The B. C. Teacher

OFFICIAL ORGAN OF THE B.C. TEACHERS' FEDERATION

Managing Editor - - - HARRY CHARLESWORTH

Advertising Manager - - - WALTER C. BROWN

Published on the 10th of each month, except July and August, by the B.C. Teachers' Federation, 410 Campbell Building, Victoria, B. C.

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

Printed by The Casaek Printing Company, Limited, Victoria, B. C.

OL. IV. April, 1925 No. 8

Education and Industrialism

J. L. PATON, M.A., Head Master, Manchester Grammar School.

HOPE my title does not suggest a discourse on vocational or technical education. That is not a bject for which I have any special competence, nor s the antithesis between vocational education on ome side and cultural education on the other, beeen the scientific and the liberal, appeal to me as und. Indeed, it is greatly misleading. As if there uld be culture without science or science without lture. The education of books without the study things is just as illiberal as the education of things thout the study of books.

Can industry endure without a human background? m the humanities be of any avail unless linked on present needs?

We are too apt to put a framework around our vn particular type of education and to claim that we honour it by cutting it off from the rest of the ucational world. By such isolation we may rob it its social significance. Whatever the line of educa on we pursue we have to remember that it is part d parcel of the whole; we must keep it set steadily gainst the background of that whole, and education a whole is as large as life.

Bishop Phillips Brooks tells of a missionary who ade a sun-dial which became an object of great terest to the natives. So great did their wonder come that they built a shrine around and over to protect it from the fierce rays of the n. As a result the sundial ceased to function. This just what we are apt to do with both classical and ational education. Just because we believe in ther the one or the other we extol it as the educaon par excellence, to the exclusion of the other and e build a shrine round it and cut it off from the reater forces of life as a whole which give it signifiance. The result is that our classical education ives us pedants and our scientific education gives s prigs who are in their way just as narrow and ritty and irritating as the pedants.

A Universal Rule

In the first place let us lay down as a universal rule that what a man works at, it is his duty to study. It is from applying our mind to the things we do that we have learned science. All theory, all knowledge, all groups of sciences arose out of doing—out of the occupations of men. And, as Bergson has pointed out, the human intellect has been evolved in the manipulation of things, in the doing of men, and its limitations in the handling of abstract ideas arises from this source. Science is not something portentous, stored up in encyclopedia books, nor is it anything apart from the daily task, the trivial round. Science is the long result of human thinking which has arisen out of human doing and grows by the mutual reactions of doing and thinking. The occupation on which a man is engaged suggests problems to his mind. How can I do this job more skilfully, more expeditiously, with better results? This is the problem which doing suggests to the mind. The mind setting to work on that problem begets an idea which it at once tries out in practice and thereby tests its value and its truth. The ideas so verified when put together and systematized are science. This is the way in which man discovered the lever, the wheel, the axle, the pulley, the crane. He had great loads to lift and transport; his mind got busy on the problem of lifting and transporting. These appliances are the mechanical methods which it has thought out for the purpose. Similarly the primitive navigators of the seas needed a method for steering by night when land was out of sight and they built up a science of astronomy. The theory or science of education was not spun out of the inner consciousness, it was built up out of the practical problems suggested to teachers in their practical business of teaching.

The reaction between science and occupation is continuous. If science arises out of occupation, it

reacts on occupation and is constantly giving rise to new occupations. The whole of our railway business and the application of steam-power to production arose out of the head of James Watt, and in our own day we have seen such new occupations as the wireless, aviation and electric trades arising out of the thinking of man applied to the problems suggested by his occupation.

I have dwelt on—perhaps you may say laboured—this point, because we are up against the great trouble of the industrial community—the trouble that so much work under the modern conditions of industry is repetitive and boring to the point of ennui. This trouble does not arise with an agricultural community because Nature is always full of variation. But in mass-production the sub-division of labour and the development of the great machines have replaced the skill of the craftsman in what J. S. Mills calls routine skill, and have removed the worker so many degrees from the complete product of his work that thought has faded out of it and the joy of creation never suggests itself.

I admit that under modern conditions it is hard, increasingly hard for the under-worker to put mind into his work. That is where education comes in. The present widespread dissatisfaction is just a proof that education has not kept pace with the needs of humanity. The very word "labourer" suggests that something is wrong. Labour suggests the adjective "laborious" and is itself a sympton, significant of much. It is a proof that daily work is no longer linked on to the higher faculties of the mind and creative gift—that it has lost all sense of being worth doing for its own sake; that the reason we do it is that by doing it we may earn the wherewithal to exist.

Whole Problem of Education

The whole problem of education is to link up industrial employment with the higher intelligence. It is a problem of efficiency, but it involves far more than that. It is a problem of character. After all nothing reacts so much on character as occupation. If a man's occupation calls out the exercise of his higher faculties of thought, of imagination, of service to his kind, then his daily work is infected with joy and joy is nature's sign-manual of healthy functioning. But if a man's work is without the exercise of skill and intelligence, if it has nothing for his imagination, his sense of beauty or creative gift—then the man's whole character suffers. It becomes out of tune and morbid.

That is the great difference between man and man—more real than all other divisions of convention or society. It is not a difference between thinking people on the one hand and working people on the other. It is the difference between people who put thought into their work and people who do not.

Take the chimney-sweep. It is not the absence of collar and cuff which differentiates him from others. If he is a man—as he sometimes is—who sets himself

to study the construction of flues and chimneys, of chimney-pots and cowls, who knows all about soot and the different brushes which he has to use, then he is an intelligent worker, who ranks with those who put thought into their work, and beneath his black exterior there is a gladsome heart. It may be he and not the architect who at the end of the day will give the solution of one of our great health questions—the elimination of black smoke—a problem which is in a literal sense oppressing us in Manchester and seems in some sort beginning to be oppressive in Montreal. When that deliverer from the overhead colliery appears, whether engineer, architect or chimney-sweep, I promise him a statue in Manchester, and it will have a unique distinction, marking it out from all the statues that have preceded it—it will not be daily draped in black crape. Beside him,, it may be, will stand the statue of some great physician who has discovered the cure of some devastating disease. But on the statue of the chimney-sweep will be carved the words, "Prevention is better than cure."

That, I repeat, is the real difference between man and man. It is not a matter of what he does. They may be working as teachers in adjoining class-rooms —they may be working as engineers at adjoining lathes—they may be taxi-drivers on adjoining stands —but in the one case the man's will goes into his work, he sees the significance of it, he puts skill, intelligence, conscience into it—and in the other case he does not, with the result that, so near to each other, they are worlds asunder.

Need of a New Joy

It is interesting to see how many minds are awaking to this need of a new joy—a new sense of self-fulfilment in the daily work of man. Some minds like those of Samuel Butler (not unacquainted with Montreal) and William Morris have said—Restore the age of craft and individual work. Go back to the Middle Ages. Scrap all your machines—retaining just enough specimens to instal in your museums to show people in years to come what these gigantic taskmasters were for whom mankind once toiled and moiled. But setting back the clock is never the right solution. We may learn much, we do learn much from the days before machinery, but one thing we cannot learn from them and that is how to maintain in life the teeming millions of our own day, and supply their elemental needs without machinery. For better or worse we are committed to machinery, and for my own part I am convinced it is for better, not for worse.

But there are other more helpful ventures of the spirit of man. There are employers of labour, men of vision, who have made it the great object of their life to improve the conditions of their work-people. They have taken out their workers into the country-side, have secured the best conditions as to space, light, air. They have brightened working hours with music, have made abundant provision for cleanly, wholesome homes and meals. They have provided not only for work but for leisure, and leisure is the dangerous time. They have playing fields, swimming baths, doctors, dentists and even manicurists—and, best of all, they have been wise enough to do these things not for their work-people like benevolent patriarchs, but acting with them, entrusting to them the working out of their own social life. Nor have they forgotten the postulate with which we started our discussion namely, that what a man works at, he also ought to study. Part of the working day for which the firm pays is devoted to study. The teachers are largely the foremen of the workers themselves. The young employees study the raw material, the processes to which the raw material is subjected. There is geography, there is history, there is hygiene, there is economy arising out of these things and there is finally the vision of the complete product and the place which it serves in the world of men—and here comes in sociology.

That is the way to make work appeal to the intelligence and to the soul. If I get some sense of how this work of mine has come to be, how by one improvement after another it has come to achieve its result, how it plays its role in the great drama of our human story, my interest is won and I pass into the class of those who put thought into their work. And last, not least, it binds the young folk in that industry together in a social life. As they mingle in their games and various activities, musical, social, intellectual, they develop as employees of their firm the same sense of corporate life and corporate loyalty as the Public School boy develops in connection with Eton, Rugby or Winchester.

It is the pioneer experiments of these big firms in different lines of industrial production and the great work of educational pioneers who have blazed the trail for Mr. Fisher's Education Bill with its special clauses for the continued education of adults. Yet this Bill no longer suffices. Things are moving so fast in our country that already before that Fisher Act has come into operation, the demand is for something finer and better than that Act vouches for.

In such a conception of education we have embodied a principle which includes both the greatest and the least. May I read you these words of the great physicist, Helmholtz. "As the highest motive influencing my work, though not reached in my early years, was the thought of the civilized world as a constantly developing and living whole, whose life in comparison with the life of the individual appears as eternal. In the service of this eternal humanity my contribution to knowledge, small as it was, appeared as a holy service; the worker himself feels bound to the whole human race and his work is thereby sanctified. This feeling all can understand in theory, but by experience alone can I develop it into a powerful and steady impulse."

The question for you and me is just that. Do we see the significance of our work to the human race as a whole? And is it just a feeling of the moment which we dismiss as obvious and trite, or is it what

Helmholtz calls "a powerful and steady impulse," a continual consciousness under which, like a dome of the overarching sky, we will our will, and work our work and live our life.

Believe me when we set our work against a big background and look at it in its larger content the difference between Helmholtz and a nameless hodman working on a cathedral of which he has caught a vision, vanishes into nothing.

The first object which vocational instruction has been putting before itself is "To make a man a better mechanic" and by degrees we have come to discover that we cannot make a man a better mechanic without making him a larger and a better man. This brings me to the other thing I have it on my mind to say.

Infinite Value of Individual Personality

I take it that there is only one philosophical justification for democracy and that is the infinite value of the individual personality. Why should one man's vote—however degraded he be—be counted as of equal value with another man's vote, however noble and cultured he may be? That is a fundamental question and the only answer is an answer of the Christian ethic. Every soul is an infinite. Before God, as in Mathematics, all infinites are equal. That, I say, is the Christian ethic. Aristotle is quite content that the slave should remain just a hewer of wood and a drawer of water. That is his position and Aristotle is rather surprised that Nature did not do her job better by making the slave with a forward stoop of the neck so that he could better carry his hod or other burden better. But that ethic—though not unknown or unheard—is out of date. Our democratic institutions are built on the foundation of the Messiah—"As ye would that men should do to you, do ye also unto them." What is it we desire for our children? That is the measure of what we must desire for the children of others. For our own children we desire that every gift which is implicit in them should have its chance to grow and be trained to the fullest extent of their capacity. It may be a gift of body, of mind, or aesthetic sense or spirit—whatever it is—music, science, skill of muscle, of craft or of art, thought or learning, whatever it is, we desire that our child should have the chance of becoming the best and achieving the best which he has it in him to become or do. A democratic system of education will secure to each child what we desire for our own; so far as the community has the power of securing such fulfilment to any, it will be ready to supply it to all. Wherever God gives the gift, the community will not begrudge the training which is needed for that gift to grow to completeness.

This is what should be, and because it is not, there is unrest. Men are beginning to awake to consciousness of what is possible for human life. To us and our day there has come what came to the men of the Renaissance—a new discovery of humanity, and "how are we straitened until it is accomplished."

In eloquent words Dr. Paget, Bishop of Oxford,

spoke of the "wistful envy" with which a working-man, conscious of his powers, watches the waste of magnificent chances which—if they had come his way—would have been used so gladly and so well.

"Slowly the vision of that which he knows he might be is darkened by the relentless drudgery for bare life; the consciousness of power turns, perhaps, to fruitless bitterness; the power itself grows weak and dull; and a mind that with one-tenth of our opportunities, might have entered farther and mounted higher far than the best of us into all the glories of literature and art—a mind which might have found in the intellectual life a joy we never dream of, and enriched and gladdened all men with its work—settled down into the dreariness of unused gifts, to the cruel restlessness of a misdirected life."

Tragedy of Unstretched Faculties

Here we put our hand on the deepest secret of present-day unrest, the dreariness of unused gifts, what Sanderson of Oundle called the "Tragedy of unstretched faculties."

"It is not for their work that I pity the poor," said Thomas Carlyle, "We must all do work or steal. But that the light of his soul should go out and nothing but gloom and despair be the companions of his darkness—for this I pity him."

I grant the words which are used by working-men are violent, unreasonable, and unfair; their demands are often ill-considered and impossible; but do not let us be blinded to the real tragedy which underlies their wild and whirling words. As the Bishop of York said recently, "If education can give any power, surely it should be that of distinguishing between the strong or hasty language and the real intent; of penetrating through the clumsy, repellent envelope of expression, to the thought behind, never wholly expressible in words at all."

Is it not clear as daylight to anyone who has eyes to see that we are moving on through democracy to that wider, fuller fellowship for which democracy itself was made. Democracy does not end with ballot-boxes and representative government. It is not a mere affair of substituting a many-headed government for the government of one or of a few. I am afraid many of us are in the habit of stressing the human side of democracy. We think it merely as a form of government. Man was not made for government; government was made for man. We do not reach our goal as human beings by being governed, not even if we are governed as a free community on a democratic basis. I grant government is not a matter of indifference; I hold that democracy has proved itself hitherto the best—no one questions that—but government is not an end in itself, not even the government of the people, by the people, for the people. It is not the ultimate and final thing. All our free institutions, our good laws, the franchise, the voting, the elections, the administrative machinery, with their incidental taxation, are pointing forward all the time to something far higher and better than themselves, and I will tell you what it is, for I am certain you will agree with me. Democracy is pointing forward to a reign of human fellowship. That is the ideal which Democracy has to keep before its eyes at every stage of its progress. Its implications are large and ramify through the whole of our complex life. They will have much to do with the production and distribution of wealth. We are not dealing here with material wealth. We are dealing with the wealth of mind and spirit and here at once we are on a plain of wider liberties. When it comes to the sharing of the wealth which is material, at once we are up against the limitations of matter. If one man gets more, another has less. But in the wealth which is spiritual there is no such difficulty for we are dealing with the illimitable. If one man has more, no one goes short. The fact that others share his wealth helps his own. The more he shares with others the more he has. The fact that you love Shakespeare does not impair my love; it fortifies it.

The New Idea

It is the case of what William Wordsworth calls "joy in widest commonalty shed." Nor are the capitalists of learning unwilling to share. The capitalists of learning are the Universities and nowhere has the demand for labour met with so willing a response as in the Universities, both old and new. This new linking on of the Universities to the manual worker is full of hope to both. The manual workers will no longer feel themselves shut out from the privileges of learning, and disinherited. The Universities will cease to be class institutions and be strangers to their own flesh and blood. Secondary schools, too, have their part to play. The great thing is to dismiss from our minds that pernicious metaphor of the educational ladder. We have outgrown it. The educational ladder suggests that education is the means by which a man rises out of his own class into another, spurning as like as not the base means by which he did ascend. But the new idea is not for individuals to rise out of their class, but, remaining in their class, to raise the whole class to higher levels of intellectual and spiritual aspiration. If we are to have a metaphor let us have one which is not exclusive but inclusive. Training should not be according to the father's purse but according to the child's capacity. As we approach that ideal we shall begin to glimpse the truth of Francis Bacon's great word, "Remember that the learning of the few is despotism, but the learning of the many is liberty; that intelligent and principled liberty is fame, wisdom and power."

—(The Teachers' Magazine.)

One of Us Overseas

(Extracts from the letters of Miss S. Hardwicke, exchange teacher from Vancouver to London, 1923-1925.)

The North of England

I have just returned from a week's visit to the North of England. I went with a Canadian girl, Miss West from Montreal, who also has been teaching in London for the past year.

On Sunday we went to the little old Grasmere church, in which had been celebrated, the day before, the ancient custom of Rush-Bearing. The windows were full of heather, and roses, and wild flowers from the hill slopes. The stone flags were sprinkled with fresh rushes, the fragrance from whose crushed stems pervaded the church, as if these gentle people had brought their faith with them from the sweet-smelling hills. The sermon was read, and was very dull, I think the preacher must have felt that he was not needed there, for he could tell those people nothing which they did not know before.

One day we climbed to the top of Helvellyn, and, though we were almost blown off the top into the Red Tarn at the foot of its eastern crags, we were rewarded with a magnificent view of the whole Lake district. Far away to the south we could see Morecombe Bay—part of the Irish Sea. To the north the low-lying clouds hid the Solway, which is visible on a clear day, but there was nothing to obscure the view to the west and east.

It took us four and a half hours to make the ascent of Helvellyn, very slow going for practised mountaineers, but the descent was accomplished in one hour. We dropped down the western slope into Thirlmere Valley, very hot and dishevelled. At the foot of our descent was one of the quaint, old inns of this country, where, for one shilling, was placed before us a tea fit for a king—for several kings. We were invited to delve into a large plateful of brown bread and butter, just as generous a plate of white bread, marmalade, jam, a plate of Eccles cakes, another of fancy pastries, a large fruit cake, and last, and most grateful to our parched throats, a pot of excellent tea. We tucked in—then four miles to our little white room at Grasmere.

We went to York, which, like all cathedral cities, is very old and quaint. Cathedral cities seem to be missed by the devastating sweep of progress and are left in peace with many of their odd customs, and old associations still intact. In spite of the new dialect, the atmosphere of York is just the same as that of other cities of the same class. (When I mentioned 'the sweep of progress' I included neither Cromwell nor Henry VIII. Both have a good deal to answer for in cathedral cities.)

I can never help wondering why such little villages —saving the name!—should have built such large churches. York Minster is a beautiful old structure which dominates the whole town. It it hard to believe that the same people that inhabited the tiny, sway-backed hovels, with their upper gables almost touching across the streets, should have demanded this noble building with its dignity of lofty pillar and dim, exalted vault. If the one style of architecture represents the lay mind of the age, and the other the clerical mind, then England owes a vast amount of the civilization which she has attained to that same old, domineering Church, which she repudiated in the days of her enlightenment. The study of English history, together with the visible signs it has left on the scenes of its enactment, provided much food for thought.

The north-country native, as hearty and broad as his accent, proved almost as interesting as the town itself. Yet, in spite of its attractions, we 'polished off' York with our usual speed—a day and two ends—and crossed the Pennines into Lancashire and the Lake Country.

And now I come to the true and lasting loss of my heart. I am beginning to feel that, like a cat, my heart has nine lives. Yet, this time, I have seen the last of the one and only Felix. Though I did not realize it until I got there, I had gone away among the Lakes with a mental reservation—I did not intend to rave over their 'prettiness.' But I came, I saw, and—'victos Sum'.

Though they are lovely, these hills and lakes are not 'pretty.' The hills are green, as all England's country is green but not because man made them so. They have chosen to be green and the wind and the rain have yielded to their wish throughout the ages. They have lent their valleys to their children—men—but they keep themselves aloof. Their children are a simple folk who do not consider themselves the lords of creation. The harebell nods upon the crag, the fox-glove peeps out among the bracken, the sheep munch, munch eternally along the windy ridges. Man comes out upon the hill-tops and the sweet wind sweeps through his soul as it does over the rounded steep he has just surmounted with such toil. He does not feel like a conqueror, for he knows he must go back to the valleys. The harebell and the sheep may stay where he may not. Yet neither is he crushed, for the mountains show him his true importance in the universe—an atom in the scheme of things, a small, yet necessary wheel in the smooth-running whole.

* * * *

School Trips to Wembley

My latest experiences have been in connection with school trips to Wembley. At last I have found my

ideal in teaching methods! You dash about with fourteen children at your heels, you answer twenty questions at a time, for the majority of your charges ask two questions at a time; you collect hurriedly in an eddy under a tree-fern to explain the workings of a gold-stamp mill, (a small model champing away earnestly was the inspiration which forced an explanation) and you are compelled to branch off into a three-word discourse on mineralogy; the realistic model of a scene in Jasper Park becomes the basis for a lesson in Geography, animal life, history, art, engineering.

It was heavenly! After every newly observed exhibit the children simply stormed you for information. "Come in, let's see the butter prince!" In the six or seven minutes it took us to squeeze through the crush in front of that delectable piece of sculpture set in a pleasing frieze of dairy products, I had imparted more facts than I could have handed out in a day of properly time-tabled subjects. And what those children don't know about artificial ice, cold storage, the action of heat and cold on perishable goods, is what I don't know.

My school Wembleying has given me food for thought on other matters than school management. I went twice and was fortunate in being sent with two entirely different types of classes. My first visit was with the 'scholarship-class': the children of the most promise in the school, who, at the age of ten and eleven have reached a standard which permits them to compete for scholarships in various secondary schools. My observations were all in favour of the non-scholarship children. All their lives the scholarship children have been told that they are clever, that they must work hard and learn everything, and win a scholarship in a secondary school. So they have applied themselves to their tasks, poor dears, while other children were sucking lollipops and studying human nature as exemplified in their teachers. They have mastered a neat and 'good-English' way of bringing it forth again for an examiner. At eleven they resemble nothing so much as a well stocked case of gramaphone records! Oh, yes! They knew a lot about the British Empire before they went to Wembley. They had it all tabulated in their sad little heads. And, yes, they learned a lot more at the Exhibition. They did not ask many questions, of course, what sort of an opinion would their teacher have if they displayed such ignorance? Besides, what was the need of asking questions when everything was there to be seen? Hadn't they added 'Lead' to their list, under the heading 'Australia'—sub-heading 'Mineral wealth'; 'Shingles' under the heading 'Canada'—sub-heading 'Industries,' section D, 'Timber'? Poor little beggars, I felt sorry for them. Think of having a huge lesson like Wembley to get up in one day! It was not until the end of the day, when their poor brains were so fagged with mental notes that even the 'cleverest' and most zealous were fain to relax, that they began to take an imaginative interest in anything.

Compare what these children got out of it with what was absorbed by the children of the other class, which had to live up to no reputation for 'brains,' but merely went out for the day and had a jolly old lark in an unbelieveably romantic world of adventure.

The teachers do not want to turn their bright children into dry little, fossilized pedants, but what are they to do? The scholarship class of this system of crowding seems to be the only hope which is allowed to a poor man's child for a higher education.

* * * *

Holland and Belgium

At Easter I went with the Overseas teachers to Holland and Belgium. At Brussels they left me and went on to Switzerland while I went to Bruges.

Holland was most delightful, with quite as many windmills as I had expected, and thousands more canals. I had not the slightest idea that farmers used miniature canals to separate their fields instead of fences. Neither did I know that the horses and the cows and the farmer's family all slept under one roof. But there they were—all beautifully clean, of course—the cows and cheeses in one room, the horse, the gig and the Sunday dinner in adjacent stalls, and the living-rooms of the family on the other side of the hall. I could hardly believe my eyes when I saw the little stove with the simmering pots and the big bowlful of peeled potatoes, in the next stall to the horse.

I liked Bruges best of all. Dear little Bruges, with its crooked red tiles, its cobble stones, and its canals, and, best of all, its lovely bells. High and sweet, not like our deep-toned English bells, they peal above the town like a voice from another age. If you could hear those bells you would need no one to tell you that Bruges was just as it was in the Middle Ages. Though you had not seen a single gable you would know that those tones could only come from a distant age. Four times every hour they renew the glamour that clings about its chimney-pots, and little, crooked ways—the romance and glory of mediaeval Bruges, with all its cruelty and wickedness removed by the gentle passing of years.

* * * *

"The London Bustle"

Here in London I usually take the tube to the central part of the town on Saturday mornings and start my wandering on foot from the Bank. Taking the tube is in itself an experience until you become an habitué of those underground warrens as I have done. I take the tube to catch my train every morning. You dash into a dark office, and demand a ticket from a man behind a little window, because you have been told by a red electric sign to "Bo[illegible] Then you dash down innumerable steps, th[illegible] gate where you yield a chunk of your ticket, a[illegible] to a train if you're lucky. If you are not lucky you have to scuttle through long passages lined with white tiles, down winding stairs, and up others. I hope you have grasped the idea of haste. One always plunges, or

runs, when one rides on the tubes, whether in a hurry or not. I think that is because there is a train every half minute, and, do what you will, you are always missing one. You know the effect of almost catching a train,—all London is like that.—You are always just missing something, so you are forever going at top speed. I love the feeling of energy it gives me—— I feel as though nothing were beyond my reach.

Westmistner Abbey

I should like to spend my year in every new place I visit. I attended service in the Abbey one Sunday evening. The church was filled and all the aisles crowded. I was very fortunate, for they put me in the choir, quite close to the little choir-boys with their divine voices. The Bishop of Egypt and the Sudan preached the sermon. With the exception of the boys' voices the service was much like other services. The roof of the nave was so high that I could not see it from where I sat, only a beam of sunlight, from some hidden window, creeping up and up those wonderful clustered pillars.

As I left the building I came unexpectedly upon the tablet which marks the grave of the Unknown soldier. Among all that mellow stone, it alone was crude and new, and explained to me the significance of the atmosphere of the place. I have been trying all the evening to put in words the impression made upon me by this latest memorial of a nation's sorrows. I can only say that, for me, the spirit of Westminster Abbey is not that of the great men honored there, but of the soul of Man, which mourned them; the immortal soul of Man, stripped of its human imperfections and left wholly divine.

M. E. COLMAN.

WHAT IS EDUCATION?

Mr. MacDonald's Definition.

Mr. Ramsay MacDonald, M.MP., in a speech at the 48th annual supper of the Working Men's College, Camden Town, London, N.W., said the educated man was certainly not the learned, certainly not the University man, although he was not debarred by any means. The educated man was the man with certain subtle spiritual qualities which made him calm in adversity, happy when alone, just in his dealings, rational, sane—in the fullest meaning of that word, in all the affairs of his life.

The most educated man he knew found it difficult to sign his own name. That man would be met on a hillside if one wandered, as he sometimes wandered, in a country of rich historical memories, singing the old folk-songs that were sung by men who had to sing because if they did not sing their hearts would have burst. He sang songs of love, songs of natural beauty, songs of heroism and romance.

He (Mr. MacDonald) had sat by that man on the hillside.

PROGRAMME *of*
SIXTH ANNUAL CONVENTION *of the*
British Columbia Teachers' Federation
to be held in
SENATOR SHATFORD SCHOOL AUDITORIUM
April 14th-16th, 1925

FIRST SESSION

Tuesday, April 14th.

8:15 p.m.—"God Save the King." Invocation.
Illustrated Lecture — "London Past and Present."

Mr. Allen S. Walker

(Extension lecturer to the University of London, England. Author of "The Romance of Building." Wireless Lecturer to the British Broadcasting Company.)

SECOND SESSION

Wednesday, April 15th:

8:45 to
9:00 a.m.—Registration and collection of Standard Certificates.

9:00 a.m.—**Opening Address:**

Hon. J. D. MacLean, M.D., C.M.,
Minister of Education.

9:30 a.m.—Address—**"Echoes of the Past."**
(Some interesting extracts from the official records of the Teachers' Conventions of bygone days.)

Mr. Harry Charlesworth
Gen. Sec. B. C. Teachers' Federation

10:00 a.m.—Address: **The University and the Teaching Profession.**

Dr. H. T. Coleman,
University of British Columbia.

10:30 to 12:30—Sectional Meetings. (See Sectional Programme.)

THIRD SESSION

Wednesday, April 15th:

2:00 p.m.—**Sectional Meetings.**
(See Sectional Programme.)

3:00 p.m.—**Illustrated Lecture:**
"Literary England—The Shrines of Men of Letters."
Mr. Allen S. Walker.

FOURTH SESSION

Wednesday, April 15th:

6:30 p.m.—**Banquet, Social and Dance.**
(At the banquet short messages of greeting will be extended by:
Reeve James Kirkpatrick,
Mr. R. S. Wilton,
Chairman of School Board.
Mr. H. H. Boyle,
President, Penticton Board of Trade.
Mrs. R. B. White,
Regent, Penticton Chapter I.O.D.E.
Mrs. H. McGregor,
President, Penticton Women's Institute.

FIFTH SESSION

Thursday, April 16th:

9:00 a.m.—**Annual General Meeting of the British Columbia Teachers' Federation.**

NOTE—This meeting is open to all attending the Convention, but only accredited delegates have power to vote.

Order of Business:

1. Receipt of Reports:
   (a) President .....Mr. Edward S. Martin.
   (b) General Secretary....Mr. Harry Charles
   (b) Gen. Sec. .....Mr. Harry Charlesworth
   (c) Magazine .....Mr. Harry Charlesworth.
   (d) High School Representative on University Senate ....Mr. G. A. Fergusson, B.A.
   (e) Constitution and By-laws.
   .....Mr. E. H. Lock, B.A.
2. Receipt of Financial Statement.
3. Nomination of Officers.
4. Election of Officers.
5. Election of Auditors.
6. General Business.

SIXTH SESSION

Thursday, April 16th:

2:00 p.m.—Address:
"The Fruit Industry of the Okanagan"
(The growing and marketing of crops)
By representative of Fruit-growing and marketing Organization.

3:00 p.m.—**Motor Trip to Oliver to view large Irrigation Project.**
(Arranged through courtesy of Penticton teachers with co-operation of citizens).

SEVENTH SESSION

Thursday, April 16th:

8:15 p.m.—Address:
"Canadianism in Poetry."
Mr. Charles G. D. Roberts
(Famous Canadian Poet and Novelist

SECTIONAL PROGRAMMES

As we have not yet been able to obtain the necessary information concerning the numbers attending the Convention, it has been somewhat difficult to arrange for the Sectional programmes. However, we have finally gathered from teachers a list of live topics, which are considered by them to be some of the most important, and we have arranged for these to be fully and thoroughly discussed. As the Sections will all no doubt, be smaller in number this year, there will be a greater opportunity for more effective and more valuable treatment of each of these items.

The speakers chosen to deal with these subjects have eben specially selected because of their expert knowledge and successful experience. We regret that we can not give a complete list of names in this issue, as we are anxious to have the magazines in the hands of all teachers before school closes, and several have not been able to accept definitely until they can make the necessary arrangements to be present. The full list will be given later in the local press of the various districts.

The Sectional programmes as at present arranged are:

PRIMARY GRADE

(a) **Reading**; a comprehensive treatment of the whole subject in its relation to Grades I. and II.; aims, methods, and procedure, and suitable books for the little folks.
Miss Leila Burpee, Normal School Vancouver.
(b) **Some methods of meeting the problem of the varying intellectual abilities and capabilities of Primary Grade pupils.**
(c) **Open Discussion.**

JUNIOR GRADE

(a) **Socialized Work and Motivation of Work.**
Miss Leila Burpee, Normal School, Vancouver
(b) **Art in the Junior Grade.**
Mr. Weston, Normal School, Vancouver.
(c) **Arithmetic in Grades 3 and 4.**
Mr. Fennell, New Westminster.

INTERMEDIATE GRADE

(a) **Aims and Methods in the Teaching of Reading.**
(b) **Teaching Arithmetic Problems.**
(c) **The Project Method in Geography.**

SENIOR GRADE

(a) **The Objectives of the Public School Education.**
Dean Coleman, University of B. C.
(b) **Aims, Methods and Procedure in Successful History Teaching.**
(c) **Demonstration Lesson in Silent Reading.**
(d) **The Essentials of a good Grammar Text Book.**

PRINCIPALS' SECTION

(a) **The Objectives of the Public School Education.**
Dean Coleman, University of B. C.
(b) **An Effective Testing Programme, with Supervision and Grading in View.**
(c) **Health Education.**

HOME ECONOMICS

Round Table Discussion on Problems.
Convener—**Miss Bernice Pope.**

MANUAL TRAINING

Round Table Discussion on Problems.

RURAL SCHOOL SECTION

Miss K. Scanlon, Victoria Normal School, will conduct the sessions of the Rural Section and the various speakers will deal with:
(a) **Effective Organization of Rural Schools.**
(b) **Effective Time-tables in Rural Schools.**
(c) **Effective Teaching in Rural Schools.**

HIGH SCHOOL SECTION

G. W. Clark, President. W. R. Smith, Secretary

Wednesday, April 15. 10:30 a.m.—General Meeting: Minutes, Appointment of Committees, Reports.
Wednesday, April 16. 2:00 p.m.—General Meeting: Reports of Committees, Election of Officers, Reports of Sub-sections.
High School Meetings continued at 2 p.m. Thursday, if necessary.

It is proposed this year to have fewer sub-sectional meetings so as to allow more oportunity for discussions of topics of more general interest.

NOTE—All teachers attending Convention (except those travelling by special train) should secure Standard Certificates, and purchase single ticket.

CONVENTION NOTES

Special Train:

We have not yet reached our required number for the Special Train. We are told that there are many teachers that are going but who have not yet notified us. As we have all arrangements to make with regard to transportation and issuing of tickets, may we once again urge all who can do so to join the special party and notify us at the earliest possible date.

Delegates:

We are particularly anxious that every Association shall be represented by its total number of delegates, if possible, so that we may have a full discussion of the business of the Annual Meeting. A concrete programme of work for the ing year will be presented, indicating the part which the Local Associations, as well as the Federation itself may take. We appeal especially to officers of Local Associations to be present. If, for any reason, an Association is not able to have its full number of delegates present, then those in attendance should be empowered by the Local Secretary to vote by proxy for absent delegates.

The Special Tour:

Arrangements are almost complete for the itinerary of the special tour, and everything points to a highly successful event. Apart from the pleasure of the actual train and boat journeys, entertainment is being arranged at Kamloops, Vernon and Kelowna, with a glorious motor drive included.

The Penticton teachers are also arranging for a motor drive to Oliver, about twenty miles south of Penticton, to enable teachers to view the large irrigation project work there. A Social and Dance are also included, so that visitors are assured of a good time.

Penticton's Call.

Mr. Matheson, in charge of Penticton arrangements, writes, "Tell the Coast teachers we are expecting to have the pleasure of welcoming them in force, and that we must not be disappointed. If our attendance is under four hundred we will be disappointed, but we'll take care of everyone if we have twice that number."

Accommodation:

Mr. Matheson has an accommodation Committee appointed and they will meet all trains and boats. Those who have not already reserved hotel rooms, should comunicate directly with him, stating the accommodation required.

Address letters—

Mr. A. S. Matheson,
Principal, Public School,
Penticton, B. C.

Outstanding Speakers for the Convention.

We have been singularly fortunate in obtaining Mr. Charles G. D. Roberts, the famous Canadian poet and novelist, to address the Convention. He needs no introduction to British Columbia teachers, for his stories, as well as his selections in the readers are well known to most people, and he is assured of a very hearty welcome. In a wire received, he expresses the pleasure with which he anticipates his visit and the opportunity of speaking to the teachers.

Although Mr. Allen S. Walker may not be known to many in the Province at present, yet we can assure all who attend his lectures a most enjoyable and instructive time, for he is recognized as a master of real History teaching. Miss Bruce, of the staff of the Victoria Colonist, has favored us by giving her impressions of Mr. Walker's lectures. Miss Bruce has had a great experience in connection with the reporting of lectures, and her good judgment, and keen sense of values, are widely recognized.

From her appreciation we may see how fortunate we are in having Mr. Walker with us for two of his most famous lectures.

Miss Bruce writes:

"Mr. Allen Walker is well-known to many of the teachers who at different times have gone across to England with Major Ney's Educational Tours.

"The first time I heard him was on the evening of the day we arrived in London in July, 1923, when he gave us an illustrated address on "Old London," at the Imperial Institute. Several members of the party did not go, anticipating a rather dry "scholastic" address, which would be somewhat tiring after an exhausting fortnight's travel on the Continent. But to our surprise we found ourselves following the lecture with keen enthusiasm. Mr. Walker makes history very human. Although his story of London began in pre-Roman times he managed, somehow, to make it more like a story of one's own immediate ancestors, with little humorous and human touches about the character of the people, the order (or disorder) of their homes, and all the time a little undercurrent of pride in the personality of the barbarians who were the ancestral civilians of the London of to-day. He speaks very clearly, and even a story covering a period of nearly two thousand years was like the consecutive history of a few generations in a family, a-la "Milestones," "The Forsythe Saga," &c.

"Here is a sample of the gamut of his interest. In one paragraph he tells, as most historians would be expected to tell, about the influence of the Romans on the architecture of ancient Londonium; and a minute later he is recalling, in connection with his references to the Tower of London, his great interest in conducting parties of Canadian troops through this old pile, "which always seemed to interest them more

than anything else which they were taken to see in London," one of the many items which appealed to their domestic sense [illegible]ing Dr. Walker's statement that the Tower ha[illegible]s infested with beetles at different times t[illegible]asion they have had to use gas to kill

"Dr. Walke[illegible] most popular of the several Lond[illegible] other lecturers who were lent for [illegible]nducting the parties of teachers [illegible] is a phenomenally quick walker. [illegible] being within hearing distance whe[illegible]h the Middle Temple district fell to [illegible]s. But there were always scores wi[illegible]ehind him rather than fall so far back that they would have to join the group around any of the other guides.

"One day there was a change announced in the programme in connection with the visit to the Tower. Dr. Allen Walker's name being substituted for that of another. Immediately there was a stampede among the teachers to get their programmes changed for the day so that they could join this section of the tour."

CHARLES G. D. ROBERTS

Famous Canadian Poet and Novelist

(Biography from "The World Book)

ROBERTS, Charles Douglas (1860-) a Canadian poet and novelist, one of Canada's most versatile men of letters. Though he is best known for his poems and for his stories about animals, Roberts has been at various times a newspaper and magazine editor and a college professor. In his poems he shows imagination and artistic finish; in his novels he displays to excellent advantage his powers of description of natural scenery; and in his animal sketches reveals a remarkable knowledge of, and sympathy for, animals. The animals to him are all but human. His masterpiece in this field is "Red Fox."

Roberts laid the scene of most of his literary productions in New Brunswick and Nova Scotia. He was born at Douglas, near Frederickton, N.B., was educated at the University of New Brunswick, and made his home in that Province and in Nova Scotia for many years. He lived in Toronto from 1883 to 1884 as editor of Goldwin Smith's newspaper "The Week," and from 1885 to 1895 taught in King's College (Windsor, N.S.), first as professor of English and French literature and later of English and economics. In 1897-1898 Roberts was associate editor of the "Illustrated American," published at New York.

Of his poetry, probably the best is "Ave: An Ode for the Shelley Centenary," a poem which is regarded as one of the finest ever written by a Canadian. His first published volume, which appeared when he was twenty, was "Orion and Other Poems." "In Divers Tones," "Songs of the Common Day," "The Book of the Native," and "New York Nocturnes" are other volumes of verse. Of his many novels and sketches the following are the most important: "The Raid from Beausejour"; "Around the Camp Fire"; "The Forge in the Forest"; "By the Marshes of Minas", a volume of short stories; "The Heart of the Ancient Wood"; "The Kindred of the Wild"; "Red Fox", already mentioned above; "Barbara Ladd", an historical novel; "Neighbors Unknown"; "Feet of the Furtive", and "Hoof and Claw", these last three all being stories of animals. Roberts also wrote an excellent one-volume "History of Canada."

FEDERATION MEMBERSHIP

Federation fees for the year 1925-26, are now due, and we would respectfully ask all members to renew as early as possible. We have made a wonderful start, for over 228 members have paid their fees during the first month of our Federation year, and of these 48 are new members. We are anxious this year to complete our membership campaign in the early portion of the year so that all our energies in the Fall may be devoted to the wider work of the Federation. We ask the co-operation of all officers of Local Associations to this end.

The number of members now carried on our roll is:

From 1924-5	1825
New—1925-6	48
Total	1873
Already paid-up for 1925-26	228

SCALE OF FEES

For Salary of—	
$1,000 or under	$ 5.00
$1,001 - $1,250	7.00
$1,251 - $1,500	8.00
$1,501 - $2,000	9.00
$2,001 - $2,500	10.00
$2,501 - $3,000	11.00
$3,001 and over	12.00

BRITISH COLUMBIA TEACHERS' FEDERATION

APPLICATION FOR MEMBERSHIP

Name (in full).....

Certificate .....

Post Office Address .....

School .....

Name of Local Association (if any).....

.....

Present Annual Salary .....

Fee Enclosed $.....

Date.....192....

ON TEACHING PROBLEMS

In the arithmetic problem we have something which is closely related to reasoning or thinking.

The problem must be appreciated. It must, so to speak, be made the pupil's own. In order that the pupil may thus identify himself with the problem situation it is clear that the situation must have certain elements of attractiveness. Among other things the problem must be interesting. It must appeal to the ideas and represent the experiences which the pupil is likely to have either actually or imaginatively.

Accordingly, one of the first points in the teaching of problemn is to secure the right kind of problems. Professor Thorndike, if we read him correctly, would strip them of all unnecessary verbiage and reduce them to the simplest form of statement. Professor Myers on the other hand pleads for what he calls the imaginative problem—a problem which dresses up the bald statement of fact with interesting detail. Thus the writing of a problem may become—and why shouldn't it—as distinctly a literary effort as the writing of any other piece of prose.

We confess that in this matter of writing problems we favor Professor Myers' point of view. We believe that teachers should be trained and should train themselves to formulate problems with a real appeal to children. They should be as proud of ability to write problems as they would be of ability to write good juvenile verse or children's stories. Given the need for a problem involving the combination 2+0 how many teachers will do as well as one who put it this way: "Grandpa's hat lay on the floor. Two little kittens came along and looked into it. There was nothing in it; so they crawled in and went to sleep. How many kittens did grandpa find in his hat?"

But after constructing problems they must be taught, not assigned—at least not assigned as so many problems to be "done." Most teachers fail to get out of a good problem all there is of value in it. They burn up the material. Instead of teaching three or four problems well they mishandle ten or twelve.

Properly, there is no technique of problem teaching, but there are undoubtedly certain principles which ought to be followed. One of these is that a problem must be so presented as to win the pupil to an effort to solve it. It must seem to him worth while. It must engage his interest and stimulate his activity. Herein lies the value of the dramatization of problems. This is why the "setting up" of problems with concrete material is valuable. [illegible] If the difficulty is surmounted when the pupils really understand the problems. This is part of the reason why we ask them such questions as "What is given?" "What is requested?" "What operation do we use?" Those questions, however, may become mere formalisms unless they are part of a much more vital technique. The one real need is for a vivid understanding of the situation described in the problem.

One might enlarge upon the way to place the children en rapport with the problem. It is probably enough in this connection to make a general statement. We feel, however, that the purpose of problems in aritmetic is not only to afford an opportunity for reasoning, but also to assist in teaching children how to reason. The abstract number operations have almost no intrinsic value. No one ever uses them except for a purpose and that purpose is some kind of a problem. Accordingly, the verbal problems which we use in arithmetic so far as they simulate reality—life situations and all that—are actually the fundamentals of arithmetic. They should constitute a part of the practice which we give to the number relations; further, make these relations meaningful.

Accordingly problems—verbal problems—must be provided in abundance; but, more important than anything else, the problems must be taught rather than handed out.—Educational Research Bulletin, Ohio State University.

B. C. Teachers' Federation

TABLE SHOWING NUMBER OF MEMBERS and NUMBER OF VOTING DELEGATES ALLOWED AT ANNUAL MEETING

Associate	6	1
B. C. Mainland E. H. A.	24	3
Burnaby	46	5
Chilliwack	29	3
Comox District	14	2
Cranbrook	6	1
Dewdney	3	1
Esquimalt E. D.	12	2
Fernie and District	16	2
Grand Forks District	8	1
High School Teachers L. M.	90	9
Kamloops (Thompson Valley)	47	5
Kaslo	5	1
Langley	20	2
Ladysmith	2	1
Mission	13	2
Nanaimo and District	51	6
Nelson and District	31	4
New Westminster	82	9
Nicola Valley	12	2
North Vancouver City	36	4
North Vancouver District	17	2
Okanagan Valley	107	11
Point Grey	77	8
Prince Rupert	28	3
Port Alberni and District	9	1
Revelstoke	15	2
Richmond Municipality	11	2
Saanich	39	4
Salmon Arm	4	1
South Vancouver	155	16
Trail-Rossland	27	3
Unattached	311	32
Vancouver and District H. E.	11	2
Vancouver Island High	8	1
Vancouver	280	28
Victoria and District	157	16
West Vancouver	12	2
Total	1821	200

MR. ROBERT SPARLING

The teaching profession of British Columbia has lost one of its best known and most distinguished members by the death of Mr. Robert Sparling, who passed away at his residence, 2415 Fourth Avenue West, Vancouver, on Saturday afternoon, March 28th last. He was one of the pioneer teachers of the Province, having spent the last thirty-five years of his life in active service in the schools of B. C., thirty of these being given in Vancouver, and five in Vernon.

Mr. Sparling was a most remarkable example of "The New Teacher." He had a vision far greater than the confines of his classroom, and he was directly associated with many movements tending to the good of his chosen community. He was also thoroughly imbued with the highest ideals of service, and counted it his duty to take every opportunity of improving himself so that he might give of his best to those whose early lives were committed to his care. Thus, although old as far as years go, (for he was born near Seaforth, Ontario, sixty-two years ago), he always retined the mind of the student, and kept himself in touch with all the modern movements in education. For several summers he has been attending the Summer Sessions of the University of Washington, Seattle, and only last year was successful in obtaining his B.A. degree. It had been his intention to write for his M.A. degree this summer. On such subjects as modern methods of teaching, school taxation, and school expenditures, Mr. Sparling was regarded as an authority and had made many valuable contributions, by means of addresses and lectures, to the study of this question.

In spite of the many studies and activities of Mr. Sparling, yet, he always found time and energy to devote to the welfare of the teaching profession generally, by means of active assistance to teachers' organizations. He was one of the pioneer members of The B. C. Teachers' Federation, and was a valued member of the Executive during the year 1920. He was always keenly interested in the progress of our Provincial body, and was ever ready to perform any service within his power. As might be expected he was one of the pillars of the Vancouver Teachers' Association, and his counsel and guidance were always available in the interest of his colleagues. He very worthily represented the Vancouver teachers at the National Conference on Education, held in Winnipeg in 1919.

Mr. Sparling has carved out for himself a monument which will ever remain, invisible but indestructible, for his name and memory will long be revered, not only by his colleagues, who were privileged to work with him, but by the many thousands of men and women who received their early education at his hands, while the citizens of Vancouver generally will long cherish the kindliest thoughts of one who devoted his life to the development of the highest type of enlightened and intelligent citizenship.

Mr. Sparling is survived by his widow and one daughter, Mrs. Ella Curtis, of Seattle, at one time a teacher in Vancouver, and on behalf of the teaching profession generally, we desire to convey to them our most sincere and heartfelt sympathy in the great loss they have sustained. We have lost a valued colleague and a faithful friend—they have lost a loving husband and father. Knowing the keenness of our own sorrow, we realize the more the greatness of their grief. We know, however, that there will be consolation in the realization that his life was one of useful service, unsellishly given, and that he has well earned the best of all commendations,—"Well done, thou good and faithful servant."

MR. THOMAS R. CUSACK

It is with profound regret that we record the death of Mr. Thomas R. Cusack, who passed away suddenly while at dinner, on Wednesday, March 11th. He has been the printer of the "B. C. Teacher" magazine since its inception, and has always taken a justifiable pride in the production of each issue. His efforts have been ably seconded by his employees, and the result has been a type of magazine, the printing and general finish of which, has received very favorable comment from many sources. He has always given very great consideration to our work and has further evinced the greatest interest in our success as an organization. During the early days of our magazine, particularly, we owed much to his advice and assistance, and we feel that we have lost a great friend.

We wish to convey to Mrs. Cusack and daughter, our very sincere sympathy in their bereavement.

EDUCATION

Mark Hopkins sat on one end of a log
And a farm boy sat on the other;
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught,
If his Latin was small and his Greek was naught

For the farmer's boy he thought, thought he,
All through lecture time and quiz,
"The kind of a man I mean to be,
Is the kind of a man Mark Hopkins is!"
No printed page nor spoken plea
May teach young hearts what men may be—

Not all the books on all the shelves
But what the teachers are themselves.
For education is: Making men;
So is it now, so was it when
Mark Hopkins sat on one end of a log
And a farmer's boy sat on the other.

—(Saturday Evening Post).

The Logging and Milling Industry of B. C.

By C. ORCHARD

The first mill must, of course, have been a very crude and slow affair as compared with those of today. In a modern mill the logs are drawn up from the water on spikes set in an endless moving chain. They are thrown onto the carriage by steel arms worked as needed by the engine. The boards as they are sawed from the log, are moved away on rollers and chains run by steam power. The logs are cut up faster than one would believe possible, and practically all the heavy work is done by machinery. A log will go into the mill at one end and the boards smoothly planed and neatly trimmed come out at the other, without having been lifted once by man.

At first water-power or horse-power was used to turn the saw and little else but rough boards were made. The great mills of to-day get their power from electricity, which may be developed at some water falls near by, or from steam engines at the mill, the waste portion of the logs being burned as fuel for developing the steam.

We have some of the biggest mills in the world in B. C., and cut enough lumber to supply all our own needs and in addition to ship a great deal away to other countries less fortunate in their wood supply than we.

Sometimes trees, especially small ones, are required for use with very little change in form. This is especially true of the poles which carry our telephone, telegraph and electric light wires, and the poles, or piles as they are called, which are driven into the ground and on top of which wharves are built. Great numbers of these, of all sizes, are made each year, and are made complete in the woods, never going to the sawmill at all. The trees are felled, limbs trimmed and the top cut off at the required length. The bark is then stripped off and the pole or pile is ready for use.

Railway ties, or sleepers as they are sometimes called, are usually made complete in the woods also. A small tree is felled and the branches cut off as if making a pole. Notches are then cut in the wood, two rows, down opposite sides of the stick, each about a foot from the last. Then a big axe, called a broad axe, is used to cut off the pieces left between the notches. When this has been done the tree trunk is flat on two opposite sides. The remainder of the work merely consists in sawing off pieces eight feet long, each of which is a railroad tie.

When the wood is intended for some very special purpose a part of the work of shaping it is done in the woods before it is sent to the mill. This is true of cedar intended for shingles. The logs are cut up into short lengths and if these are large they are split into suitable sizes. These pieces are called "shingle bolts."

All trees are not worth logging and sawing. We have about 500 different kinds of trees in Canada, but only about 50 of them are worth the work of cutting them in the forest, and bringing them out for sawing. In our own province there are only about 15 kinds worth logging, some of which are:

Douglas Fir	Balsam Fir	Hemlock
Pine	Cedar	Larch
Spruce		

Shingles are always made of cedar, and poles are usually made of cedar. Boards and other products are made from all of these.

There are many different kinds of factories and mills, all making useful articles out of wood. All these factories, together with the logging camps, employ great numbers of men and all these men pay taxes. That is to say the forests supply the livelihood of a great part of the people in our province, and they in turn help to support us. Their taxes help support our schools and build our roads. We are all more or less dependent on the forests. The forest industry is one of the greatest in the province and one of the most interesting.

Provincial Summer School

for Teachers

To be held in the

High School, Victoria

July 6th - Aug 7th, 1925

Plans are now complete and a detailed outline of courses will be sent by mail at an early date to all of the teachers of the Province.

Every effort is being put forth to make the 1925 Summer School the best yet. Over twenty courses are being offered and expert instructors have been engaged for the courses for Primary Grade teachers, Art Courses, Rural Science, Reading and Literature, History, Geography, Civics, Manual Training, Home Economics, Science, Vocal Music, Writing and Penmanship, Hygiene and Physical Education, Foly Dancing and Swimming. A Demonstration school of five divisions will also be in operation.

High School and Night School Teachers as well as Public School Teachers are urged to attend. All who are regularly employed in teaching in Elementary and High Schools of the Province and recent Normal School graduates are admitted without fees. All others, whose applications are accepted, will be required to pay a regitsration fee of $5.00. This applies as well to all teachers attending from outside the Province.

Victoria offers unique advantages for summer study as well as for summer recreation and both will be amply provided for in the Summer School.

Last year approximately 350 teachers attended. This year we should reach the 500 mark.

Write for further information to

THE DIRECTOR,
Provincial Summer School,
Education Department,
VICTORIA, B. C.

Builders of History

Canadian Edition, Limp Cloth, 60 cents.

Authorized in the Public Schools in the Province of Alebrta

Containing the following selections, especially made for use in Canadian Schools:

Alfred the Great	Jeoffrey Chaucer.
Canute the Dane.	Wat Tyler.
Harold, The Last of the Saxon Kings.	Sir Richard Whittington
	Joan of Arc.
Hereward the Wake.	William Caxton.
Stephen Langton.	Sir Francis Drake.
Simon de Montfort.	William Shakespeare.
Sir William Wallace.	Sir Philip Sydney.
Robert Bruce.	Sir Walter Raliegh.

Longmans' Historical Wall Pictures

A series of 12 pictures, reproduced in Colours, painted by Henry J. Ford from authentic sources, Illustrating British History from Roman Times to the Present Day.

Printed on Stout Card ready for framing. Overall size 30-in x 25-in. Size of picture 24-in. x 18-in. Each $1.00

The Roman Wall.
Augustine Preaching Before King Ethelbert.
A Danish Raid.
Harold's Last Stand at Senlac.
Richard Coeur de Lion's Sight of Jerusalem.
King John Seals the Great Charter.
Henry V. at Agincourt.
The Armada in the Channel.
Charles the First's Visit to the House of Commons to Seize the Five Members.
Wolfe on the Plains of Abraham.
Trafalgar.
Portsmouth Harbor in 1909; The "Dreadnought" and the "Victory."

Also supplied varnished as a protection from dust and ready for hanging, with Metal rimmed Top and Bottom and Metal Loop. Each **1.25**

Varnished and Mounted on Cloth, eyeletted with cords for hanging. Each **1.50**

Cardboard Cases to hold sets. Each ..... **.75**

Also Reduced Size, 6 in. by 9 in. Twelve pictures in envelope ..... **.50**

EXAMINE OUR TEACHER'S BOOKS AT IRELAND & ALLAN'S DISPLAY AT THE CONVENTION

LONGMANS, GREEN & CO.

210 VICTORIA STREET - TORONTO

A TRIBUTE WE APPRECIATE

The Ontario Secondary School Teachers' Federation bulletin for February prints some extracts from our recommendations to the Survey Commissioners, and precedes them by the following comment on our magazine. Such a tribute we appreciate most sincerely, for we have a very high regard for the Secondary Teachers' organization of Ontario, and also for the general excellence of its own monthly bulletin.

The British Columbia Teachers' Federation has an official organ, the B. C. Teacher, of which the teachers of that Province may well be proud. The commissioners making an educational survey of British Columbia, have been greatly assisted by a Federation Educational Committee which has prepared much important material for their consideration. Some extracts from the reports laid before the Provincial Commissioners by the various Federation sub-committees may be of interest to Ontario Secondary Teachers.

A NEW DEPARTURE IN BRITISH COLUMBIA

We have just noted, in the latest issue of the "British Columbia Teacher," that the Federation in that province is changing the established order, and will hold its annual meeting in Penticton, instead of the customary centres (Vancouver or Victoria). Their meeting is to be held in Easter week, and a special train will carry the delegates from Vancouver. This train will go east by the main line, as far as Sicamous, then south to Okanagan Landing, and the remainder of the trip will be by boat. After three days spent in Penticton, the party will return to Vancouver by another special train, travelling over the picturesque Kettle Valley Railway. The whole trip, including berth and hotel bill, will cost about $60, and besides bringing the convention near to the homes of those teachers living in the interior of the province, it will give the residents of the coast district a wonderful opportunity of witnessing some of the grandest scenery in that province so noted for its beauty. Altogether, this decision of the executive of the British Columbia Federation, to meet in the famous Okanagan Valley, looks from this distance like very good business.(Ontario Secondary School Teachers' Federation Bulletin).

Would "Group Insurance" Benefit the Federation

(By HARRY CHARLESWORTH, General Secretary)

During the coming year, the B. C. Teachers' Federation intends to consider concrete ways in which special benefits may be made available to those included in its active membership. As is well konwn, the greater portion of our work is of such a nature that, of necessity, it brings advantages alike to all teachers, whether members of the Federation or not. All our efforts in connection with educational changes, scholars' legislation, summer courses, etc., illustrate this fact. We have no regrets in this connection, for we feel that ultimately this type of accomplishment will be recognized generally by all teachers, and few will remain outside of an organization which means so much to them and to their chosen profession.

At the same time, there can be no doubt that we owe a special duty to those whose financial support and active co-operation makes our work possible, and we would ask for specific suggestions from individuals and from local associations in this regard, so that the Annual Meeting may make plans to do something along these lines. There are many fields of service open, and we believe that the present is an opportune time to develop some of them.

One of these avenues which might be considered, is "Group Insurance." Recently this subject was discussed in the Federation office with representatives of a prominent Life Insurance Company. At the conclusion of an informal talk on the general proposition, the representatives were asked if they would prepare as concrete a statement as possible, so that it might be laid before all of our members for further investigation. It was definitely understood that there was not the slightest obligation on our part with the company concerned, and, in fairness to the representatives, it should be stated that Group Insurance offers little financial reward to those responsible for "writing it," as can be readily understood by any who consider the small premiums paid.

This statement is appended, and as will be seen, the chief benefits for us as a Federation would be:

(a) Small premiums.

(b) Absence of medical examination, thus enabling members who are uninsurable under ordinary policies to partake of the benefit. It is this type of member who usually needs insurance most.

We would ask all members to consider the matter seriously, so that we may have a full discussion on it at Penticton. We have been given to understand, that if desirable, the men teachers could be taken as a group by themselves, if an insufficient number of the lady teachers were willing to join—providing that three-quarters of our men members endorsed and participated in the plan. There are probably few of our male members who are so fully insured that they would not welcome an opportunity to add $1000 more at a specially low rate.

It should be understood that, before definite action could be taken, the full details would need to be worked out, and every member of the Federation would need to indicate whether or not he or she would join. Our present purpose is to bring the matter forward, so that the principle may be either endorsed or rejected. If endorsation should be agreed upon, then a strong representative and active committee could pursue further study and investigation and report later to all members.

In the meantime—What are your views?

COPY OF STATEMENT

Mr. Harry Charlesworth,
410 Campbell Bldg.,
Victoria, B. C.

Dear Sir:—

Re Group Insurance

In the case of an Association Group a group insurance contract issued by the Company consists of a Master Policy issued to and in the name of the Association. Furthermore there is a Certificate issued to each member of the Association in which the essentials of the insurance on the lives of the individual members are given, such as the amount of the insurance, and the beneficiary to whom it is payable. The plan of insurance which is issued on the Group basis is a one year renewable term, with certain rates guaranteed for a term of five years. All Group insurance is written on the one year renewable term basis, this plan being favored because of its simplicity, cheapness, and very satisfactory results which can be obtained through its adoption.

With slight variations the amount of insurance is a fixed amount of $1000.00 on each life. The heads of departments and the executive of the Association are usually eligible for a larger amount up to $2000.00 or $3000.00, at the Group insurance rate. The cost of this protection is low, a saving being brought about through the absence of expense in writing such a large number, and also through the low cost of effecting premium collections. The premium for the entire Group is paid annually in a lump sum, and in the case of an Association this lump sum is turned in by the Secretary, individual payments being collected by him from the various members of the Association.

In a Group of fifty or more, all are eligible for insurance (provided, that they are actively employed) without examination, on the understanding that each member of the Group presents himself for insurance. In a small Group practically the entire membership is necessary in order to assure the writing of the

policy. On a larger Group, like the one which you yourself represent, 75% of the eligible members would be sufficient to permit the issuing of a Group policy without medical examination. That is to say, if your membership runs to four hundred, and three hundred will enter the Group, the policy could be written. The application is turned in by the Executive of the Association, and is usually signed by the President and Secretary, while individual applications are signed by the various members of the Association and form part of the main application. This application or statement from the individual member is merely one which sets forth the particulars such as the date of his birth, the amount of insurance, beneficiary, etc. Should any member leave the Association and pursue work outside the Association, he has the privilege of purchasing from the Company the same amount of insurance on a permanent plan, without furnishing evidence of insurability.

The cost varies according to the average age of the Group, as well as the kind of Group. In the Teachers' Federation the cost would run about the same as that which has been worked out for the B. C. Civil Engineers, and in connection with their Association the average premium was $12.27 per thousand during the past year. This covers ages all the way from thirty to sixty-eight. Of course if there is a preponderance of older men in your Federation the rate would be higher. $12.20 is the rate which we find occurs between the ages of forty and forty-nine. The writer would judge that in the case of the Teachers' Federation the average age would not be more, but possibly less than this.

The benefits of such a scheme are varied and obvious. In the first place it identifies each member in a more intimate way with his Federation. It also brings to some homes much needed protection which otherwise would be neglected or ignored. Then again in the case of the uninsurable men—and there is always a certain number of these unfortunates—it puts upon their lives some protection which cannot be secured in any other way. It seems that those who need this kind of thing most are quite often those who are most unable to secure it. It also relieves the council or executive of the Federation of considerable anxiety and responsibility when death occurs, taking away a member. If some member of the Federation dies, and should it be found that his family is left somewhat destitute, you are but carrying out the ideal of your organization when this burden is immediately taken care of, for a short time at least, by the other members of the affiliated board. Group insurance does away with this sometimes embarrassing situation, while the widow and children are made to feel that this money comes to them as a matter of business right, which in itself is no mean factor when dealing with some sensitive families.

Possibly from these remarks you will be able to gather something which may offer suggestions. If there is anything which we can give you along the line of further information on any point, no matter how trivial it may appear, we would thank you very much if you would take up the matter with us.

Yours sincerely,

NOTE—All teachers attending Convention (except those travelling by special train) should secure Standard Certificates, and purchase single ticket.

Teaching of Geography

S. OSWALD HARRIES, Principal, Port Alberni, B.C.

RELIEF MAPS

The old plain maps gave way now to relief maps. These were of two kinds, the elevated or plasticene map and the flat black and white or colored contour map. Of the two, the flat relief is perhaps the better. The aim of this new mapping was to show land slopes, leading to reasoning about the direction of rivers or the location of most rainfall. Useful to adults, these maps may be actually harmful to children. First impressions if not corrected last a long time, and Canada or India may mean nothing more by association than a clay daub or a flat colored contour. False perception endangers the value of such teaching. To counteract this tendency descriptive readers were used and pictures were collected. Later the cinema was a useful supplement to, or basis for lessons. But in most schools even now, the only impression of India or other unknown countries given to the children is the wrong sensory impression of a flat map.

Outdoor Lessons

In some schools the map process was made more real. The manual training department pupils made plain tables, simple theodolites, and other necessary material, and the geography class actually surveyed and mapped the district. Here was a true perception basis for the reading of maps of unknown districts. Here was a practical standard of comparison. But the majority of school pupils have but little knowledge of the making of a contour map or of its projection into truer concepts of the reality. To most of them the use of contour maps becomes not an actual thinking reasoning process but a mere mechanical repetition of ideas told to them. Teachers who seek for valuable suggestions in map making and reading should procure the "Practical Outdoor Geography," by Unstead.

Weather Recording Instruments

Having logically or illogically used the relief map and taken a few exercises in using the scale for finding distances, the next step is to work out the climate carefully. Climate maps are provided, isotherm maps for January and July, and isobar maps for same months or a rainfall map giving annual rainfall, and prevailing winds.

This work again may be useful or comparatively harmful. In most cases the process degenerates into mere mechanism of repetition of ideas with very little real knowledge behind the apparent superficial wisdom. Who does not known of classes that can read climate maps excellently according to set rules yet cannot use a maximum-minimum thermometer, read a barometer, or use a rain-gauge. Think of the slow process of gaining data for making a climate map, and drawing definite conclusions regarding the climate of any district. Mean daily temperatures are taken for ten-year periods and averaged. Mean rainfall is taken at various stations and carefully compared. The whole material is tabulated and conclusions formed. THEN reasons are sought, and verification follows. But the school process! Look at a ready made map and draw conclusions or give reasons by rote. Unless this rote reasoning or mechanical argument is backed by some practical experience it is of little real value. In fact, are we not actually teaching children to be ILLOGICAL, to base an argument on insufficient evidence, false perception, and without adequate verification? Less objection could be raised to telling the children the argument, showing as far as possible the evidence on which it is based, and applying it where possible to similar sets of conditions, but this becomes the mechanical reasoning mentioned, not the reasoning of scientific method.

Illogical Methods

Having argued the climate from maps and statements of principles, verified or unverified, the next step is to guess at the products in the fog of previous information and argument, or state the products and trace the relationship of cause and effect if possible. Here again the usual process is illogical and unpsychological. The botanist knows that a vast amount of research work is necessary in order to trace cause and effect in study of plant ecology. Yet teachers talk glibly of rainfall, climate, vegetation. It is so easy to draw book conclusions. Before such conclusions are drawn it should be necessary to give at least a series of lessons on the relationship of climate to deserts, to grasslands, to deciduous forests, to conifers, and to tropical vegetation. Teachers who are interested in this work would do well to read "Plant Geography," by Schimper.

The Elementary school teacher, and the more elementary pupil, steps in where the experienced botanist would tread warily. Usually with no knowledge of the local conditions the fearless one will talk learnedly of cause and effect of conditions in far away lands, and when one considers that in one year the "World" has to be studied, the audacity of mankind is wonderful.

Having solemnly traced causal relationship of surface, climate products, and occupations, it is an easy step to conclude by tracing natural outlets for trade and routes of communication, then summarize and memorize the whole outline.

Here is seen the working of the formal adult mind imposed upon the immature mind of the child contrary to the innate impulses of child development. Much of this work done in the second method of teaching the subject is actually training in forming illogical conclusions based on insufficient evidence and lacking verification. It is the mode of the present and may create a furore in the near future. This method gives much more scope for perception, and motor activity, than the old memory method, but sooner or later it, too, will become secondary in importance and become merely incidental to the third method, as the memory method is now supposed to be incidental to the logical method.

Examination Puzzles

Perhaps there would be less objection to the formal logical method if the process were analytical rather than synthetical. In a recent examination, an outline of an island was given. A backbone mountain range was marked and a line of latitude was inserted. The children were asked to write an account of the geography of the island under the usual headings. One boy, when asked if he had done this question, answered "Well sir, I did not know what to do. I thought that it was South Island, and I could have written oceans about South Island. Then I thought that it might mean any old island and I could have spun a yarn about that, but I didn't know which to write about so I let it go."

The boy's viewpoint is quite psychological. Apparently the children expected to synthesize the conditions on the island. No one but an expert could rationally attempt such a thing. Conditions vary so much even in the same latitude that it would be difficult to tackle the problem unless it were assumed to be South Island. Why not analyze instead? Place the product list on the map and ask the child to account, if possible, for the nature of the products in a definite district. Why is wheat the chief product in Manitoba and lumber a main product in British Columbia?

Again, why not tell the children the climate, and ask them to suggest the factors accounting for the effect? Then let them seek for similar conditions and similar effects as far as is reasonably possible.

But the third method includes such work more effectively perhaps because such work is incidental and secondary rather than systematic.

Geography Made Interesting

The third method may be termed the psychological. It is rapidly gaining in importance and is recommended in some recent school surveys. In later life most of the memory and formal geography is forgotten. What remains is mainly incidental geography based on interesting association. For the average adult geography is incidental to life itself, and is not formal or systematic. This tendency to incidental interest is even stronger in children. This incidental interest in life activities, in the newness of other lands, in matters of momentary interest by association, should be guided and extended intelligently. Interest must be the main motive. The best effect is an active intelligent interest in other lands and peoples in after-school years rather than the immediate effect of memorization or so-called reasoning.

It was a lovely day in spring. At noon recess the lady teacher took lunch on the porch steps, and read the newspaper. "Russians approach Mosul." Where was Mosul? "Jack, fetch me the red book called Asia, from my bookcase." Yes, Mosul was in the index and reference to the Descriptive Geography showed a two page description of Mosul and a good illustration.

What a peculiar city: the rows of date palms, the motley throng of people and boats, the general suggestion of unwashed dirtiness, the background of seemingly illimitable desert, the jabber of many dialects, the still stifling atmosphere, the suggestive curves of domes and mosques. What pictures stirred the imagination! The Russians were approaching Mosul. A teacher on the backporch of a school in British Columbia travelled thither more rapidly in thought and imagination. The bell rang. Oh! Horrors! "Take out your geography books and study the lesson you had last week on Ontario. Now make a summary of the lesson from your books and be able to write a composition from your notes." Teacher sat at the desk ostensibly marking papers but really still thinking of Mosul. A restless movement pervaded the class. "Close books." And a sympathetic teacher shared Mosul with the pupils. I believe they remember more about Mosul than they do about Ontario.

A tall lanky man invaded the school. He had travelled through Mexico and South America. For a full hour he held the children deeply interested. His talk was illustrated by pictures and relics. The children travelled mentally.

A well known traveller visited the school and with excellent lantern slides described his travels in the East Indies. A friend in India sent a fine collection of butterflies to the teacher. How the children revelled in their beauty, their size, and the evident devices for adaptation of protection. They were quite ready for a trip to India.

The teacher said "Two-thirds of the world's coffee is exported from Brazil." Impulsively a pupil said "Please sir, we saw it at the picture show," and again the whole picture unfolded in his field of consciousness.

A teacher obtained a number of "Peeps at Many Lands," and other descriptive readers. The children were not satisfied until every book had been read.

A Mounty loaned some Eskimo relics to the teacher. What a basis for lessons on the Eskimos and the

Arctic, and a stimulus to pupils who had other relics at home.

One teacher had a picture postcard exchange with schools in various parts of the British Empire. The classroom walls have a postcard gallery which is the basis of many fascinating lessons. Here is the leaning tower of Pisa, there the Church of Bruges, there the Pyramid and Sphinx, here the battered gates of Lucknow, there the coral formation of the South Seas, here a picture of an ocean liner leaving for the antipodes, there the central square of Brazil with its monuments and statutes. What a wealth of useful material. All this can be projected into excellent and interesting lessons, with necessary maps and incidental reasoning.

The Project Fantasy

Such projection of a sense stimulus should differ somewhat from the so-called project sometimes seen in our schools. A class spends some weeks hunting for material to stick on a big flat paper contortion called Europe. After much trouble a little bit of coal is stuck on here, and a bit of wood there, a chunk of leather on that spot and a tablet of soap on this. A strange miscellany results! Too often the whole projection ends there without any PROJECTION. What a picture of EUROPE! Such a project needs projecting into a reality, not restricting as a fantasy.

The Picture Show

Imagine yourself seated at a picture show. A map appears. A pointed arrow runs from New York through the Panama Canal. The map then disappears. It has served its purpose of concentrating attention on a locality. It then unfolds its actual scenes of the journey. A map of Brazil appears and on one part is "Rubber." The map then gives way to actual scenes depicting the production of rubber. These scenes are deeply impressed on the field of consciousness. Most "projects" need this vivid projection to be of any real value.

Children's Newspapers

The daily, weekly, or children's newspaper supplies abundance of material for project or conversation lessons. This incidental geography could, if properly taught, enrich the mind far more in one year than the whole present scheme of logical systematic geography with its paucity of real interest. For, frankly, after all our wise teaching of logic and cause and effect, what do we or the children know of other lands from use of the ordinary text-book. Little but misconception!

What Is Needed

Let us cease fooling the children and ourselves. Geography must be perceptive and emotional to make any appeal to child nature, to be of any permanent value. Recently a High School principal put the idea into one sentence. "As history teaching should be a means of extending the mind backward in time, so geography should be a means of extending the mind outward in space, giving the child as vivid impressions of other lands and peoples as it is possible to obtain of the home surroundings."

How can this be done? Only through wide reading of illustrative and descriptive material. The recommendation regarding teaching geography, made by the Cleveland Schools Survey, really amounted to this: "Place formal systematic geography quite secondary in importance and give at least TEN times as much reading and illustrative material as is now supplied in the BEST equipped schools."

Then, instead of a prevalent dislike or indifference, the children will gain an active vivid interest in other lands and peoples that will extend beyond school life and do much to break down the insulating prejudices of nationalism still far too prevalent amongst people who do not realize the nature and the problems of other peoples.

The wide reading and impression work may be systematic or incidental. Psychologists readily admit that the incidental method is the more effective. For the specialist, geography may be made a subject isolated in itself. For the child and average adult it is a strand woven in the incidental interest structure of life. Being naturally so by past evolution of perception, emotion, love of adventure travel and romance, ultimately it will be found advisable to place memorization, reasoning, and systematization, as incidental to incidental geography.

Sooner or late, in elementary schools, incidental geography with wide reading, vivid illustration, and interesting conversation, will replace the present methods. Memory and reasoning will become of secondary importance, and systematization will be left to a later High School age or to adult life, the normal optimum period for reason and systematization.

As Others See Us

By M. A. J. HIGHAM, M.A., (Newnham College, Cambridge)
Senior Mistress, The Katharine Lady Berkeley Grammar School, Wotton-under-Edge, England.

IT is some eighteen months since I bade farewell to Winnipeg, but my memories of the place and people during my strenuous year in the service of the League of Empire are still bright and vivid. Often I find it hard to believe that I am 4,000 miles away from my Canadian friends, especially when a Canadian mail brings fresh reminders of the city of the prairies.

I have been asked to give you some of my impressions, of your schools in particular and things in general, as they appear to an English teacher during a year on exchange. I am both pleased and proud to do so, and should there be anything in these pages that would seem to you too critical I beg that you will regard it as a frank statement of friendly thought towards all sister workers in the schools of our great Dominion. Where I have any fault to find, it is with the system, not with those who so admirably accomplish their difficult task.

All teachers, however hardened and experienced, have an ideal. I think we do well to base our impressions on the ideal. We should progress more slowly were it not for the "divine discontent" which idealism brings. Many English teachers, I know, are too ready to criticise, to compare, and seem too soon to forget the grievous faults they have left behind in the old country; faults different, perhaps, from those they meet abroad, but none the less glaring. So let me acknowledge at the outset that we have much to do in England to set our own house in order.

By force of circumstances I must take my views from one city, and in the main, from one school, in Canada. This limited experience is a weakness in the organization of the interchange system. A thorough knowledge of one school is valuable, but might be obtained in less than the full school year. Since your education system in each province is very centralized, my experience is, however, not so limited as would be that of a visitor to one English school. For our methods are different in different districts and often there is great variety in neighboring schools in England. This is bound to be in an old country that has grown up through changing centuries. We have searched for the light through many dark and devious ways and over the tombs of many martyrs of thought and liberty. Within view of the old Grammar School here—founded in 1381—in the heart of rural England, stands a monument in memory of Tyndale, one of the translators of the Bible into the mother tongue, whose strangled body was burned in the market place at Vilerode, Flanders, in 1537, that the English Bible might be read in English homes. Our educational freedom is the result of slow and gradual growth in an old land. Yours spring fresh from new soil.

Ideals of European Education

Many ideals have gone to the making of European education; that of the ancient Greek whose system was divided into "gymnastics" and "music" for the production of "a faultless body and a blameless mind", fit adornments for the heroes of Homer; this is seen again in the long extolled maxim of "mens sana in corpore sano"; then we have the mediaeval ideas of the cloistered monk; the strict severity of the rigid Puritan; the corrupt inefficiency of a "Dotheboys Hall"; in vivid contrast to the latest fad of "What Might Be" preparing men and women for a City of Beautiful Nonsense. After all, we are now more at one with Plato and the Greeks since all thinking people have begun to regard education as an art and not a commercial bargain.

This art of education we may divide into four main groups: Beauty of body and mind, the ideal of Ancient Greece; Knowledge, the limited attribute of the Middle Ages; Expression, the joy of the modern educator; Reason, the gift of the Magi of every time and race. With these four teachers the future may hope to achieve the aspiration of Anatole France. "Espérons dans ces etres inconcevables qui sortiront un jour de l'homme, comme l'homme est sorti de la brute. Saluons ces genies futurs!"

It is with such ideals before her that the English teacher seeks to widen her experience by a visit to the golden lands of the West.

The first impression is of the material advantages before the schools of the Dominion; handsome buildings, space and light and air abound; healthy children blooming with life and eagerness fill the schools, where are well-paid teachers full of spirit and happy in their gay social life, organizing themselves with such ease into conferences, parties, travelling groups and clubs, and holding an honoured, even an envied, position in the community.

At the end of a year's experience of the inner working of their schools, those impressions remain, but are balanced by others which make it easier for the visitor to return to her own country without deep regret. For she has found that those handsome, spacious buildings have less up-to-date equipment than many a dingy, crowded, East-end of London school; that there, in this bright new country there are nerve-racked, overstrained, disillusioned martyrs of the profession, almost as numerous as at home; that there are many stone walls of inefficiency and influence that she must batter in vain were she to work out her ideals there. As at home she sees the pioneers slighted and the sycophants exalted, and learns that the world is much the same place whatever the longtitude.

Through all her trials and tribulations in the new country—and they are not overwhelming—one fact always remains, the unfailing kindness and generosity that the people she meets in her work extend to the stranger, so that many a critical thought, many a sarcasm, is melted before it is uttered.

Examinations and Teacher Training

If I were asked, "What do you think are the greatest shortcomings of our Canadian system of education in the light of your ideal?" I should instantly answer, "Examinations and the Training of Teachers."

In a brilliant lecture delivered by Sir Henry Newbolt, in Winnipeg, while I was there, he described to you how that first evil still clung with cruel talons to our English schools, though we have tried to clip the vulture's wings so that it cannot fly with us right away into the wilderness. But, bad as it is here, it is infinitely more oppressive in our great free Dominion. Not once a year even will satisfy the authorities that the teachers they have trained and equipped are doing their work. No! every term, nay, in some schools I believe the nightmare rides its victims more often! your boys and girls must vomit forth on paper their undigested facts and scraps of knowledge. Excuse the Saxon terms, but barbarous customs must have barbarous titles. Meanwhile the precious hours when the teacher may cultivate the mind and soul of the child and watch them bloom, are terribly limited; for the child must be stuffed; the ink must be spilt and the papers must be marked. I am not an over-conscientious marker, but it took me fifty hours out of school to mark my first two terms exams, and ten days' physical and mental torture to accomplish my portion of the work given to the marking committees at the end of the summer term. Roughly, two hundred hours of mechanical drudgery that might have been used to lead those boys and girls through the happy groves around the lower slopes of heaven-aspiring Parnassus! Oh! That every man and woman who approves of such a system might be condemned to six months' hard labour, with examination papers as their daily task. In some bright realm of the future "Let every punishment fit the crime," and such a law be on the statute book. Examinations are a useful, in the modern commercial world, a necessary discipline, but let us not wallow in them, or blazon them upon our banners in letters of gold!

Benjamin Kidd says: "Give me the teachers, and in a generation I will change the soul of Europe." But the authorities say: "Give me 75 per cent on results and all these pink forms correctly filled and ye shall have promotion!" So are the souls of the future bought and sold. Thrice blessed the teachers and all praise to those who accomplish even what they do in the face of the slogans of efficiency.

A corollary of the examination bug-bear is the training of teachers, or rather the lack of it. The old formula must be true, that teachers are born, not made, and they must be born in good numbers, too, for there are hundreds of fine teachers within a five-cent street car ride of the Parliament Buildings. But, as far as I could make out, there was no thorough going plan for producing them. The books, the ideas, the methods so common in European Training Colleges seemed unknown to the young beginners of Winnipeg, who faced their difficult task valiantly—by the light of nature and mother wit. The time in training seemed to be spent in re-learning what had been taught at school—or possibly missed while examinations were in full swing! While the treasury of the minds of the greatest educators of all time, Plato, Pestalozzi, Herbart, Montessori, Froebel, were but dimly guessed. Of course, many Canadian teachers are proficient in these ideas. They are discussed and criticised at their conferences. But the young adolescent teacher, the eager recipient of inspiration too often is starved for want of it. And she will need inspiration and idealism in abundance to carry her through to her retiring year.

You notice I say "she." There are men teachers, but all too few. There are so many fields of successful enterprise in the new country that the young man has no need to chafe long against the restrictions of the finest profession in the world, and the young women can always hope for matrimony. In England, alas! we are forced to bear the yoke in our own futures, so perhaps we cry out more often and more insistently.

Things to Admire

Now, if I were asked, "Where do Canadians lead the van in education?" I should say, "In music," for I learnt more of what might be attained from this gracious muse in my year in Canada than from the whole of my own school career. When the other subjects have received the same inspiration, Canada will be well on the road to "a new heaven and a new earth."

"The man that hath no music in himself,
Is fit for treasons, strategems and spoils."

There will be no revolution in Canada where music holds a high place in the curriculum, a music taught for appreciation and understanding, not for proficiency.

After this what do I admire most in Canadian school life, and what things most surprised me? Here are some of them: The camaraderie of children and teachers, the efficient independence of the boys and girls, their power of organization, their quickness and ready speech, their shrewd and witty judgment, their lack of concentration due to precocious pleasures and late hours; their generosity, their common sense and knowledge of topical events, their pretty clothes and the pleasing smartness of their teachers; their early and unhygienic use of cosmetics; the prevalence of corporal punishment; the dangerous freedom allowed by the parents in parties and pleasures; the strain on the teacher to keep discipline in mixed classes of forty or more boys and girls, whose only discipline was in school; the absence of morning assembly which lends a quiet dignity to the beginning of the day; the

absence of dramatic work and expression—probably due to large classes and the weight of too frequen examinations; the interest of the children in debates; their love of out-door sport in all weathers; the quantity of text books and the shortage of real books by classical and standard authors.

City Life

Then in the general life of the city there was much to impress one; Western Canada is gloriously young, with all the extravagances and crudities of youth, most irritating but most lovable, a land of sharp contrast. There seemed a high standard of living and comfort even in working class homes, yet distress was to be found lurking in back streets where the wolf comes in at the door with freezing jaws. There was a prodigality in dress and food, splendid public buildings and luxurious stores and cinemas, yet within a few steps of Portage Avenue or the Crescent, were mouldering houses, rough shacks, rotten sidewalks. The railway stations are superb, a joy to the traveller; but, oh! the weary dusty miles between them and a holiday at Portage. Everything seemed terribly expensive to English purses, yet everybody bought what they wanted, the only obvious shortage in beautiful homes being the lack of books. The labour saving devices for domestic work were universal and no fairy tale, but so much of the time they saved seemed to be spent on unnecessary household frills. The stimulating climate nerved one to boundless energy and left the unwise exhausted; in the general rush of life no wonder men age early. The local press is another surprise to the visitor, with its red scare lines, its photographs of everybody, its long columns on society gossip, and its short articles on European news, and, most novel of all, its bands of young schoolboys vieing with each other in the quick discharge of their "routes." How different from the poor little newspaper urchins of England!

There is still so much to say, for one's year is packed with activities. How one might thrill again over the memories of one's first sight of a hockey match, or laugh again at one's own first feeble efforts at a "ball game."

One remembers snow-shoe tramps and gay tobogganparties, or hot lazy days by the Lake of the Woods, frost-bite and mosquitoes.

And through all, the changing seasons brought such vivid contrasts, from the first snows to the ice-break, when the mighty river woke from sleep and tossed its icy jailer against the rocks and barriers; from the golden tints of the humid fall to the sudden brilliant rush of spring greenness. From frozen skies over a white land to the blue heavens of an Italian summer. What a change from the soft, grey, greeny dampness of old England.

Yet these are but fleeting impressions of one new city in a vast continent teeming with untapped resources of wealth, whose use has boundless possibilities of good and evil. And the issue depends upon the young, their character and training. How great are the responsibilities of those in charge of education, how infinite the results, that can never be measured out of 100 on an examination paper!

—(The Manitoba Teacher)