THE B. C. TEACHER

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Editorial

Superannuation:

THE full report in the December issue of "The B. C. Teacher," on the suggested terms of the Teachers' Superannuation Bill, has aroused great interest all over the Province, and many enquiries and opinions have reached us in this regard. It would seem that the plan has been received with very general satisfaction, and there can be no question that the teachers are very solidly behind the scheme.

During the past month, the work carried on has been of great importance, but has been concentrated on working out the financial details involved. The General Secretary has spent many hours in consultation with the Government's financial experts, and much statistical information has been tabulated and studied.

It might be well at this point, to remind all teachers, that while the Government had come to the position that they were willing to have a Teachers' Superannuation Bill submitted, and were favourably disposed towards the general principles involved, yet, in the last analysis, the adoption largely depended upon the financial obligation imposed upon the Government.

The determination of this obligation has not been an easy matter, for there are so many factors upon which it is impossible to do other than make a general estimate, and the statistics and information required for guidance in such estimate could not be obtained, because no records have been kept in the past.

For example, the following are all factors of importance:

(a) How many teachers leave the profession each year for reason of: resignation, dismissal, retirement, death?

(b) What are the average salaries for the last ten years, of these teachers?

(c) How many years' teaching in British Columbia have each of these teachers had?

(d) How many new teachers are taken on each year? What are their ages?

(e) How many teachers will retire at retirement ages, and how many will wish to continue teaching?

Such questions as probabilities, expectancy of life, etc., are all important, and involve much computation. Again, the details of administration require much thought. However, agreement has now been reached on a general financial arrangement on the part of the Government which will run for five years, during which time actual statistics will be available, and an actuarial valuation will be made to determine what arrangements will be necessary from that time on. The teachers' superannuation allowances, withdrawal of fund on retirement, etc., as outlined in the plan already published, will be guaranteed.

The drafting of the Bill is now being completed for submission to Legislative Counsel during the coming week, and all should be in readiness for the House when it meets on January 22nd.

As soon as all has been decided, definite notification will be given to all teachers of any changes which may have been made from the draft already published, but present indications are that such changes will be few as far as the effect on teachers is concerned.

In the meantime, we might state that any teacher requiring information on the scheme, who will communicate with the General Secretary, will be given full information concerning details which may not be clear. At a later date, arrangements will also be made for assisting teachers to calculate the amount of their individual contributions, allowances, interest, etc.

European Tours:

Any teachers, or their relations or friends, who are contemplating visiting Europe this summer, should communicate with the General Secretary, at the Federation Office, who will be pleased to give information concerning the various tours which are available.

The League of Nations' Assembly

Review of Work Done at Last Meeting, September, 1928.

(*By* THE SECRETARIAT *of the League of Nations*).

The International C ttee of Intellectual Co-operation decided at its meetings in 1927 a to ask the Secretary-General of the League of Nations to prepare, me to time, summaries of the work of the League of Nations, and to send these summaries to the principal educational reviews. The Committee took this decision in order to make the teaching profession, and, through it, the younger generation, acquainted with the existence and aims of the League of Nations. Furthermore, this decision is in accordance with the general desire of the governments, members of the League, as expressed in a resolution of the Assembly, to make the work of the League better known to children and young people.

This article has been framed by the Secretariat of the League of Nations in a strictly objective manner, as required by the resolution of the International Committee of Intellectual Co-operation. It is a straightforward account, avoiding any comment or particular view.

THE month of September is the principal period of activity for the League of Nations on account of the meeting of the Assembly and the concurrent session of the Council.

This year the Assembly, which was the 9th annual gathering of the States Members of the League, was attended by the largest number of delegations yet appointed. Each State is entitled to send three representatives with supplementary delegates and experts; fifty of the fifty-four States were represented and the delegations included six Prime Ministers, sixteen Foreign Ministers, six women, and many members of Government.

M. Zahle, of Denmark, was elected President of the Assembly, which opened with the traditional general debate covering the whole range of League activities; twenty-nine delegates spoke, and the questions to which discussion was chiefly devoted were disarmament, the consequences of the Kellogg Pact for the renunciation of war as an instrument of national policy, arbitration, economic developments, and the protection of minorities. The President, in his closing address, said there had been speeches from the Assembly platform on various problems which used to become subjects of international negotiation only at times of crisis or anxiety, and which today were subjects of constant vigilance on the part of the League of Nations.

Geneva clearly gains in importance year by year as an international meeting ground. In the Assembly, in the Committees, or in the diplomatic conversations, most of the serious problems of the day are under consideration, and whether or not definite action is the immediate outcome, there remains the value of important contacts and exchanges of ideas. The most noteworthy of such contacts was the series of negotiations which resulted in agreement on three points of principle on the question of Rhineland evacuation and reparations. These negotiations were not part of the proceedings of the Assembly, but the Assembly provided the meeting ground, and every step forward of this kind (just as the Locarno Agreements and the Kellogg Pact) affects the general progress of international co-operation and therefore has a close bearing on the development of the League of Nations as a whole.

One of the most interesting general points was the return of Spain to League membership and her election to one of the vacancies on the Council. This body comprises fourteen members, of which five are permanent and nine elected by the Assembly for a period of three years. Each year there are three retiring members, and at this session Spain, Persia and Venezuela were elected to the seats vacated by China, Holland and Colombia. Another election of importance was to the vacancy in the Permanent Court of International Justice caused by the resignation of the American judge, Mr. J. Bassett Moore. The judges of the Court, which was instituted by the League in 1921 for the judicial settlement of disputes between States, are elected by the Council and Assembly voting together, and Mr. Moore's successor so elected is Mr. Charles V. Evans Hughes, former Secretary of State of the United States of America.

The question of the site for the new League buildings was definitely settled, and the budget as finally approved amounts to £1,071,621 for the League, International Labour Organisation, and Permanent Court of International Justice. This is allocated amongst the fifty-four States Members.

The subject which most closely occupied the attention of the Assembly was that of the reduction and limitation of armaments, coupled with arbitration and security. There were important and complicated discussions, both of a political and technical nature, on the subject of armaments. As to the actual steps to be taken, the main difference of opinion concerned the fixing of a date for the next meeting of the Preparatory Commission and for the Disarmament Conference. It was agreed that the existing conditions of security would allow of the conclusion, at the present time, of a first general convention for reduction and limitation, and it was also recognised that it was important and desirable that negotiations between the governments principally concerned to remove the difficulties which had hitherto hindered the work of the Preparatory Commission should continue. The controversy centred on the utility or otherwise of fixing dates, irrespective of these negotiations. It was ultimately agreed to urge a speeding-up of the settlements of the differences existing between various governments and to leave it to the President of the Preparatory Commission to keep in touch with these governments so that he might be informed of

the progress of negotiations and might be able to summon the Commission at the end of the present year, or in any case at the beginning of 1929. On one side it was considered that a conference date could not usefully be fixed before existing differences were settled, and that to summon a conference in such a way would be to court disaster. On the other side it was argued that in the event of the failure of the negotiations the Disarmament Conference itself could decide any question still left unresolved. The Assembly took the view that a definite date could not be given for a general conference, and that the Preparatory Commission, after its meeting, would be in a position to report to the Council on the possibilities of a conference and the date on which it might be held. The German and Hungarian delegates abstained from voting the Assembly resolution on the grounds that it contained no promise regarding the convocation of a Disarmament Conference, though the German representative expressed the hope that the next meeting of the Preparatory Commission would lead to that result.

Side by side with these discussions the Assembly had before it a series of model treaties, both collective and bi-lateral, for the peaceful settlement of international disputes, submitted as the result of the year's work of the League's Security Committee. Three of these collective model treaties were incorporated by the Assembly into one standard treaty. This consists of three parts, one laying down definite machinery for conciliation; one for arbitration or judicial procedure for legal disputes; and the third for compulsory arbitration for all disputes not settled by any other means. States may sign this so-called General Act either in part or as a whole, with or without reservations, so that allowance is made for the greatest possible adaptability to the conditions of different countries. In addition, a number of separate bi-lateral conventions were submitted to the consideration of various States, and also some model conventions on non-aggression and mutual assistance.

Spain, Hungary and Greece announced during the Assembly their adhesion to the Optional Clause of the Statute of the Permanent Court of International Justice, by which the signatory states reciprocally recognise the compulsory jurisdiction of the Court, and the Assembly asked other states which had not yet seen their way to accede to this clause, to consider the possibility of doing so, subject to appropriate reservations limiting the extent of their commitments.

There was a thorough examination of the results achieved by the League's Economic Organisation since the International Economic Conference last year. The general programme of work outlined for the immediate future contained an enquiry into the problems of coal and sugar, in connection with which the organisation is requested to take account of all the interests involved, whether of producers, consumers, workers, or countries. Emphasis was also laid on the necessity of conciliating as far as possible the interests of agriculture and of industry, and of paying due attention to the position of countries which are mainly agricultural or which are in the early stages of industrial development. Amongst other broad lines upon which it was suggest-

ed work should be concentrated are: (1) the establishment of a doctrine of commercial policy and the preparation of collective agreements to facilitate by means of more moderate customs regimes the movement of certain products which are of special importance and which lend themselves more particularly to treatment of this kind; (2) the consideration of veterinary police measures so that regulations of this kind may be cleared from all suspicion of veiled protectionism; and (3) a study of certain aspects of the problem of international industrial understandings.

In the financial sphere the Assembly congratulated the League's Financial Committee and the Bulgarian Government on the conclusion of arrangements which would enable the Government to issue shortly a loan for five million sterling for financial reconstruction, and noted with satisfaction that under the refugee settlement scheme, for which a League loan had been raised, 90 per cent of the refugees would have received land at the end of this year. Congratulations were also conveyed to the Greek Refugee Settlement Commission which reported that nearly all the refugees were now established and engaged on productive or commercial work.

Various decisions were taken on Health, Social, Communications, Mandates, Minorities, and other questions. They included, amongst others, the decision to call the first conference for the codification of international law either in 1929 or the beginning of 1930; to set up in principle, an enquiry commission on prepared opium in the Far East; to institute a study of the question of alcoholism; to place the work of the establishment of American refugees in the Republic of Erivan under the auspices of the League; to invite the Transit Organisation to endeavor to discover some means of establishing international agreement to ensure the equitable distribution of wireless wave lengths amongst the various countries in order to diminish disturbances in wireless broadcasting; to instruct the Mandates Commission to institute a general enquiry into the treatment of persons belonging to mandated territories in countries, members of the League, and of the products and goods coming from these territories, as well as to pursue its study of the application of economic equality in mandated territories, etc.

The Council was concerned with a large variety of questions, amongst the most notable of these being two political problems, namely, the state of relations between Poland and Lithuania, and the case of Hungarian optants living in Roumania. By its discussions and resolutions on these two points the Council succeeded in giving a new impetus to direct negotiations between the countries concerned. In reply to a request from Costa Rica the Council drew up a statement defining the meaning and scope of Article 21 of the League of Nations Doctrine. On receipt of this communication, Costa Rica informed the Council that she would submit to Congress the question of resuming League membership.

Teaching of Literary Appreciation in High Schools

By Mr. I. Dilworth, *Victoria*

THE field of discussion opened by a contemplation of the teaching of Literature is so vast and comprehensive that the limits of this essay, its scope and aim, must be determined at the very outset. It is not its intention to offer an apologia for the subject of English Literature. Most of those who are rash enough to read it will already be persuaded of the value of Literature in the course of study. If, perchance, any one of the unregenerate should stumble into these pages, it would take more skill in persuasion than Providence has granted the writer, and more space than the Editor will spare to convince him that the study of Literature is really the pivot around which the whole educational process centres, that underneath and around the entire curriculum are its strong, sustaining arms. Nor is it the hope of the writer that he may lay to rest all or, indeed, any large number of the difficulties which rise like ghosts to haunt poor English teachers, stalking through our dreams by night and turning what may, for the scientist or the mathematician, be the cheerful dawn into an archway wherethrough gleams already that drab world which we will have so laboriously to traverse ere another day is done.

Simply, it is the aim of this article to set down a few observations, drawn from experience, about the teaching of literary appreciation. That statement itself must sound like a boast and lays us open to the laughter of our enemies, unless it be borne in mind that whatever is here set down is advanced in a spirit of humility and with no desire to dogmatize.

The angle of appreciation is the most difficult from which we can approach the teaching of Literature, for it brings the subject at once into line with the other arts. Indeed, many will say it is impossible to **teach** literary appreciation, and in that contention I must largely concur. It would, perhaps, then be more accurate to say that, in this brief article, an attempt will be made to show how we may teach Literature so that some measure of literary appreciation may be developed in our pupils.

It is entirely possible and not without very great value to teach Literature from the more or less scientific or mathematical point of view,—giving the child biographical data concerning the author, exact meanings of words, logical explanation of passages under consideration. Many selections chosen for intensive study in our High School course lend themselves to this pedestrian method of treatment. The teacher may even train his pupils to read more intelligently and beautifully. (I understand it is done). Would God it were done more frequently and more effectively somewhere in our educative process! How often does the student present himself in

our High School classes so ill-equipped to read that he can neither gain nor give pleasure by this means! To read a paragraph is a labour for him and for the sensitive teacher a nightmare from which he too often escapes by choosing to do all the reading himself and allowing his pupils to listen only.

Here is task enough, surely, to occupy the skilful teacher and one which must be performed before any large measure of success can crown his effort to impress the student with the subtler beauties of Literature. To neglect it is to put the cart before the horse, to attempt to stand the cone upon its apex. Heaven knows we have too much of such futility in the world today! Everywhere—in science, politics, religion, art—we see people who call upon us to admire enthusiastically their skill in running before they have learned to walk. Who in these days is not familiar with many of our smart young artists who undertake, through painting, sculpture, writing or music, to express for us vague emotional moods or soul experiences before they have learned the first elements of their art and who give us unintelligible nonsense or mere amorphous hideousness in place of beauty and ordered loveliness?

But an hour will come when the teacher, sensing that the pupil is ready for bigger things, will grow impatient to be away. He will set himself eagerly to the task of awakening in the child a critical faculty, developing it, training it gradually to discriminate between the good and the bad, the ugly and the beautiful and to find new richness in life because, through the poet's eyes, he is coming to see new significances, new relationships in his environment.

And at this very moment we must walk warily because we cross the threshold into the world of the spirit. If we are to move with skill and leave the house of the child's mind more beautiful than when we entered, it will be well for us to remember certain facts.

First of these is that the child has a world of his own in which he lives his own existence and in which the values, though they may seem ridiculous to us, are very real to him, are, indeed, the only values he knows. It is a world furnished with the fancies, the dreams and the "long, long thoughts" of youth. If we are to be welcome guests, we must respect these dreams and fancies. We must never ridicule them, we must never assume an air of superiority. If we do, the "game is off." You remember the lovely lines in which Aedh wishes for "the heavens' embroidered clothes" to lay beneath the feet of his love and, not having these, says wistfully:

> "But I, being poor, have only my dreams;
> I have spread my dreams under your feet;
> Tread softly because you tread on my dreams."

The lines, though irrelevant here, will serve to voice the plea of youth for understanding. We come to youth to offer him the dreams and fancies, the beautiful musings of our poets. The measure of our

success in sharing the beauties of the poets' world with our pupils will be determined very largely by our ability to appreciate his point of view.

One of the most insidious of the dangers that beset our pathway is the ease with which, when we are contemplating the beauty of a work of art and attempting to give others some idea of what it means to us, we become sentimental or over-earnest, adopting the methods of some of our evangelists in their task of saving souls. It is a temptation to keep probing into the student's experience, violating the sanctity of the emotion which he may at the moment be feeling, demanding of him at intervals some statement of his reaction to the things of beauty in whose presence we stand together. It is so easy to forget the hush and often the shamefacedness that fell upon us at moments of high vision in our youth before we came to the place where our tongues ran before both mind and heart to find shallow terms with which to describe every experience. And now the lad who sits with studied nonchalance before you, if he be sensitive, feels surging vaguely within him an emotion for which he can find no words. If you urge him too far he may turn from you with disgust, retiring within himself, closing his door and leaving you to sentimentalize outside while he refuses to wear his heart upon his sleeve. Worse still, he may meet your repeated questioning with a falsehood. Reading your mind and guessing what you wish him to say, he may utter some glib, ready-made sentiment—and so you shall have set his feet quite definitely in the path which leads so easily to the stronghold of pedantry—intellectual snobbery. No, above all things be honest with him and encourage him to be equally frank. It is a sin against no Holy Ghost if he say today, "I do not like that, it does not move me," or if he fall silent altogether. The sin against art and truth and the freedom which truth brings is that he, as a result of your insistence, should say he sees beauty where none exists for him, or should seek to evade your too great zeal with a falsehood.

Again, we must avoid the temptation to dogmatize. Not that we are so foolish as to believe still in the Rousseauistic fallacy that the child, freed from all restraints, will of necessity grow like a plant into beauty. Standards there must be in art as in life, and the child must become aware of them, but they must not be thrust upon him. He must be enticed into seeing them and, finally, into making his own adjustment to them. It is quite useless to say to a pupil, "This is beautiful," with such finality of manner as to demand his complete submission implying, if he cannot agree, that he has no refinement or taste. It were better for you to say humbly, "This for me is beautiful," or, "Men for three hundred years have held this to be beautiful," and leave him to accept it or reject it. For in this matter of appreciation we must constantly remind ourselves that we are in the world of the spirit and there the wind bloweth where it listeth, no man being able to say it whither or when. Only as we realize this fact and respect it can we hope to help our pupils to develop a sure and independent sense of values.

In order to be more practical, let us take a few examples of procedure.

Perhaps you are lucky enough to have to teach Alfred Noyes' "Forty Singing Seamen." If so, remind your class of the life of seamen in old sailing-ship days, of the superstition of sailors, of the ignorance of the land-lubber concerning lands over-seas and, hence, the temptation for mariners to employ the long days at sea in concocting incredible stories for the credulous. And now, having sat down opposite an old salt in his London "pub," you are ready to listen to his tale—a most delicious bit of prevarication. Read the poem and they will be rapt away, their very hearts will laugh. They will want to read it again and, as they do, you may point out the rollicking song form, the characteristic sailor idiom. You may even answer their queries about Prester and the Phoenix without diminishing the original pleasure which thrilled them as they listened to the seaman spin his yarn.

Or you may have to teach Bryant's "To a Water-Fowl." Here, as is often the case, the poem can easily be related, before the reading begins, to the students' life and interests. There will scarcely be a boy in your class who is not fascinated by the mystery of the cycle of seasons and the migration of birds. Now read the beautiful lines and, as you come to the great moral, do not preach. Read it simply. If you have prepared the ground well you may safely leave the child in the awful presence of Divine Providence. It is there the poet leaves us. We teachers are all too eager to get our fingers into the mind and soul, to regulate this little clock, to determine just when and how it shall chime, forgetting how clumsy our fingers really are and how delicately adjusted is the mind of a child.

Confronted with the task of teaching "The Blessed Damozel" to a group of boys, e'en bravest heart might fail. You quite likely admire the poem and find it both beautiful and pathetic. One thing you will certainly avoid—teaching this poem "line upon line."

Suppose instead you spend the first part of the period in talking of Rossetti, giving the class a few of the interesting and romantic facts concerning his life and character, the depth of his emotions which, at times, made him almost a mystic. Now speak of his relation to 19th Century painting and its influence upon his poetry, of his passion for Dante and the Middle Ages. Then turn to "The Blessed Damozel," and, with the book open before you, comment upon the youth of the man when he wrote it, say a word about the peculiar structure—Rossetti's use of brackets, etc.—and then, having timed yourself so that you can just complete your reading as the period ends, begin in all simplicity and sincerity, without elocutionary agony, to read. I shall be surprised if you do not carry the class with you into a far country, if there does not arise in many eyes a new gleaming as the pageant of beauty passes by and if, as you approach the last pathetic lines, a lump does not form in many a throat. And

when the end has come what honest soul among you wants to ask or be asked a question?

One last word (and how appropriate at this juncture)—patience!

"The lyf so short, the craft so long to lerne."

We must not expect every lesson to prove equally a source of high inspiration and we must not look for instant or uniform results from our whole class. To do so is to court disappointment. But one to-day and two to-morrow, the minds of our children will respond and they will come to look forward to the Literature period as one during which any adventure may befall and in which they may go a pilgrimage into now, undreamed-of, beautiful shrines.

But someone among you has grown impatient at all this talk and demands what all this has to do with preparing pupils for examinations. Ay, truly! what? This, which is the choicest and rarest fruit of our teaching of Literature is a thing so fine and so subtle that no test has yet been devised so delicate as to record its progress accurately. You will look in vain for the true measure of it in lists of matriculation results. It shines out of the eyes and lends a nervous tremor to the nostril as the pupil scents the high, pure atmosphere of beauty. After all it carries its own reward as you see the youth begin to realize in his own personal experience that

"A thing of beauty is a joy forever,
Its loveliness increases, it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing!"

THE TEACHER'S PRAYER

(*From* NATIONAL EDUCATION, *N.Z.E.I. Magazine, Aug.* 1, 1928)

Help me, O God, to see the living truth
Behind the printed page, behind the maze
Of facts and words and dates that I must teach
To minds that blindly grope their way along.
Not knowing what they seek or how they learn.
Help me to see the truth, and pass it on.

Help me to see the beauty of the world
That lies about me in my daily round.
Let not my heart be closed, my eyes be blind
To sunset glory, or the light of stars.
Help me to see the beautiful, and then
To open eyes that else would see it not.

Grant me one prayer, O Teacher of us all!
That I may never make myself a god
Of method or routine, for all such gods
Crush countless souls in their relentless garsp.

—Margaret Moore.

Growth of Industrial Arts

By A. Arkwright

Introduction

BEYOND any dates of recorded history, the idea that skill of hand was valuable and worthy of respect must have been recognized wherever men were associated.

In the beginning there may have been no formal teaching in manual training, but there was teaching of a more or less informal nature by those who realized that the fundamentals of the skill must be handed on to succeeding generations.

This conveys to us the surprising fact that, though skill in the designing and making of useful things is part of the very make-up of many human beings, and that people have need of manufactured articles and cannot live without them, yet educational authorities have always been slow in organizing formal training along these lines. Indeed, it might be said they have resisted the idea.

The Earliest Appreciation and Division of Labor

We can note that in the development of civilization, from savagery to barbarism, there came a division of labor; some became miners, some smiths, others skilled in the working of woods. Sometimes guilds were formed along trade lines, or a whole town was noted for its skill in a single craft. The nearest approach to the school idea was routine. The master craftsman gave to his pupils or apprentices (who were members of his own family, or of other households) models, or parts of things to make over and over again, until he was satisfied that they were well reproduced.

Religious Co-operation

Just as the Church has often been the leader of learning in other matters, so we note that Jewish religious education early concerned itself with trade as well as with instructions in the Law. The general rule, observed in much the same way today, where many Jewish families are grouped together, is for the boy to go to the Rabbinical school in the morning, and to remain at home in the afternoon learning the trade of his father. It is worthy of note that the Jewish race laid an emphasis on the necessity of learning a trade when other nations failed to do so. Whether the Talmudic axiom, "the laborer is allowed to shorten his prayers," was an encouragement or not, we can only surmise.

Mechanical Arts in Greece

Because of our knowledge that Greece, in the centuries immediately preceding Christ, developed the arts to such a glorious stage, we are all the more surprised to learn that the handicrafts were not regarded very highly. The term "merely mechanical" was used as indicating contempt. Socrates is responsible for the statement that

"the so-called mechanical arts have a bad name, and quite reasonably they are in ill-repute in the city-states. These arts offer no leisure to devote to the state." The latter part of his statement is probably the key to understanding the attitude of the other Greek leaders at this period. Certainly the manual arts found almost no place in the training of the Greek youth of the upper classes. However, the nation could not escape from the fact that some children were receiving instruction from the skilled workers, even though these children may have been those of the so-called lower classes. Later, labor became more highly specialized.

Early Christianity

Following the example of the rabbis and of Jesus, it is not strange that the early monks made a fetish of manual labor. The days were divided between prayer and work. Food, clothing, and shelter had to be provided at low cost, so the economic motive was the greatest urge. The organization of the monasteries was very like that of a citadel.

As early as the fifth century the Order of Benedictines maintained the nobility and sanctity of work. Their splendid labor on manuscripts stands as a monument to this idea in their ranks. We may also trace the beginnings of the association with the intellectual, in that monastery labor was so much used in copying the written words and phrases of the Christian leaders of that time.

The next step was naturally the designing of larger buildings, with the necessity of considering climatic conditions, differences of religious ideas and their relation to art, and, as they began to teach the children, special buildings for school life. As the church communities grew wealthier, richer and fairer buildings were designed and built, necessitating more attention to teaching the young craftsman with direction toward quicker and more accurate methods of accomplishment.

Briefly, here we may state that, as a necessary part of this rapidly expanding religious movement, the minor arts and crafts were developed, and scientific study and invention were stimulated. We are not forgetting agriculture in this connection.

It is still evident, though, that the primary purpose was not educative, though the monasteries were the only real educational institutions of the period. At a later period there would be regular instruction for boys, offered by their parents for monastic life, or for those sent merely to be educated and protected.

The Secular World and Labor

The method of teaching by routine would be the only means by which boys outside the monasteries (mostly in towns) could receive instruction. As the crafts developed, became differentiated and specialized, apprenticeship also became recognized, and the range of matters to be learned grew wider.

Apprenticeship came to be the chief means of education, and the length of time was gradually increased until an apprentice was considered to have given sufficient service when he had worked for seven years. While the master promised to teach the elements of a trade, yet it can be understood that the process of learning was, as formerly, largely imitative.

The Beginning of the School Idea

The invention of the art of printing, and the Protestant Reformation, just before and in the early part of the sixteenth century, unfolded new educational possibilities and put new life into teaching methods. To name all the leaders of these changes would require a good deal of space, but we will touch briefly upon the names and work of some of them.

Luther advocated a State-supported, comprehensive education for all children. He looked upon a boy in a monastic school as being in a prison. Rich and poor children were to be at school at least one or two hours daily, and the State could use compulsion if necessary. The rest of the time the boys could learn a trade at home.

Rabelais would approach knowledge through the use of objects and the observation of processes. The educational importance of his work comes largely from the influence of his ideas upon Montaigne, Locke, and Rousseau. To this man belongs most of the credit for the tremendous changes that occurred in the ideas of the world of education, changes that have stamped their impress on the programme of the schools to this day and probably will continue to do so for all future time.

Mulcaster (late 16th century) said that "the hands, the ears, and the eyes were the greatest instruments whereby the receiving and delivery of our learning is chiefly executed." He laid great stress on the use and value of drawing, believing that it cultivated appreciation of refinement of line, tint, and space division to the benefit of the mind, body, and soul.

Bacon (1561-1626) pointed out that the way to study nature was not merely to learn what others had written, but to go straight to nature and learn through the senses. This seems to express the thought of modern times with regard to instruction in Industrial Arts. He used the term "manual arts," and stressed the value of a careful and unprejudiced induction from facts. It is worth while to note his remark that "it is esteemed a kind of dishonour unto learning to descend to inquiry on matters mechanical." This spirit has not yet departed from us.

Later Comenius wrote and taught that the young should learn as much as possible, not from books, but from nature, heaven and earth, and from trees. He gave a very splendid contribution in his order of learning, which was to educate first the senses, then the memory, then the intellect, then the critical faculty. Another of his ideas was that the process of learning should be agreeable to the

learner, an idea that has not yet been fully grasped in our educational systems.

Comenius also laid out plans for a school for infants, which was a forerunner of Froebel's Kindergarten. "Let them," he says, "be occupied in doing something; boys delight in this, so make provision to use their play activity to teach them through the senses." The only criticism one can make of this great leader is that he did not suggest the teaching of shopwork instruction in schools.

We must pass over the names of many men who helped to influence education, both along academic lines and along the lines of academic manual education, during the seventeenth century, but the name of Milton should be mentioned. He contributed considerably to the thoughts of the day on learning through the senses. "Things rather than words, the facts of nature and of life, real science of every possible kind," is his idea of what should constitute the large part of an education. Men experienced in craftsmanship and agriculture were to be called in to give the children the benefit of their experiences.

His confrere, Hartlib, is responsible for a plan to begin a college of agriculture. Here we see at last a definite idea for the organization of a school to teach by formal instruction as well as by learning through experience.

An Organization Formed

In 1648 a number of famous men met and founded (later, under the patronage of Charles the Second) the Royal Society of London. This body endeavoured to promote the teaching of natural sciences and manual arts by practice and experiments. One member, Moxon, published an illustrated book on tools and their use.

John Locke, another member, and a man of the highest rank among educationalists, became the chief exponent of the idea that education should fit a boy for practical life. He advocated schools where children could learn useful trades and drawing, both of which he recommended (1) because of physical exercise, (2) because the knowledge might be useful, (3) because they provided diversion and recreation.

Other Countries

Thomas Budd (1685), in the U. S. A., also urged that trades be taught to children. The missionaries in California and Mexico had tried to interest their native converts in handwork and agriculture.

Early 18th Century

The book by J. J. Rousseau, entitled "The Social Contract," has been stated to have been the cause of an upheaval in education. The idea that the child should be the centre of pedagogical inquiry was new and novel, and the force of this idea has not yet spent itself. Education, he claimed, should be natural and spontaneous; it is received from nature, from circumstances, and this education, if prop-

erly received from these sources, and if properly applied in our ordinary life, will supply us with all that is needed.

It is easy to see how the ideas in his book, "Emile," were reasoned out, when the above is remembered. Emile is to be taught by experience, but he is to be directed where and when this teacher becomes too harsh.

The boy, says Rousseau, will learn more by one hour of manual labor than he will retain from a whole day's verbal instructions. He regarded a trade as a vital part of the process of education. His idea that the manual arts may be a means of mental training marked the beginning of a new era in education.

The First Manual School

Basedow is credited, under Prince Leopold of Dessare, with having founded an educational institution where handwork was to be taught. Others followed, and the ideas of Rousseau slowly but gradually spread over Europe.

England

The first school of industry was founded about 1790, and, by 1796, there were six such schools in Southern England.

Some of the schools sold the work done by the children, part of the proceeds helping to pay their tuition and part being returned to the children.

Pestalozzi

Much has been written of this great worker for education along natural lines, but it is only fair to say that he really accomplished less than he is credited with. Sympathizing with the people in their meagre lines and poor outlook for the future, he early determined that the only possible hope of permanent relief would be to uplift them by education, mainly through methods that would help them in their daily occupations.

He began by bringing into his poor farm home twenty poor children, but, great as was his desire, and splendid as was his success, this enterprise suffered from lack of funds. However, his experiment excited the admiration of many philanthropic leaders. His contention was that children gained in health and spirits as well as along educational lines when they engaged in natural pursuits. All teaching should lead to the home, not away from it. "Either we go," he says, "from words to things, or from things to words. Mine is the second method."

To his school came statesmen and educators from most of the countries of Europe, and even from America. The result was that his methods were tested out in many places.

Herbart and Froebel

While Pestalozzi was teaching, a young man named J. F. Herbart was at Berne. The two men became acquainted, and the latter gained

much educationally from the friendship. Herbart said little about manual arts, yet recognized that the study of them was beneficial to children because he thought it tended to keep them from idleness and interested them in useful work, and, better still, taught them something which contributed to future culture.

Froebel accompanied some of the boys he was tutoring to Pestalozzi's school and there learned of his successful methods. Although these methods were in advance of the times, yet his practical experiences wove themselves together into an effective background that no academic course of the time could have provided. He stated that man did not work only for the means of existence, but that his spiritual essence might take outward form. The young should therefore be trained early for creative work. Lessons derived through work and by work would then be far more impressive and far more easily understood.

The Kindergarten School is a monument to this great worker in education, who differed from Herbart in that he would place handwork at the very centre of his educational system.

Robert Owen

The invention of the power loom brought thousands of children into the factories. Many of these were paupers, bargained for by the factory owners. The treatment and suffering of these children has been described as heartrending in the extreme. Owen became convinced of the importance of education in attempting any change for the better. He established at Lanark his first school, where he tried to work out his main idea, which was to develop a social organization that would rationally educate and employ everybody. The chief means of education was to surround the pupils by circumstances superior to those they lived in. His experiments interested thousands and had a far-reaching influence on British and American education.

The term "manual training" is used, for the first time in history, in an article by Maclure, an assistant of Owen's.

The Manual Labor Movement in America, about this time, featured an attempt to provide an education for those who cared to pay for their tuition by learning and laboring in one or more mechanical arts.

Communities were formed and many reports were made with reference to carrying on this work. The Oneida community was the most famous along these lines.

Religious Schools in America—Ragged Schools in England

Recognition is due these two great movements for their practical work and for their insistence on the idea that work was an uplifting agency, and that craftsmanship was educative, mentally, bodily and spiritually. Their efforts resulted in Acts being passed to help them further their aims. The work of these bodies covers such a long

period and their efforts were so wide that books have been written on this subject alone.

Later, education by handwork was carried on in the Elementary Schools for the Poor, and, afterward, a change was made so that these schools could not make profit out of the product of the children's labor.

Passing over the splendid educational efforts that were also being made in Germany at this time, we notice a new impulse towards the idea of teaching practical arts in America, particularly to orphan and negro children in the North-East.

Apprenticeship and Schooling

At the time of the British Industrial Revolution it was urged that a substitute be found for the master and apprentice system. More technical knowledge and better trade process teaching were needed. In America and France the factory system, which kept children working for long hours, was also under criticism. France was the first to move, and she established National Schools of Art and Trades.

In these schools two-thirds of the day was devoted to manual work and linear drawing, and the remainder to theoretical instruction. The length of the course was four years. It is worthy of note that later France led the world in engineering education. Germany followed with her Institute of Trades.

Mechanics' Institutes in Great Britain

The intelligent industrial workers of the early 18th century demanded more knowledge of a mechanical and scientific nature. This resulted in the formation of Mechanics' Institutes. A magazine was started in London to support the idea. In 1841 the membership at one Institute was 1,200. Manufacturers supported the movement because they believed it would bring them better workmen. In addition to the evening schools, Workingmen's Colleges were established. These movements have a definite bearing on later types of industrial education.

Finland—Sweden

To Finland belongs the honour, under the order of the Emperor of Russia, of first placing training in handwork as a definite part of school instruction. Sweden and Russia also were organized very shortly afterwards. "Sloyd" in Sweden was started, not so much as a means of education, but as a means of furnishing the leisure hours of the rural home with interesting occupation. The school at Naas began to train teachers, and its influence has had much to do with the promotion of instruction in the manual arts in other countries.

Russian System

This system undertook to give scientific tool instruction by a series of fundamental tool processes. The United States, when it first introduced manual training, used this method, which was to analyze the tools, processes, crafts, trades, and materials into their elements and to arrange these into courses. In 1876 a demonstration

of their methods was shown at the Centennial Exposition. The idea spread, very largely because of discontent with the traditional type of education. The first work in the schools was advocated, financed and organized from outside of the school organization, and very often met with violent opposition. In 1888 New York City decided to introduce the practical arts into its schools, thus paving the way to our present system in the U. S. A. and Canada.

The writer, in 1903, wishing to engage in manual work in Montreal, found one branch, and this paid for by an outside philanthropist.

Training School in U. S. A.

A Training School of Swedish Sloyd was established in Boston in 1886, thus bringing a change from the Russian method then in use in the U. S. A. More and more articles of actual use in the home were designed, drawn and made by the pupils, resulting in a noticeable increase of interest. The claims set up by Sloyd were that it was educational because it developed: self-reliance, respect for labor, training in order, exactness, industry and patience, hand dexterity and physical development.

Considerations of beauty and artistic expressions were emphasized by the Arts and Crafts Movement under the influence of Ruskin and Morris.

A change for the better in the products was seen in that the models required some originality of thought and planning and were of more use.

The Industrial Stage

At the present time we are attempting to industrialize and vocationalize the shop work. It began with the idea that shop courses should bear some relation to the industrial world, and that they should also provide a fund of information and experience relating to materials, processes, methods of manufacture, opportunities for employment, etc., of certain fundamental industries. Of course it is right that we should try to keep pace with the times, for it is only by giving an understanding of the complex industrial society of the modern world that training in Industrial Arts can be of the utmost benefit.

Kelway's Cafe

(Saanich Peninsula and Gulf Islands Review)

KELWAY'S Cafe, located at 1111 Douglas Street, Victoria, operated under the direction of Mr. Thomas H. Kelway, is one of the most popular cafes in the city and merits the large patronage received.

Kelway's Cafe has gained a name that has spread far and wide as being among the most reliable cafes in Victoria, where the local and traveling people can more than satisfy their demands in the manner of obtaining good food. Their menu consists of not only the prime necessities of life, but many delicacies are offered that are inviting and tempting to the most fastidious.

A modern refrigeration system is part of their equipment and adds in no small measure to the value of their service in keeping fresh meats, salads, etc., in the prime of condition.

Cleanliness is one of the outstanding features of Kelway's and is not confined to the tables and the silverware, but extends to the kitchen and places only frequented by the management and assistants, but open for inspection by the public. It is a pleasure to have such a modern, attractive and up-to-date cafe as this to which we can refer the local public.

Under the personal direction of Mr. Kelway, who has had many years of experience in the restaurant business, his cafe has flourished. He has given the business much study and consequently has striven to give the public something a little better in service. He has arranged the cafe so that it is very attractive and unique both as to equipment and decorative scheme, and insists that the service be kept prompt and courteous. We take great pleasure in complimenting him on the high order of his establishment and refer it to all readers without hesitation.

According to the "Scottish Educational Journal," Edinburgh has 112 acres of ground in use for athletic purposes for scholars, and of these, 100 acres have been acquired in the last nine years.

A Modified Form of the Dalton Plan

(*By* F. C. HARDWICK, *Kitsilano Junior High School, Vancouver*)

IN these days of surveys, investigations and scientific doubt concerning educational principles, one questions whether the traditional lesson recitation meets many of the demands made of all school practises by the practical philosophy of modern education, which includes the following among its many requests:

1. That individual differences be recognized by allowing each pupil to advance in accord with his individual capacities. In other words standards are to be individual in nature, not class. As a corollary one might add that bright pupils be required to do more work than less intelligent ones.

2. That a pupil be left alone, frequently, to work out his own problems; this individual work to be assisted by a sound method of direction and instruction.

3. That the psychology of habit be recognized in the formation of correct study habits and the elimination of harmful ones.

4. That the teacher must not interfere with the pupil's study—he must leave the pupil alone.

5. That initiative, clear thinking and confidence in one's ability to organize experience for new adjustments be developed.

6. That the present harmful practice of encouraging individual competition with others be abolished and a true conception of self-achievement and self-management be substituted.

7. That there be established a more intelligent co-ordination of class activity with individual study, either at home or in the library.

8. That the traditional recitation period become one for interpretative and supplementary discussion—more of an anticipated event than a boring routine procedure. This does not mean that testing should be eliminated.

9. That co-operative group work be encouraged—pupils frequently working in groups of two or more.

10. That a suitable balance between individual and social requirements be maintained.

Among the ways and means of effecting the above "consummation devoutly to be wished," the much-discussed Supervised Study Plan holds a prominent position. One must realize that this often misused term does not refer to any one narrow interpretation, but runs the gamut from reference to the laboratory type adopted by the Dalton Plan to the policing of group study. In the latter case all the traditional classroom procedures are retained but enforcement of study requirements is more rigidly observed.

The writer has found that an attempt at adapting certain elements of the Dalton Plan and one or two other methods of Supervised

Study, to the organization of the Kitsilano Junior High School, gives promise of proving very satisfactory. The experiment is being carried on with two classes in English and Social Studies, one group being composed of exceptionally brilliant pupils, the other of fairly high average ability ones. Conditions such as the allotment of ten forty-minute periods weekly for the two subjects mentioned, the use of the school library, (with excellent assistance from the librarian), and the use of a general study-hall have conditioned the experiment. Owing to the fact that the plan has been in operation only three months, rash statements regarding its virtues or deficiencies would be premature. An outline of the elements used in the plan follows:

1. The Dalton Plan individual assignment. The weekly topic or problem to be studied is introduced, definite references for reading, map study, etc., are given, and question, topical outlines, map work charts, etc., either required or suggested. At first required work predominated but as time progresses more original material will be accepted. The assignment is usually mimeographed.

2. Minimum and maximum assignments. Each assignment has certain topics, reading (usually from a text), etc., which must be completed by every pupil. This constitutes the minimum assignment. The class of exceptionally brilliant pupils has a more difficult minimum assignment than the class of less able pupils. To care for those who work more quickly than the rest, additional subjects for individual or group work are suggested. Extensive use of reference books is necessary in the latter case. Pupils concerned with the maximum assignments may go to the library during the class study periods or may bring books to the classroom from the library "reserve" shelf. Frequently the more advanced pupils work together on some problem of mutual interest. Time is given during the general class discussions for reports on special research work.

3. How-to-study charts. The directions given in the assignments are supplemented by the use of study charts which are either mimeographed and given to all the pupils or are lettered on large strips of cardboard and hung on the walls. The constant use of these charts which frequently take the place of the study directions in the assignments is beneficial in the formation of desirable study habits. Excellent suggestions for study charts are given in "The Group Study Plan" by Maguire.

4. Co-operative work. This has been suggested above in connection with the individual assignments. The natural desire of adolescent children to work together is encouraged, and the pupils are allowed to converse and move about as long as these activities are justifiable. The number of pupils taking an unfair advantage of their freedom is soon reduced to small proportions, and would-be time-wasters lose the privileges granted to the rest.

Each class is divided into teams; competition in the neatness and quality of work, conduct, etc., being an established and very interesting phase of the work. Inter-team debating is carried on and each

team takes its turn in presenting short plays, sketches and other dramatic work.

5. Class conferences. The class periods each Monday are usually devoted to introductory discussions of new problems, topics, and projects to be studied and developed during the coming week. The historical or geographical background of a problem might be sketched or an inductive or review lesson in Grammar taken. The more advanced students often contribute to these discussions. At the beginning of the class periods on the next three days, brief discussions or considerations of interesting and troublesome points met with in the study are held. The English period each Friday is devoted to Literature Appreciation, dramatization or review work. The Social Studies period is used for socialized, test or review purposes.

6. Use of Study-Hall, Library and Home for supplementary Studying. Completion of the work in the assignments is not required during class study periods, but may be done during the supplementary study periods given for general study purposes, or at home. References in the assignments make extensive use of the library imperative. No homework is required except of those students who through absence or other causes do not complete the minimum assignments during the time allotted. Many pupils becoming interested in their personal or team achievement do considerable supplementary work as suggested in the maximum assignments. The amount of reference work done by many of the pupils is becoming astonishing and projects completed by some indicate very extensive reading and study. A close co-ordination of studies in classroom, library and home is slowly being established.

7. Checks on work. Working on the plan as outlined, the pupils turn out much more written work than ordinarily. Some of this work is checked during the class study periods, but much is marked outside of the classroom.

By means of individual record cards, progress in the various subjects is checked. At present these cards do not indicate the character of the completed work, but with the introduction of certain improvements in this respect, the quality of the work will be evident at a glance. The value of such cards indicating the weekly progress of the pupil's work is apparent.

The foregoing incomplete and rather incoherent outline will serve to suggest how one adaptation of the Supervised Study Plan is conducted. The writer has found that the pupils' enthusiasm on the whole is unbounded, though this may be due merely to the novelty of the plan. One might add that teaching has assumed a more pleasing aspect than formerly, if such a consideration is of any importance. With certain improvements, some of which have already been suggested, the further success of the plan is confidently expected.

The following bibliography has been found very useful in mastering the technique of Supervised Study:

1. Individual Work and the Dalton Plan .....A. J. Lynch
2. Rise and Progress of the Dalton Plan.....A. J. Lynch
3. Education on the Dalton Plan.....H. Parkhurst
4. Dalton Plan Without Subject Rooms and Specialists.

The above books, (with the exception of number four, which is a pamphlet) may be borrowed from the Vancouver Library.

5. The Group Study Plan .....Maguire
6. Methods in Secondary Education .....Fontaine

N.U.T. continues to gather strength year by year in Wales. The increase for the past seven years is 23% among men teachers and 13% for women.

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In Queensland 3,500 children, assisted by 62 teachers, are carrying on regular studies through correspondence courses. The experiment began fifteen years ago.

Ramblings of Paidagogos

Parents

HOW seldom it is that we meet the parent in his more genial moods! Upon those rare occasions when he sets foot within the school there is usually a fierceness and a truculence about him, as of one whose normally gentle spirit has been fanned into a righteous flame of indignation. He comes in like an army of occupation, girt and helmeted, and launches forth into his view of the case with small consideration for peace-time amenities. He bangs his fist upon the desk, and demands in reverberating tones that his child shall be the recipient of "British Fair Play."

It is a dramatic scene! But let us get behind it for a moment. On the previous evening he and his wife listened with vibrating heart-strings to the unvarnished tale of a little child, a simple single-minded story of injustice and tyrannical abuse of authority, a recital bedewed with tears and heavily interlarded with groans—for your child has the true instinct for effect. With their offspring tenderly put to bed, the authors of its hapless being sat down for a couple of hours to canvass the subject with rising heat, and no doubt carried the discussion far into the stilly night.

Came the dawn, and soon afterward that repast which is by far the most sombre of British institutions, a period of grim silence when even the deeply injured babe was probably cut off in the further rehearsal of her wrongs. Finally, with hat crushed down on head, and firmly clasping the moist hand of his progeny, the husband and father strode into the bleak morning, followed by the last shrill admonitions of his wife.

Do you wonder at his entrance into the school? He has the titular headship of his family to vindicate; for did not his better half say that if he were not man enough to stand up for the rights of his child, she, herself, frail woman as she was, clothed in wrath and crowned by last year's hat, would descend upon the school like a goddess of vengeance?

Now, a man hates a scene of any kind, but he peculiarly detests the idea of his wife taking part in one; chiefly he fears that her self-control will buckle under the strain, and that she will make a fool of herself. He therefore reluctantly shoulders the latter responsibility, and makes a good deal of noise to conceal some internal trepidation. This is the more necessary since his own scholastic experience has probably left him with a deep-seated sense of inferiority within the precincts of a school, and he must whistle to keep up his courage.

So, my brother, meet the poor fellow with a modicum of sympathy, and do not take his rhodomontade with too great a seriousness; he is really quite a decent sort, and if treated with understanding will readily admit the unreliability of human evidence. Above

all things—and this is the very kernel of the matter—send him off with a feeling that he has acquitted himself with a reasonable measure of success.

But there is a type of parent whose reactions are less simple, and who presents a much more difficult problem. I refer, of course, to the teacher who has become a parent. Here we are face to face with an individual who knows how things should be done, and who is entirely unmoved by our excursions into diplomacy. He enjoys entering into a correspondence with the school, and is happy to elucidate any of the more obscure aspects of discipline and administration. Moreover, he can discriminate unerringly between the various degrees of asperity, and can set a dainty foot within the debatable ground of insolence without a definite diminution of politeness.

Short of downright discourtesy, there is no certain way of meeting this situation. I would suggest here that everything depends upon having the last word. Write one scholarly reply, containing as many references as possible to the more abstruse educational authorities, and thereafter withdraw into a dignified silence.

It is the ex-teacher, however, who presents the final difficulty, a difficulty which varies in exact proportion to the square of the distance (in point of time) from pedagogical work. As in the case of wine, the more ancient vintage is the deadlier, and the process of pouring old wine into new bottles is still no less disastrous than it was in Biblical times. Especially is this so when the ex-teacher is a lady, for in such a case she is prone to look from the superior altitude of matrimony upon such luckless members of her sex as are currently engaged in wrestling with the children of others. She is now a gorgeous butterfly, and may regard with tolerant amusement her former chrysalis condition.

But this peculiar attitude of mind is not the main trouble; it is only an aggravating circumstance. The ex-teacher who has assumed the role of parent is invariably a Confucian, a detractor from all things new, and a lover of the good old days. From being a dynamic science, education upon this view becomes a static art! What was good enough for me in my callow and fleeting sojourn in some little red schoolhouse of thrice-happy memory, is good enough for the schools of today! My methods of teaching arithmetic or Latin are stamped with the authority of revelation, and stand firm yesterday, today, and forever!

It is bootless to offer even the semblance of a suggestion as to how such obstinate cases should be treated; only a surgical operation will bring relief. Let us, therefore, regard them as equivalent to the hair-shirt and flagellations of the mediaeval ascetic; let us learn to endure them with equanimity, and to count them stepping-stones in our spiritual progress.

Upon this temperate consideration of the parent, I am led to regard him as a somewhat modified blessing; and I do not for a moment lend my countenance to the current proposal for his abolition.

Extra-Mural Work

I shall probably be hanged, drawn and quartered for reverting so often to this well-worn theme, but a man must bear witness to the truth that is in him, and, for myself, I will cheerfully suffer martyrdom if this great cause may thereby be profited.

There are hundreds of able teachers in British Columbia who have been prevented by the exigencies of life, and especially by financial stringency, from pursuing a university career of great brilliancy; teachers who have their bread to earn and dependents to support. It is all very well to say that Summer School facilities have been provided for these people, whereby they may proceed in due season to a degree; but this is a mere academic begging of the question. Many of them are no longer youthful, and the interminable prospect is not for them; the hard fact is that they view what is offered as a sort of sardonic joke, and are constrained to accept with a rather embittered fatalism the anomalous position of intellectual subordination with which this enlightened age has blessed them.

Yet the cultural advancement of this Province is overwhelmingly in the hands of the grade teachers; it is their duty to bear the lamp of learning into every community, and to carry the love of truth and beauty to every child; through them alone can the University reach the great mass of the people.

If, therefore, there is one class beyond another which should be especially favored in its search for academic and cultural progress, it is the teaching body, since teachers are, in simple truth, the rank and file of the University Faculty itself. If there is any single way in which the scope of the University can be widened to include the entire population, it is by enlarging the knowledge and extending the vision of the rank and file. And extra-mural courses are the best means to this end.

It is to be supposed that Universities and Governments make New Year resolutions, just as do the common run of humanity, so we may hope for great things for 1929!

THE organization meeting of the Greater Vancouver Vice-Principals' Association was held on January 11th in the Central School. The elections placed the following in office: S. J. Bryant, President; James T. Boyes, Vice-President, and Wm. M. Robson, Secretary-Treasurer.

Very hearty support was given to the motion that the V. T. A. approach the School Board asking that the annual salary be paid in twelve monthly instalments, instead of the present ten.

Commercial Education

(*By* NORMAN SANGSTER, B.A., *High School of Commerce, Vancouver*)

There is much interest being centred on the problem of curriculum revision in the secondary schools of B. C. at the present time. In the past there have been changes in the amount of subject matter to be covered and in the texts used, but the subjects taught have remained more or less static. The high schools in B. C. are still preparatory schools, in the sense that they prepare primarily for the university and not for life. The subjects chosen for study are those which are commonly assumed "to have the sanction of peculiar liberality, the chief content of the term liberal being uselessness for practical ends." Certain concessions have been made to public demand for those students who must engage in getting a livelihood and thus have arisen our technical courses and the commercial departments of the high schools. The commercial departments in most cases are distinct units as regards the course of study and have little in common with the academic or general course. The resulting arrangement is unsatisfactory and is not in agreement with present day educational theory and practice. In the words of John Dewey "the result is a system in which both 'cultural' and 'utilitarian' subjects exist in an organic composite where the former are not by dominant purpose socially serviceable and the latter not liberative of imagination or thinking power." This condition in the high schools is due for a change and in this change commercial education will eventually hold a more important place. The existence of the human race is dependent upon economic prosperity and commercial education is one important phase of education that deals directly with economic problems.

In a recent survey made of over 1500 schools belonging to the North Central Association of American Secondary Schools, some very interesting information was obtained in connection with the curriculum of the high schools in that district. Professor C. Davis, who conducted the survey, has this to say about commercial education. "Commercial work of all sorts has a remarkable hold on high school pupils, 45.6 per cent. of all being enrolled in its several branches. This percentage is surpassed only by the enrolment in English, social studies and mathematics." This statement is not at all surprising when one considers that so many students engage in commercial pursuits after leaving school. History used to confer its choicest favours upon the soldier and the clergyman; now it waits upon the magic touch of business, of the man behind the machine and the cash book. Nor is it to be regretted that students are so "utilitarian" in their outlook. The people of this continent are often criticized for their apparent reverence for the possession of wealth; but are we going to disregard entirely, this element in the fundamentals of our existence? This reverence ceases to be a virtue only when we are

willing to sacrifice our morality for it. Parents and students are always faced with the problem, "What knowledge is of most worth?" Many are finding the answer to that question in the pursuit of commercial studies. They believe, as Spencer did, that "there is perhaps not a subject to which men devote attention that has not some value. But we must ever bear in mind our limited time for acquisition . . . . . before devoting years to some subject which fashion or fancy suggests, it is surely wise to weigh with great care the worth of the results, as compared with the worth of various alternative results which the same years might bring if otherwise applied."

The popularity of commercial subjects is not confined to the United States. The provincial education department's reports show that commercial education is making its appeal to an increasing number of students each year. In June 1924 there were 974 students enrolled in the commercial departments of the high schools. In September, 1926, this number had more than doubled, the enrolment having increased to 2111 students. The report for 1927-28 will show further increases. The increases in this province are indeed surprising, when one is aware of the conditions under which commercial education is given. Many school principals, both high and public school men, are not aware of, nor in sympathy with the aims and objectives of commercial education. Classes are larger in this department, where, in certain subjects, close supervision of individual work is essential. Qualified teachers have not been and are not yet available to supply the demand. But a still greater handicap to the growth of commercial education in this province lies in the narrow and restricted nature of the present course, which was organized to meet the needs of a special class of students.

In the early days of the province, before the cities had reached any commercial importance, there was very little need for commercial education. Private schools offering courses in bookkeeping, stenography and penmanship could very well cope with the requirements of the business world. The work of the private schools prepared the boy to begin at the bottom of the ladder and gave him a training which enabled him to avoid mistakes and to get started in business. It is this type of business education that was imitated by our high schools. The definite aims have been to train for stenographic, bookkeeping and bookkeeping-clerical purposes. These objectives are good ones but they should not be the only objectives of the high school commercial course. Business training would reach more students in the high school if specialization were not so restricted. Many boys and girls would be attracted by a programme that would help them to manage their own business affairs and the affairs of others.

In planning the future curriculum for the commercial departments the strictly vocational aspect of commercial work, as at present emphasized, must still be retained for a certain class of students. The high schools of this province have on a number of occasions demonstrated their ability to compete successfully with the private business

colleges. A one or two-year course of intensive training should be provided for those students who find it necessary to become wage earners as soon as possible. This class of student should not have to attend a private school for they are the very students who are in most need of free education. For the greater number of students, however, a much broader course than the present one should be offered. The demand of the future will be for an advanced type of commercial work—a type of training aimed to develop leadership in the business world. This training would include a course in world history; a practical type of economics and geography, giving an insight into the needs of various countries and the relations of peoples to each other. There should be training in a language other than our own. Chemistry should be studied for its use in commerce, to understand the work of manufacturing. One of the things that made Germany so powerful a commercial adversary was that she was supreme in chemical science. Training in actual business practice would be given so that the student could go right into business on leaving school. The aim should be to give a complete commercial training to all who desire it and to train skilled workers as far down the ranks as possible. This training should always be in keeping with the changing industrial conditions. "Manufacturing and commerce are no longer domestic and local, and consequently more or less incidental, but are world-wide. They engage the best energies of an increasingly large number of persons. The manufacturer, banker, and captain of industry have practically displaced a hereditary landed gentry as the immediate directors of social affairs." The new commercial education must take its share of the responsibility to meet these changed conditions of life. It must help to replace much of the old education, inherited from different social conditions and which is today out of date.

B.C. Teachers' Federation Executive Meeting

A MEETING of the Executive of the British Columbia Teachers' Federation was held in the Hotel Georgia, Vancouver, on Saturday, Decem[illegible]r 8th, 1928. Those present were: President T. W. Woodhead, Miss Charlotte Black, Messrs. W. H. Morrow, G. S. Ford, A. H. Webb, C. G. Brown, A. S. Towell, J. B. Bennett, F. A. Armstrong, D. P. McCallum, W. F. Houston, H. Charlesworth (General Secretary), and Miss Charlotte Clayton (Assistant Secretary).

General Secretary's Report:

The General Secretary submitted a report of Federation activities since the last Executive meeting, dealing fully with the various negotiations with the Government and officials concerning Superannuation, and outlining in detail the suggested draft of the Superannuation Bill (already printed in the December issue). Other matters covered were: Fall Conventions, Tenure cases, four court cases of vital interest to teachers, and also the unfortunate tragedy at Nixon Creek. He gave accounts of many interviews with the Minister of Education, and the Superintendent, and expressed high appreciation of the extremely sympathetic attitude of co-operation evidenced on all occasions. This report was received, with thanks.

Correspondence:

Communications were dealt with as follows:

(a) Resolutions and recommendations from the University Summer Students' Association. Referred to Special Committee to confer with students' executive.

(b) Resolution from Nanaimo and District Teachers' Association: "That as, under the new regulations for the University of British Columbia Summer Session, students have to prepare in many subjects almost double what is required of Winter Session students, and as this also entails additional expense for books, the British Columbia Teachers' Federation Executive be asked to approach the Department of Education and the University authorities in this matter, and endeavor to have the course somewhat revised so as to have similar work done by both sets of students."

In discussion, several new points concerning University regulations were raised, and it was decided that a subcommittee of the Federation Executive, consisting of Mr. G. W. Clark and two others to be named by him, should confer with a similar sub-committee of the University Summer Students' Association executive, with a view to bringing forward definite recommendations for submission to the University authorities and the Department of Education.

(c) From Native Daughters of British Columbia, re the Federation's attitude to Bible reading in the schools. It was decided that they be informed by the Secretary that the Federation had not at any time given official consideration to this matter, and consequently had adopted no position, either in favor or opposed.

(d) From Dr. M. Solandt, chairman of the Adult Education Section of the World Federation of Education Associations, asking support of all movements tending to extend Adult Education. It was decided to notify Dr. Solandt that the Federation was extremely interested in the extension of Adult Education, and had given every possible support to any movements to this end, and also that it would continue to co-operate with all bodies seeking to further such aims.

Lecture by Contessa Maria Loschi

A letter from Dr. von KleinSmid, president of the University of Southern California, offered the Federation the privilege of having the famous Italian, Contessa M. Loschi, who is spending the winter as a guest of the University and lecturing in the Department of International Relations.

It was decided to accept the offer, and that the proceeds of such lecture be devoted to the G. A. Fergusson Memorial Fund. Appreciation was also recorded of the interest shown by Dr. von KleinSmid in the Federation, and his concrete co-operation so well shown.

New Education Fellowship Conference

An invitation was received from Mrs. Clare Soper, the secretary of the New Education Fellowship, giving an outline of the Annual Conference to be held this year at Elsinore, Denmark, following the World Federation Conference at Geneva, and asking that British Columbia teachers be represented if at all possible. As the New Education Fellowship has a splendid programme and is an educational association of a very fine character, supported and conducted by the world's foremost educational leaders, particularly those of Great Britain and Europe, it was decided to bring the Conference to the notice of any of our members who might be in Europe at the time of the meetings, asking that as many as possible should make an effort to attend.

National Union of Teachers' Travel Bureau

The General Secretary outlined correspondence received from the secretary of the N. U. T., and directors of the Travel Bureau, asking that any B. C. teachers who were considering going to Europe this summer should unite with the British Teachers' Travel Bureau. The N. U. T. has for many years conducted teachers' tours through Europe, and has a wonderful organization for such purposes. As a return for the much appreciated hospitality shown to British teachers who toured Canada two years ago, they are anxious to reciprocate

the fine spirit shown on that occasion by having Canadian teachers travel with their Bureau while overseas. A special representative has been appointed and has opened an office in Toronto, in order to give every assistance to those intending to join a Canadian party.

It was decided that, as the N. U. T. was a sister organization of teachers, and as the Travel Bureau was conducted as a department of service for teachers, we should give publicity to the Bureau's plans and give our teachers an opportunity of availing themselves of the many advantages to be secured from travelling under such expert and congenial guidance.

Additional Members of Executive

To fill vacancies on the Executive it was unanimously decided to appoint Mr. L. E. Morrisey, of Merritt, to represent the Central Mainland, and Mr. Hugh N. MacCorkindale, as Vancouver, as a co-opted member.

Superannuation Report

A full discussion followed the detailed report submitted by the General Secretary on behalf of the Superannuation Committee, and there was unanimity in the belief that the scheme as presented to the Government was an excellent one. A very hearty vote of appreciation of the splendid work done by the Committee was carried, and in thanking the Executive for such vote Mr. G. W. Clark, chairman, spoke of the great volume of work which had been accomplished by the General Secretary in the working out of the numerous details and conducting the many negotiations which had been necessary with the Government and the various officials.

President Woodhead, Mr. Morrow and Mr. Ford also made appreciative references in this connection. In reply, the General Secretary stated that, though the work had been arduous and strenuous, and would continue to be so, yet, he felt if by the Federation's efforts we could obtain a practical and satisfactory system of superannuation for the teachers of the Province for all time to come, then all would be amply repaid, and could look back in later years with pardonable pride to any contribution which we might have made to bring about such a desirable result. He also recalled that the Federation, through its various Committees, had been pressing steadily for superannuation for eight years, making gradual, even if slow, progress each year, and that now our final hopes seemed to be nearing realization. Such successes furnished further evidence of the great debt every B. C. Teacher, both present and future, would owe to the work of the Federation, and one more tangible argument of the just claim the Federation had on all teachers for active support.

Printing of Names of Members and Non-Members

A full discussion of this matter took place, and legal opinions which had been taken were considered. In view of the many difficulties involved, it was finally decided to refer the matter back to the next Annual General Meeting for further consideration.

Fall Conventions

The General Secretary gave a brief account of the various Fall Conventions which had been held in the Province, and it was agreed to continue to do everything possible to assist such Conventions.

Membership

Mr. C. G. Brown reported the paid-up membership to date as follows:

14/10 fees (March, 1928 to June, 1929)	381
10/10 fees (July, 1928 to June, 1929)	150
4/10 fees (March, 1928 to June, 1928)	1033
Other fees—partial	72
Normal Graduates	46
Total	1682

It was decided to ask all local organizations to continue efforts for increased membership and to assist by Federation co-operation.

Finance Committee

Mr. G. S. Ford presented the Finance Report, stating that all expenditures were within the budget figures to date, but pointed out that the change of Federation year had resulted in payment of many part fees, thus causing a temporary lowering of the balance usually available in the Federation funds. This would be remedied during the next few weeks, when many renewals were expected.

Magazine Committee

Mr. W. H. Morrow submitted a report of the Magazine Board, stating that Mr. Claude L. Campbell and Miss N. M. McKillican, Victoria; Mr. William M. Armstrong, Mr. Owen J. Thomas, and Miss Hazel MacLeod, Vancouver; had all been added to the Board.

He outlined plans in hand and indicated that the co-operation being received on all sides was making the magazine of much greater value. He referred also to the satisfactory state of affairs regarding advertising, under the active direction of Mr. W. F. Houston.

Educational Research Committee

In order that the Research Committee might be reorganized and recommence activities, it was decided to ask Mr. Alexander Martin to accept the office of Chairman, and that additional members should be named by the President and Mr. Martin.

The Annual Convention

It was decided to hold the Convention in Vancouver during Easter week, (the first week in April). It was also agreed that the Annual meeting should be held before the Convention instead of on the last day as in previous years.

The question of speakers was left in the hands of the Consultative Committee.

The appointment of Sectional Committees was left to the President.

The G. A. Fergusson Memorial Fund

The amount received to date was $698.75. It was decided to make definite plans for reaching the desired objective and to bring such to the attention of teachers after the Christmas holidays.

The Library Survey Report

It was decided that the General Secretary consult with the Minthe Minister of Education concerning the teaching, living and social submitted to the Government by the Provincial Library Commission Survey, and that the Federation would study any recommendations which might be made concerning the improvement of School Libraries, particularly, as well as those for general library purposes.

School Law Amendments

The General Secretary spoke of discussions he had carried on with the Minister of Education concerning the teaching, living and social conditions of rural teachers. He outlined steps taken by the Government in this connection, (as printed in the December issue of "The B. C. Teacher"), but suggested that such conditions would be still further improved by the adoption of a larger administrative unit for school purposes, with the abolition of the principle of a separate Board for each and every small school, and also, if the appointments and dismissals in certain districts should be made subject to the approval of the Education Department. These suggestions were endorsed by the Executive and the General Secretary was asked to continue negotiations along this line.

Teachers' Aid Bureau

The President brought up the matter of the establishment of a Teachers' Aid Bureau. After discussion it was decided to refer the proposal to the Magazine Committee for report.

Group Insurance

The General Secretary outlined the preliminary discussions which he had carried on with representatives of several insurance companies who were anxious to submit propositions for a group insurance scheme for members of the Federation. He said that matters had reached the stage where a definite proposal had been sent in by each company, and that these had all been turned over to Mr. J. G. Lister, chairman of a special committee on group insurance, who, with his committee, would continue a study of the whole matter for report at the next Executive meeting.

Vote of Appreciation

The Executive asked the General Secretary to communicate with the Minister of Education, expressing their appreciation of his splendid efforts in connection with the promotion of the Teachers' Superannuation Bill.

On behalf of the Executive,

HARRY CHARLESWORTH,
General Secretary.

Gleanings

"I HAVE always felt that farmers should have an organization, not to exploit, but to avoid exploitation; not to dictate terms but to bargain for the best possible terms; an organization—whether they believed it or not—for defence and for legitimate aggression, an organization in order that every organized group could be called into conference. How can you consult with a mob? You cannot bring 50,000 people into conference, but you can bring representatives if they are organized.

"All that I have said to these people over a period of years applies here and with equal force. I do not mean to say that any group of people are plotting against you. I do not want you to think that; I could not make you think that if I tried. An unorganized group of men without any representation at the centre of things that cannot be called into conference in the strees and strain and struggle of modern life, are apt to be overlooked. I am convinced that not until the teachers . . . . can send into conference men and women to take part in the conference, sustained by the knowledge that they can speak for every teacher in the Province, not until that day will you win recognition to which you are undoubtedly entitled and obtain for the teaching profession a status equal to the status enjoyed by members of other professions. Why should not you have that status now?"

(*From an address delivered to the Manitoba Teachers' Federation by* HON. R. A. HOEY, *Minister of Education*)

A BULLETIN of more than usual interest has been issued by the College of Education, Ohio State University. It is entitled "For What is the Teacher Paid?" and is written by Joseph A. Baer, Research Assistant in the Bureau of Educational Research. "Teachers have been paid for many different things, from a strong arm to enforce discipline to 'she's a nice little thing and needs the money'." It is the purpose of the study to present a statistical treatment of the readily measurable factors that are usually considered as influencing salaries. These factors are experience, training and teaching load. There are also some interesting statistics concerning salaries for men and women teachers of all types. There is a fair sprinkling of technical terms, such as coefficients of correlation, regression coefficients and means of salary and experience. The cinclusions are applicable to Alberta as well as Ohio. "In all types of school positions and for both sexes except for men in the one-room rural school, there is a relatively high correlation between salary and experience." Or again: "In all types of schools, and for both sexes there is relatively low correlation between salary and training." Or yet again: "The correlations between salary and teaching load are low in nearly every case." An interesting conclusion to women teachers is that there appears to be no final evidence that men carry heavier teaching loads than women, except in the senior high schools.—A. T. A. Magazine.

Progress in China

RAPID political changes in China during recent years have attracted much attention of the world. Very few, however, are aware that a gigantic educational movement is taking place there—an undertaking destined to be larger in scale and more significant in its influence on the future civilization of mankind than any movement hitherto attempted. The Mass Education Movement, originating in the educational work in the Chinese labor camps in France during the Great War, and passing through a stage of experimentation in various centres, has now attained a nation-wide scale. It has already reached five million people, young and old, men and women, who have been taught out of illiteracy by one hundred thousand volunteer teachers.

The success of the movement is in a large measure due to the introduction, so much advocated by Dr. Hu Shih and others, of the Pai Hua, or colloquial style, in writing. For thousands of years the educated Chinese have been accustomed to the classical style in their writing, which, far removed from ordinary speech both in vocabulary and in syntax, is as unintelligible to the common people in China as Latin is to the average European or American. With the use of colloquial style in writing, however, the problem of illiteracy is reduced from teaching an unknown language to teaching written symbols of the language used in every-day life. This latter problem is further simplified by the scientific selection of a vocabulary of about thirteen hundred most frequently used words which are sufficient for simple reading and ordinary correspondence. These are taught in a course of ninety-six lessons which can be completed in sixteen weeks if one spends an hour each evening on week days.

Aside from the simplification and popularization of the written Chinese language, the movement was capable of rapid progress because expenses were kept at a minimum. The series of readers for the complete course costs only twelve cents Chinese money, which is little more than a nickel, and the teaching is entirely done by volunteers who, except for small travelling expenses in certain cases, receive no pay whatsoever.

The organization and supervision of the work is carried on by a national organization under private auspices, known as the Chinese National Association for the Mass Education Movement. When the office opened in Peking, Mr. Y. C. James Yen, promoter of the movement and General Director of the Association, had only two half-time clerks. Now the Association has acquired a staff of unusually strong personnel. Men who are classical Confucian scholars, men who have received their training in the best universities abroad, men who have been college presidents, all find the cause worthy of their best efforts, in spite of drawbacks in financial return and personal comfort. These men have been able to steer the movement clear of political entanglement and to make steady progress amidst flood, famine, and civil strife.

(*By* DR. P. W. KUO, *in "W. F. E. A. Bulletin"*)

IN Secondary Education in Ontario, the most striking development in recent years is the remarkable expansion of the vocational school. A comparison of the number of pupils attending high schools (including collegiate institutes), continuation schools and day vocational schools, respectively, in 1922 and 1926, as given in the latest report of the Minister of Education, shows an increase in the case of high schools of 22 per cent., of continuation schools 10 per cent., and of vocational schools 130 per cent. Twenty-five years ago the number of pupils attending day vocational schools was so small that they were not mentioned separately in the comparative statistics of the Department of Education; now more than a quarter of all the pupils in attendance at secondary schools in Ontario are enrolled in vocational schools, and the proportion appears to be steadily increasing.—"The School."

Dramatization in Song and Story

(*By* DOROTHY BRADBURY)

THE subject of dramatization is such a wide one, and can be considered from so many angles, that it is the writer's intention simply to touch on two phases of it—the dramatization of Primary Songs, and the dramatization of Primary Language Songs.

Speaking of the dramatization of Primary Songs, Jeannie Murray McBain, in "Playways in Musical Training," Evans Bros., London, 3/6, (a book which every teacher should possess) says:

"From the day when the baby gleefully experiences his first crescendo in being trotted up and down on an elder's knee to the measure beginning 'This is the way the ladies ride,' to later days of imaginary rides into Valhalla, the child is past-master in make-believe, and the art of symbolism."

To act as pilot in some of these trial flights into realms of the imagination is one of the gratuities of the teacher's life, which often makes it so very much worthwhile.

Take, as an example, "The Little Nut Tree,"

I had a little nut-tree,
Nothing would it bear,
But a silver nutmeg,
And a golden pear.

The King of Spain's daughter
Came to visit me,
And all because,
Of my little nut-tree.

The little nut-tree (a study in bare branches stuck conveniently into a pot of mould) stands in the middle of the children's garden, whilst a living outer hedge, kneels with hands joined and slightly raised.

A human gateway admits the Spanish princess, resplendent in the cloak of a former Pied Piper, whose convenient colours admit of a double function.

A golden cardboard crown completes the illusion. The nutmeg and pear are proffered, as the story proceeds in song, and the little boy and the princess sail away.

A faithful return to his first love—his little nut-tree—concludes this most charming of nursery rhymes.

This, and many other pictures in story and music, are only examples of the many ways in which the child's natural dramatic instinct can find scope. Of all figures of speech he best understands "Personification," and the game of "Let's Pretend" is never far away.

Let us strive then for simplicity, avoiding set action songs, preparing a ground plan in order to keep the movements from being vague, and as far as possible using an imaginative rather than a literal touch.

And above all things let us see to it that the tune is a good one. Nothing can surpass the traditional tunes that have come down to us through the centuries: that in itself is a proof of their worth.

Passing to the consideration of dramatic play, to the writer's mind, the success of the whole thing rests with the teacher, and her attitude towards the subject. If she can so vivify the story that it becomes a live thing, the response from the children will be so spontaneous, unconscious, and dramatic, as to gladden the hearts of all beholders.

We must know our stories and tell them with zest, using the realizing imagination as a constant vivifying force, and when dramatic play begins, keeping in the background as much as possible, just helping out when necessary by some suggestion or question.

A very interesting and profitable phase of this work is the "Marionette Show" or the "Puppet Play."

Marionettes are more suitable for grades above the second, as the manipulation of the strings calls for more manual dexterity than is possessed by small children.

References: "Children's Theatres and Plays." D. Appleton & Co., New York. "The Tony Sarg Marionette Book." B. W. Huebsch, Inc., New York.

Puppet Plays are simpler and can be used very successfully from Grade 1-B up. They are a change from the ordinary dramatization and are especially helpful to the shy and nervous child.

Such a child finds it very hard to stand up in front of the class and express clearly and logically, but put him behind a screen, with a puppet in his hand, and you will be astonished at the way his little voice comes piping down the room. In a word, he has lost his self-consciousness, which is the secret of all good dramatization.

The screen, mentioned above, is seven feet long and four and a half feet high, hinged in the middle, so that it can be folded and kept in the cloak-room. There are two triangular braces, attached to the ends by hinges, which fold back at a right angle to support the screen, which is covered with green sateen. This could be made by any handy man, at small cost.

The puppets are made of cardboard, painted and glued to sticks. Each one should be double, so that it will be the same facing either

way. They can be enlarged from pictures in the primers, or made from patterns found in Primary Teachers' Magazines. Many primer stories, such as "Chicken Little and the Three Billy Goats Gruff," lend themselves very readily to this form of dramatic play.

To ensure an easy flow of language it is important to remember two things: First, by repetition see that the children know the story so well that it will flow from their lips simply and naturally. Second, train them to look up at the puppets, and not at each other, when two characters are talking to one another behind the screen.

From experience the writer has found an absence of all self-consciousness on the part of the children when this latter thing is observed.

A child, who is called "the introducer," stands before the screen at one side, and introduces the characters one by one, who then step behind the screen, and await their turns.

The enjoyment of the actors and the rapt attention of the audience will convince anyone seeing it that this form of dramatic play is very much worth while.

Fall Conventions

Kootenay-Boundary Convention

A HIGHLY successful convention took place in Trail on Friday and Saturday, October 19 and 20, with over one hundred teachers in attendance. General sessions were held in the City Hall, and section meetings in the Central School. Addresses were given to the whole Convention by Inspector Hall on "Some Essentials of the Teaching Process," Inspector Sheffield on "The Teaching of Reading," and Mr. A. R. Lord of the Vancouver Normal School on "The Use and Abuse of Standardized Tests" and "The New Geogrraphy Course."

Section meetings were very practical, including lessons on history, composition, phonics, singing, writing, primary seat work and reading, while Inspector Manning gave an address on "Rural Time Tables."

A very attractive and worthwhile feature of the Convention was the outing on Friday afternoon, when the visitors, in small groups with a guide to each group, were guests of the Consolidated Mining and Smelting Company on a tour of "the greatest nonferrous metallurgical works in the British Empire."

At 6:30 on Friday evening a banquet was held in the K. P. Hall, the local teachers acting as hosts. Each visitor was presented with documentary evidence of Trail's progress, as well as with a souvenir made of "Tadanac" zinc. A list of toasts, marked by delightful originality on the part of those who proposed them and those who responded, was followed by an entertaining sketch and several vocal solos.

Thompson Valley Convention

The Thompson Valley Teachers' Association held their first fall Convention at Kamloops on November 2nd and 3rd, with sessions on Friday morning, afternoon and evening, and Saturday morning and afternoon. In recent years the Convention has been held at the time of the reopening of schools, in January. The change of time did not interfere with the success of the gathering, which was generally described as "the best yet."

Among the outstanding speakers were Hon. Mr. Hinchliffe, Minister of Education; Mr. V. L. Denton, of the Victoria Normal School; Miss Fisher, of the Model School, Vancouver; Inspector A. F. Matthews, and Inspector Harold Campbell.

The general sessions were presided over by Mr. R. K. Bell, of Kamloops, president of the association. Meetings were held in the Lloyd George School, with a very enjoyable social gathering in the Plaza Hotel on Friday evening and the early hours of Saturday.

Section meetings, as usual, proved their value. Addresses, demonstration lessons, and discussions covered such a range of subjects as music, health teaching, individual methods of teaching, geography, drawing, and composition. One feature of the program was an address by Inspector Campbell to rural teachers on "Systematizing Work."

The Minister of Education, Hon. Mr. Hinchliffe, spoke on Saturday morning, outlining some of the problems of British Columbia that our educational system must help to solve, and some of the qualities that he felt our coming generation should develop. He was followed by Mr. Charlesworth, who covered a wide range of matters educational on which the B. C. Teachers' Federation is at work.

As a whole, the Convention was a great success, with over one hundred teachers in attendance. It looks as though the new arrangement for a Fall gathering will solve the Thompson Valley Convention problem.

Fraser Valley Convention

THE annual convention of the Fraser Valley Teachers' Association was held at Haney on Friday, November 9, with a record attendance of over 200. Morning and afternoon sessions included a general meeting in the morning, followed by section meetings at 11:20 and from 2:30 to 4:30. At the first meeting, at which the President, Mr. W. E. Graham, of Port Hammond, presided, Mr. W. J. Sparling, chairman of Maple Ridge Trustees, welcomed the visitors, and Mr. W. G. Gamble, of Mission, past president, responded. Inspector H. H. MacKenzie delivered an address at this session on "The History of Education."

For the section meetings a splendid and varied programme had been provided, which was much appreciated. Those taking part included Inspector J. B. DeLong, Dr. W. N. Sage and Dr. Shrum of the U. B. C., Mr. R. Straight of the Vancouver Bureau of Measurements, Mr. V. L. Denton of Victoria Normal, and Mr. S. P. Judge and Mrs. Dorothy Bradbury of the Vancouver Schools.

Following lunch, in the Agricultural Hall, Mr. Charlesworth, General Secretary of the B. C. T. F., gave an address on "The Contribution of Teachers' Associations to Educational Progress," which was well received, and should have real results in increased interest in Federation work in the Fraser Valley.

At five the Convention adjourned again from Section meetings to the Hall, where a banquet was held, and Hon. Joshua Hinchliffe, Minister of Education, addressed the gathering. Very wittily he described some of his experiences as Minister, and then in more serious mood outlined some of his plans for the future.

Chilliwack was chosen as the meeting place for 1929, and the following officers were elected:

President, H. K. Manuel, Chilliwack; Vice-president, A. Stewart, Abbotsford; Secretary-Treasurer, to be named by President.

District Secretaries: Chilliwack City, Mr. Woodsworth; Mission Municipality, Mr. McMillan; Chilliwack Municipality, Mr. Graham; Langley Municipality, Miss Reid; Dewdney Municipality, Miss Swanson; Kent Municipality, Miss Hogben; Maple Ridge Municipality, Mr. McDougall; Surrey Municipality, Mr. Webb; Abbotsford, Mr. Topper; Nicomen Municipality, Miss Martin; Pitt Meadows, Miss Barton.

The Teachers' Bookshelf

By W. M. ARMSTRONG

[This department welcomes enquiries about books. Every effort will be made to give information and advice, especially to those teachers who "carry on" in the remote and rural districts of the Province.

May we offer a word of advice regarding the purchase of books? Beware of the high-pressure salesman (or saleswoman!) who seeks to thrust upon you some expensive set of books which will serve only to ornament a shelf. Sign no contracts until you have had ample leisure time to examine the proposed purchase. The discriminate buying of individual books is, in all probability, the best basis for the building up of a worth-while bookshelf.]

A Selected List of Books on Education," published by Public Library Commission, Victoria, B.C. (Cost price.)

This publication comes as a great boon to all teachers, but especially to those who are far removed from library privileges.

The list comprises over a thousand titles, classified according to subject matter. Every phase of the educational field is well represented.

Teachers may borrow by mail any of the books listed, for a period of six weeks, with the privilege of renewal for a further four weeks. The borrower pays return postage only.

Write for a copy of the list to the Library Commission, Victoria. It may lead to the solution of your book problem.

[The Public Library Commission welcomes enquiries for any work of non-fiction. About 30,000 volumes are now available. Are **you** making use of this library?]

"The Canadian Industrial Reader," by R. S. Sherman and E. W. Reid; published by J. M. Dent & Sons, Ltd., Toronto.

It is difficult to find a suitable place for this beautiful book in an already crowded curriculum. Every teacher of Geography realizes the vital importance to Canadian students of a sound knowledge of the industries of their own country. The problem is to find time to deal with them in an adequate fashion. Here we have a collection of fascinating accounts of agriculture, mining, lumbering, fishing, manufacturing, hydro-electric power, building, railway and water transportation, telephones, aeroplanes, banking, hunting, tourist trade, care of the Indians, and employment for boys and girls. The binding, paper, printing and illustrations are of a very high quality.

Included in the many exercises are tests of different kinds—superlative, elimination, completion, valuation and vocabulary. There is also a selection of arithmetical problems based upon Canadian industries.

A teacher who is wise enough to choose this book for the school library will find that it will be in great demand by the pupils. Each chapter supplies all the material necessary for a definite clear-cut composition.—Manitoba Teacher.