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SIR MICHAEL SADLER, LL.D., C.B., K.C.S.I.

Sir Michael Ernest Sadler, LL.D., C.B., K.C.S.I., is a Yorkshireman born and bred. His immediate ancestors were gravely concerned about the results of the industrial revolution and did much to alleviate, through legislation and other measures, the distressing social and educational conditions of their times. His secondary schooling was obtained at Rugby at a time when the powerful tradition initiated by Thomas Arnold was still a vital influence. Those who have read "Tom Brown's School Days" will remember the precocious social and moral conscience that Arnold developed in his pupils, especially in the prefects, who were given positions of great responsibility regarding the discipline of the school. As Sadler became Head Boy at Rugby, it is safe to prophesy that he left fully seized of the meaning of the words "duty" and "responsibility." The school tradition simply emphasized his family traditions, and from those early days to the present Sadler has lived to serve. "Ich dien" would make a good motto for his coat of arms.

After a brilliant career at Trinity College, Oxford, where his oratorical and other gifts caused his election, in 1882, to the Presidency of the Oxford Union Society, he carried on the tradition by throwing himself heart and soul into the new scheme of University Extension Lectures. The object of these, as of their successor the Workers' Educational Association, was the bringing within the reach of the manual workers some little at least of the spirit and culture of the University. Scores of men in Manchester still remember with gratitude, Sadler, as a chubby-faced boy (for he was little more), lecturing to them in his beautiful English on Adam Smith, John Stuart Mill, Robert Owen, John Ruskin and a host of others.

In 1893 another big sphere of work opened before

him. He was appointed a member of the Royal Commission on Secondary Education. Under the chairmanship of James Bryce it sat for two years, and in the end produced a report which is unsurpassed for breadth of vision and literary quality. Then followed his appointment as Director of Special Inquiries and Reports of the Board of Education—a position he held until 1903. Special report followed special report, many of them written by Sadler and all of them inspired and directed by him, the whole forming an educational series which has never been equalled for comprehensiveness, depth of knowledge and clarity of presentation, unless, perhaps, by that of Henry Barnard in the United States.

A difference in interpretation as to the scope of the office of Director of Special Inquiries between Sir Robert Morant and Sadler led to the latter's resignation in 1903. But the Board's loss was Manchester's gain. Sadler was invited to the University of Manchester to fill a specially created chair of History and Administration of Education, the first of its kind in England, and from 1903 to 1911 successive generations of students listened enthralled to his mellifluous voice as he expounded the basic principles of administration, showing that all present day problems had their roots in the ancient past. While in Manchester he and a score or more of assistants whom he generously employed, collected materials for a great twenty-volume History of Education. But alas, the work still remains to be written, for his acceptance of the Vice-Chancellorship of Leeds University in his native Yorkshire, followed as it was by the War, has delayed the project. It is to be hoped that it is merely postponement and not abandonment, for nobody is so well qualified as Sadler to write a monumental treatise on the History of Education.



Sir Michael E. Sadler, LL.D., C.B., K.C.S.I.

During his stay in Manchester he edited a volume on "Continuation Schools in England and Elsewhere," a unique enterprise in that it involved the collaboration of a great number of former students of the Manchester Department of Education. Many of the provisions of the Fisher Education Act were the fruits of that investigation.

Of his later work at Leeds University it is perhaps too early to judge. He has not been in continuous residence. His great gifts and knowledge of education led to his appointment as Chairman of the Calcutta University Commission. The voluminous report (12 volumes,

of which 5 are findings and 7 evidence) issued in 1919, has already exerted a great influence over Hindu education, and bids fair to revolutionize the educational system of that vast country.

Sadler's life problem has been the reconciliation of the conflicting interests of local autonomy and centralization in education. How to develop within the confines of a state organization a system which will preserve and foster the local variations and enthusiasms for education! The problem is still unsolved, but thanks to Sadler, it is nearer solution in England than in any other country.

—P.S.

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THE NATIONAL LECTURESHIP SCHEME

FRED J. NEY General Secretary, The National Council of Education

There is a general distrust abroad that if education has not failed, it has not been wholly successful, and this not because of effort and outlay, but by reason of a misunderstood purpose. And so it is that the Council, through its Lectureship Scheme seeks first of all to develop a public interest, and more—a public enthusiasm for education, and through that enthusiasm, a conviction that its fields of possibilities has yet to be explored and its potentialities recognized. In this development the utmost degree of co-operation must be secured, for if Canada is to be served, Canada must think and act as a national entity with a national consciousness. There must be a great awakening to the urgent need, not only of a greater measure of spirituality in education, but of the urgency of a clearly-defined purpose to be served. It remains for Canada to recognize one lesson at least that Germany's defeat has so clearly taught, that Education in an all-comprehensive process can be used to shape a people's character and a nation's destiny. Her educationalists were subservient to the national need as it was then understood and as it was interpreted by her leaders. In August, 1914, it was proved beyond all doubt that

Education as a unified all-comprehensive process was the greatest factor in the moulding of national *esprit*. In their task of construction or reconstruction, the countries of the world have seized upon the fact that Education is their greatest asset.

To what extent Canada has been stirred it is difficult to estimate, but the subject has received much thought and consideration as the Winnipeg Conference of 1919 demonstrated. But the public at large has yet to be organized and impressed with the urgency of Education's greater needs—a spiritual content and a national re-statement of its purpose. In this work of stimulation, the Council's Lectureship scheme has been designed to act as a co-operative agency, the sole object of which is to arouse the public to a sense both of its duties and its opportunities. Great questions of terrific importance need nation-wide consideration, but leaders are required to initiate and lead in developing the necessary thought and deliberation which their importance demands. The National Council, therefore, sees a sphere of educational service of national importance, in bringing to the people of Canada, eminent scholars, scientists, men of affairs, who are free to give public lectures up and down

throughout the Dominion, before any organization, giving the most recent thought and vision upon educational and social issues. The faith behind the scheme is the faith and conviction that our life is *not* a playground for some, a counting-house for others, a work-shop for yet more, but that for *all*, life is a School and all are embarked upon a life-long course of education. This is a complete denial of the doctrine that education is for livelihood only, or a matter of school years. Such men as the Council has in mind for these Lectureships have a vast contribution to make to a national Renaissance. Often their spheres and fields of activity are limited to the academic and professional. But the enormous power for good which is in their keeping, they are ready and willing to contribute directly to the public welfare and progress if ways of approach to the public can be offered them.

Potentialities of a scheme of this nature are immense, if only as a constant emphasis of the vital need of a new outlook and an altogether different attitude towards Education. It will tremendously stimulate public opinion in matters educational, and bring an ever-freshening and freshened influence to bear on the entire fabric of the educational system. Our Education Departments need the enlightened sympathy and support which will result. Parents will bring an informed opinion to bear on school problems. Children, aware of a spirit of sympathy and even co-operation, will view school and lessons from an entirely different standpoint and unconsciously become imbued with a sense of real and vital relationship between education and life, the lack of which in the present generation is so universally deplored. A new spirit of co-operation will appear among all those educative influences which shape the life of the people, and will inform the whole with one ideal. Men of vision and inspiration, personally invoking the same spirit in our leaders and in our people, will accomplish for us as a nation what our present universities overtaxed as they already are by the constantly increasing demands upon their resources, cannot attempt in their institutional and professional function.

The best men in their several spheres of thought are available and ready for just such an opportunity as this. From that side no obstacle is anticipated, their co-operation is already assured. Apart from the Universities and Schools of the Dominion, practically every organization throughout Canada has in its programme some feature of an educational nature. There is much enthusiasm, but it will be admitted, generally little guidance since there is no agency to clarify the purpose of Canadian Education as a corporate whole. The question of practical organization has been viewed from two different angles. First, it was suggested that these Lectureships be organized on a similar basis to endowed University lectures, and that each Lectureship or series of Lectureships be gifted with sufficient funds to enable to be utilized across the Dominion, the Lectureship taking the name of the donor. This system is well-known both in Great Britain and the United States where the course of lectures have been associated particularly with the Uni-

versities and only where the benefactor prescribes, are they open to the public. For example, a public-spirited citizen in Glasgow has donated \$400,000 for a Lectureship in the systematic Study of Citizenship and one of the most eminent authorities in Great Britain, Sir W. H. Hadow, Vice-Chancellor of Sheffield University, has been appointed. His lectures, which are free, are first to be given within the University, then repeated to teachers, to business men and to the general public. In the case of the National Lectureships, the order would be reversed and the lectures made available *first* to the public.

It is felt, however, that the second suggestion demanded a wider and more inclusive co-operation on the part of the people of Canada, and for that reason was most favorably considered by the Council. It was proposed that the achievement of this scheme be provided for by the co-operation of professional and commercial societies, provincial Education Departments, civic bodies, Boards of Trade, churches, universities, corporations such as Bankers' Associations, Trade Unions, and Manufacturers' Associations. Could the corporate unity of Canada be demonstrated more effectively in our eyes, and in the eyes of other peoples than by such unison of thought in promoting public education and enlightenment? The essential unity of the Canadian nation was demonstrated through five years of war before the eyes of the world. I state it as my profound conviction that five years of unison among all our forces and factors in national education would be a grander contribution to our own life as well as to the life of the world.

The Universities of Canada in assuming responsibility for the Lectureship on English Literature which inaugurated the scheme, have shown themselves to be alive to the opportunities of the moment. This Lectureship was initiated by Sir Henry Newbolt, the eminent English author, poet and educationist. Sir Henry has toured Canada from coast to coast and the reception which has been accorded him everywhere assures the success of the Lectureship scheme which has thus been launched under the most auspicious of circumstances.

On each of the great subjects of humanistic value, much could be said by way of justification of the Council's Lectureship scheme. Next to English literature, the Council has placed national music. The importance of this subject is increasingly being recognized as an aid to the continuance and development of national sentiment, as well as its more individual cultural effects.

Many other subjects spring to mind, all meriting Dominion-wide thought. The question arises can the Council's scheme of National Lectureships, developed on the widest possible basis, co-operating with all existing educational agencies, serve Canada in the great campaign which is needed to inspire public opinion with a living, co-ordinate and humanistic purpose. No number of sporadic, unrelated efforts, local in conception and execution, however well carried out, can be more than partly effective. An enthusiasm may be developed here, only to be dissipated while it is being aroused elsewhere. Lacking in direction, in definiteness and correlation it can have at the best, but a local effect. It is this local

"effect" which the Council wishes to so co-ordinate, so mould and utilize that the whole may be served. In a country of such distances the task is rendered immensely difficult. On the other hand, older and more densely populated lands have to contend with the obstacles of

settled custom and tradition, with over-crowded cities, slums and their attendant enslaving conditions. With us, our great spaces and our youth should be turned to our advantage.

SIR HENRY NEWBOLT, M.A., D.Litt.

The National Council of Education was extremely fortunate in securing the services of Sir Henry Newbolt to inaugurate its National Lectureship Scheme. The spirit in which this scheme has been inaugurated and the function which it helps to perform was probably overshadowed in the report of the Special Committee created by the British Board of Education to report on the Teaching of English in England.



Sir Henry Newbolt, M.A., D.Litt.

"Nothing would, in our belief, conduce more to the unity and harmony of the Nation than a public policy directed to the provision of equal intellectual opportunities for all, and service to this end would be doubly effective if it came voluntarily as from those who have already received their inheritance, and desire to share with the rest of their countrymen that in which their life and freedom most truly consist."

In this spirit of Sir Henry Newbolt generously acceded to the request of the National Council and placed himself for three months at their disposal without fee or restriction of any kind, and has now toured Canada from coast to coast.

Sir Henry was educated at Clifton College and Corpus Christi College, Oxford. He was called to the bar in 1887 and practised law till 1899. When in 1900 he became Editor of the *Monthly Review* he had already won a place in English literature; *Admirals All* had appeared in 1897 and *The Island Race* in 1898. Then followed a long succession of works, prose and poetry. The very names breathe of courage, adventure, and the open sea—*The Book of the Grenvilles*, *The Book of the Blue Sea*, *The Book of the Long Trail*, *The Book of the Good Hunting*, *The Book of the Happy Warrior*, *Tales of the Great War*, *Songs of the Sea*, *Songs of the Fleet*. These books, with their stirring appeal to the high heart of youth, have carried the noblest traditions of Empire to teachers and students throughout English-speaking lands.

Sir Henry later served as Chairman of the Special Committee appointed in 1919 by the British Board of Education to report on the teaching of English in England. After a study lasting more than two years the report was presented in October, 1921. Of this report the *Times Educational Supplement* said: "As no summary or selection of passages can do justice to the Report itself, which is a masterly presentation of the case for a broad and humane education, of universal application, on the basis of the English language and literature, it is the bare duty of all educationalists, and we may say of all good citizens, to be satisfied with nothing less than a study of the whole document."

Every teacher of English, every lover of poetry, every citizen who is not too old to feel the thrill of adventurous romance in English history, will always give a whole-hearted welcome to Sir Henry Newbolt.

The Principal Attraction—Aberdonian—"Hoo did I like London? Grand! Yon's the place for me. Every time ye go into a restaurant ye find tuppence under yer plate!"—*London Daily News*.

Expressive—An English actor was once boasting to Sir James Barrie of the expressiveness of his countenance.

"I can convey anything to my audience without speaking a word," he said.

"Then," suggested Sir James, "will you please express in your face that you have a younger brother, who was born in Shropshire but is now living in a boarding house on the South Coast, and who is going to London a week from Monday to call on his sister who injured her ankle crossing Pall Mall as she was on her way to buy a new purple silk dress?"—*London Daily Mail*.

LT.-GEN. SIR ROBERT BADEN-POWELL



Lt.-Gen. Sir Robert Baden-Powell

All the world knows the Boy Scout Organization. Founded in 1908 by Lt.-Gen. Sir Robert Baden-Powell, the defender of Mafeking, the movement has spread to nearly all civilized countries. To hundreds of thousands of boys it has offered the opportunity of self-development through self-activity. It has upheld high ideals of honour, of self-reliance and of unselfish service. It has



Lady Baden-Powell

taught care of the body as well, and knowledge of the arts and crafts that especially appeal to boyish instincts, the arts and crafts of outdoor life.

During the South African War, Sir Robert Baden-Powell undertook to try the possibilities of improvement of soldiers in service by a further training in scouting that would develop a higher degree of self-reliance and

individual efficiency. So successful was the attempt that he determined to try the effect of applying similar methods of training, based on the activities of scouting, to the improvement of boys apart from military service. The success of the movement has been so rapid and widespread that there are now more than a million Boy Scouts. The Girl Guides have been organized on similar principles and with similar ideals. Speaking at the Oakland meeting of the National Education Association of the United States in 1915 on changes in English Education since 1900, Sir Michael E. Sadler said: "The point of view of the administrator in regard to the essential purpose of education has shifted very noticeably since the century began. It has become more liberal, less mechanical, more humane. Into the schools of the people, the tradition of self-government is passing from the older schools of the wealthier classes. Arnold of Rugby is the Educational hero of the English primary school-teacher of to-day. Sir Robert Baden-Powell, founder of the Boy Scouts, is the Arnold of contemporary England."

TRAINING OF TEACHERS IN SCOTLAND

Recommendations of the Studies Committee of the Edinburgh Provincial Committee for the Training of Teachers

REVISION OF CURRICULA

With regard to the revision of the curricula the Studies Committee made the following recommendations:—(1) That the standard of entrance to the training Colleges be raised by requiring each student to produce a Leaving Certificate, or other evidence of equivalent attainments; (2) that each candidate for admission should produce evidence of aptitude for teaching before being accepted for training; (3) that the present two years' course of training be extended to three years, and include a period of not less than three months' continuous practice in teaching (with the qualification that in case of students who have satisfactorily completed an additional year at a secondary school after obtaining the Leaving Certificate the course may be reduced to two years); (4) that the course for graduates and for Chaps. V. and VI. students be extended so as to allow of a similar period of continuous practice in teaching; (5) that, whilst a uniform exit examination is not desirable, it is suggested that each college should test the students in the whole work of the course. This test should be a final examination, in which the papers set and the marks awarded should be the work conjointly of the lecturers of the Training Colleges and the officers of the Education Department.

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A Modern Democratic School System

Report of Convention address by Dr. Henry Suzzallo, President of the University of Washington.

"Whatever the dream of human relationships may be, whatever the attitude towards our fellow men, it is an evanescent dream, only wish-thinking, until it is translated into human stuff. One of the fallacies of our democracy is that when we think in terms of political and social reform, we think of men and women in their ideal state.

There is a lack of realism in social and political thinking. It is as just as much a mistake to think a man can stand 1,000 pounds of emotional strain when he blows up at 10 pounds as for an engineer to assume that a granite block can stand 1,000 pounds of pressure when it crumbles at 10 pounds. A school teacher should know the kind of human being he is turning out.

"The very beginning of democracy is increased consideration for the individual. When there is no democracy the individual does not count."

Dr. Suzzallo said there was more than one form of tyranny and gave three: One-man domination, an oligarchy or the assumption of power by a small group and, third, the tyranny of the mob.

"Tyranny of the mob is just as destructive and more likely to occur in future than the one-man or the group tyranny. You will never have a pure democracy until all the members of society are perfect.

"There are two ways of measuring perfection: (1) how much better it could be, and (2) how much worse it could be. The first makes discontent and the second content. We need enough content to appreciate what we have and enough discontent to keep us growing. Demagogues have a favorite method of criticizing present conditions by measuring what we have with the ideal of something else.

Dr. Suzzallo said there was no objection to the man of vision but to the visionary. He went on to point out that teachers must know, in introducing democracy into education, what they were serving and serve true ideals instead of false prophets.

"One false notion is that democracy means equality."

he said. "Teachers know more about human nature than any other group of people and they know that no doctrine or dictum can make a genius and an idiot alike. You can't give equality to a genius and an idiot by housing them in the same institution. Democracy can guarantee an equality of opportunity, knowing from the start



Dr. Henry Suzzallo

that when the race is run the line of runners will be strung out. Democracy will show individual consideration and mercy to those who fall behind. Democracy has a strong humanitarian consideration for the individual."

Strong Men Have Right to Achieve Ambitions

But what is democracy doing for the men of strong responsibility who are carrying on sensitive shoulders the pointed weights of leadership? Dr. Suzzallo asked. "What about the rights of strong men to achieve and grow to full stature?"

"Modern attitude has a strong tendency to show tender consideration to the men at the bottom and in the middle, but decreased reverence and respect for the superior and gifted men. For every man who, below

the average, is travelling at retarded speed, there should be one man at the top going on accelerated. At the present time the ratio is four below the average, with one above. "Three men," he emphasized, "are not going at the speed they were born to go in."

Time is coming, he said, when more consideration will be shown to the brilliant and superior individual who is now held back by the slow speed of the crowd. The brilliant pupil in school should receive additional help from the teacher instead of being made to travel with the average.

School System Should be Highway of Opportunity

Educational advantages should be given to all. It was more likely that brain power would be found by sifting the millions of Canada than in sifting them out of 2,500. Leaders were not picked for their brains and power at the present stage of democracy, he said, but because they flattered the people's vanity and were congenial in their likes and dislikes.

The school system should be a highway of opportunity, continuous from the bottom to the top, which was the university. Compulsory education of the crowd would tend to slow up the pace. All men should not be obliged to attend university or go to the very top but allowed to switch off at the sixth, eighth, tenth or twelfth year of education, when the pupils felt they did not wish to go on.

Continuing in his view that the brilliant scholar, the above-the-average pupil, was not receiving fair consideration in the schools, Dr. Suzzallo said:

"In our schools there is a lack of opportunity for development to the best brains that God had put into democratic society. It is a reigning fallacy that the same treatment for everyone is democratic. In its consequences it is the most undemocratic principle in the world."

He stressed the school needs of democracy as follows:

- (1) An even chance in schools.
- (2) More consideration for the student of higher capabilities.
- (3) The injustice of making men march beyond their strength on a journey which they never complete.
- (4) Synthesizing, not compromising, between the traditionalists' and the ultra-modernists' ideas of education.
- (5) Training of character.

Teachers Are Responsible For Spiritual Attitude

"The fundamental problem of intellectual education," he said, "is not giving more knowledge but developing more character for co-operation. Democracy needs co-operation's first requisites."

Teachers in the future will be as much responsible for the spiritual attitudes of their pupils as for habits of accurate thinking. Dr. Suzzallo gave the needs of better democratic co-operation as: (1) a reverence and eagerness for the truth, (2) open-mindedness or the ability to modify our own experiences with the experiences of others and (3) more teamwork—less individualism and more fellowship.

University of Washington

SUMMER QUARTER, 1923

HENRY SUZZALLO, President

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WHERE CHILDREN DISCOVER THEMSELVES

(By Stanley Frost.)

Can you imagine a school in which the pupils are so interested in learning things that they are constantly suggesting new lines of study? Can you imagine them feeling cheated if one of their classes is cut short? Finally, can you imagine your own boy or girl, or yourself in your school days, making schoolmates behave so that they won't interfere with work?

This, I know, sounds like a school full of hand-picked "teachers' pets." On the contrary, it is a mixed lot, rich and poor, dull and bright, from ten to eighteen years old, as husky, peppy, strenuous a crowd of American boys and girls as you could find. The only peculiar thing about them is that they really want to learn so badly that they see that no monkey business gets in the way.

This school was created because a dozen engineers and business men of Dayton, Ohio, got thoroughly disgusted with modern schools in general. They were successful men themselves, and realized that the education being hammered into their boys and girls would help them very little in real life. So they organized the school at Moraine Park, in the suburbs, and called to head it Frank D. Slutz, a Colorado man with the workable visions and the independence, courage, and optimism which are the best characteristics of the West. As superintendent of schools at Pueblo, Col., he had made a close study of the evils of public schools, and was waiting for a chance to work out ways of curing them—such a chance as he could not get inside the public-school system.

Starting with some thirty boys, the school grew rapidly to over 200 boys and girls, but has now been limited to 190. It meets in a greenhouse, simply because this happens to be convenient and cheap. It is notable for the meagerness of its equipment—many a two-room country school is better provided. Not that Moraine Park does not spend a deal of money, but Professor Slutz and the directors do not like to see it being put into jimeracks, and it goes instead for more and better teachers.

Gradually, by watching and listening, I learned the methods by which the school teaches its pupils to live. It is simple—it does it by actually letting them live, not in an imitation life, but in a real one, with all the conditions and factors of the larger world actually present in miniature, but with full power to work.

The teachers are the servants of this community, rather than its masters. They stay in the background, except in actual class work. They even take advice and some discipline from the youngsters.

Of course the teachers do have authority that can be used in the last resort, but they believe that the less it is used the better the results are. But there are no words to tell the tact and wisdom by which, invisibly and without authority, they guide the students into wise use of the responsibilities they carry, and see that they learn the lessons that prepare them for the bigger world.

"Self-government has succeeded exactly in the measure in which it is real," said Professor Slutz. "The least attempt to manipulate affairs brings failure, no matter how carefully it is camouflaged. It has been hard to get rid of the old, disciplinary, teacher habits, and they are the things that have caused most trouble—not the pupils. There is more likely to be trouble with an unfair or unreasonable teacher than with a pupil," he added with a rueful grimace.

"We have even had to learn, and this has been hard for us teachers and harder yet for some of the parents, that the youngsters have a right to burn their fingers, a little, at times.

And indeed the self-government is real. A commission, which is elected, is headed this year by a girl for the first time. She confesses to wanting to giggle as she presides at the meetings, but there is no sign of it in her calm poise. The commissioners not only enact all the "ordinances" which the students are required to obey—which correspond to the "rules" of other schools and cover everything from gambling and speeding to punctuality, silence, and tidiness of desks—but they appoint officers to enforce those laws, and other officials to administer all the affairs of the school. There are departments for amusements, janitor work (this is public welfare, and all have to help), legal matters, and finance, which levies and collects and disburses taxes.

The law-enforcement officer is the Director of Public Safety, who appoints his own assistants, or "cops." When these make an arrest the director metes out punishment, usually in the form of extra janitor work. The culprit has the right to appeal for a jury trial—there is a regularly constituted court—but this is seldom done. I had a sneaking hope that some crime would be committed during my visit, so that I might see justice in operation, but none occurred. The courts also handle civil suits, and there have been some famous ones.

Here, then, is a School of Citizenship in full operation. These young folks are citizens in every sense of the word, and they have all the privileges of citizenship—and learn the duties and responsibilities that go with those privileges. They select officers, control legislation, administer justice, and submit to it, learn by experience their rights and duties and how to get the one and perform the other. Some of our greatest thinkers are afraid, these days, that our civilization may break down because of lack of trained and public-spirited people to handle the vastly complex machinery our Government is becoming. Here, at least, are future citizens who will start their political life with more wisdom and understanding than most members of Congress have today. I speak from much personal knowledge of Congressmen.

But politics is only a small part of real life. This community, like any other, has to feed, clothe, and take care of

itself, and to do much incidental business, such as mending leaky water faucets. All this is done by concerns operating under franchises granted by the commission for "projects," a project being any kind of business or service. There are some sixty of these, and every student is a member of at least one. They do real business, and use real money when they are of a commercial character. Some are not intended for profit. Since each is a legalized monopoly, the profits are under control.

Heading the list stands a very real bank, which handles deposits on check and makes loans to finance other projects. Last year it did a business of \$25,000 and has now applied to the State for official place in the State banking system. The most profitable is the cafeteria, which cleared some \$100 by serving lunches, buying its sandwiches and hot food from the girls in the home-making classes. There is a one-man (aged eleven) supply company, selling athletic goods, pennants, etc., at an annual profit of \$20. There are a candy company, a law firm, a publishing company, a repair and construction concern—all the forms of business for which there is any possible demand. Except for the man who tends furnace, the school takes care of itself completely.

Thus there is training in business life, not only in methods but in business ethics and "the art of solvency." The community, of course, has its clubs, its dances, and its social life of all the varied forms. It would be hard to think of any form of activity in which the rest of us take part which does not have its place in their life and help prepare them for the larger life.

So, by living, these youngsters learn how to live—learn under a supervision which is always watchful, which gives advice and information and help and in the end makes sure that the lessons of all these activities are really learned. These are, in fact, the real school work. Neither promotion nor graduation is on study alone, but takes all these things into consideration.

Under this kind of government, too, the school is free from the evils which so distress most teachers. There is no "gang spirit" which conspires to protect culprits, for why should they protect culprits from themselves? There is nothing to be gained by toadying to a teacher, and the place does not boast a "teacher's pet." The students know that the school is their own and get the habit of shouldering its burdens, for they know the teachers will not step in to take the responsibility. So they learn responsibility, self-reliance, perseverance, and co-operation.

"When the teacher does things, it is the teacher's will power and character that get the training," Professor Slutz remarked dryly in explaining this. "This school is not in the business of training the members of its faculty. The moral value of any decision or of any persevering effort is washed out if the decision and the perseverance are not entirely voluntary. The boys and girls often don't decide things the way we wish they would, but they have the right not to. The decisions are their own, and if the results are sometimes unpleasant—why, they have learned something, and that is what they are here for, isn't it?"

Professor Slutz puts these things—the ability to work in partnership, loyalty to the group, and responsibility—

at the head of the things Moraine Park teaches its pupils. Next comes health. One gets to fifth place on the list before school work is mentioned, and then it is "interest in learning" that is listed, and not any particular mass of information.

"We want our pupils to be students, rather than scholars," one of the teachers explained. "If they are interested in knowing, and have learned how to find things out, they will get whatever information they need in later life."

Simple, isn't it?

So the studies, from the very first, are made a part of the business of living. There is, to be sure, a sort of schedule of studies, but it is completely flexible, and if a teacher finds that a class or a pupil has started off on a line away from the scheduled study, that side line becomes the objective. There was a case when a class in English, studying "Macbeth," stopped and devoted ten days to an investigation of witchcraft. Incidentally, the amount of reading that was done would have astounded a regular English teacher. In England, by the way, the student is permitted to select his own books for study, within the very loose restriction that they shall be by recognized authors. Last year some boys learned chemistry because they wanted to—and did—make gunpowder, and some girls because they desired to know how to detect adulterants in foods.

The task of the teacher, under this system, is really to find out what the pupils are interested in, and then to make the scheduled studies a part of that interest. I saw this working best in the Junior School, a separate institution for children under ten. There at first the babies merely get a chance to carry on the infinite experiments and investigations of babyhood under supervision which sees that they duly learn the lessons these activities teach. But presently these lead into books, of the children's own desire.

A teacher, although she cast an occasional word of advice toward her charges, had plenty of time to explain that she was a sort of grown-up friend of the children, and not a taskmistress.

"There are really two things we try to do here," she said. "One is to teach them to function smoothly in a group—Professor Slutz has told you about that—and the other is to give them an understanding of the value of knowledge. We try to make every bit they learn of immediate use to them; so far as possible we make them ask for it. And we take pains never, in any way, to repress any quality of potential social value, even when it happens to be inconvenient."

I understood these long words a few minutes later when a red-headed youth of five, in exercise of the "potentially socially useful" quality of leadership, got bossy. The teacher had to spend fifteen minutes convincing him that true leadership consists in winning support and not merely in giving orders.

The first class of this kind—thoroughly "sold" on learning, alive with questions, full of initiative and of independent thought—has just reached the Senior School and is keeping its teachers filled with delight, but sitting

up nights to keep abreast. One of its members—there are a dozen more like her—suddenly interrupted a history class.

"Say, what is a mummy?" she demanded. The teacher explained.

"Well, I think it must have been awfully interesting to be a mummy. May I write my next theme on what a woman was like who was going to be a mummy—I mean how she lived in those days?"

"But you have already chosen subjects for all your themes for this term," the teacher objected.

"Oh, I know," said the girl rather scornfully. "I mean to write this extra. What books shall I read to find out about it?" So it was arranged, the teacher making a note of a couple of hours' work digging up the books demanded. It was the first time I ever heard a child in school ask for extra work. But they say it is common.

In the Senior School, where the business of living has so many more angles than in the Junior, it is comparatively simple to find study interests based on the community life and on the project work, whenever the keenness for learning in the abstract flags. Much extra study and much of the interest in the regular studies, in fact, come from these activities, for the youngsters have both financial interest and personal pride in knowing all about the things they are doing.

In other matters the study starts from live interest, always. The class in biology, for example, looked to me like a Boy Scout movement grown up. It adjourned to a field, where the lesson began when an agile youth captured a curious bug and demanded the story of its life. Other bugs were captured, sorted into families, posed for notebook portraits, and finally sacrificed to science. It was only the second lesson of the term, but I will bet any reasonable sum that those boys know more about bugs, right now, than I did after a year's poring over such names as "hymenoptera." I don't know what that means now.

After I had spent two or three days around Moraine Park, I began to notice one curious omission. One of the great evils of our present schools is the way in which they squeeze initiative and independent power of thought out of children, yet no one, from Professor Slutz down, had mentioned the cultivation of initiative as one of the objects of the school. It was true that the students showed plenty. Finally I asked.

"Bless you," said the teacher to whom I put the question, "we don't have to try to teach initiative. All we have to do is to keep out of the way—to keep from suppressing it. If we tried to cultivate it, then it would simply turn into another routine, and the children would be 'individual' in some particular way that some of us thought was good. That's not the real article."

"It is hard, sometimes very hard, not to suppress it. We get more than is comfortable for us. Very often, too, independence of action looks like naughtiness. They are likely to be very, very—well—distressing. But they must be allowed, taken seriously, settled on a man-to-man

basis. If we do that, then individuality and the ability to think and act independently grow of themselves."

The details have been changed as experiments have given trustworthy results. Just at present the school creed has been laid down—subject to instant amendment if that seems wise—in a notice at the top of the report sheets which go every quarter to the parents of each pupil. This reads:

Subject matter, "studies," school exercises, and methods—all these are but the material and means of education. The various "branches of study" are secondarily valuable for their own sake, but are primarily useful as a means of teaching the "mastery of the arts of life." Neither pupil nor parent should confuse the tools of education with the end and aim of education.

Therefore the chief and important emphasis is put upon the occupations—ten in number—which cover the many and complex activities of living. *He is well educated who functions skillfully in the arts of life.*

In accordance with this creed, the pupils are taught, watched, examined, and graded on their ability to live, instead of on their studies. For convenience in this grading, ten kinds of abilities needed in life have been listed, and all the qualities of intellect, character, and conduct are grouped under them. These ten abilities are:

To maintain strength and health.

To build a fine spirit. This includes loyalty to high ideals and efforts to fulfil them.

To serve society. Obedience, respect for law and community spirit are subdivisions here.

To help others. Generosity, helpfulness, etc., come under this.

To form correct opinion. This includes fairness, judgment, and for the first time one of the "regular studies," in the form of history, as a background necessary for forming sound opinions.

To discover truth. This involves alertness, observation, experimental ability, and scientific study.

To express thought. Here are truthfulness, accuracy, and the command of language.

To produce wealth. Here are all the "business" virtues, such as diligence, perseverance, honesty, initiative, and thrift.

To find comrades or a mate. This involves the ability to co-operate, courtesy, kindness, and frankness.

To refresh one's life. This is the last. It includes sportsmanship, courage, resourcefulness, and self-control.

Before I left, I asked Professor Slutz how far others could imitate his work. I found that the hope of opening the way for giving every single boy and girl in America just this kind of chance lay behind everything he is doing.

"I would not be interested in this, if it were not that I believe we are working out principles that can be used everywhere," he said earnestly. "We have gone far enough now so that I know they can be, though we are not through experimenting, and I hope never will be."

There is one warning I must give, about any attempt to apply these principles in other schools. It must be done slowly. We made a mistake here at first in giving

too much freedom too quickly. Now we know that the students must be made to realize that liberty is something to be won by deserving conduct. In a large school it might take five or even ten years before the whole school could be put on this basis. You must educate the teachers as well as the pupils, remember. But, given time, it can be used in any school of any size.

"It will not be too expensive either. The education here has been expensive, averaging around \$250 a year for each pupil. Almost all of that is salaries of teachers. There is no need of much expensive equipment. We must have small classes, averaging about fifteen pupils to the teacher. But this school has been an experiment, and

cannot be taken as a standard. We have had to have the very best teachers, and to pay them accordingly. It will not take such exceptional people to follow methods that have been worked out in advance.

"Education of this kind will always cost more than the present brand, though it will not reach our figure. But—well—I believe America is able and willing to pay for the best possible education."

The ideal of the Moraine Park School has been condensed into this little motto:

"A truly educated man not only sees through things, but sees things through."—*Collier's Weekly*.

STUDY AS A MENTAL EXERCISE

Development of physical strength is limited by natural boundaries, but that is not so of the development of mental strength

(By WALTER CAMP)

Study is mental training for the great game of life. This cannot be brought before the young man often enough.

Probably many more people are familiar with the effect of exercise on the physical side than they are with its similar results on the mental side. This is especially true of young men, who are passing through the stage in which they should be placing their feet upon the first rounds of the ladder to success. They prepare and train in athletics to attain quick muscular coordination, power and endurance, but more than a few times forget that the same preliminary practice and training, without exception, in the line of mental exercises produces strikingly similar results.

This is perhaps most noticeable in the concrete case of concentration. It is common knowledge that the child concentrates very little, but as the youth becomes more mature he acquires more and more powers of concentration and application, which, by mental exercise, can be very highly developed and turned into an asset of supreme value. It is this kind of study that prepares the mind, not only in the form of concentration, but also in the line of quick co-ordination of the mind, as well as the development of the ability to think clearly, to eliminate the immaterial, and to reach definite conclusions unhesitatingly and concisely.

In youth, the child develops and grows in mental capacity just as much, and quite as rapidly, as in physical strength—partly from a natural maturing of the mind, but also quite largely from the daily exercise of the mental faculties. The early years of a human being are crowded with development, and it has been proved that the infant learns more in his first two years of life than he could possibly learn in all of the remaining years of his life.

In the same way, a young man who studies may be acquiring facts for future recreation and employment, but at the same time he is acquiring an ability to use his

mental processes more efficiently. He is preparing himself for the battle of life.

Persistency and perseverance may be cultivated, and they are cultivated, by mental exercise as we find it in honest, diligent study. This persistency and perseverance, with the ability to concentrate and the power to think directly and lucidly, are the essential factors of the after-life success of the young man. The uncontrolled mind cannot keep up a continuous effort, and is very easily distracted. The controlled mind is the real element in success, whether in business or profession.

The same control can be secured over the mental processes that the athlete acquires over his supple muscles. Young men who incline too much towards athletics alone, should fully realize that it is true that soon after middle life the development of greater physical strength is limited by natural boundaries, but quite the reverse is true with respect to the development of their mental strength.

As the educated mind stores away more and more new and additional facts and thoughts, its power and knowledge continue to increase; and the approach of age, while it heralds the decline of physical strength through bodily weakness, does not restrain the sound and trained mind from continual development and power, so that it is often one of the greatest delights of old age.

The particular direction in which the life's work may be turned makes very little difference. It is the preparation—the mental exercise, the mental control, the poise and the balance of the mind, coupled with its ability to hold fast—that really is at the basis of all lasting success.

To my mind, the young man studying for success, or any person who aspires to success, could take no wiser step than to view study, not so much as mere absorption or assimilation of knowledge but as a strenuous mental exercise—and then continuously and consistently exercise both mind and body.

"As land is improved by sowing it with different seeds" says Melmoth, "so is the mind by exercising it with different studies."—*Trained Men*.

THE GIFTED CHILD

(Agnes Kerrigan, Washington Court House, Ohio.)

The Psychologizing of Instruction is one of the tendencies of the present day. It is the fitting of educational agencies to the needs of the individual child. For centuries we have had a pedagogy of the normal child. For decades we have had a pedagogy of the sub-normal child. At the present time the public is much interested in the super-normal child; the press is eager for information concerning this type of child; the school is realizing that he has long been a neglected factor.

The segregation of the sub-normal groups into classes has proven highly beneficial to the normal and bright classes. It has led to the conclusion that it is still more highly important to segregate the bright groups into classes. The super-normal or gifted child is not identical with the genius or the child prodigy. Dr. Grossmann, the well-known child expert, divides super-normal children into four groups as follows:

The first group includes children endowed with a good memory. These children do good mechanical school work for a time, at least. Often they are not really bright, but mediocre. When the time comes for higher reasoning powers to be brought into play, they are likely to be failures. Their memory endowments help them to develop skill in certain lines of activity but will not make them socially efficient in the sense of higher competency. They will not be leaders of society.

The second group of gifted children includes children of accelerated physical and mental growth. They have rapid development without pathological precocity. These children need tasks commensurate with their strength and advancement. They need careful observation and skillful handling. At certain growth periods—e. g., the fatigue period, about the eighth year, or at the adolescent period—there may be tension between the mental and physical development. The children of this second group, the non-pathological group, will furnish its complement of leaders of thought and action, of genius and brilliancy.

The third group of gifted children comprises children of one-sided development. This is the type of child in which one faculty or group of related faculties is developed at the cost of all or most of the other faculties or group of faculties. These children will be bright and progressive in certain directions and dull and ineffective in others. Distinct types will be differentiated: (1) the *motor* type is largely constructive along motor lines; (2) the *sensory* type in which sense perceptions are particularly keen and impressions dominate expressions; (3) the *artistic* type—musical, poetic, graphic, descriptive; (4) the *mathematical* type which is distinctly abstract; (5) the *scientific* type in which abstract and constructively practical elements blend; (6) the *linguistic* type, characterized by facility in learning language or languages.

Also there will be combinations of these types. The sculptor and architect are artists but they are motor types of artists. The architect must have good mathe-

matical endowments and sufficient scientific instinct to judge of material and the problems of structural security. Occasionally a "universal genius" of this group is developed. Michael Angelo combined such elements and was proficient in each and all of them. Longfellow was a poetic genius of the linguistic type. He was a master of words capable of re-creating foreign masterpieces instead of translating them.

In this group there is danger of loss of balance. The children of this group need a training which takes its lead from their specialty and makes all other mental activities focus in it. The child's special gift furnishes the point of vantage from which he will enter the field of learning and so acquire an all around culture. Under wise treatment children of this group will become genuine social assets.

The fourth group comprises children of neuropathic and psychopathic tension. This group includes the future genius, the crank, and the criminal, the leader of men, the prince of commerce, the poet, the philosopher, the musical prodigy, and the artist of high degree. Gifted children, especially of the last three classes need very careful consideration, and should be educated in a manner that will be fair to them and helpful to the race. At present they receive less attention than the feeble-minded

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and the defective, though their number is at least equal to the number of abnormals at the other end of the scale, and they are infinitely more worthwhile.

Psychological tests show that children of very superior ability are likely to be misunderstood in school. In the past about one-third have failed to reap any advantage from promotion. By the old method children were promoted by age rather than by ability. Bright children were held back, dull children were promoted beyond their mental ability, and so the retardation problem was found to be exactly the reverse of what we had thought it to be. The bright children were retarded, the dull children were accelerated.

The original capacity of a child is determined by heredity or psychological factors very early. Original capacity, whether intelligence or special talent, is fixed before the age of entering school. The difference between the dull child becomes greater as they grow older. The school must know the nature of the child's abilities and the best environment for their exercise. Every child who constantly gets high marks in his school work with apparent ease should be given a mental examination. If his intelligence level warrants it, he should either be given extra promotion or should be placed in a class for superior children where faster and continuous progress can be made.

Important points to be considered in the segregation of gifted children are: (1) How shall such a selection be made? (2) At what grade shall the selection be made? (3) How many shall be placed in a given class? (4) Does the teacher need special qualifications? (5) Ought the course of study be changed or supplemented? (6) What should be done to foster unusual ability? (7) Ought the pupils to do more or less home work.

Sound health should be a prerequisite for admission to the gifted class. The nervous child, who has undoubted ability, but whose school work is a perpetual source of worry, who maintains his place at the head of his class by overwork and at the sacrifice of physical health, has no place in the class for gifted children. The method of selection is by far the most important point of the problem. Teachers' estimates of the pupils' ability and administrators' inferences from school marks should not be taken. Ordinarily the enrolment of a special room for gifted children should represent the top ten per cent of the enrolment of the grades represented.

A group of exceptional children has an unusual range of interests and a wealth and variety of mental associations. They have points of contact not always available in the instruction of ordinary children. For this reason the teacher of gifted children should possess an unusually large fund of general information. With gifted children the ordinary stock methods of teaching will not do, and so the teacher must have sound professional knowledge of the theory and practice of teaching with an ability to grasp and execute adaptations suited to the education of the gifted child.

Gifted children have an unusual capacity for work and this capacity often needs to be stimulated and inspired. For this reason the teacher should be characterized by unusual energy, enthusiasm, and an inspiring

personality. Gifted children have much initiative and should be given an opportunity for self-reliance and free expression. Gifted children easily grasp broad underlying principles and so detached facts will need little emphasis. Gifted children find it easy to make immediate application of what they have learned and so the wise teacher will make large use of this principle in review work.

The ability to obtain and maintain proper perspective in learning is of vital interest to the gifted child and so the teacher must have the ability to estimate the relative importance of different topics and subject matter in order to distribute time and energy properly as well as to give the proper perspective to the child. Experience has proved that gifted children need fifty per cent less explanation and fifty per cent less drill than ordinary children. Experience has also proven that democratic ideas and attitudes are prevalent in classes of gifted children and that the egotism so often shown by the brightest in ordinary classes does not prevail in classes for superior children.

Gifted children sometimes cause trouble in ordinary rooms, but given plenty of work to do, they are almost never subjects of discipline. Gifted children need a course of study that requires different material—usually cultural material—from that found in the ordinary course of study. By lessening the amount of drill, decreasing the amount of explanation, by passing over the subject matter already known as of relative unimportance,

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enough time can be saved so that all the essentials of two years' work can be mastered in one.

Gifted children will have their minds enriched by cultural material and their lives enriched by the realization of what it means to do hard mental work. The future welfare of our country depends in no small degree upon the right education of these superior children. Leaders they will be, either for evil or for good.

—*The Journal of the National Education Association*

PROMOTING INTERNATIONAL FRIENDSHIP

To say that Harvard University is to exchange tutors with Oxford and Cambridge universities may appear to carry little interest except for those of academic bent. International friendship is, however, directly promoted. Consequently, wide attention to a project of this kind is merited. This exchange of tutors will mean the exchange of ideas internationally. It will mean another important, though seemingly small, step toward accord among nations. While politicians harangue over international policy and safety; while financiers figure international obligations and expediency; while economic chieftains apply their philosophy; while social experts issue warnings and appeals, and a large portion of the public press plays to the roaring threats of more and bigger wars—quietly, intelligently, effectually, and on a gradually extending scale, educational groups in many lands are clasping hands and gripping firmly.

Professors, fellows, teachers, and students have been welcomed back and forth between countries in increasing number for some years. "I do not believe that one can overestimate the good accomplished in the development of international good will resulting from the exchange of representative scholars between the United States and other countries," says the director of the Institute of International Education in his annual report. Professors, fellows, teachers, students, and now tutors—when men of this character, trained in sound reasoning and solid in the defense of ideals, freely exchange visits in all parts of the world, the promise of better things is made substantial.

The tutorial system has been in operation in the two great English universities for a century. The Harvard system was inaugurated in 1912. At Oxford and Cambridge a tutor has an oversight over practically all of the student's training and activities. Attendance at lectures is far from compulsory. At Harvard a tutor has an oversight over only a part of the student's training, and attendance at lectures is quite strictly required. The system as developing in the American institution is not modeled after that of the English, but it is an adaption. The main purpose of both, however, is to get a more individualized instruction, a closer contact between professor and student. It is natural to expect that the exchanging tutors will have certain reactions as their experiment progresses. These reactions will call forth discussions of mutual value to all concerned.

The exchange of tutors will, therefore, mean more than all else the exchange of ideas. The exchange of



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"I had six honest, serving men;
(They taught me ALL I KNEW):
Their names are WHAT and WHY and WHEN,
and HOW and WHERE and WHO." (Kipling)

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WHY does the date for Easter vary?

WHEN was the great pyramid of Cheops built?

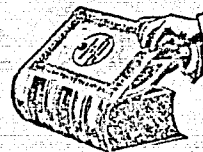
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ideas, leads at once, of course, to the mutual appreciation of ideas. "That is a good idea," says one to another. Obviously the one not only gains by making the good idea of the other his own but he admires the other for having had the idea. A richer and more understanding friendship is thus accrued.

---(Editorial--*Christian Science Monitor*.)

WORLD PARLEY ON EDUCATION CALLED

Four Hundred Million School Children
Will be Represented

A world conference on education at which more than 400,000,000 school children will be represented, has been called by the National Education Association to be held in San Francisco and Oakland, June 28 to July 2, it was announced at a meeting of the executive committee of the Department of Superintendents of the Association.

The Conference is called for the promotion of international peace and the mutual understanding of nations and peoples. Fifty nations of Europe, Asia and North and South America have assured the attendance of 1000 delegates. In addition 1000 exchange professors will attend to sit with the delegates of their respective countries and to act as interpreters.

MYSELF

I have to live with myself, and so
I want to be fit for myself to know.
I want to be able as days go by,
Always to look myself straight in the eye:
I don't want to stand, with the setting sun
And hate myself for the things I've done

I don't want to keep on the closet shelf
A lot of secrets about myself,
And fool myself, as I come and go
Into thinking that nobody else will know
The kind of a man I really am:
I don't want to dress up myself in sham

I want to go out with my head erect,
I want to deserve all men's respect;
But here in the struggle for fame and pelf
I want to be able to like myself.
I don't want to look at myself and know
That I'm bluster and bluff and empty show.

I never can hide myself from me:
I see what others may never see;
I know what others may never know:
I never can fool myself, and so.
Whatever happens, I want to be
Self-respecting and conscience-free.

—Edgar A. Guest.

POPULAR STATESMANSHIP

Democracy has for its aim the control of government by public opinion. The British constitution, under which we live, secures this better than any other system, though all are aware that there are forces at work in our government system which contravene public opinion. We all know, too, how possible it is to manipulate public opinion through the press. But suppose public opinion in absolute control, it has had to be confessed by one of the most loyal champions of democracy, Viscount Grey, that "Public Opinion is not necessarily a statesman." He admits this, no doubt, somewhat disconsolately, seeing that statesmen have to obey Public Opinion's mandate, or at least to heed it. The statesmen may be warranted at times in taking the popular bidding for the purpose set forth by Mr. Dunning, the Prime Minister of Saskatchewan, as his reason for the falling in with the very strong popular demand in his and the neighboring provinces for the establishment of a Wheat Board, with compulsory powers to control the sale of the whole crop of those provinces. His hope was to set the people thinking in the study of this question. "The inherent soundness of a project," he said, "is not always tested by what the people want."—*Manitoba Witness and Canadian Homestead*.

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B. C. TEACHERS' FEDERATION

SPECIAL GENERAL MEETING

Tuesday, April 3rd, 1923

A Special General Meeting of the British Columbia Teachers' Federation was held in the King Edward High School, Vancouver, on Tuesday, April 3rd, 1923, commencing at 2:30 p.m., for the purpose of amending the Constitution of the Federation.

There were present the members of the B. C. T. F. Executives, delegates from member-associations, as well as a number of unattached members and members of the Federation who were not official delegates. Mr. Harry Charlesworth (General Secretary) and Miss Charlotte Clayton (Assistant Secretary), were also present.

President J. G. Lister in the chair.

Mr. E. H. Lock, Chairman of the Constitution and By-Laws Committee, addressed the meeting with reference to suggested amendments to the Constitution, laying the suggestions before the meeting for consideration.

Moved by Mr. A. S. Matheson, seconded by Mr. S. Moore, that this meeting adjourn until Thursday afternoon, April 5th, 1923.—*Carried.*

ADJOURNED MEETING

Thursday, April 5th, 1923

The Special General Meeting of the British Columbia Teachers' Federation, adjourned from Tuesday, April 3rd, 1923, resumed its session in the auditorium of the King Edward High School, Vancouver, on Thursday afternoon, April 5th, commencing at 2:25 o'clock.

There were present President J. G. Lister, members of the Executive Committee, and also delegates and representatives from various parts of the Province.

The following amendments to the Constitution were submitted by Mr. E. H. Lock, on behalf of the Constitution and By-Laws Committee:

1. Clause II. Objects, add the following:

(d) "To organize and administer a Benevolent Fund among its members.

Moved by E. H. Lock, seconded by Mr. A. Graham, that the Constitution be so amended.—*Carried.*

2. Clause III (b) By Individuals, to delete "a fee of five dollars (\$5.00)" and insert instead the words "a fee according to the scale in Clause 10."

Moved by Mr. E. H. Lock, seconded by Mr. A. Graham, that the Constitution be amended by deleting the words "of five dollars (\$5.00)" and insert instead the words "according to the scale in Clause 10."—*Carried.*

3. Clause III. Membership, add the following Section:

"A Teacher who has been a member, in good standing, of the B. C. T. F. for twenty consecutive years shall, upon application to the Executive Committee, be enrolled as a life member of the B. C. T. F. and shall be exempt from further B. C.

T. F. annual fees (such exemption does not apply to local association dues, pooling, or special levies.)

Moved by Mr. A. S. Matheson, seconded by Miss J. Bell, that the Constitution be so amended.

Moved, in amendment, by Mr. A. W. Ross, seconded by Mr. J. M. Campbell, that the word "shall" in the second line be changed to "may."

Moved, in amendment, by Mr. H. W. Creelman, duly seconded, that the word "shall" in the fourth line be changed to "may" and that the word "membership" be inserted between the words "annual" and "fees" in the same line.

Moved, in amendment, by Mr. A. H. Webb, seconded by Mr. G. W. Stubbs, that the word "twenty" be changed to "thirty-five."

The amendments on being put were lost.

The original motion on being put was lost.

4. Re deletion of Section (a) of the Constitution, was withdrawn.

5. Add to Clause (a):

"In districts covered by member-associations, fees must be paid to the Treasurer of such member-association and not direct to the Treasurer of the Federation. The Federation can not accept for membership teachers who are not in good standing in the local member-association, where such an association exists.

Moved by Mr. E. H. Lock, seconded by Mr. A. Graham, that the Constitution be so amended.

On being put the motion was lost.

6. Section (b), to delete in the scale of fees the words:

"\$2001 or over.....\$12.00."

And substitute the following:

"\$2001 to \$3000.....\$13.00"

"\$3001 and up.....\$15.00"

Moved by Mr. E. H. Lock, seconded by Mr. A. Graham, that the Constitution be so amended.

Moved, in amendment, by Mr. W. T. Williams, seconded by Mr. Wm. Garner, that the minimum fee be \$5.00 for the first \$1000 of salary and that it be increased at the rate of \$1.00 for each \$200 increase of salary.

By Miss L. P. Davidson, duly seconded.

Moved, in amendment to the amendment that the annual membership fee be one-half of one percent of the annual salary.

The amendment to the amendment was lost.

The amendment was lost.

The original motion on being put carried by a majority of one vote.

Moved by Mr. J. C. Brady, seconded by Mrs. E. S. Martin, that there be a recount.—*Carried.*

Moved by Mr. J. C. Brady, seconded by Mr. E. S. Wilson, that a standing vote be taken.—*Carried.*

The recount resulted as follows:

Aye.....53

Nay.....78

The original motion was declared lost.

7. Section (b) "That a definite minimum be set and raised at the rate of fifty cents on one hundred dollars."

Moved by Mr. F. C. Wilson, seconded by Mr. F. Fairley, that No. 7 be deleted from the agenda.—*Carried.*

8. Section (d) delete:

"April 1st" and substitute "May 1st."

Moved by Mr. E. H. Lock, seconded by Mr. A. Graham, that the Constitution be so amended.

Moved, in amendment, by Mr. G. W. MacKenzie, seconded by Mr. L. T. Baker, that the words "June 10th" be substituted for the words "May 1st."

The motion, as amended, duly *Carried.*

9. Section (d) Delete Section (d) and substitute the following:

"Members who pay their current year's fees, in full, on or before the thirtieth of June, shall be allowed a rebate of ten per cent."

Moved by Mr. J. C. Brady, seconded by Mr. W. Brown, that the Constitution be so amended.

The motion on being put was lost.

10. Any member of the Federation whose annual fee remains unpaid at the close of the Federation year shall be considered as having lapsed and can be reinstated only on payment of one year's back dues, except as provided in the following:

"The Executive Committee of the B.C.T.F. shall have the right to accord special consideration, in matter of reinstatement, to those who have become delinquent by reason of illness or for other cause or causes, deemed just and sufficient by said Committee."

Moved by Mr. E. H. Lock, seconded by Mr. A. Graham that, with the insertion of the word "membership" between "lapsed" and "and" in the third line, the Constitution be amended in the terms submitted in the resolution.—*Carried.*

11. Add the following to Clause 10 as Section (g):

"Members suffering from a protracted illness occasioning more than three months' absence from duty may be exempted from all fees and levies for the period of such illness on application to the Executive Committee."

Moved by Mr. E. H. Lock, seconded by Mr. A. Graham, that the Constitution be so amended.

Moved, in amendment, by Mr. E. S. Martin, duly seconded, that the words "period of such illness be deleted" and the words "for the current year" be substituted therefor.

The motion as amended carried unanimously.

On motion, duly seconded, the Constitution as amended was adopted.

Moved by A. S. Matheson, seconded by Mr. L. T. Baker that we now resume the Annual General Meeting, adjourned from Tuesday, April 3rd, last.—*Carried.*

The meeting adjourned at 4:45 p.m.

Recording Secretary.
President

ANNUAL GENERAL MEETING

Tuesday, April 3rd, 1923

The Annual General Meeting of the British Columbia Teachers' Federation was held in the auditorium of the King Edward High School, Vancouver, on Tuesday, April 3rd, 1923, commencing at 3:10 p.m.

There were present President J. G. Lister and members of the B.C.T.F. Executive, also representatives and delegates from member-associations in the Province, and a number of Unattached Members. Mr. Harry Charlesworth (General Secretary) and Miss Charlotte Clayton (Assistant Secretary), were also present.

Mr. Harry Charlesworth first addressed the meeting concerning the work of the Federation during the past year, giving statistics showing the progress of membership from month to month and quoting figures showing the standing of the various member-associations for the year. He referred to the question of criticism—constructive and otherwise—and spoke also on the matter of Entrance Examinations and recommendation to High School, as well as the proposed extra-mural work at the University of British Columbia.

Several amendments to the School Law, most advantageous to the teaching profession of the Province, including that concerning compulsory sick pay allowance, and resignations and dismissals of teachers on and after certain specified dates in the school year, were also reported upon by Mr. Charlesworth.

The question of what proportion of a monthly or annual salary should be deducted from a teacher's cheque for an absence of one or more days in school was also touched upon.

A vote of thanks was extended to the various committees and to Miss N. Margaret McKillican for their very valuable assistance and untiring efforts in behalf of the Federation.

A vote of thanks was also extended to Mr. J. M. Campbell, Chairman, and the members of the Finance Committee, for the financial statement submitted, showing the conditions of the Federation for the year just ended, and including the statement concerning receipts and disbursements.

Moved by Mr. G. R. Carpenter, seconded by Mr. W. M. Keatley, that the report be adopted.—*Carried.*

The following were nominated for the office of President for the ensuing year:

Mr. G. A. Fergusson,
Mr. J. M. Campbell,
Mr. J. G. Lister.

Moved by Mrs. J. Templar, seconded by Mr. W. E. Evans, that the nominations for President close.—*Carried.*

A vote of thanks was extended to Messrs Lee & Fraser, Auditors.

In the matter of nomination of Auditors for the forthcoming year, it was moved by Mr. E. S. Martin, seconded by Mr. A. H. Webb, that the Auditors of last year be appointed as Auditors again for the year ending February 20th, 1924.—*Carried.*

ADJOURNED MEETING

Thursday, April 5th, 1923

The Annual General Meeting, adjourned from Tuesday, April 3rd, 1923, resumed its sitting in the auditorium of the King Edward High School, Vancouver, on Thursday, April 3rd, 1923, commencing at 4:45 p.m.

President J. G. Lister in the Chair.

The election of President first took place, the following candidates standing for election being:

Campbell, Mr. John M.
Fergusson, Mr. George A.
Lister, Mr. J. George

Mr. G. A. Fergusson was elected President for the ensuing year, Mr. J. G. Lister holding the office of Junior Past President.

The election of representatives from geographical districts next took place, the results being as follows:

Vancouver.....Dr. J. Roy Sanderson
Northern British Columbia...Mr. J. C. Brady
Okanagan Valley.....Mr. A. S. Matheson
West Kootenay.....Mr. Wm. Garner
East Kootenay.....Mr. P. H. Sheffield
Fraser Valley.....Mr. G. S. Wilson
North Vancouver.....Mr. J. B. Bennett
South Vancouver & Pt. Grey..Mr. W. H. L. Laffere
Burnaby & New Westminster..Mr. S. J. Griffiths
Central Mainland.....Mr. L. E. Morrissey
Victoria and District.....Miss B. Alward
Northern Vancouver Island..Mr. E. S. Martin
High School Section.....Mr. H. N. MacCorkindale
Manual Training Section....Mr. S. Northrop

At this point President G. A. Fergusson was called to the Chair.

Mr. Harry Charlesworth spoke feelingly concerning the very excellent work of, and the interest and enthusiasm shown by the Past President, Mr. J. G. Lister, who was mainly responsible for the founding of the Federation.

President G. A. Fergusson having been summoned from the room, Mr. John M. Campbell took the Chair.

Moved by Mrs. J. Templar, seconded by Miss L. F. Davidson, that Mr. J. G. Lister, in consideration of his services in the B. C. Teachers' Federation, be made a life member of the Executive Committee of the B. C. Teachers' Federation.—*Carried Unanimously.*

Moved by Mr. C. L. Thornber, seconded by Miss H. R. Anderson, that the sum of \$100 be voted to the purchasing of a suitable gift to Mr. J. G. Lister from the Federation, and that the purchase of such gift be left in the hands of the Executive Committee.—*Carried unanimously.*

Upon being informed by President Fergusson of the action of the Annual Meeting, Mr. Lister thanked the delegates for their mark of appreciation and referred to his deep interest in the affairs of the Federation.

General resolutions were next presented as follows:

1. A complete list, alphabetically arranged, of the members of the Federation, in good standing, shall be

published semi-annually in May and November issues of the "B. C. Teacher."—*Lost.*

2. That the Executive Committee be asked to investigate, and, if found advisable, to formulate plans for a Teachers' Benevolent Fund or Insurance Club.—*Carried.*

3. That the B.C.T.F. renew its petition to the Education Department for statutory provision for the institution of a Board of Reference.—*Carried.*

4. That the B.C.T.F. express its appreciation to the Department of Education for the valuable assistance extended to teachers through the Employment Bureau, and further that the Executive Committee seek the assistance of the Department of Education in compiling statistics and information regarding conditions in schools, especially rural schools, and that such information be readily available for Normal School students.—*Carried.*

That the Department of Education be requested to formulate a regulation whereby all certificates shall automatically lapse if the holder has not engaged in teaching during any of five consecutive years; provided, however, that these certificates may be revived by the holder taking a course in modern educational methods at a summer school or at one of the Provincial Normal Schools.—*Carried.*

6. (a) That the Department of Education be asked to require tuition fees from students attending the Provincial Normal Schools.

Moved in amendment, duly seconded, that Section (a) of Clause 6, be referred to the Executive Committee for consideration.

Moved, in amendment to the amendment, duly seconded, that Section (a) be struck out entirely.

The amendment to the amendment *Carried.*

(b) That, in future, 1st and 2nd Class Certificates, as such, be not granted to teachers.—*Carried.*

(c) That the minimum requirements for a Teacher's Certificates be Junior Matriculation standing followed by two years of Normal School training.—*Carried.*

7. That the Executive Committee be asked carefully to consider a provincial scheme of salary increases based on real merit and special qualifications and not merely on length of service.—*Carried.*

8. In view of the fact that teachers are paid an "annual salary" be it resolved that this meeting declares its belief that a teacher is employed by a School Board for 365 days in a year.

Mr. Charlesworth reported that the whole question raised by this resolution was under consideration by the Executive.

9. That the Executive Committee be asked to consider the whole question of B.C.T.F. fees with the object of revision at the next annual meeting.—*Carried.*

10. That the practice of receiving fees in half-yearly instalments be abolished.

Mr. Charlesworth reported that the payment of half fees was only intended for one year, and for exceptional cases. The payment demanded by the Constitution was the full fee, and this rule will be observed in the future.

11. That this meeting recommend all members of the Federation not to accept service in any school in the

Province without first having a definite statement in writing concerning conditions of service (including living conditions in rural districts) and remuneration. —*Carried.*

12. The following resolution was submitted by the King Edward Parent Teacher Association:

"We request the Teachers' Federation to ask the proper authorities to recognize the present work done in the Home Economics Course, and to give it Junior Matriculation standing."

Moved, as an amendment, by Miss E. Berry, seconded by Mrs. I. Abel, that the B. C. Teachers' Federation ask the proper authorities to make provision for wider options at the Matriculation examinations, these options to include Home Economics subjects.

The amendment *Carried.*

Moved by Mr. H. N. MacCorkindale, seconded by Mr. W. H. Morrow, that the meeting go on record as favoring a High School curriculum comprising a few obligatory subjects, and several optional subjects from which a maximum and a minimum number must be selected, and that credit be given in any subject when a satisfactory standing has been reached.—*Carried.*

13. Whereas the present Superannuation Act has been in force for over two years and has proved of no value to teachers, and

Whereas the need for superannuation is becoming more urgent, as the recent amendment to the School Act to meet the case of indigent teachers illustrates;

Resolved that the B. C. Teachers' Federation urge on the Provincial Government the immediate necessity of making the Superannuation Act compulsory on all School Boards and teachers, and

Further that the Executive Committee make the attainment of this end the chief objective of their year's activities. (See also No. 14.)

14. Resolved that the B. C. Teachers' Federation take such action as shall be considered desirable to secure for the teachers of British Columbia a Superannuation Act comparable in its conditions with those in force in the Eastern Provinces of Ontario, Quebec, Nova Scotia, New Brunswick and the self-governing Colonies of Australia, New Zealand and South Africa, and

Furthermore, as the passing of such an Act would more than anything else raise the status of the profession, that this be made the first and chief objective, and that the support of every teacher in British Columbia be enlisted to secure its attainment. (H.S.T.A.L.M.)

Moved by Mr. H. W. L. Laffere, seconded by Mr. E. S. Martin, that resolutions 13 and 14 be referred to the Executive Committee.—*Carried.*

15. That this Association suggest to the Executive of the B. C. Teachers' Federation the advisability of taking steps leading to the formation of a local association in each of the Provincial Normal Schools, such associations to be recognized as part of the B. C. Teachers' Federation. (H.S.T.A.L.M.)

This resolution was withdrawn as such action had already been taken.

16. Whereas it is felt by teachers that the roll of honor for regularity and punctuality is often earned at

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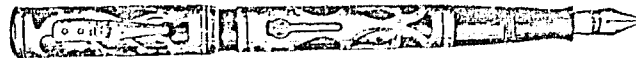
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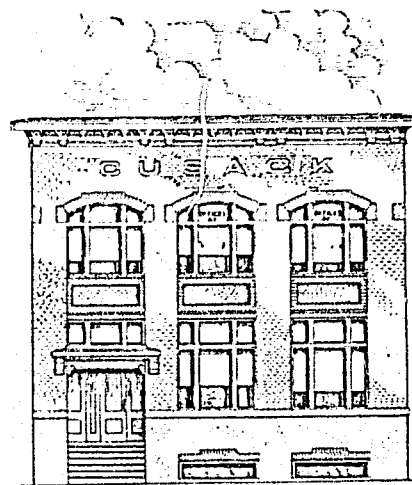
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the cost of health, and that it does not offer a fair reward since one day's absence at the beginning of the term does away with the possibility of winning it;

Be it resolved that the Department be approached with the purpose of having some method devised whereby attendance may be rewarded monthly and locally, instead of yearly by the Department. (Victoria and District.)

Moved by Mr. L. B. Code, seconded by Mr. N. Y. Cross, that the matter be referred to the Executive Committee.—*Carried*.

17. That the Federation seek to have Section 159 of the School Act amended as follows: Add as a new Clause after sub-section 3 (d):—

It shall not be a defence to proceedings relating to school attendance under the Act, that a child is attending a school or institution providing efficient training in elementary instruction, unless in the opinion of the Department's Inspectors the instruction afforded is as efficient as in the public school, and the school is satisfactory from the standpoint of premises, staff and equipment." (Victoria and District.)

Moved Mr. by E. H. Lock, seconded by Mr. A. Graham, that the foregoing resolution be referred to the Executive Committee.—*Carried*.

The following resolution, passed by the Principals' Section, was next considered:

"That this meeting recommend to the Department of Education (1) that the present course of study for Public Schools be re-adjusted to suit an eight-year course (2) that the grades be numbered 1 to 8 accordingly."

On motion of Mr. W. H. Gray, seconded by Mr. A. Martin, the foregoing resolution duly *Carried*.

The following resolution, passed by the Manual Training Section, was next considered.

Whereas Manual Training has long since proved a valuable part of the curriculum on Education, and is now highly approved by eminent educationists in all parts of the world, we, the Manual Training Section of the B. C. Teachers' Federation, in Convention assembled, would respectfully urge upon the Department of Education the desirability of making Manual Training compulsory in the Senior Grades of the public schools of cities of the first and second class, and in the first and second years of the high schools in such cities, and in all cities, districts and municipalities where now established.

On motion of Mr. A. Campbell, seconded by Mr. D. P. McCallum, the foregoing resolution duly *Carried*.

Mover by Mr. E. S. Martin, seconded by Mr. E. H. Lock, that in accordance with the appeal issued by the Canadian Teachers' Federation for the reimbursement of losses suffered by teachers at Brandon, Edmonton and New Westminster, in up-holding principles important to every teacher, be it resolved that this meeting vote a contribution of \$1,600 to this purpose from the funds of the Federation.—*Carried*.

The following resolution, adopted by the Saanich Branch of the B. C. T. F. was next considered:

"Whereas the present system of oral contract between teachers and trustees has proved seriously detrimental to the interests of the teacher, and

"Whereas as a form of written contract between teachers and trustees is made compulsory by law in other provinces of the Dominion.

Therefore be it resolved that the Department of Education be requested to amend the School Act so as to make compulsory a written form of contract between trustees and teachers in British Columbia."

Moved by Mr. E. H. Lock, seconded by Mr. A. H. Webb, that this matter be referred to the Executive Committee with power to act.—*Carried*.

"That the Department of Education be asked to modify the options of the High School curriculum so that students intending to become Elementary School teachers may be prepared more thoroughly in the subject matter for their future work.

Moved by Mr. E. H. Lock, seconded by Mr. L. T. Baker, that this matter be referred to the Executive Committee with power to act.—*Carried*.

Moved by Mr. E. H. Lock, seconded by Mr. E. S. Martin, that the thanks of the Federation be sent to the Vancouver Board of School Trustees for the use of its buildings and its willing assistance in making this Convention a success.—*Carried*.

Moved by Mr. E. H. Lock, seconded by Mr. G. B. Carpenter, that the General Secretary be instructed to send letters of thanks to visiting speakers for their inspiring messages to the teachers of British Columbia.—*Carried*.

Moved by Mr. E. H. Lock, seconded by Mr. J. C. Brady, that the appreciation of this meeting be sent to the various representatives of the press for the excellent way in which the events of this Convention have been reported.—*Carried*.

Moved by Mr. E. H. Lock, seconded by Mr. L. B. Code, that the thanks of this meeting be conveyed to the Committee of Victoria teachers for their work in planning the details of this Convention.—*Carried*.

Moved by Mr. E. H. Lock, seconded by Miss A. E. L. Whelen, that we express to the students of the Technical School of Vancouver our appreciation of the very fine song book provided for this Convention.—*Carried*.

Mr. Charlesworth spoke to the meeting concerning the Annual Meeting of the Canadian Teachers' Federation, to be held in Montreal, and also concerning the Convention of the N. E. A. to be held in San Francisco, during the coming summer.

Moved by Mr. G. B. Carpenter, seconded by Mr. J. E. Sanders, that the Executive Committee be instructed to name the representatives to be sent to such C. T. F. Annual Meeting.—*Carried*.

Moved by Mr. H. N. MacCorkindale, seconded by Mr. N. Y. Cross, that the question of sending representatives to the N. E. A. Meeting at San Francisco be left to the Executive.—*Carried*.

THE EXPERT AND THE LAYMAN IN EDUCATION

Points From Dr. Suzzallo's Address

"In a democratic institution, the government is said to be the government by public opinion," Dr. Suzzallo began. "Since the public designs policy and the profession the teaching policy, what shall be the position between the two?"

Present Period is Age of Specialization

Some people believe that the educated layman has become a "meddler," he pointed out, while others see the need of "sympathetic spots" among the laymen and appreciate the layman, not as a meddler, but as one of the biggest aids to the public school system.

Dr. Suzzallo sketched the gap between the "indifferent co-operation" of 50 years ago and "specialized co-operation" of to-day. To-day sees an age of specialization. While expert teachers know more than the laity, specialists tend to get narrow, and need the outside point of view. On the other hand even the highly-informed layman should never usurp the functions of the expert.

"There are three distinct zones in the field of education: purely public policy; purely technical procedure, and the mixture of both. It is absolutely right that the laymen, or public, shall decide how many groups—feeble-minded morons, super-brilliant—it shall educate and how much money it shall spend on education. But it shall leave to the educational expert the distribution of the educational budget, the text books to be adopted, and the appointment of teachers, with a possible veto power extended to the laymen on the Board of Education. Laymen could not judge the worth of a teacher as could the expert, he said.

Modern School Methods Subject to Criticism

"Critics judge present problems of education in the terms of school conditions 20 years ago," said Dr. Suzzallo in reference to common criticisms laid against modern education methods. "They can't realize that the world is slipping ahead."

"There is no such thing as compulsory education," he went on, with applause from the teachers in the auditorium. "There is only compulsory attendance. Even that is not true. Only physical attendance may be enforced. The pupils mind may be wandering elsewhere."

The speaker said that even though schools to-day have in them all the low grade pupils who did not attend school in the old days, modern schools are better in every way than 25 years ago. Teachers nowadays could not be judged by the same standard of results. A brilliant teacher with a class of sub-normal pupils would fall below a mediocre teacher with a class of brilliant scholars.

Outside Experts Should Make Survey of System

Dr. Suzzallo encouraged the idea of an intelligence survey of British Columbia schools by outside experts. Afterwards a continuous self-survey within the Provincial organization itself could be carried on. A survey was important because it attracted public attention to school matters.

Laymen were valuable in planning a curriculum.

They brought attention to the needs of the world outside to supplement the expert knowledge of the professional.

THE NEGLECTED CLEVER

Much attention has been paid in recent years to the case of school children of less than normal intelligence, who are submerged under a system of instruction moving too fast for them. In most cities separate training has been provided in special schools and classes for sub-normal children, where they receive special attention and are assisted to obtain such training as they are competent to take. In small communities and rural districts this reformation in education has not gone so far. There is perhaps a little better chance in the ungraded schools for the weak pupil to get instruction suited to his understanding, but there is less prospect of his obtaining instruction from experts who understand the weaker minds. But all these matters are engaging public attention.

Now comes the President of the University of Washington with a word for another neglected and retarded class. Dr. Suzzallo, who has in his educational career been connected with public instruction in many phases, makes his appeal and protest on behalf of the superior student. He finds that the school courses and methods do injustice to the quickest children and youth. They are caused to march at equal pace with the students below the average, and so do not make headway according to their ability and zeal. Thus the men and women who are by natural gifts and qualities destined to be leaders in the community and country, are cheated out of a large part of the higher training that properly belongs to them. We may suppose also that they are encouraged to take life and work too easily, and to accept intellectual and cultural standards below those which they would naturally adopt if their minds had been given free course and stimulation.

If Dr. Suzzallo proposed that the special attention given to the sub-normal should be withdrawn and the super-normal be made the special care of the State, he might be accused of supporting the doctrine of Nietzsche and the superman. He rather proposes that the clever should be given a better chance without neglect of the dull. Undoubtedly the systematic organization of schools is based on the claims of the average, and therefore is unfair to the highest and the lowest.

The old-fashioned schools, which left a great deal more to the taste and judgment of the master and mistress, were in many ways inferior to the more highly organized institution which have taken their place. In the hands of a clever master the average, and those below, were likely to be sacrificed for the benefit of clever and ambitious pupils who engaged the teacher's interest. Another class of pedagogue gave excellent and severe drill within narrow limits, which did more for the dull and lazy than for the keen and intelligent. In our own day, as at all times, the clever and ambitious are hard to keep down by any bad system of education. Their progress may be delayed and restricted, and the educational authorities ought to do all that is possible to gain for them the liberty to go forward.

The University of British Columbia THE SUMMER SESSION

July 9th to August 17th, 1923

1. *Courses in the University subjects of the First and Second Years*, with credit for duly qualified students completing these courses.
2. *Special Courses in Commercial Subjects* for candidates for High School Teachers' Certificates in these subjects.
3. *Courses in Hospital Administration and in Teaching Principles and Methods*. Given by the Department of Nursing in the University.
4. *Courses in Educational Theory and Method*. The following special lecturers have been engaged for the Session:

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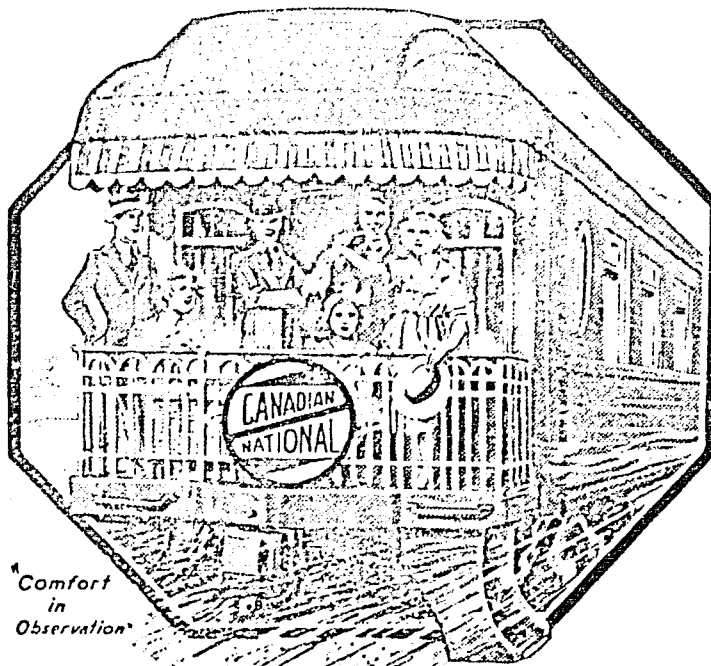
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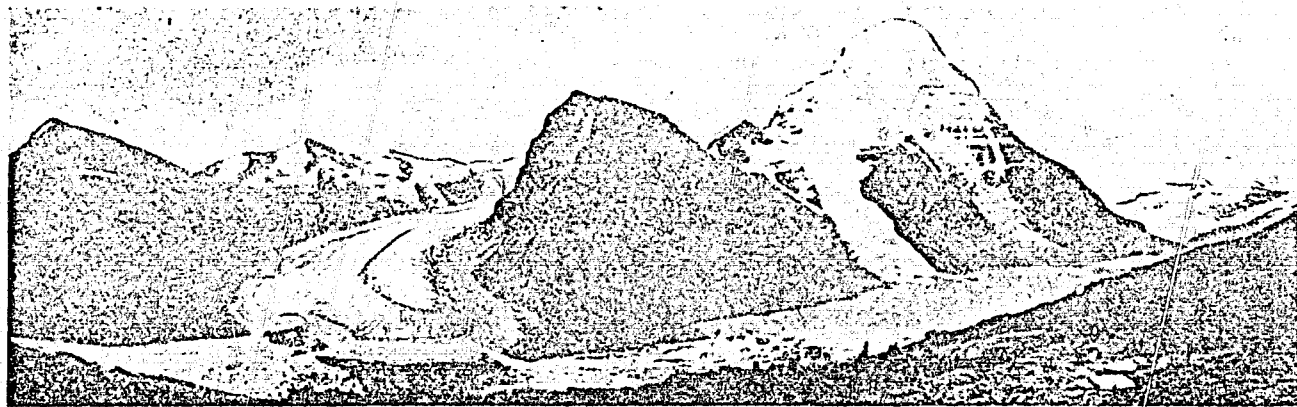
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