Next to this class in number are the students who come from the homes of professional men. They total 27.9 per cent of the entire students body, doctors, lawyers, clergymen, engineers, teachers, bankers and experts such as architects, etc., being included under the term professional.

The number of students who come from the homes of business men constitute 26.2 per cent of the total student body. Merchants, tradesmen, managers and real estate brokers are included in this group.

From the farm come no less than 11.8 per cent of the University student body, including sons and daughters from farms, fruit ranches and dairy ranches. The children of government officials and employees constitute 5.2 per cent of the total.

These facts have been obtained from a detailed survey of the registration cards signed by students of the University in which are set forth all the facts regarding the parentage of students and occupations of fathers. Those who come from the homes of retired men total 10.2 per cent.

SOME WEAKNESSES IN OUR EDUCATIONAL TENDENCIES

(Continued from Page 152.)

influence is brought about by general training I have no doubt. Will any one deny that we owe in a large measure to the old disciplinary training of the schools the culture of our statesmen, which has always softened the asperities of our public life, the broad tolerance of our administrators, and the general character of our race?

We all, I suppose, have our own definite views on the purpose of the school and on the ends it should serve in our national life. However, these views may differ, they will agree more or less with that of Cardinal Newman,—that the practical end of education, whether in school or in college, is “to train good members of society.” Ex-President Eliot, of Harvard, says that during his forty years as President of Harvard University his guiding policy and outstanding hope was that his university should have two functions,—first, that it should produce a small number of scholars who would do productive scholarly work and add to the total of human knowledge, and second, that it should send out a large number of graduates who with a balanced division of body, mind and character should be fitted to do work honorable and efficient; he ranked character development as the most important part of the training of this large number. Ex-President Hadley, of Yale, thinks that education should have behind it the ideal of civic ethics; it should be inspired by the wish to make a boy not so much a learned man or a skilled specialist as a good citizen, a man who has found out what he can do and is determined to do it well with a sense of what he owes to his country and to his fellow-citizens, one who sees in duty well-done the ideal of success; in short, good citizenship should be the basic idea of education. With these views I am sure we are all agreed,—that all schools, however different in method, should have one idea in common, the making of good members of society.

Education, we must remember, is a school for life and for livelihood, a school in which on the one hand the good citizen is formed, and in which, on the other hand, some preparation is made to enable the pupil to earn a living. We must remember, too, that education is not a mechanical process; it cannot be produced by machinery. It is the action of personality on personality, of mind on mind, of soul on soul. On the one hand is the teacher, on the other hand the taught; and the business of the teacher is to work on the soul of the taught. The aim may be defined in various ways, but all come to the same thing in the end,—to develop fully and harmoniously all the powers of the pupil. And if the right kind of mind is brought into contact with the young, we have an effective education. There need be no school, no governing body,—only the man or the woman and the pupil, and so far as the pupil is concerned the question is solved. Garfield's idea of education was “Mark Hopkins at one end of a log and a student at the other.” In this homely phrase did he stress the value of personal instruction and personality. What those who are outside this process of developing the pupil's mind and character have to do is

to establish such conditions for the teacher's working that he shall have the fullest scope and be beset by the fewest difficulties.

The pages of the great men of the past are dominated by a belief in the necessity for emphasizing the moral element and the character-building power of general school education. “The curriculum,” said Plato, “should be adapted in the most perfect manner to the promotion of virtue. Montaigne would have history taught in such a way “that the teacher should imprint on the scholar's mind not so much the date of the ruin of Carthage as the manners of Hannibal and Scipio.” Milton said, “I call therefore a complete and generous education that which fits a man to perform justly, skilfully and magnanimously all the offices both private and public of peace and war.” Dr. Arnold, of Rugby, believed that the teaching of moral thoughtfulness and devotion to duty was the supreme end of education. And Horace Mann declared that in education is the only force that can elevate character; its function, he thought, was to prepare the child for the duties of life.

There are many things the school can teach better than the home, but we must not expect too much of it. “We have never,” said Voltaire, “pretended to enlighten shoemakers and servants. What the populace requires is guidance, not instruction.” And Voltaire's was the voice of the new democracy of his time. Men were clamoring for an education that would guide them aright. Today the same appeal is being uttered. The purpose of school work is to give information, but the information must be kept in right relation with the function of training and discipline and with the function of putting men into a right and vital connection with life in its breadth and scope by lighting the whole field of knowledge with ideals and principles. Teaching must be such as will equip the child for future citizenship in a free commonwealth. The school must give the child power to ascertain facts for himself; it must endow him to form opinions; it must give him the opportunity to become all he can become within the limits of an early life; it must enable him to become a self-supporting, self-governing member of a free state and not to be a beggar.

Perhaps the greatest service of the school is the teaching of duty and the capacity of self-support. The habit of attending to business is a habit that must be formed in school if it is to be kept in later life. The disease of time-wasting indecision must be prevented in the school. If routine is forced upon us as children, we will be delivered in later life from the great temptation of letting industry become a matter of caprice. “I know a student,” said Professor William James, “who will poke the fire, set chairs straight, pick dust specks from the floor, arrange his table, snatch up the newspaper, take down any book which catches his eye, trim his nails, waste the morning *anyhow*, and all without premeditation, simply because the one thing he *ought* to attend to is the preparation of a noon-day lesson which he detests,—anything but *that*.” We all know men who struggle to convince themselves that what they long to do is worthier and nobler than what they *ought* to do and *must* do if they

are ever to succeed eventually in what they long to do. The school can thwart this tendency by its insistence on duty and on the nobility of daily tasks well done. The end is, of course, the development of character. But the test of character in the last analysis is capacity for service, service to one's fellowmen and service to the nation. I believe that whatever fits for service is education. Thought is valuable, but it is, after all, only valuable when it is translated into action. The school must teach the child to think for himself. "Our slaves," said Plato, "take the thoughts of others and act on them." Our children must not be allowed to grow up like Plato's slaves. Give the ballot to men and women who have not been taught in school to think for themselves and you merely make them follow blindly the demagogues and agitators who appeal to their prejudice and their passion. That is one of the great dangers of our democracy.

Not only should the school train our children to think for themselves, but it should teach them great ideals. There is a tendency today in some quarters to sneer at ideals. Our ancestors were idealists, else they could never have developed our country. It is not ideas that make a nation great; it is ideals. A man without ideals is dead and a nation without ideals is dead. Where there is no vision the people perish. All energy and enterprise depend on ideals. The child should be taught to take something from the treasury of life and put something back into that treasury. He should learn that life includes beauty as well as knowledge. He should learn to attach his school to life while he progresses from a child's to a man's experience.

One of the weaknesses in our national education today is our indifference to the health of our pupils. There is no universal form of medical inspection in our schools. The result is that eyes, teeth, nose, ears and throat are neglected until it is too late. Other forms of life are examined and conserved, all to good purpose. Our forests are rightly looked after at great expense, and we take an honest pride in our methods. Our fish and our game are carefully watched and guarded so that they may be conserved for the future of the race. But the little children in our schools are too frequently neglected, while the home is indifferent to the condition or is incapable of grappling with the problem.

Physical and mental examination of our school children should be established on a national and compulsory basis if we are to be saved from the disasters that inevitably follow weakness or disease, and if our nation is to be strong in its manhood and its womanhood.

Another weakness, in my judgment, is the ignorance that is sometimes permitted to flourish and to spread in some communities because of the non-existence or the non-enforcement of a compulsory school attendance law. In Japan, 97 per cent of the children of school age are in the schools. We are far behind Japan in our school attendance in Canada, although we sometimes boast of our superior enlightenment. Education is the birthright of every child. Every child comes into the world with an inalienable right to life, liberty and the pursuit of happiness. The child who is allowed to grow up in ignorance

is shut out from the sources of the very highest happiness and is denied the better part of life. No child should be robbed of his childhood and its privileges; and if parents are indifferent to his training the States should interfere and provide by compulsion that education which is his birthright.

I have tried to set forth a few ideas on what the work of the teacher means to our community and to our nation. I know well your difficulties. I know that too often the public clamours at your doors and says, "We cannot bring up our children so as to make them righteous citizens. Undertake the work for us. You have done so much already that we turn to you again and entreat your help." And I know that you must sometimes sadly reply, "There are limits to what we can do. If you respect us you will not urge us to do the thing that is not ours. By pressing into certain regions we shall bring upon you more disaster than benefit." You should not be expected, I know, to do the work of the home. But with all your difficulties, your opportunities are great even as your responsibilities are great. We must all beware, however, of the pitfalls in our educational systems. You remember Tennyson's indictment of Cambridge—"Because you do profess to teach, and teach us nothing, feeding not the heart." And you remember Arthur Benson's criticism of English schools,—"the truth is that the average Englishman is sacrificed to an antiquated system supervised by unimaginative and pedantic persons." There is a danger that we, too, in Canada, may become too professional,—that we may concern ourselves too deeply with methods and details. We forget, perhaps, that our practice, not our theory, our total forces upon the child, moral as well as our scholarly atmosphere, must be considered in the making of our children into good citizens. There has been no improvement in the theory of education for centuries; it was all well stated by great men hundreds of years ago. The improvement must be in practice,—in getting ideals into effect by all possible methods. The business of the teacher is to feed and discipline the mind, having a care not to impair the normal strength of the body nor to check the natural broadening of the sympathies; it is to rouse the child to a sense of duty and to facilitate his happiness; it is to remember that bodily exercise and mental nourishment go hand in hand.

In conclusion, let me remind you that in no other age has the place of the school been so important. For in no other age have such demands been made upon character. It is harder to be good today than in the days of our pioneer ancestors. We live in a more complex environment than did our forefathers. Today, the questions of industry are serious and menacing. The agitator is abroad in the land. "Who is my neighbor," is a harder question to answer today than when it was asked in the olden time. Employer and employee, buyer and seller, producer and consumer, are too often cut off and parted by a gulf of misunderstanding and sometimes, unfortunately, by a gulf of hatred. Today, it is true as never before that "no man liveth unto himself." Today, we are building a mighty national edifice in which our national character will depend upon our schools, and on

the brains that must be moulded by you as skilled workmen. It is to our youth we must look to determine what our future national character is to become. In the olden times it was written "her children shall rise up and call her blest." We must plan and work and teach so that in future our children too shall rise up and say "We are better equipped than were our fathers; we look back

to our schools and to our teachers and we gladly call them blest." It is from our youth that we must obtain the steadying influence and the ideal vision that must guide our complex national life in its onward march of progress. For we must not forget that the child of today is the Canadian citizen of tomorrow.

THE EASTER CONVENTION

PARTICULARS CONCERNING THE PROGRAMME

(By Harry Charlesworth, Gen. Secretary, B.C.T.F.)

Owing to many unavoidable difficulties, it has been found impossible to print the full detailed programme in this issue. The Conference of The National Council of Education is being held in Toronto during Easter week, and as many of our prominent educationalists will attend this Conference, there has been considerable difficulty in arranging for the required speakers. However, these difficulties have now been overcome, and the Convention will in all probability surpass even the high standard which has been set in previous years.

The general arrangements will be given in this article, and the complete detailed programme will be printed for use at the Convention.

1. The Time.

Tuesday, Wednesday and Thursday, April 3rd, 4th, and 5th, 1923.

2. The Place.

King Edward High School, Vancouver.

3. The Purpose.

To give information and inspiration to educators, and those interested in education in British Columbia, and to be the means of a social reunion of members of the teaching fraternity.

4. The Speakers for General Sessions:

Dr. Henry Suzzallo, President, University of Washington.

Dr. D. B. Waldo, President, State Normal School, Bellingham.

The Very Rev. C. S. Quainton, Dean of Columbia.

5. THE GENERAL SESSIONS.

TUESDAY MORNING, APRIL 3rd.

9:15 a.m. to 10:30 a.m.—Registration of All Persons Attending.

"A social time to renew old acquaintances, and meet new friends."

A registration fee of One Dollar will be charged to all who are not Federation members in good standing for the year ending February 28th, 1923, or for the year ending February 29th, 1924.

10:30 a.m. to 12:00 (noon):

1. God Save the King.

2. Invocation.

3. Address: The Very Rev. C. S. Quainton, Dean of Columbia.

4. Address: Dr. G. G. Sedgwick, University of British Columbia.

TUESDAY EVENING, APRIL 3rd.

8:00 p.m.—Public Meeting:

Address: Dr. Henry Suzzallo, President, University of Washington.

WEDNESDAY AFTERNOON, APRIL 4th.

2:00 p.m.—Address:

Dr. Henry Suzzallo, President, University of Washington.

Address: Dr. D. B. Waldo, President, Normal School, Bellingham, Washington.

6. SOCIAL FUNCTION.

WEDNESDAY EVENING, APRIL 4th

6:30 p.m. to 12:00 p.m.—Federation Banquet at Lester Court.

In addition to programme of short speeches and musical numbers, the function will conclude with a dance.

Tickets for this function will be available to all in attendance to the Convention, the cost being \$1.25.

7. THE SECTIONAL MEETINGS.

A. THE HIGH SCHOOL SECTION.

TUESDAY MORNING, APRIL 3rd

9:30 a.m. to 10:30 a.m.—General Meeting of High School Section.

Minutes of last year. Reports. Appointment of Committees.

WEDNESDAY MORNING, APRIL 4th

9:00 a.m. to 12:00 (noon).—Meeting of Sub-sections.

Classics. Moderns. English History. Mathematics and Science. Commercial. Art.

First period—Addresses, discussion of courses, texts, etc.

Second period—Discussion of teaching methods.

11:00 a.m. to 12:00 (noon).—Meeting of Section on School Administration.

(Principals and Vice-Principals.)

Details are not yet to hand but Prof. John Davidson, Prof. O. J. Todd, and Miss Margaret Ross, all of the University of B.C., have kindly consented to address the sub-sections on Science, Classics and Modern Languages, respectively.

THURSDAY MORNING, APRIL 5th

9:30 a.m. to 12:00 (noon).—Address:

Dr. Norman F. Black (New Westminster).
Reports of Sections. Reports of Resolutions Committee. Report of Nominating Committee. Election of Officers.

B. PUBLIC SCHOOL PRINCIPAL'S SECTION.

The suggested programme is that some of the following topics should be freely discussed at luncheons, where the social and business sides could be combined:

Standard Tests:

Are they tests of intelligence or of information?
Can or should they be used to determine promotion in part or in whole?

Record Cards:

Card Index Type—A complete scholastic-medical history of each child.
Can a draft scheme be submitted to the Department for general use?

Renaming Grades:

Number 1, 2, 3 and 4, etc., or Junior Grade, 1st Year A, etc., Inter Grade, 1st Year A, etc.

Supervision of School by Principal:

How best can it be done by one in charge of a class.

Discards:

Those failing at Entrance or not wishing to take up present High School curriculum. How can these be accommodated?

Resolutions may be submitted on these topics.

WEDNESDAY MORNING, APRIL 4th

C. SENIOR GRADE SECTION:

9:00 a.m. to 10:00 a.m.—Business Session—Resolutions on Senior Grade Work, etc.

10:00 a.m. to 11:00 a.m.—Address:

"Sidelights on British Columbia" by Mr. V. L. Denton, Victoria Normal School.

11:00 a.m. to 12:00 (noon).—Address:

"Literature in the Senior Grades" by Prof. F. G. Wood, University of British Columbia.

THURSDAY MORNING, APRIL 5th

9:00 a.m. to 10:00 a.m.:

Business Session, resolutions, etc.

10:00 a.m. to 11:00 a.m.:

Arithmetic Tests. Mr. A. C. Stewart, Inspector, Victoria. Discussion.

11:00 a.m. to 12:00 (noon).—Drawing and Design.

Mr. Chas. H. Scott, Art Supervisor, Vancouver.

INTERMEDIATE SECTION

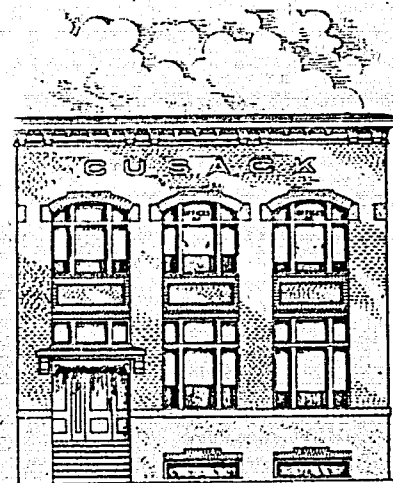
The details of the Intermediate Grade programme are not yet complete, as special efforts are being made to obtain something of real value to Inter-

TEACHERS, Would You Like a Trip to Europe?—

Our Endowment policies provide a fund for this purpose. Last month, we returned as high as \$174.27 for each \$100 invested. This is the safest investment in the world.

The Mutual Life of Canada.

W. J. Twiss, Manager for Mainland,
Board of Trade Bldg., Vancouver, B.C.
F. M. McGregor, Manager for Vancouver Island, 202 Times Bldg., Victoria



THE HOME OF THE B. C. TEACHERS' MAGAZINE

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A practical writing lesson—by Intermediate pupils, in charge of Mr. Rowan Mackenzie, Vancouver, to be followed by questions and discussion.

The selected speakers have not yet replied to the invitations.

JUNIOR GRADE SECTION:

(a) Practical model work in Geography and Nature work.

(b) Project work. Miss Hardy, Victoria.

(Miss Hardy is a specialist in Primary work, and has taken specialist courses in Chicago University.)

Further details to be arranged.

PRIMARY GRADE:

(a) Practical demonstration of work in Phonics, with children who have not been in any way coached in preparation for the lesson.

(b) General discussion on the new reader, Book I, which will be used in all schools, beginning with the new School Year.

RURAL SCHOOL SECTION:

Arrangements in charge of Miss Scanlan, Model School, Victoria.

The Rural School Section will meet for breakfast and a social hour in the High School Cafeteria at 8:30 a.m., on Wednesday morning. A specially attractive programme has been arranged and includes:

(a) Papers on "Rural School Difficulties," prepared by students of Vancouver and Victoria Normal schools, who have already had experience in Rural Schools.

(b) Agricultural work in Rural Schools, by Mr. J. W. Gibson, Director of Agriculture.

(c) Community work in Rural Schools, by Inspectors and Normal School Instructor.

(d) Sidelights on B. C. Geography, by Mr. V. L. Denton. (Joint meeting with Senior Section.)

TECHNICAL SCHOOL SECTION

Wednesday:

General Business. Practical Mathematics as Related to Woodwork and Machine Shop Practice, by S. L. Miller, B.A. Discussion opened by L. A. Campbell.

Printing as an English subject in a Technical School, by Mr. M. B. Saunders.

Thursday:

Methods of Handling Woodwork of the Third Year Technical Course, by Mr. E. W. Parker, Vancouver.

Discussion opened by Mr. W. Neison, New Westminster.

The Teaching of Applied Mechanics, by F. T. Fairey.

MANUAL TRAINING SECTION

1. Psychologist to give talk on "Psychology of Criticism as Pertaining to Manual Training Handwork."
Discussion: Messrs D. Hazelwood, A. W. Jones
2. Expert craftsman to give conversational talk on "Finishing" using a dozen or so Manual Training models in various stages of finish.
Discussion: Messrs. A. W. Parker, J. A. Green.
3. "Can Household Mechanics be included anywhere in Manual Training Course?" Open by D. P. McCallum. Discussion: Messrs. A. Wisheart, F. W. Templar.
4. Manual Training teacher to give talk on "Bridging the Manual Training Gap Between Junior and Senior Grades, or Handwork for Lower Grades." Discussion: Messrs. M. Hale, Chas. Crabb.

SECTION OF PSYCHOLOGY AND SPECIAL CLASS

(In charge of Miss A. J. Dauphinee)

WEDNESDAY, APRIL 4th

9:00 a.m. to 11:00 a.m.—Room 1, Junior Special Class.
Arithmetic by means of store-work and games.
Memory work and Action Songs.
Folk Dancing.
Hand-work.

11:00 a.m. to 12:00 (noon):
Informal discussion and questions, by Miss A. J. Dauphinee.

10:00 to 11:00 a.m.—Room 2.
Levels of Intelligence—Miss R. A. Kerr.

11:00 a.m. to 12:00 (noon):
The Child of Superior Intelligence—Mrs. Lashley Hall.

THURSDAY, APRIL 5th

9:00 a.m. to 11:00 a.m.—Room 1, Senior Special Class.
Use of Gramophone in Special Class.
Puppet Shows as means of Dramatization.
Arithmetic by Means of Store Work and Games.
Handwork.

11:00 a.m. to 12:00 (noon):
Informal discussion and questions, by Miss A. J. Dauphinee.
Room 2.—Further addresses on Psychology.

HOME ECONOMICS SECTION:**WEDNESDAY MORNING, APRIL 4th**

Address: "Home Economics in British Columbia."
Miss Effie, I. Raitt, of Seattle, and Miss Rollert of the University of B.C., have been invited to

speak on this topic. It is suggested that they deal with:

- (a) Steps to improve the position of Home Economics.
- (b) The content of courses in public, high school, and University work.

THURSDAY MORNING, APRIL 5th**Report of Resolutions of Last Year's Conference.**

Mr. Harry Charlesworth, Gen. Sec., B.C.T.F.

Round-table discussion, introduced by Mrs. Martin.

SPECIAL FEATURES

A permanent Writing Exhibit will be installed by Mr. H. B. MacLean, author of The MacLean System.

Mr. Rowan Mackenzie will also conduct a series of Writing Lessons with a class, at times when those interested can attend with missing sectional meetings.

Particulars will be given in detailed programme.

Those interested in School Health Work will also form a section of the Convention. The Provincial Nurses' Convention will be held in Vancouver on Monday and Tuesday, April 2nd and 3rd.

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At the Fall Convocation of Queen's University, thirty-four Canadian teachers received their B.A. degree through the facilities of Queen's Summer School and Extra-mural Courses. The Summer Session affords an opportunity to teachers to obtain higher qualifications. Both Pass and Honour Courses are offered. The attendance last summer was 367, eclipsing all previous records.

Those who want credit towards a degree and are eligible to proceed must register before May 1st for extra-mural work and write on the September examinations.

About thirty B. C. teachers are now working on these courses.

Kingston is a delightful place for a summer holiday.

Write to the Registrar, Queen's University, for illustrated pamphlets and Summer School Announcements.

(This advertisement inserted by B. C. students of Queen's.)

ANNUAL GENERAL MEETING OF THE B. C. TEACHERS' FEDERATION

TUESDAY, APRIL 3rd

2:00 p.m.—Special General Meeting of the Federation for the purpose of amending the Federation Constitution.

2:30 p.m.—Annual General Meeting.

Address: "Our year's work—some reflections."
Harry Charlesworth, Gen. Secretary, B.C.T.F.

Business:

1. Receipt of Reports.
2. Receipt of Financial Statement.
3. Nomination of Officers.
4. Election of Officers.

(Adjournment until 2:00 p.m., Thursday, April 5th.)

THURSDAY, APRIL 5th

2:00 p.m.—Annual General Meeting (continued.)

5. Election of Auditors.
6. General Business.
- Resolutions from Associations.
- Resolutions from Convention.
- Budget for 1923-24.
- Other business.

NOTE: A cordial invitation is extended to all teachers whether members of the Federation or not, to be present at the Special and General Meetings of the Federation. Only official delegates will have power to vote.

SHOULD TEACHERS' SALARIES RISE?

The question has often been asked, "Why should teachers look for increased salaries, when in so many other lines cuts are being accepted?" The answer, it would seem, is two-fold:

(a) If, prior to 1920, teachers had been receiving remuneration comparable with other callings that require similar investment of time and money, a cut might now be in order. But in 1920 teachers were hopelessly underpaid, and it is only now that they are beginning to emerge from this condition, (thanks to the fact that they have realized the value of co-operation).

(b) Because of the poor working conditions, few of the foremost High School graduates have looked to education when choosing a vocation, and many of those who did start to teach, entered the profession merely as a stepping-stone to something else. The Federation believes that the best interests of education are served when the teaching is done, not by these transients, but by men and women who purpose making it a life work. This scarcity of candidates for qualification as teachers, has, of course, been affecting the trend of salaries also; so long as the supply does not equal the demand the price must rise.

In this connection we copy two independent paragraphs from recent issues of the Toronto Globe:

CALL FOR TEACHERS PROVES UNAVAILING

(Globe, January 15.)

Salaries paid to High School teachers in Toronto seem too low to attract experienced men from outside points.

The Toronto Board of Education inserted an advertisement in the Press inviting applications for the position of specialist in mathematics and physics at the Jarvis Street Collegiate Institute, but not one reply was received.

As there seems little likelihood of securing experienced men, the Board of Education feels it will have to be content with women teachers or men just out of college.

The appointment of the additional specialist in mathematics was made necessary by the great growth in the attendance at Jarvis Street Collegiate.

REPORTS LARGE SHORTAGE IN NUMBER OF TEACHERS

(Special Despatch to The Globe.)

Ottawa, Jan. 28.—Although the Normal Schools of Ontario are graduating more teachers than ever in the history of the Province, there is still a large shortage. Commercial concerns make such attractive offers and give so much better salaries that qualified teachers were leaving the profession. So declared Hon. R. H. Grant, Minister of Education, before the Carleton Council yesterday.

The Department was willing to let the law of supply and demand regulate teachers' salaries. Only when the supply was equal to the demand would there be a cut in salaries.

In 1919 Ontario was short 2,700 qualified teachers. Although 3,500 had been graduated since then the department was faced with a shortage of 900.


The Government was considering several changes in the system of grants.

EDUCATION ABOVE DOLLARS AND CENTS

Three years ago, the New York State Legislature passed a bill providing for considerable salary increases to the teachers of that State. A part of the Governor's memorandum, which accompanied the bill, is so general in its application as to be worth quoting:

"The efficiency of the school cannot rise above the standard of qualifications set for the teaching service. To bring this about, the teachers should be adequately paid and fairly pensioned. I strongly recommend that whatever curtailment may be necessary elsewhere, full and adequate provision be made for the education and training of our children. . . . It is a narrow-minded statesman who thinks only of the day he lives in. If our common-school system is to be maintained in the degree of efficiency that the greatness of the State suggests, we must build for the future. By this bill we are attracting to the school service the best talent that the State can secure."

"I have yet to meet the taxpayer who would not admit that the education of our children should be put above a mere matter of dollars and cents."



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