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THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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Editorial

WE extend to all teachers our best wishes for a happy and profitable vacation.

The Year's Work.

ANOTHER school year is swiftly drawing to its close, and the days are now filled with strenuous activities in preparation for the completion of the year's programme. As this time approaches each year, teachers look back upon the days that have gone—and doubtless think of the things they have been unable to do as they had hoped, and of the many plans which they laid out for themselves and which have not been carried into effect. The end seems to have come so suddenly and there does not seem to have been sufficient time for the concrete realization of their aspirations. However, the best must be made of the situation, and both teachers and scholars redouble their efforts in order to ensure as far as possible that success shall be written on the year's record.

'Twas ever thus, and there is no need for despondency. The disappointment in almost all cases arises rather from the fact that our hopes and ambitions are too high, than from any neglect to live up to our duties and obligations. The teacher who is perfectly satisfied with his year's work would be difficult to find, but if by any chance he were discovered, it would not be surprising if it proved that he was amongst the least rather than the most successful when judged by broad and real standards.

The teacher who has consistently and conscientiously given of his best during the year in the interests of the pupils committed to his

charge has no cause for regrets, even though his results in those fields where tabulations and statistics are possible may not be all that could be desired.

Congratulations!

We desire to extend congratulations to Mr. A. S. Towell and Mr. F. C. Boyes, who share the honour and distinction of being the first graduates from the Summer Session of the University of British Columbia.

Sir Rabindranath Tagore

Tagore's Visit to British Columbia.

Few visitors to British Columbia have aroused such widespread and intense interest as did Sir Rabindranath Tagore upon the occasion of his attendance at the Conference of the National Council of

(Continued on Page 41)

The Philosophy of Leisure

(By RABINDRANATH TAGORE.)

An address given before the National Council of Education Conference at Victoria, B.C., on April 6th, 1929.)

THE spirit of progress is neither moral nor immoral. With equal indifference it uses its efficiency in inflicting as well as in healing wounds, in helping us in a perfect system of robbery, and at the same time, in a perfect organization of charity for those who suffer in consequence. Through intelligent dealings with Nature's potentialities it achieves success, either for torpedoing the world into a blood-oozing abyss of torment or for reclaiming a new world of life from the void.

"This realm of progress is described in the Upanishads as Anna Brahma—the infinite in its outer aspect of utility. It has its urge in man for realizing the immeasurable in the domain of quantity through an endless process of measurement which is progress. Directly we lose our faith in it through lethargy or diffidence, we lapse into an animal state in this material universe, and fall passively under the law of natural selection.

"The rule of natural selection finds its full sway in a close system of life with rigidly limited resources and restricted possibilities. Man broke the prison wall open, declared his sovereignty and refused to be contented with the small pittance originally allotted to him by Nature, just enough to enable him to carry on a perpetual repetition of a narrow programme of life. He unlocked the hidden resources of Nature, utilized them for his own indomitable purpose. This is not materialism; for it is the conquest of matter that has been achieved by the human spirit which refuses to acknowledge the limits to its power. But the declaration of its right to independence has to be maintained by a vigorously incessant justification, for this independence can never reach an absolute finality. It is but a sailing upon a perpetually widening current of emancipation.

"So long as this movement is maintained, which itself is freedom, it gives us the taste of the infinite at every point; but directly we stop, we become the captive of the finite and lose the dignity of our soul, being doomed to stagnation like a river which in its current has the symbol of a dynamic eternity, being gagged and bound by the stagnation of a swamp. There are races of men who have allowed themselves to be stranded upon the moveless sterility of their past achievement, a veritable whale on the seashore, and they remain, to the end of their days, the prey of ravenous evils from all sides. This is materialism, an abject allegiance to matter's rule, never rising to the privilege of masterful co-operation with Nature. But this spirit of progress becomes truly materialistic and a menace to man when we are meanly overcome by the profit it promises and ignore its great spiritual meaning—the expansion of power which gives us the divine right to transform this world into a perfect world for

man. For then the giant grows weary of the piled-up load of its own bigness, with no social purpose to cement it to a unity, no spiritual greatness to support it on its basis; losing its meaning, it begins to suspect truth; beauty to it seem insipid; goodness, weak sentimentalism. Because of its own callous incapacity to respond to the inspiration of humanity, it disbelieves it, and in terrible fits of fretfulness tries to take suicidal revenge for what it considers to be a deception.

Realm of Wisdom

"Truth has its other aspect, which is described by the Upanishad Vijnana Brahma or Ananda Brahma—the infinite in its aspect of comprehension, its aspects of joy. It is the realm of wisdom and love, where dimension, number and speed have no meaning, where the value of truth is realized by matured mind through patient devotion, self-control and concentration of facilities. It has its atmosphere of infinity in a width of leisure, across which comes invisible messengers of life and light, bringing their silent voices of creation.

"The process of the packing of fruit gains in merit according to the speed it attains by efficient organization of work, by economizing time through mechanical co-ordination of movements. But an inner quality of perfection, flavor and mellowness, which may be described as its wealth of personality, is gained by the fruit, not by any impatient ignoring of time, but by surrendering itself to the subtle caresses of a sunlit leisure. And thus we see that the idea of time finds its meaning, not as a mere duration of the world process, but as a vehicle of creative energy. In the Hindu Pantheon, the deity of Time has its other name as the deity of Energy, for we find that time is not merely measured but it works. We do not know why a certain period of time is necessary for certain changes to happen, why food should not instantaneously be digested, why the mind should at all depend upon time for the assimilation of thoughts. In fact, we can never solve the mystery why there should at all be a process of creation which is a process of time, a time that ever flows across an infinite leisure like a warm current of a stream across the heart of a shoreless sea.

"It is evident that the modern age is riding on a tornado of rapidity, jealously competing with its own past every moment in speed and production. We cannot stop its course, and should not, even if we could. Our only anxiety with regard to it is that we may forget that slow and mature productions of leisure are of immense value to man, for these only can give balance to a bloated accumulation, and rhythm to the life that ever misses its happiness by missing the cadence of chastity in its enjoyment. As I have said in the beginning, all civilizations are living wealths that have been harvested from the deep soil of leisure. They are for conferring honor to our personality at its best worth.

"The perfection of our personality does not owe its perfection to qualities that generate cleverness or deftness or even accuracy of observation, or the rationality that analyzes and forms generaliza-

tions. It depends upon our training in truth and love, upon ideals that go to the root of our being. And these require the ministration of quiet time for their adequate recognition and realization in life.

"A true gentleman is the product of bounteous centuries of cultivated leisure that have nourished into preciousness a vision of honor whose value is higher than that of life itself. When I first visited Japan I had the opportunity of observing there the two parts of the human sphere strongly contrasted; one, on which grew up the ancient continents of social ideals, standards of beauty, codes of personal behaviour; and on the other part the fluit element, the perpetual current that carried wealth to its shores from all countries of the world. In half a century's time Japan has been able to capture for herself the mighty spirit of progress which suddenly burst upon her one morning in a storm of insult and menace. China also has had her rousing when her self-respect was being knocked to pieces through series of helpless years, and I am sure she also will master before long the instrument which hurt her to the quick. But the ideals that imparted life and body to Japanese civilization had been nourished in the reverent hopes of generations through ages which were not principally occupied in an incessant pursuit of a runaway arithmetic, which had large green tracts of leisure in them necessary for the blossoming of life's beauty and the ripening of her wisdom. These ideals had become one with the nature of the people, and therefore these people were often unconscious of their preciousness, while they were noisily proud of some culture from a foreign market for which they had to pay in cash, because of its utility, and not in sacrifice which is claimed by a truth that has its ultimate value in itself. It is something like being boastful of an expensive pair of high-heeled shoes which insult the beautiful contour of the living feet, reached in man through ages of evolution.

"We have seen the modern factories in Japan, seen numerous mechanical organizations and engines of destruction of the latest type. Along with them we also see some fragile vase, some small piece of silk, some architecture of sublime simplicity, some perfect lyric of bodily movement. Also we have seen these people's expression of courtesy daily extracting them from a considerable amount of time and trouble, their traditions of behavior, any deviation from which, however inevitable, so often drove them to suicide. All these have come, not from any accurate knowledge of things, but from an intense consciousness of the value of reality which takes time for its realization. What Japan reveals in its skillful manipulation of telegraphic wires and railway lines, of machines for manufacturing things and for killing men, is more or less similar to what we see in other countries which have a similar opportunity for training. But in its art of living, its pictures, its codes of conduct, the various forms of beauty which its religious and social ideals assume, Japan reveals its own personality, which in order to be of any worth must be unique. This national personality acquires its richness from its assimilation of some ideal, and not from its possession of some trade secret, some up-to-date machinery of efficiency.

"What gives us cause for anxiety is the fact that the spirit of progress occupies a great deal more of our mind today than the deeper life-process of our being, which requires depth of leisure for its sustenance. In the present age the larger part of our growth takes place on the outside, and our inner spirit has not the time to accept it and harmonize it into a synthesis of creation. In other words, the modern world has not allowed itself time to evolve a religion, a profound principle of reconciliation that can fashion out of all conflicting elements of a living work of art—its society. The creative ideal of life, necessary for giving expression to the fullness of humanity, was developed centuries ago. And when today these suffer from some misfit as a result of a constant expansion of knowledge and a variety of new experiences, we fail to adjust them into a comprehensive completeness.

"We grow accustomed to a spiritual slovenliness, being constantly familiar with the sweepings of an enormous traffic, with the discarded fragments waiting to be relegated to their proper places, which requires time. And, we may say, time is money, while we forget to say that leisure is wealth, the wealth which is a creation of human spirit whose material may be money.

"Invention, construction and organization are spreading fast along the highroad of our history, but the creative genius of man is every day losing its dignity. It accepts cheap payments from the busy multitude, it is engaged in always keeping irreverent minds amused, it makes faces of things men hold sacred and tries to prove that the ideals of social life which had given us grace, the majesty of self-mastery and heroism of voluntary acceptance of suffering, were most part unreal, false coins made current by the weak for the pathetic purpose of self-deception. Compressed and crowded time has its use when dealing with material things, but living truths must have for their significance a full accommodation of leisure. The cramped time produces deformities and degeneracy, and the mind constantly pursued by a frenzied haste develops a chronic dyspepsia. It is ungenerous in its reception of the world, it is irritated with existence. It easily comes to believe that reality is truly represented by nightmare, that nothing but disease is frankly honest in its revelation of the normal, that only the lowest is reliable in its explanation of the highest in a language crudely obscure.

"Drunkenness may be defined as the habit of enjoyment forced out through a narrow aperture of sensibility in jets of abnormal acuteness; and all enjoyment takes a drunken character for those who try to filch it away from the fugitive hours that come jumping to them in staccato style. They become hopelessly addicted to undiluted sensationalism for their brief moments of recreations, and literature demanded by them grows bewilderingly turbulent with psychological perversity and intellectual somersaults. Incessantly handling things that have their market price, they lose the judgment of the world of values, the self-luminous truth, the kingdom of personality. They claim explanation from every external fact for its

truth in a universe of reality, while they forget that our personality also needs an adequate explanation in a universal truth.

"A grain of sand would be nothing if it did not have its background in a whole physical world. The sand is known in its context of the universe, where we know all things through the testimony of our senses and through the analytic and synthetic representations made by our reason and imagination. When I say, the sand is, the whole physical world must stand guarantee for its truth.

"But where is that guarantee of truth for this personality of mine that has the mysterious faculty of knowledge before which the particle of sand offers its credential of identification! There should be no doubt that, as all material things have for them the immense background of personality, the knowledge of which, unlike those of others, can only be immediate and self-revealed.

"There was a time when man was growing more and more aware of an infinite realm of spiritual personality, the world of value, from which he sought to find the profound meaning of beauty and love, truth and goodness, which inwardly strengthened his faith in the reality of those ideals that gave him no worldly distinction, no special advantage in the struggle for existence; but, on the contrary, led him to disregard the obstinacy of selfish instincts and made him feel with the surest conviction that what was a loss in the physical and material sense might be a positive gain that could not be defined or proved, but realized. And he went on his path of deliverance from the narrow bounds of self, liberation of consciousness in a wide expanse of sympathy. This was the progress towards true civilization, the process of man's finding himself more and more in a kingdom which he named the kingdom of heaven. It was the unfoldment of his divinity where he is one with the Eternal Man, the deepening of his faith in the truth which in him defies death, conquers greed, maintains equanimity in the face of danger and loss; it is the achievement of the ultimate value of existence, the amassing of the soul's wealth in the exceeding love, the love that finds its inevitable expression in utmost sacrifice, the love that transmutes sufferings into worship, into wisdom, into joy. It is an end for which the greatest of men have spurned wealth and comfort and material power, have suffered insult from their fellow-beings and walked alone through the dark night in unfaltering steps to welcome the sunrise of a luminous revelation of freedom at the end of their journey. And they have cried from the deep of their solitude: Srnvantu visve—harken to me, Vedaham etam purusham mahantam—I have known the Supreme Person appearing as light across the dark. They could proclaim him, the Person, to the world in an authentic voice of undoubted faith only because they realized the inspiration of a supreme fulfillment in their own personality.

"This was an age of the discovery of man by himself, for he had time; and he is still living upon the wealth of ideas that he had gained those days and stored. But the faith which helps to make them one with his nature, to flow in his blood, to throb in his heartbeats, to fire

his life with the living flame of love, is wearing away every moment under the wheels of the heavily laden car of time. And today the ideals of humanity which he still maintains are mere habits acquired from despised centuries, contradicting his theory of life and the intellectual attitude of his mind. He seems to be living in a many-chambered palace, planned and built by masters of an ancient age, the rafters of which he has negligently allowed to crumble and yet the roof continues to protect him, held together by the precarious coherence of the mortar. He has lost the cunning of his hands that can raise great shelters, he has neglected for long to cultivate in himself the genius of the builder, and therefore he is obliged to live as a mere tenant of the dead.

"It is imperatively necessary that man should add at every age a new mansion to his palace in order to welcome with proper ceremonies the new guests who come with gifts that have to be harmonized with his past inheritance. But he has no time. Busy day and night exploring the world, which is non-human solely for gains that are non-spiritual, his sense of the human reality shrinks into utter insignificance in a world whose pride is in vastness and in which all manifestations are pre-determined in details. He seeks the cradle of all that is great in him, in the lightless nursery of the dust, and mocks himself with a sinister laugh, taking defiant pleasure in self-insult. He allows his freedom to ferment into frothy licence, coarsens his soul into obscenity, smothers with marketable commodities the perspective, the detachment needed for the amplitude of his dignity. And thus obscured, he obscures the vision of his God. For he has no time. He has grown old in spirit, for sharp shocks of quick time bring on the weariness of decrepitude while unencumbered peace and a large expanse of life is needed for the blossoming of youth—the youth that must not only have the courage to do, the intellect to know, but also the sympathy to understand and the faith to create.

"The space enclosed within walls, and the time cornered by the money market have been appropriated by my business office, which there buys and sells, pays and charges rent, by the yard and by the hour. Outside, where is the assembly of stars, undivided space and unclouded time are realized by me through my sense of joy in the boundless. This immensity is superfluous for the purpose of mere physical life, as is proved by the worms that burrow underground. There are also in this world human beings for whom a dearth of sky and close-up time is no privation; for in them has been killed the mind that cannot live without stretching its wings outside the cage of necessity. It is the tyranny of the ghost of such dread souls that frightened the poet into the prayer:

"Doom me not to the futility of offering the eternal gifts of joy to the callous.

"The realm of this joy has been known to the dwellers in the land of leisure and they have said magrdhah—covet not,, do not nourish the longing for an acquisition which is solely for thee, for isavasyam

idam saram—the Supreme Lord dwells in the All; tena tyaktena bhunjitha—and therefore have thy joy in Him through the sacrifice of self. They have said:

"Escha devo visvakarma mahatma sada jananam hrdaye sannivishtah hrda manisha manasabhiklpto ya etad vidur armtaz te bhavanti.

"This is the divine spirit, the great soul, who is active in the world activities, who dwelleth in the hearts of all peoples. Those who realize him with a sure comprehension in their heart and their mind reach immortality.

"This is the realization through which all our activities divested of greed, achieve dignified detachment, they lead us to the great souled union with the All and thus to the Truth that knows not death, the death which belongs to the isolated Self.

To Teachers Attending the University Summer School Session

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Ramblings of Paidagogos

Our Evolving Calendar.

THE progressive regimentation of human life has now invaded the the spheres of time and space, and our calendar is rapidly being disintegrated into arbitrary weeks and days. Such old-fashioned festivals as pay-day and wash-day are in danger of complete submergence at the hands of modern invention and the new psychology; the demand for a standardized humanity has gone forth, and, although life under the new regime is guaranteed to be a "glad sweet song," we are under the cheerless necessity of singing it in unison.

Already the problems of what we shall eat and what we shall put on have been faithfully solved. The pervasive calorie and the elusive vitamine have been identified in the crucible of research, and earnest men with black-rimmed spectacles adjure us to give heed to the findings of the laboratory. We are painfully conscious of the sartorial edicts of the "well-dressed man" who undertakes to save us from social perdition through the agencies of pleated breeches and the rehabilitated bowler. Our musical tastes are submitted to the unifying influence of the radio; our business activities are reduced by specialization to a routine simplicity; our golf is become an intelligence test; and our originality in the field of bridge results in nothing but mortification and pecuniary loss. Every influence seems to be directed against the emergence of any individuality whatever; certain behavior-patterns are laid down, and we must conform or perish.

To advert to the calendar, consider for a moment the fatuous ineptitude of "Smile Week." Irrespective of mood or circumstance, each human being is expected to go about the world with a vacuous simper on his face for seven days; and by inference, is probably exonerated from further affability for the remainder of the year. His facial muscles are strained and contorted out of all semblance to nature, and his expression ceases to be an index to the working of his mind; for one week he must cultivate a dual personality and play the hypocrite, leer horribly at the breakfast-table, and appear joyful at funerals. He is encouraged to simulate hilarity in the face of a falling market, and is admonished to chuckle over his wife's appendicitis or his own impending bankruptcy. True, he may retire at intervals into his closet for private execration, but such relief is of course quite contrary to the established rules of the game.

This brief sojourn in the land of organized amiability will in all likelihood be followed by "Health Day," for which a detailed program has no doubt been issued by "The International Society for the Suppression of Bacteria." The subject arises at 6:30 a.m., swallows three

glasses of hot water, devotes ten minutes to Swedish drill, has a cold bath, partakes of a pre-digested breakfast-food, drinks a harmless concoction which faintly resembles tea, and refrains, for hygienic reasons, from kissing his wife. There is no need to pursue him through the entire day with its frequent deep-breathing exercises, its avoidance of tobacco, and its regimen of spinach; he retires to bed at 10:30—lacking a book, because artificial light injures the eyes—and remains uneasily awake till midnight, when he can drag the heart out of a cigarette without violating his conscience.

Regard now the commercial aspect of the business. Merchants who on all ordinary occasions are as unemotional as a Chinese idol, break suddenly forth into the most exaggerated sentimentality upon the approach of some portentous Day, and inform the passenger with tremulous solicitude that the open seasons for Mothers-in-law, Rose Culture, or Manx Cats is about to commence. Members of the most exclusive Service Clubs permit their places of business to be festooned with maudlin appeals to the quivering heart of the multitude. We are stirred to the marrow by pathetic rhymes wrung from the very soul of commercial versifiers; and our tenderest feelings dance with unsuspecting facility to the music of the cash-register. The Dog Days, my masters, are upon us, and we must soothe the faithful breast of Fido with Dash and Blank's dog-biscuits; a week has been set aside for the purchase of Canadian cigars, and it is our bounden duty to immolate ourselves upon the smoking altars of patriotism; twenty-four hours are to be dedicated to the excoriation of John Barleycorn, and the ensuing four and twenty to the high and holy purposes of "The Anti-Prohibition and Human Freedom League," an association of disinterested brewers and distillers.

Apparently we are devoid of hope, for the latest school of psychologists has assured the world that men and women are but a higher form of mechanism, responding in accordance with certain emotionalized associative systems denominated complexes, and sensitive to every fitful breeze of suggestion. It is therefore an axiom of our nature to be cozened and cajoled. Science has thoughtfully endowed us with a psychology of government, and a psychology of merchandizing, and a psychology of laughter; everything we do can be measured with scientific instruments, and everything about us can be expressed in scientific terms. Does the salesman desire to market a phlegmatic product, or the statesman wish to secure acceptance for an unpopular policy? All that either need do is link up his little fondling with some deep chord of human response, and the thing is accomplished! In brief, we are a species of animated puppets, controlled by neural fibres which the psychologist may tweak at pleasure.

Upon such sophistry as this the noble fabric of human standardization rests, and will doubtless continue to rest until such time as humanity tires of the joke. Just at present the procession of weeks and days tickles our sense of humor and affords us a pleasing variety of conversation, but in due season we will mortify the string-pulling scientist by kicking the whole bag of tricks into oblivion.

The Three Tracing Boards

By S. O. HARRIES, *Port Alberni, B. C.*

IT happened after one of those days of strenuous exertion when one problem solved seemed to give rise to many others clamoring for solution. Before supper, reclined on my couch, I decided to take a few moments relaxation before resuming manifold duties. *The B. C. Teachers' Magazine* spread itself over my field of consciousness and refused to withdraw. My attention became absorbed in a very interesting article on literature; an article that, ignoring exam grind, subnormality, acceleration, and other trifles, had the boldness to hold up literature as something that should be really enjoyed. Appreciation and enjoyment of the beauty of language and nobility of thought of our fellowmen—what an ideal! Ruskin's idea was that association with the master minds of the literary world could be one of the richest experiences in life and one of the finest means of moulding taste and morality. What did he ask us to do with our young girls? Turn them loose on rainy days in well-selected libraries and—leave them alone!

This very day I had wondered what real psychological connection there was between smiling Rene and those terrible H. C. F., L. C. M. intrigues. Just why should his teacher have to worry so much about such dissociations? Rene can thrill his hearers by a recital of "Little Bateese," or the rhythmic cadences of "The Song My Paddle Sings."

Maxine, in my class, wrinkles her forehead as she unsuccessfully struggles with a note sum with interest, duly discounted on March 31st, but she holds the full attention of the class when she takes her part in the "Merchant of Venice," or, drawing herself up to full four feet two, and flashing her eye over the class:

> "These are Clan Alpine's warriors true,
> And, Saxon, I am Rhoderic Dhu."

It must have been a blend of the influence of that article, the warmth of the fire, and the strain of the day, for my consciousness drifted away to the state of neither asleep nor awake. Two little elfin people livitated towards me. As they came closer they appeared to be carrying two quaintly-fashioned bowls. In one was a lovely white narcissus opening into full bloom; in the other was a dried up bulb in dried up earth. Hovering over them were children, some at proceeds sums, and others at dramatics or Grecian dancing.

Admitting the moral of the allegory, but protesting that it was impossible to rush children through the grades yet give them a fair share of the joys of childhood, I wished to avoid further discussion by regaining objective consciousness, but a giant satyr barred the way. He pointed to a large tree on which was carved "Alas, there is no longer any childhood." Looking at the trees that had grown up without any childhood I observed that they were warped. The

foliage did not look natural; it did not sing or whisper in the breeze but hung as if lifeless, or whirled madly in temporary spasms of sensory excess.

I did not like the accusation that I was in any way responsible for the warped emotions and interests of the youths or adults of today, so I became angry at the grin of the satyr and ran away along a forest path, only to be halted by a wise, sad, elderly gentleman. In his hand he held three rolls of parchment. He did not forcibly halt my flight, but his kindly eye held me, and my attention became rivetted on the parchments. Handing them to me he explained that these were three tracing boards or plans. He patted me encouragingly on the shoulder, then melted into thin air.

Unrolling the first tracing board or plan I saw written, in letters of gold, "AS IS." Further investigation showed that the letters were gilt not gold. The words suddenly disappeared and troops of young children passed by on sleds. They sped down a slope as quickly as possible, and partly up another slope. Each child's sled bore a number. One boy with a sled numbered eleven sped along so rapidly and with such impetus that he went clean over the embankment at the end of the drive and disappeared from view. Several sleds went over when they were labelled twelve. Quite a few sleds labelled fifteen, or sixteen gave up the sport of their own free will, or on the advice of the duly trained people at the starting point, who did not wish to continue the game after the sled was marked fifteen.

For a moment I failed to gather the significance of the game, then it dawned upon me. I felt uneasy.

A vision of Annie appeared before me. She was a bright girl, missed Grade 6 completely, passed over the top at 12, did not go to High School, asked permission to return to Public School for a year, and, on refusal, stopped at home to look after the baby.

Dolly missed Grade 7 completely, coming to Grade 8 from Grade 6, passed the exam at 12, went to High School, did not like Latin or Geometry, so quit.

As I was thinking of these things a howl went up from the children and speeders and I heard repeatedly, "We are going too fast, too fast; why such hurry?"

Turning my attention to the sleds that sped down the slope I noticed that those that sped fastest and with enough impetus to carry them over the top were those that were most thoroughly greased from a big pot. Approaching the pot I expected to see on it a label "Intelligence and Industry" or some such slogan, but it had the sign "Reading Only."

Feeling again a sense of uneasiness and injustice, I questioned the starters and speeders. Their replies were very disjointed but I heard "No project work," "No music," "Cut out games and physical culture," "Composition—Oh, my!" "Arithmetic, fair, so-so, you know."

"Art? Why teach Art?" One of the directors of the game did hint slyly that quite a bit of formal spelling was mixed with the reading grease, but that it was not really so essential.

Sacrificing these things what was the gain? Why aim to shoot them over the top so quickly? I peered over the upgrade embankment at the end of the slope. "What a scene were here," he cried, "for formalist pomp or scholastic pride." Apparently many of those who shot over the top could not handle their sleds on the other course. Many of them met with disaster, going clean off the trail. When asked the cause of the trouble they replied "I didn't like the going, it was too rough," or "I didn't have the right kind of grease." After a while some of the riders who had topped the first bank topped a second embankment and again disappeared from view.

I strongly resented the whole dream. Was I to understand that "AS IS" means that I, being responsible for the welfare of some hundreds of children, simply aim to get rid of them as soon as possible, regardless of their real talents, of the richness of prescribed courses, or of their future needs? The grinning satyr annoyed me very much. He grinned persistently and with shoulder shrugs said in hollow mockery, "AS IS."

I must admit that in response to official pressure I have helped in the greasing and used means of acceleration that were more effective than intelligent or useful, but that dream felt too crude. The accusation that I was merely playing a game of speeding children along as fast as possible over an embankment on to another course that was unsuitable for the majority of them, was not to my liking. Perhaps the second parchment would be more complimentary.

I untied the string. The first scene disappeared. Here was no helter skelter game. On the parchment in cold grey-blue letters were the words "For Life." Was this my punishment for "As Is"?

As the words faded I found myself in the midst of a special convention of business men and scientists called together to discuss "Education." The speakers were all very serious. I do not think any of them had ever been children. Most of them appeared to regard child education as having one purpose only, that of fitting the child for a successful business or professional career. Some of the business men bemoaned the inability of students leaving High School, University, or even Public School, to spell like the dictionary, to write a clear business letter, or to adapt themselves to clerkships at $80 a month, with no fixed hours.

Not all the speeches were so narrow-minded. Most of them seemed to agree that the educational systems of today, of whatever grade, were too little related to the needs of the present and too much related to the scholastic ideals of the Middle Ages.

"Education should fit the child for two things: For its life work and for the right use of such leisure as is available. Education should

lead the child to develop a strong, healthy body, and give him the means of earning a livelihood."

"Much of our educational work has no bearing upon occupation or leisure: Spelling lessons unrelated to composition, arithmetic conundrums unrelated to business or social activities, grammar that is purely formal, geography and history that are devitalized into mere memory routine, physical exercise syllabus for museum purposes only."

I begin to feel uneasy about our Nature Study cour-es, but the speakers continued:

"The greatest fault of all is the lack of relation between the school courses of today and the spirit of the age. The courses savor too much of formalism. The wonders of modern science, of modern invention, of modern industry are barred from the schools. Apparently only that which is smothered in the dust of centuries is respected."

"The child who can discourse on gerunds, on past perfect progressive or nominative absolute basks in the teacher's smile, but the boy who is interested in the mechanism of an airplane, the wonders of electricity, or the marvels of the human body and human life is duly repressed and put in the refrigerator."

"Are the situations of school life related in small or large degree to the present or future needs of the child? Are the habits of action, emotion, and thought now formed in school related in any way to life's needs? The history of the day, the economic geography of the present are ignored. The triumphs of Edison, Marconi, Burbank are as little known to our pupils as are those of Beethoven, Mozart, Landseer, or Turner. I verily believe that there are in existence schools that have not yet installed cinemas, radios, or type-writing machines, whilst a few schools still put a question mark after Music appreciation, Art appreciation, Dramatics or Folk dancing."

"Once I received a shock by finding a microscope in a public school and a teacher who knew how to use it."

"The old idea of formal discipline, physical and mental, is still too predominant. Some pupils can get as much training in concentration from learning to play the violin, or singing a song well, or inventing a new clothes line, as others may from Latin or Euclid or conjugation of verbs."

:"What does the average girl of adolescent age care about the 48th problem or about ancient history. She is more interested in the living activities of 1929 than in the resurrected mummies of 904 B.C."

The speeches continued for some time and were weighty with wisdom. The basic idea was worthy of some thought. Does our educational system fit a child for the problems of life or does it really mean only a cramming through the grades on a greased toboggan?

Rolled in my hand was the third parchment. I untied the string. On the parchment in rich purple were the words, "As Should Be."

My first mood was of children thoroughly enjoying rhythmic dances and song, expressing themselves in art, children curious and observant, children using hand and heart as well as head. I wished to join in the play education of these rollicking youngsters, but I found myself transported to a large drawing room or study and seated in a comfortable arm chair before an open fireplace. The room was adorned with art masterpieces—lovely paintings on the walls, delicate statuesques in the corners, a thick rich carpet on the floor, and a dim soft light pervading the whole room. What a luxurious study! And some bulbs grew up to manhood properly nourished in good soil and some bulbs died in dry earth.

A door opened and in walked one of the scientists of the afternoon meeting. I inwardly groaned at the prospect of further lecture on the futility of my daily efforts. As he greeted me most cordially I caught sight of a beautiful golden cross in the centre of which was a red rose illumined from within. Following my glance, he said: "You recognize the emblem. Yes! that inner light is kept burning always in the heart of the rose." After that I was willing to listen, for all barriers between us were cast aside and the inner unity and illumination of all mankind formed a binding link.

He led me to a small laboratory and showed me seeds and seedlings growing under a variety of conditions. I asked questions about the determining factors. The answers gave some idea of the effect of environment on development.

Turning to me my friend asked abruptly: "What are the main principles?"

I replied: "Innate possibilities and suitable environment. Innate possibilities are of two kinds, general, which are common to all, and special, that need special conditions for best development."

Returning to the study he pressed a small button. Again the room became filled with a restful diffused blue light. At the command of another pressed button subdued orchestral music was heard.

After we were seated he turned toward me and said:

"Every human being is a seedling with general possibilities. Many have special possibilities too. How can education most scientifically meet the needs of child development?"

"In our laboratories we discard sickly, weak seedlings. You cannot do that, you have to take the strong, the weak, the bright, the dull. Hence, you have to make the best of an average or a deficiency."

"The oldest need of mankind and the first need of childhood is the development of a strong healthy body and abundant vitality. The Physical body, with its complex nervous system, is a wonderful machine that must stand great strain during life and be highly resistant to disease. The rapid physical growth and muscular development during childhood call for more time for unrestrained but organized physical activity. Would it be wrong to assume that half the waking hours of a child's life should be devoted to some form of physical activity? Note the spontaneous activity of young children in the playground. Note the play activities of

young animals that have the subjective aim of fitting the animal for its life problems. What steps have been taken to determine the most suitable means of insuring to all children a strong healthy body and the foundation of future god health?"

"Accompanying this need of physical activity is the development of the sense organs. Under primitive human conditions life may depend upon quickness of sight and alertness of response. The power of observation in primitive man, and in early childhood, is very keen. Parallel with that is the instinct of curiosity that leads to questioning. Observation and questioning form a fundamental basis of child education."

"The science of education should organize knowledge concerning general and special possibilities, and, regardless of mere beliefs, proceed to evolve scientific means of educating such latent traits.

"Many investigators have determined that regular organized play is the best means of building a healthy body, yet few schools apply the established principles. Many investigators have decided that childhood is the best time for the development of sensory response and muscular co-ordination, yet few schools do anything in the way of sensory training other than through reading. Some schools teach a limited form of manual training about one-half day weekly, but our concepts of manual training are too narrow and the time devoted to such work should be much extended."

"Later in possibilities than sensory development, and muscular co-ordination, is the great stage of emotional development, and muscular unfolding of the major instincts of life. This period of training in emotions, in taste or morality based on emotions—music, art, literature, dramatics, aesthetic dancing, national ideals, ideals of conduct, and most of what goes to enrich life, making for ideal manhood or womanhood, this period is the poorest in school endeavor. Children of the age of adolescence are fed the dried husks of formalism in place of vitalizing food for the emotions and emotional ideals. Imagination, invention, emotional response, become stunted or warped, starved out for want of right stimulus."

"Oftentimes is heard from the educational platform that it is the duty of teachers to train children to think. Yet thinking is one of the latest possibilities and not one of the commonest. For one who guides his life by reason, many are actuated by emotional prejudices. For one who thinks logically many base their thought almost entirely on sensation. Children would think more, and more logically, if they were trained to observe first and think later. Scientists spend much time in observing and a little time in thinking, then much time in verifying."

"But why prolong the discussion. You, as an educator, should first be able to tell me what are the general possibilities and special possibilities of your pupils and what scientific means you are taking to develop latent characteristics. Then we could have some common

basis for argument. When I view education from a strictly scientific standpoint and you view education from a strictly examination viewpoint there can be little argument. In applied botany we study the latent possibilities of the plant, its needs, and the best methods of meeting the needs of that plant under artificial cultivation. What are the possibilities of childhood physically, emotionally, mentally, and how can we scientifically meet those needs? That is education as it should be."

Suddenly the blue light went out, a grinning satyr head appeared, a voice chuckled "AS IS," and it merged into a cheerful "Are you really asleep? Supper is ready."

I was glad to retreat.

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Sir Michael Sadler on Examinations

SIR MICHAEL SADLER, Master of University College, Oxford, delivered an address recently at the annual meeting of the English Section of the New Education Fellowship, on the subject of Examinations. We give below extracts from the concluding part of this long and interesting address, which will, it is understood, be followed by an international enquiry to be undertaken by the New Education Fellowship into the whole question.

The English Destiny

After an historical survey, Sir Michael said:

"In England examinations are too deeply rooted for it to be possible to extirpate them except after a revolution. They are too convenient to be wholly dispensed with. For good and evil they fit in with English psychology—with the state mind which wants to be sure that teachers and pupils are doing their work up to a decent level, which believes in prodding the careless and the indolent, which does not take very seriously any risk of intellectual over-pressure, and which has an aversion to any formidable kind of State Department of higher education. And, it must be added, our examinations are too remunerative (not in any way scandalously profitable but comfortably advantageous to examiners) to be scrapped with resistance. How many homes are helped to a summer holiday by the father's or mother's fee for looking over examination papers? How many Morris Cowleys or Austin Sevens owe their existence to this marginal source of professional income?

"State organized and State aided education can no more dispense with the convenient device of examination than modern social legislation can dispense with the action of State officials. . . . More and more, English boys and girls will have to pass examinations as part of the routine of their existence. . . ."

The Convenience of Mechanical Education

"For the mechanical purposes of education, the examination system is rather a good device. But its effects on education as an art are devastating. Suppose that we had trained Mozart or Beethoven, Wordsworth or Shelley, Cezanne or Bannard, or Zadkine, or Duncan Grant, or Eric Gill, or Stanley Spencer, or Frank Dobson by an examination system, would they have been any better for the process? Would they have been the favourites of examining boards? . . . . The examination system, I fear, is more in harmony with the normal convenience of the people who never break new ground in knowledge and in art than with the needs of the creative mind. And yet how indispensable to the well-being of man is the creative mind; how much does not mankind owe to the originality of a few individuals?"

Examinations as a Character Test

"The demand for thoroughness and accuracy is part of the discipline of character. And it is because they are supposed to test character that examinations are defended by some of their well-meaning friends. What is meant by the statement that examinations 'test character'? Those who

make the statement mean that a successful examination candidate must have the necessary self-restraint, pertinacity of purpose and industry not to neglect his work for pleasure, besides having the power of judgment not to overwork. He must not fritter away his time at the beginning of his course. He must plain out his reading. Like a Swiss guide, he must start early, go steady, and keep going. He must also have sufficient nerve not to lose his head during the actual period of the examination. He must teach himself how to write both quickly and legibly. He must constantly make sure that he really knows what he has set himself to read. He must make a habit of posting up the ledger of his mind. These are valuable habits, valuable qualities. But while it is true that the majority of students who do well in examinations possess these qualities and have formed these habits in a greater degree than the majority of those who fail, success in an examination obviously depends on intellectual ability (the kind of intellectual ability which lies in argumentative power or in the power of assimilated reproduction) as well as in other qualities of character or habits of purposeful industry. The more brilliant the candidate and the more retentive his memory, the less evidence does examination success afford as to any side of his character. It would be unwise to assume that every candidate who passes an examination has either much industry or much self-restraint. An examination, it is true, if it be properly conducted, gives direct and unquestionable evidence of the proficiency of each candidate. But (unless it invites information of a different kind) it gives little evidence as to the way in which that proficiency has been acquired through the exercise of his moral powers. Moreover, the elements of character are far from being limited to those required for passing examinations. Examinations give no direct evidence of such valuable qualities as honestly, truthfulness, or the power of being a leader of men. We must therefore be on our guard when examinations are put forward as a test of character; and especially when it is sought to minimize the defects of a particular examination system by dwelling on its virtues in this direction."

Not Ending But Mending

"We cannot abolish examinations but we can amend them. . . . We have already in England an important examination, conducted by the Board of Education in conjunction (*a*) with a large number of schools; and (*b*) with five professional institutions (including the Institutes of Mechanical Engineers, of Electrical Engineers, of Naval Architects, and of Chemistry) which deals annually with 3,000-4,000 candidates; works throughout the country smoothly and well; permits the greatest possible freedom to schools to examine for promotion purposes during the early years of the course; allows external examination by the teachers with an external examiner acting in co-operation with them; and (greatest merit of all) takes into account the life the candidates have led, as well as their behaviour on the day of examination-judgment.

"This valuable and significant attempt to secure a more discriminating and a less fettering kind of school examination is called the Examination for National Certificates. The schemes which the Board of Education have made in conjunction with each of the five professional Institutes

vary slightly in detail, but the main features of all the schemes of examination are as follows:

1. Schools desirous of participating in the scheme must first be approved as to equipment, qualification of staff, curriculum and syllabuses.
2. The professional Institution concerned sets up a Board of Assessors.
3. The schools set and mark all examination papers except for the final year of the course.
4. In the final year, the schools submit examination papers drafted by their teachers to the Institution Assessors, who have power to revise and alter up to 40 per cent. of the questions set.
5. The papers as received by the Assessors are returned to the schools and worked by the students. The scrips are marked by the teachers in the schools, and the list of marks, together with the worked scripts of the students are sent to the Assessors, who revise the markings as may be necessary to secure a common *minimum* standard throughout the country.
6. Throughout the courses, home work and class work marks awarded by the teacher count in the marks. In the final year 30 per cent. fo marks are given to home work, class work, etc., and 70 per cent. to the examinations.

"No scholarships are awarded or money grants made on the results of these examinations. . . . It is a qualifying examination. It attests the experience of the successful candidates for a further stage of study."

Books in the Examination Room

Sir Michael made the further suggestion that for certain papers in all examinations, from the common entrance onward, candidates should be allowed to have approved books of reference with them in the examination room. "We want to test the quality of a candidate's mind as it works in a normal state, not when it is like a sponge dripping with an overcharge of accumulated material." He quoted the proposals of Mr. W. R. Thomas, of Crosby, Liverpool, which dealt with the use of text, dictionaries, and standard works in certain subject examinations.

Need for Investigation

It would, concluded the speaker, be a great service to England if the Government or some affluent corparation determined to appoint for a term of years a Commissioner to enquire into the working of our examination system, into the technique of question-setting, into the methods of marking, and into the psychological effects of examinations on the candidates. The Commissioner would need a staff of assistants and funds for the prosecution of extensive enquiries and test- experiments. The right man for this difficult and responsible duty exists. He is not now in this country, but I hope that on his return to England he will be available. The cost of the enquiry would be about £18,000 a year. As the cost of the examination system in England is at least £1,500,000 per annum, the sum proposed to be spent on scientific observation of the working of this vast machine is modest. It amounts to .12 per cent. of our annual civil expenditure on those grades of schools and colleges which are now specially affected by the examination system.

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Why French?

By ALBERT A. HARDS, *Templeton Junior High School, Vancouver*

FRENCH specialists, who have spent much time and money in perfecting themselves in the pleasing language of their adoption, have no doubts regarding the wisdom of placing it on our curricula. Many teachers of other subjects, however, though favorable to the teaching of French, would find it very difficult to defend their conviction in logical argument. Furthermore, there are a great number of thoughtful students of education who, having weighed the subject, French, on the scales of modern educational thought, find themselves constrained to pronounce it thoroughly wanting. And in addition to these, the general public, with recollections in its mind of painful acquaintance with puzzling verbs and uncompromising subjunctives, is definitely of the opinion that French is merely another implement of disciplinary torture in the hands of the still awe-inspiring schoolmaster.

There is a great deal of truth in the objections of these dissenters. In the first place, they may declare that if, after a sufficient number of years of study, a pupil gains a reading knowledge of French, he will even then be little better off than his ignorant brother, who may read in perfectly good king's English practically any foreign work he chooses. Again, if the student is lucky enough to learn to converse in the language, he is likely to have little opportunity to use his accomplishment. He may not be forced to use it, even if the fortunes of later life make travel in France possible. For, what with the migrations of English-speaking troops during the war, and the pre-eminence of the dollar and the pound since, English has become the supplementary language, not only of France, but of the whole world. So why talk French when the streets of Paris echo from midnight to midnight with familiar sounds of English words, and when one may see everything and obtain anything in that dreamed-of city without a foreign word passing his lips? And why learn French on the slim off-chance that the cultured Frenchman with whom you wish to speak will not know your language better than you know his? Certainly it would seem that these criticisms directed at our subject's value should be considered seriously and answered satisfactorily if the outlay in effort and money on the part of teachers and public is to be justified.

Personally, I find it impossible to justify to myself the teaching of French to every pupil who reaches a certain grade. Here is a subject, it seems to me, which above all should be elective. Furthermore, even if its study is based merely on the inclination of the individual, I feel, in addition, that certain pupils should be prevented from choosing it. In the Cleveland schools, where, according to the Report on Modern Language Instruction (see footnote), a high degree of efficiency in French teaching has been attained, an intel-

ligence quotient of at least 100 is required before a pupil is permitted to cope with the difficulties of the language. This has eliminated more than 30 per cent. of the school population from the French classes, but it has also reduced the percentage of failure from as high as 40 to as low as 6 per cent. And, disregarding this proof of incapability, I still can't find the advantage of French to the unfortunate pupil whose mental limitations are going to remove him in later life to an atmosphere as far from the cultured one as is possible in a civilized country.

But for the high average and bright pupils, who express the desire to study the language, French holds out as great rewards as any other subject prescribed on our courses of study. Especially is this true in our own country, Canada. Canada is by no means a totally English-speaking country. Not only is French legally on a par with English in all matters concerning our Dominion government, but it is the mother tongue of one of the largest, most virile and richest groups of people existing in our nation. There is some nonsense promulgated today in regard to the French of France being a decadent race, doomed to pass from the face of the earth. However that may be, if the reader is of the opinion that the same accusation may be made against the French-Canadians, let him make some little examination of the facts. Let him glance, for instance, through the pages of the largest and most widely circulated newspaper in Canada, "La Presse" of Montreal, and see there in every illustrated edition the photographs of "Nos Belles Familles Canadiennes-Francaises," with their "onze enfants vivants" and "quinze enfants vivants." Let him peruse with open mind the ever-increasing number of volumes of French-Canadian literature and compare it, if need be, to the literature of English-speaking Canadians. Let him read through the roll of honour of great Canadians and find how many first babbled at their mother's knee the speech of Hugo and Moliere rather than that of Shakespeare and Milton. Lastly, let him consider that the French-Canadians, though surrounded and far outnumbered by English-speaking peoples, have kept their language, their customs, and their religion, during all the centuries of their existence. And having made these considerations, let him deny, if he can, that the people of French Canada are one of the most admirable peoples in the world today, and a people we English-speaking Canadians ought to be proud to name our compatriots. Therefore, in view of the fact that these French-Canadians are an important part of our nation, it is obvious that a certain number of the students of our schools, even in this most westerly province, should study their language.

Particularly is this true because the studying of a language means so much more than memorizing words and phrases. It means peeping into the very mind and soul of a people. The French-Canadians all study our language, many learning to speak it perfectly. In this respect, at least, they are better citizens of Canada than the English-speaking Canadian who thinks he is well educated yet knows

no other language but English. There is a crying need for understanding between the two great peoples of Canada, and the best way—almost, I think, the only way—to consummate it is by means of a thorough study by members of one race of the language and traditions of the other.

For the brighter pupil French can be justified from the point of view of culture. Culture is a very vague and hackneyed term. Nevertheless it is a fact that a great majority of the educated, and therefore, I suppose, cultured people of the world know French. Furthermore, although exact figures cannot be obtained, many authorities are under the impression that it is the most studied of living languages. The truth is that, no matter what city you visit in the civilized world, you may expect to hear French spoken in several classrooms of the most important schools. I suppose the fact that French is the language of diplomacy and therefore rather international in its scope has made it popular; but whatever the reason may be, its mere universality is one justification for its teaching in British Columbia.

An advantage, common to the study of any foreign language, that French offers, is the broadening of the student's mind. None can study a language without becoming a better citizen of the world and realizing the greatness of another nation beside his own. The mastery of French also brings to the educated adult another means of enjoyment and another means of improving the ever-lengthening leisure hours. The truth of the statement that good French books may be procured translated into English detracts nothing from the fact that it is more interesting, as well as more educating, providing a certain degree of facility with the foreign idiom has been obtained, to read them in the original.

Lastly, French gives to the English-speaking person a more thorough understanding of his own language. The influence of French on English has been enormous, but that doesn't seem to me a reason why it should be studied by the English student any more than Anglo-Saxon or Latin. It is rather in the use of the other living language as a basis of comparison to his own that he will find French invaluable to him in his advanced studies.

Of course the foregoing arguments in favor of French in our schools are all disproved if no progress is made aside from the memorization of a few words and the cramming of a little grammar. A facility in reading, and a foundation which would enable a student to learn speedily to write and speak French, should his environment in later life demand it, is essential. But in the requirement of real accomplishment French is not unique; for what subject on our curriculum could be justified if it were taught in a slovenly and unbusinesslike manner?

(FOOTNOTE: *Modern Language Instruction in Canada;* Toronto; The University of Toronto Press, 1928; Volume 1, Page 501).

Reorganization of Education in England and Wales

By FRED MANDER,

Former President, National Union of Teachers and Director of the World Federation of Education Associations.

IN FEBRUARY, 1924, the Board of Education referred to its Consultative Committee, under the Chairmanship of Sir W. H. Hadow, C. B. E., the question of considering and reporting upon the organization, objective and curriculum of courses of study suitable for children who remain in full-time attendance at schools other than secondary schools, up to the age of 15. The terms of reference indicated that regard should be had to the requirements of a good general education and the desirability of providing a reasonable variety of curriculum for children of varying tastes and abilities. At the same time the probable occupations of the pupils in commerce, industry and agriculture were to be kept in mind. The Consultative Committee was engaged in the study of the problems involved in this Enquiry from May, 1924, to October, 1926. It sat on 46 days and received evidence from 95 witnesses. Sub-committees were established to deal with specific aspects of the problem, and their deliberations occupied 20 days. Ultimately a Drafting Sub-Committee, under the Chairmanship of Dr. Ernest Barker, was appointed to submit the findings of the committee in the form of a report, and this committee had at its disposal the wide knowledge and sound judgment of Professor Percy Nunn.

The committee came unanimously to the conclusion "that the times are auspicious and the signs favourable for a new advance in the general scope of our national system of education." The early chapters of the report present a very full historical survey of the development of full-time post-primary instruction in England and Wales from 1800-1918 in which the general trend towards some higher form of elementary education culminating in the recent growth of central schools was particularly noticed. The Education Act of 1918 made provision for courses of advanced instruction for the older and more intelligent children in public elementary schools, and in noting the persistent tendency of the national system of elementary education to throw up experiments in higher primary education, the committee express the opinion that the time has now come at which this tendency should move to its consummation. In reviewing the facts of the present situation the committee came to the conclusion that the development of facilities for post-primary education had failed to keep step with the increasing tendency to raise the age of exemption from school attendance. In 1919 this was defined as the end of the term in which the fourteenth birthday is reached. The final abolition of partial exemption in 1921 was followed by an increase in the number of children remaining at school beyond the age of exemption and some

complaint was frequently heard to the effect that many of the older pupils in elementary schools were marking time.

The main recommendation of the Committee is contained in a proposal that all children should be transferred at the age of 11 or 12 from the junior or primary school either to schools of the type now called secondary, or to schools of the type known as central, selective or non-selective, or to senior and separate departments of existing elementary schools. The committee advocated that these post-primary schools should develop on lines completely differing from those of existing secondary schools, and they had in mind the necessity of planning a curriculum suitable for pupils who will leave school not later than the age of 15 for whom a curriculum would have a less academic character and give a larger place to various forms of practical work than is customary in existing secondary schools. This recommendation is based on the intention of the committee to ensure that the future organization of education should make provision for adapting the curriculum to the requirements and capacities of individual children. While the education given was to be general and humane, the new schools would be differentiated from the existing secondary schools, primarily by the introduction of more practical instruction in manual work and also by giving a trend or realistic bias to the general course of studies. The usual subjects of the curriculum were to be related more closely to the "living texture of industrial or commercial or rural life" in order to stimulate interest in boys and girls who are already contemplating their future career and whose interests would be more likely to centre round subjects connected with that career.

Consideration of the problems involved forced the committee to have regard to questions of terminology. They desire to abolish the word "elementary" and to alter and extend the sense of the word "secondary." All education which ends at the age of 11 or 12 is to be known as "primary," and the period of education which follows upon it should be given the name "secondary" which should embrace all forms of post-primary education. In order to distinguish between existing secondary schools and the new types which will be established in the future, the committee recommended that the former should be known as "Grammar" schools and the latter as "Modern" schools. This proposal to regard all education as falling into two main kinds, namely, Primary and Secondary, brought the committee face to face with serious and difficult problems of educational administration. At present there are authorities for Elementary Education only acting within the areas of County Education Authorities, and it is clear that the disappearance of the artificial barriers which divide education into Elementary, Secondary and Technical, will entail very considerable modification of the powers and duties of such authorities. The proposed reorganisation of elementary schools involves also consideration of the problem of dual control, under which quite a considerable number of schools are in the hands of voluntary bodies, often of a denominational character such as the Church of England, whose

participation in any scheme of reorganisation is essential to its success.

Perhaps the most outstanding of the committee's recommendations was that concerning the lengthening of school life. The report urged that legislation should be passed fixing the age of 15 as that up to which attendance at school should be obligatory from the beginning of the school year 1932. Thus modern schools and senior departments would be able to plan a full four years' course and exercise their full influence on the pupils in order to guide them safely through the opportunities, the excitements and the perils of adolescence. In this connection attention was drawn to the necessity of securing the services of an ardent, properly-trained and adequately-qualified staff. The scheme which was advocated was, to quote the report itself, "that between the age of eleven and, if possible, that of fifteen, all the children of the country who do not go forward to 'secondary education' in the present and narrow sense of the word, should go forward none the less to what is, in our view, a form of secondary education in the truer and broader sense of the word." "They should spend the last three or four years of their school life in a well-equipped and well-staffed modern school under the stimulus of practical work and realistic studies, and yet, at the same time, in the free and broad air of a general and humane education."

For the rest, the report deals in the main with the educational and administrative considerations involved in the transference of children to a different type of education at the age of eleven plus. For this purpose a written examination is recommended, and wherever possible an oral examination in order to discover in each case the type of school most suitable to a child's abilities and interests. At the other end of the post-primary course it is suggested that a new leaving examination should be framed to meet the needs of the pupils in modern schools, but having in mind the necessity for allowing a period of experimenting and free development, the committee urge that at least three years should elapse before this special examination is established. Moreover, the presentation of pupils for any such leaving examination should be wholly optional, both upon the individual pupil and the school as a whole. Here it may be noted that this problem is receiving the most careful consideration of a number of educational bodies who are deeply concerned to ensure that the needs of broad and varied curricula should not be in any way cramped by the imposition of an examination syllabus.

A considerable section of the report is concerned with this question of curricula and with the place of a bias in the curriculum of modern schools and senior classes. In this respect the report advocates the introduction of a practical bias in the curriculum in the third or fourth year of the course. This bias should be introduced only after careful consideration of local conditions and upon the advice of persons concerned with local industries. It should not be so marked as to prejudice the general education of the pupils. The

committee definitely condemns vocational courses of instruction and simply advocates that they should be used to connect the school work with the interests arising from the social and industrial environment of the pupils.

While the Consultative Committee was engaged on this task, an entirely unofficial committee, composed of prominent educationists under the chairmanship of the Rt. Hon. the Viscount Haldane, was engaged on a similar task. Its survey was made independently, and its report completed before the publication of that of the Consultative Committee. It is the more interesting therefore to observe that the conclusions arrived at were such as largely to reinforce the recommendations of the Hadow report. This committee, however, goes rather further in one or two respects. It is emphatic in its demand for full secondary status for all post-primary departments in respect of standards of staffing, size of classes, provision of apparatus and equipment, playing fields and so forth. Further, it advocates the entire abolition of all fees for pupils attending secondary schools, and emphasizes the need for providing more liberal maintenance allowances in order that the handicap of poverty should be swept away. It proposes to solve the administrative difficulties involved in reorganization by bringing all education in a single area under one authority. It desired to see a much larger percentage of the children in the eleven plus age group beginning to follow a course of the type now usual in secondary schools. It stated its belief that at least 25 per cent. of the elementary school population could follow such courses of study with benefit and success. The main proposals of the Consultative Committee for the establishment of a universal system of post-primary education and for the extension of the school-leaving age to 15 were unanimously endorsed by the Haldane Committee, whose findings are contained in a very lucid report entitled "The Next Step in National Education,' the drafting of which was undertaken by Mr. G. S. M. Ellis, M.A., now secretary to the Education Committees of the National Union of Teachers.

The Board of Education have this year issued a pamphlet entitled "The New Prospect in Education," which was accompanied by Circular 1397, addressed to Local Education Authorities, and which called upon them to submit schemes for the reorganization of their schools on the lines laid down in the Hadow Report. To the great regret of all concerned, these official documents, however, make no reference to the raising of the school-leaving age, upon which the Hadow Report laid such great stress. The Board's statement indicates that the advance contemplated is not on a narrow and selective front, but the whole line is to move forward. The pamphlet discusses the function of the senior school, and emphasizes "that it will be nothing short of a calamity if the end of the modern school is an anaemic reflection of the present secondary school." The whole publication is intended to provide a basis upon which teachers and administrators jointly can work towards a solution of this complicated problem. Its recommendations have now been subjected to

very close examination by the executive of the N. U. T., which has published a statement entitled "The Hadow Report and After," together with some fifty-five recommendations indicating that the Union desires to approach the task of examining and criticizing the Board's plans, not in any spirit of hostility, but to supplement them with suggestions for improvement. The chronological age basis of transfer from junior to senior schools is now frankly accepted, as is the proposition that all children at that age should proceed to some form of post-primary education irrespective of their intellectual attainments. The Union advocates that the present duality of regulations and conditions under which post-primary education is given must be abolished and that all post-primary schools should be governed by a common code of regulations. This is in accordance with the avowed policy of the Union of securing secondary education for all children. In regard to the curriculum it is agreed that the courses should vary according to the age at which the pupils remain at school and according to the different abilities and interests of the children, but reasons are given for believing that no permanent classification of post-primary schools can be made on this basis. Multilateral schools, taking all pupils over the age of eleven and including an academic course leading to the university, are recommended. On the question of examinations it is laid down that post-primary pupils should not be forced to take an external examination, and that no uniform examination of junior pupils for purposes of selection should be perpetuated, because no examination can provide a reliable guide to the classification of children according to interests and abilities. This selection should be made by teachers of the pupils concerned after reference to school records. The Board's pamphlet envisages classes of 40 as the maximum in the senior schools, while it contemplates with equanimity classes of 50 in the junior schools. The Union's statement demands equality of staffing, urges that the number of teachers should exceed the number of classes, and looks forward to the time when there will be an increase in the number of graduates in the profession.

It can now be stated without fear of contradition that the whole problem has been most thoroughly investigated by the Consultative Committee, by the unofficial Haldane Committee and by the Executive of the National Union of Teachers, and there now remains the vastly important task of adjusting these recommendations to the varying circumstances and conditions operative in the different local education authorities areas. There are signs that the ardor of the people for education and their appreciation of its fundamental importance to the nation grows as the system extends. The schools themselves have created a generation which is no longer content with the achievements of the past and which demands in fuller measure for its children the advantages it has itself enjoyed.

The most valuable fisheries of the western hemisphere—if not the world—belong to Canada.

Hudson's Bay is larger than the Mediterranean.

Rural Education in Mexico

By MOISES SAENZ, *Assistant Secretary of Education*

AS the Mexican Revolution entered into its constructive phase, it realized that one of its biggest tasks was that of the rehabilitation, spiritual, cultural and economic, of the rural masses in Mexico, largely Indian, which hitherto had been left in the saddest of neglect. The new system of rural schools—4500 of which, in round numbers, have been established by the Federal Government throughout Mexico in the past five years—represents the efforts of the revolutionary governments for the solution of that problem. These rural schools have been established in the far away and remote corners of Mexico, in the smallest villages lost in the fastnesses of our mountains. They are served as a rule by one teacher only, but they are characterized by certain features which have made them one of the most interesting educational movements of the present time and one of transcendental importance to Mexico. These schools are in truth the centre of the community. As a matter of fact, the school is called, in many places, "La Casa del Pueblo," that is, the House of the People. But, in a sense, the village is likewise the house of the school, inasmuch as its influence transcends the school building reaching out to the community, to the homes and into the daily life of every inhabitant. If the school is located in an Indian community, its first task is that of teaching Spanish to the children, and to the adults as well, as far as possible. Inasmuch as the school is a community centre, the activities carried on by the children are not those of the old-fashioned country school where the mastery of the three R's became the preponderant task. Here the children read and write and count, it is true, but this is somewhat incidental to their singing and dancing, to their weaving and sewing, to their keeping chickens, rabbits and pigs, to their making of soap, baskets and what not.

The work of the new rural school would not be possible without the proper kind of teachers. Inasmuch as the Department of Education of the Federal Government has been establishing these schools at the rate of about a thousand a year it was not possible to have trained teachers sufficient for them. We thus have been forced to draft into the service untrained people. They are men and women willing to work, with an understanding of rural life, and with a more or less apostolic conscience in relation to the redemption of the Indian and the peasant. Once in service, we have devised a fine system of teacher-training for them by means of the rural missions, which are groups of experts that itinerate throughout the country training the teachers in the practical aspects of school work, but more specially in the spirit and technique of community work at large.

The general aim of our rural school movement has been stated as the incorporation of the Indian and of the peasant in the Mexican family. In its national aspect the aim is one of spiritual and emotional integration. More concretely, the new rural school in Mexico is intended to be a non-departmentalized agency of civilization, that is, of enlightenment and of moral and cultural uplift of the community in the midst of which it functions.

PROVINCIAL DEPARTMENT OF EDUCATION, VICTORIA

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Manual Training and Industrial Arts for Manual Training Instructors.
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Canadian Literature.
Mental Testing.
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July 8th to August 9th, Inclusive

APPLY DIRECTOR, VICTORIA SUMMER SCHOOL

The Canadian Teachers' Federation Tenth Annual Conference

OPENING with a trip to certain industrial centres in the Province of Quebec. Final sessions in Quebec City. Conference headquarters, Chateau Frontenac.

President: Chas. W. Laidlaw, M.A., Winnipeg.
Vice-President: C. Braden Jelly, Charlottetown.
Secretary-Treasurer: M. J. Coldwell, Regina.

July 7

Delegates arrive at Montreal and assemble at Queen's Hotel.
12:30 p.m.—Trip about Montreal Harbour on board yacht "Sir Hugh Allan."
4:00 p.m.—Leave Montreal by Canadian Pacific Railway, Place Viger Station, for Three Rivers.

Monday, July 8

8:00 a.m.—Sight-seeing around City of Three Rivers.
10:00 a.m.—Leave Three Rivers.
10:45 a.m.—Arrive at Shawinigan Falls.
Civic Reception at City Hall.
Inspection of Industrial Plants.
2:30 p.m.—Arrive at Grand'Mere.
2:30 p.m.—First session of Conference:
Roll call of Delegates.
Minutes.
Appointment of Conference Committees.
President's Address—Mr. Laidlaw.
Secretary's Report—Mr. Coldwell.
Treasurer's Report—Mr. Coldwell.
6:00 p.m.—Dinner given by Canada Power and Paper Co.
9:35 p.m.—Leave for Lake St. John District.

Tuesday, July 9

8:00 a.m. to 6 p.m.—Sight-seeing in Lake St. John District.
6:00 p.m.—Dinner at Chicoutimi.
7:30 p.m.—Second Session of Conference (at Chicoutimi):
Discussion of Reports of Provincial Organizations:
Alberta Teachers' Alliance.
British Columbia Teachers' Federation.
Federation of Women Teachers' Association of Ontario.
Manitoba Teachers' Federation.
New Brunswick Teachers' Association.
Nova Scotia Teachers' Union.
Ontario Public School Men Teachers' Federation.
Ontario Secondary School Teachers' Federation.
Prince Edward Island Teachers' Federation.

Provincial Association of Protestant Teachers of Quebec.
Saskatchewan Teachers' Alliance.
(Delegates are asked to familiarize themselves with all reports before this session. Fifteen minutes will be allowed a representative of each province to present important features of report and to answer questions).

9:45 p.m.—General Business.
10:00 p.m.—Leave Chicoutimi by motor for St. Alphonse (Port Alfred) for steamer.
Trip down the Saguenay River.

Wednesday, July 10

9:00 a.m.—Meeting of Conference Committees:
1. Finance and Budget.
2. Constitution, Policy and Nominations.
3. Resolutions.

1:00 p.m.—Third Session of Conference:
Greetings from visiting delegates:
1. L'Association des Instituteurs Catholiques du district de Quebec.
2. Newfoundland Teachers' Association.

1:45 p.m.—Continuation of Discussion of Provincial Reports.
7:45 p.m.—Arrive at City of Quebec.

Thursday, July 11

8:00 a.m.—Fourth Session of Conference:
Interim Reports of Conference Committees:
Finance and Budget.
Constitution and Policy.

8:45 a.m.—Discussion of Reports of Special Committees:
1. (*a*) Canadian Art, Music, Literature.
   (*b*) Cumulative Sick Leave—Ontario Secondary School Teachers' Federation.
2. Problem of Children moving from Province to Province—Saskatchewan Teachers' Alliance.
3. Report concerning Application to Research Council of Canada—The Executive.

10:45 a.m.—General Business.
Exchange of Greetings.

1:00 p.m.—Fifth Session of Conference:
Discussion of Reports of Special Committees:
1. Tenure Conditions—British Columbia Teachers' Federation.
2. Statistical Report on Educational Costs—Alberta Teachers' Alliance.
3. Report of Committee on Nominations.
Election of Officers.

3:00 p.m.—Drive about City of Quebec.
6:30 p.m.—Dinner given by Provincial Government.
Addresses of Welcome.
Replies by Members of Conference.

Friday, July 12

Sixth Session of Conference.

8:00 a.m.—1. Final Report of Finance and Budget Committee.
2. Final Report of Committee on Constitution and Policy.

9:00 a.m.—Discussion of Report of Special Committees:
1. Continued Study of Superannuation—Nova Scotia Teachers' Union.
2. Overcrowding of Classrooms—Manitoba Teachers' Federation.

10:45 a.m.—General Business.

1:00 p.m.—Seventh Session of Conference:
Report of Committee on Arrangements for Canadian Teachers at Geneva—E. A. Hardy, B.A., D.Paed., Past President, Canadian Teachers' Federation.

1:30 p.m.—Report of Committee on Resolutions.

3:00 p.m.—General Business and conclusion of Conference.

3:30 p.m.—Meeting of New Executive.

Eastern Standard Time quoted throughout this programme. Daylight-saving Time in force in Montreal, Three Rivers, Shawinigan Falls, Grand'Mere and Quebec.

Conference headquarters, Chateau Frontenac.

Education and the General Election in Great Britain

By HARRY CHARLESWORTH.

IT IS a matter of great gratification to all who are interested in World Education that the recent General Election for the British House of Commons should furnish such concrete assurance that education is now regarded as a national and not a party question. All of the major parties adopted an educational platform and gave great prominence to their respective programmes in many of the leading speeches delivered during the campaign. From the summaries issued it was quite obvious that the future of education was safe with any of the parties, the chief differences being concerned with the methods of procedure, and the speed with which certain necessary changes should be brought about.

A survey of the questionnaire issued by the National Union of Teachers and the answers thereto, which appear at the conclusion of this article, will show the various official attitudes on points which the organized teachers of Great Britain considered to be of fundamental importance.

A further interesting sidelight on the election is furnished by the success of the Parliamentary candidates' from the Teaching Profession. From a list appearing in a recent issue of *The School Master and Woman Teacher's Chronicle*, it would appear that there were 52 candidates who had had actual teaching experience in the schools or universities of the British Isles. Of these, our local press reports show that up to the present time, 32 have been elected—a very creditable showing, indeed. Fur-

thermore, it is a source of justifiable pride to all teachers of the British Commonwealth of nations, that Premier MacDonald is numbered amongst those who have actually been engaged in the educational service. It might be interesting also to note that Mr. W. G. Cove, who was chosen as Labor candidate for Premier MacDonald's old constituency of Aberavon, and who was elected by a substantial majority, was also a teacher, and was, a few years ago, the President of the National Union of Teachers. During his term of office as President he visited the United States to speak at the Boston meeting of the National Education Association, and made a big impression by his masterly addresses.

Mr. Fred Mander, President of the N.U.T. two years ago, and one of the Vice-Presidents of the World Federation of Education Associations, was adopted as a candidate, but on account of lack of time and pressure of official duties was forced to withdraw. Mr. Mander was present at the Toronto Conference in 1927, and made many friends among the Canadian teachers.

Another interesting success was recorded in North Lanark, where Miss J. Lee was elected for the second time in a few months, she having been first returned to the House of Commons at a recent by-election. Miss Lee is a young Scottish teacher and is the youngest member to be returned. Her first election created tremendous interest, and all parties vied in giving her a great ovation as she was introduced to the House.

The following is a list of the teachers members elected:

London Boroughs

St. Pancras, North—Mr. J. Marley (Lab.)
Stephney, Limehouse—*Major C. R. Attlee (Lab.)
Wandsworth, Central—Major A. G. Church (Lab.)

English Boroughs

Coventry—Mr. R. Noel Baker (Lab.)
Darlington—*Mr. A. L. Shepherd (Lab.)
Huddersfield—*Mr. J. H. Hudson (Lab.)
Leicester, East—Mr. E. F. Wise (Lab.)
Nelson and Colne.—*Mr. A. Greenwood (Lab.)
Southampton—Mr. R. Morley (Lab.)
South Shields—Alderman J. Chuter Ede (Lab.)
Tottenham, North—*Mr. R. C. Morrison (Lab.)
Walsall—Mr. J. J. McShane (Lab.)

Scottish Boroughs

Glasgow, Bridgeton—*Mr. J. Maxton (Lab.)
Glasgow, Camlachie—*Rev. Campbell Stephen (Lab.)

English Counties

Berks, Windsor—*Mr. A. A. Somerville (U.)
Durham, Bishop Auckland—*Dr. Hugh Dalton (Lab.)
Durham, Seaham—*Rt. Hon. J. Ramsay MacDonald (Lab.)
Hants, Aldershot—Mr. J. R. McPhie (Lab.)
Lincoln and Rutland, Louth—Mrs. M. Wintringham (Lib.)
Yorks, East Riding, Holderness—*Mr. S. Savery (U.)
Yorks, West Riding, Keighley—*Mr. H. B. Lees-Smith (Lab.)

Welsh Counties and Monmouth

Caernarvonshire—*Major G. Owen (Lib.)
Denbigh, Wrexham—Mr. R. Richards (Lab.)
Glamorgan, Aberavon—*Mr. W. G. Cove (Lab.)
Glamorgan, Caerphilly—*Mr. Morgan Jones (Lab.)

Scottish Counties

Lanark, North—*Miss J. Lee (Lab.)
Stirling and Clackmannan, Clackmanna nand Eastern—*Mr. L. McNeill Weir (Lab.)

The Universities

Oxford—*Sir Charles Oman (U.)
Cambridge—*Mr. J. J. Withers (U.)
London—*Dr. E. Graham Little (Ind.)
Combined English—*Sir Martin Conway (U.)
Scottish—*Mr. D. M. Cowan (Lib.)
(Members of the late Parliament are marked with an asterisk).

Parliamentary Questionnaire of the N.U.T.

TO THE Union's Questionnaire on educational policy, the following official replies have been received as set out below.

Size of Classes

1. *Are you in favour of an educational policy designed to reduce the size of classes in Primary Schools to a number not exceeding 40 on roll?*

Employment of Unqualified Teachers

2. *Are you in favour of the systematic reduction in the number of unqualified teachers employed in Primary Schools and the fixing of an early date after which no further supplementary teachers shall be recognized?*

The School Leaving Age

3. *Are you in favour of raising the statutory school leaving age to 15 in accordance with the recommendation of the Consultative Committee of the Board of Education?*

Higher Education

4. *Are you in favour of extending facilities for higher education, increasing the number of free places in secondary schools, the abolition of fees in maintained schools, and of adequate maintenance grants where necessary?*

Religious Instruction

5. *Will you oppose any attempt to repeal the Cowper-Temple Clause of the Education Act?*

The Grant System

6. *Will you oppose any variation in the present grant system which would be to the detriment of Local Education Authorities?*

Renunciation of War

7. *Will you urge the British Government to take all necessary steps, through the League of Nations, to implement the policy of the renuncia-*

tion of war as an instrument for the settling of national disputes, as already agreed in the Kellogg Pact?

Conservative Replies:

1. The first step towards an effective reduction in the size of classes is to complete the present work of getting rid of all classes over 50. Meanwhile the Board of Education should use its influence to secure further reductions wherever possible. When the work of getting rid of classes over 50 is completed, I should be disposed to eliminate from the regulations any maximum figure for size of classes because any such maximum tends to be regarded by some local education authorities as a standard. The size of a class must be considered in relation not only to its total numbers but also to the age range of the children. A maximum of 40 may, for instance, be much too high for a small school. Instead, the Board should use the system of fixing establishments for the purpose of exerting a steady pressure in the direction of reducing classes in primary schools to a proper size.

2. Yes, but though the Board should continue its present successful policy of discouraging the appointment of supplementary teachers, I must reserve my freedom to exercise my judgment as to the moment when it becomes practicable to fix a date for the cessation of such appointments.

3. I must stand by my previous statements that our present duty is to provide sufficient and suitable accommodation, such as will enable all children to stay at school and receive advance education at least until the age of 15, and will induce parents to take advantage of these opportunities. Until we have more fully carried out this duty it is premature to consider any measure of general compulsion upon parents.

4. Yes, except that I am not in favour of the general abolition of fees, and fees could not be generally abolished in maintained schools without abolition in non-provided schools.

5. I have recently expressed my sense of the value of Cowper-Temple teaching and my objections to any idea of right of entry. I do not think that I should go further than this at the moment. In my responsible position and in view of the Government's pledge to work for a permanent settlement of the religious question in education by agreement, it is desirable for me to refrain from making any statement about the eventual terms of such a settlement.

6. Yes. 7. Yes.

(Signed) EUSTACE PERCY.

Labour Replies:

1. Yes.

2. I think there should be a systematic reduction in the number of unqualified teachers, but as the present ones have been taken on in a *bona fide* way, the subject ought to be dealt with thus:

(a) From now onwards no further unqualified teachers should be engaged.

(b) A reasonable time, a few years ahead, should be fixed when it would be expected that unqualified teachers now employed should either become qualified or should find other employment.

(c) After that date no unqualified teachers should be on teaching staffs unless with the sanction of the School Inspectors for the district.

3 and 4. The best answer I can give to these two questions is to quote what is said under the heading of "Education" in the abbreviated Election Programme which the Party has issued:

"The Labour Party has always been committed to securing Equal Educational Opportunities for every child. It will raise the school-leaving age to 15 with the requisite maintenance grants, and at once develop facilities for free secondary education. Labour will open the road, to whoever is able to take it, from the Nursery School to the University."

5. We are in favour of the status quo for Council Schools. There are some signs, however, that the whole question of denomination instruction and the provision of schools for it is to be reopened, when the Cowper-Temple issue will only be part of a very extended controversy. As you know, we had a Conference with representatives from the National Union a week or two ago, and should that controversy arise you may rely that we will keep in closest touch with the teachers.

6. Yes. 7. Yes.

(Signed) J. RAMSAY MACDONALD.

Liberal Replies:

1. Yes.
2. Yes.
3. Yes.
4. Yes.
5. Yes.
6. Yes.
7. Yes.

(Signed) DAVID LLOYD GEORGE.

EDITORIAL—(Continued from Page 4)

Education. His addresses were eagerly awaited, and at all of the sessions at which he spoke hundreds of people were unable to obtain admittance. A large number of those who were fortunate enough to hear him expressed the hope that they would be able, at a later date, to read a verbatim report, for there were so many beautiful thoughts and masterly expressions whose full significance could only be realized by quiet and leisurely reflection. We appreciate very highly therefore the privilege of printing in this issue a full report of the great poet's first address, delivered in Victoria. This has been made possible by the courtesy of M. Kartar Singh, editor of a magazine, "India and Canada," the first number of which has just been published in Vancouver. The purpose of the magazine is to interpret India and Canada to each other, this being made possible by the printing of two editions, one in Canada, and the other in India, each, of course, in the language of the country. M. Kartar Singh spent fifteen years in the city of Toronto before taking up his residence in Vancouver, and has had unique experiences which have fitted him for his self-imposed task of seeking to solve the problem of the assimilation of the Indian population of Canada so that they may become real Canadian citizens. Many of the educational leaders of Canada have promised to co-operate in the magazine project, while prominent leaders of thought in India will also make valuable contributions to its pages. Future numbers will be awaited with great interest.

The University of British Columbia

SUMMER SESSION, 1929

The Session opens on July 2nd, and ends on August 24th.

Courses will be offered in the following subjects:

BIOLOGY	GERMAN
CHEMISTRY	HISTORY
COMMERCIAL WORK	LATIN
ECONOMICS	MATHEMATICS
EDUCATION	PHILOSOPHY
ENGLISH	PHYSICS
FRENCH	

Courses in Education count for credits towards the B.A. Degree.

In addition to the regular British Columbia University Faculty, the following instructors will give courses:

Dr. R. A. Wilson, Department of English, University of Saskatchewan.

Dr. R. Phelps, Department of English, Wesley College, Winnipeg.

Special lectures have been arranged for the session.

NOTICE

On July 2nd, Supplemental Examinations will be written.

On July 3rd and 4th, Examinations on Preparatory Reading for extra credits will be written.

On July 5th, at 9 a.m., a mass meeting of Students, immediately after which classes will commence.

Register Early.

For further information apply to

The Director of Summer Session, University of British Columbia.

Summer Session Announcement with full particulars upon request.

OFFICE OF THE MINISTER OF EDUCATION,
VICTORIA,

June 4th, 1929.

To those parents who have boys and girls growing up in the outlying rural districts of British Columbia:

IN a recent article on education the head of one of the oldest schools in England makes the following statement:

"This country is committed to the experiment of unrestricted democracy, ideally the highest form of government if the quality of the citizens is good, in practice capable of being the worst where the citizens are uneducated and incapable of discerning the true values of life."

As a great national policy of government this is precisely where Canada and all other countries comprised in the British Empire now stand. The success or failure of this great experiment in government hinges upon the character of the citizens concerned, not only those who now have, but those who in the future will have, the right to vote; and as the character of the whole body of citizens depends entirely on the characters of the individuals, the question arises, How is the character of the individual citizen to be raised to and to be maintained at that high level where he will be capable of "discerning the true values of life" and of directing his own life accordingly? We answer without a moment's hesitation—through the nature and the extent of his education. We believe in the value of human personality, and in the right of every boy and girl in this country to be trained as an individual, and to be trained in the best way.

How to arrive at the goal of equal educational opportunity for all of the boys and girls of British Columbia is our present concern—educational opportunity for the sons and daughters of men and women who are struggling valiantly under the many privations and handicaps incident to pioneer life in the outlying parts of this great Province—educational opportunity for the strong and courageous young men and women who, because of the necessity of their playing an important part in improving and sustaining the home, have been denied the chance to obtain that formal education so easily obtainable and often so little appreciated by those growing up in our towns and cities—educational opportunity for those outside the reach of established schools, who, though living in comparative isolation, have a laudable desire to develop and improve their own minds. This is a task worthy of the best efforts of the Government of this great Province in which we are privileged to live, and one which I trust will at once recommend itself to all sorts and conditions of people within the extended boundaries of British Columbia.

A few years ago correspondence courses of instruction in elementary school subjects were inaugurated by the Provincial Department of Education for the benefit of children living in isolated localities, out of reach

of public schools. Through these courses of instruction many children have been able to gain a fair knowledge of the subject-matter of the public school curriculum, and some have already successfully passed the regular examinations for entrance to high school. It is now proposed to institute instruction by correspondence for young people who wish to go beyond the limits of elementary school work, and on September 1st next correspondence courses in High School Subjects will be available. These courses, which are now being prepared, will include the three-year high school commercial course, and also all branches of high school work leading up to junior matriculation.

A circular giving detailed information relative to the courses and the conditions for registration will be sent to all who are interested if they will communicate with the *Officer in Charge of High School Correspondence Instruction, Education Department, Victoria, B. C.*

It is the earnest hope of the Department that the establishment of these courses in High School Subjects will prove to be a great boon to many young persons who otherwise would have little or no opportunity of pursuing their studies beyond the work of the public schools.

J. HINCHLIFFE,
Minister of Education.

WRITE FOR BOOKLET

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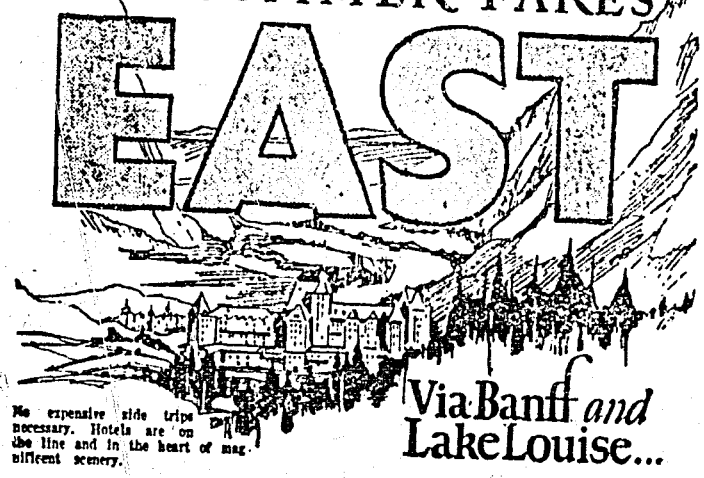

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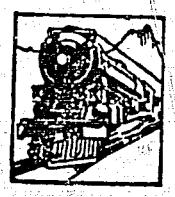

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