THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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Editorial

The New President.

WE desire to extend to Mr. G. S. Ford our hearty and sincere congratulations upon his election to the Presidency of the Federation for the coming year. Owing to the change in the Federation year, Mr. Ford will not take office until the first of September, and we shall have opportunity at that time to make more extended reference to the signal honour which has been accorded him—and also to print his Presidential Message.

However, we feel it would be fitting in the meantime to record our high appreciation of the excellent services which he has rendered to the Federation at all times, and more particularly in connection with his work as a member of the Executive. For the past three years he has filled with distinction the office of Chairman of the Finance Committee, and his fellow-members who know of the amount of work which this involves, have a very high regard for the excellent manner in which he has discharged his duties.

As a member of the New Westminster Teachers' Association, Mr. Ford has always been a tower of strength, and has exhibited strong powers of leadership. He is an ardent Federationist, in a true and real sense. He realizes in a very full measure the true basis of a teachers' organization, and takes every opportunity of impressing his fellow teachers with the privileges, opportunities, responsibilities and obligations which should govern membership in such an association.

The Federation will doubtless have a splendid year under his guidance, for he is a man of action rather than words, and his sincerity of purpose will ensure him the full support of all members in carrying on the work of the Federation.

Incidentally, it might be of interest to note that Mr. Ford is the second member of the Duke of Connaught High School to receive the honour of the Federation Presidency (Mr. E. H. Lock having already held the office), and this is a unique record of which the school might well be proud.

What Will Be the Answer?

During the strenuous and exciting days when the struggle for Teachers' Superannuation was at its height, a small group of Federation members happened to congregate in the Federation office. Quite informally and casually the discussion veered around to the question of the effect which Pensions would have on Federation membership.

One view was expressed emphatically in these terms: "If the Federation can secure Teachers' Pensions it will have made itself solid in British Columbia and there will be, in consequence, a large increase in membership. The interest of the teachers is keen and intense, and they will not be slow to show their appreciation in a practical manner."

In a little while another proposition was expounded by a second group, which summed up their position somewhat as follows: "We are not so sure. Past experience hardly leads us to believe that the membership increases in direct proportion to benefits obtained, and we have some doubts as to the general adoption of the practice of showing practical appreciation. Teachers will appreciate the advantage probably very sincerely, but it does not necessarily follow that they will see any connection between appreciation and a membership fee."

A third view, not generally held, amongst the group, but nevertheless stated definitely as a distinct possibility in some cases, was expressed as follows (and the speaker stated he had good grounds for so speaking): "There are some teachers who will take this stand: There is only one thing in which I am interested, namely, Pensions. That's all that can do me any good. If the Federation secures a Teachers' Pensions Act then they have done everything they could possibly do for me, and I could obtain no further benefit that would interest me from any further Federation activities. In view of the fact, therefore, that my salary will now be reduced temporarily by my contribution to the Pensions Fund, why should I not save my Federation fee?"

Now, note—this was not a meeting of any committee. It was a chance coming together of certain teachers. The discussion was academic but distinctly interesting, for it produced various opinions. The interest was further increased by the fact that time would produce an answer to the question as to which opinion was prophetic of the real happenings. What will the answer be?

To date, the Federation membership actually paid up to June 30th, 1929, is 1615; a number less than last year, and by no means a record for the Federation. Furthermore, 341 of our former members have not yet renewed their membership from July 1st, 1928, to June 30th, 1929, and 210 have not yet renewed their membership from March 1st, 1929, to June 30th, 1929. If all of these 551 would forward their fees for the periods mentioned, our present membership would be 2169, and would constitute by far the highest membership the Federation has ever attained. May we make an earnest appeal to these members (who are still carried on our roll) to renew before the close of the Federation year and thus make sure of being included in the list of members to be published in the Federation Year Book to be issued in the Fall. By so doing they will assist in giving us such numerical strength as will be of great value in obtaining further Federation objectives.

B. C. Teachers' Federation
Report of Annual Meeting

THE Annual General Meeting of the British Columbia Teachers' Federation was held in the auditorium of the New Technical High School, Vancouver, B. C., on April 2nd, 1929, with President T. W. Woodhead in the chair.

There was a good attendance of members and delegates. The President, in his address, stated that the year's work could almost be summed up in the one word, "Superannuation." With regard to membership, he said that it was a matter of regret that so much of the energy of the officers and committees of the Federation had to be spent in efforts to secure membership, and he hoped the time would soon come when all teachers would regard membership in the Federation as one of the first of their professional duties and privileges.

The General Secretary then outlined fully the application of the *Teachers' Pensions Act,* dealing with all sections which affected teacher directly, and also answered questions which were asked by the teachers present. He paid fitting tribute to Mr. G. W. Clark and the Superannuation Committee, to President Woodhead, to the Hon. Joshua Hinchliffe, and members of the Provincial Legislature, to the various officials of the Government with whom he had carried on so many negotiations, and also to Mr. Norman Lidster, all of whom had made large contributions to the success which had been attained.

Amendments to the Constitution were next taken up. These dealt with amendments made necessary by the change of the Federation year. These changes will be outlined in full in the June issue of the Magazine.

Adjourned Meeting: The adjourned meeting of the Federation was held on Thursday afternoon, April 4th, at the Technical School. The attendance was much smaller than at the Tuesday meeting.

Reports were presented by the

Finance Committee: Mr. G. S. Ford, chairman, gave an interim report for the twelve months ending February 28th, 1929. The excess of revenue over expenditure was $247.72. (See full report in this issue).

General Secretary: Mr. H. Charlesworth, in his report, dealt with the following topics: Assistance to teachers; appointment of an official of the Education Department to enquire into living and social conditions of rural teachers; amendments to the School Act; and Fall conventions.

Membership Committee: Mr. C. G. Brown reported an enrolment during the year of 2,230 members, but pointed out that many of these (over 500) had not yet completed the payment of the full fee. It was hoped they would do so and thus give the Federation its record membership.

Magazine Board: Mr. W. H. Morrow reported on the progress of the Magazine, expressing his appreciation of all who had assisted in the work during the year.

Superannuation Committee: Mr. G. W. Clark, chairman, reported for the Superannuation Committee. (See report in this issue).

Library Committee: Mr. R. P. Steeves, chairman, Library Survey Committee, submitted report of his committee. He spoke of great activities during the year, the increase in the use of the "Open Shelf" and "Travelling Libraries." Dr. Norman F. Black, chairman of the Library Commission, also spoke of the more active relation between the teachers of the province and the commission, and asked for a continuation of such co-operation.

Nominations and Election of Officers: The following were nominated by the Nominating Committee for the office of President for the year 1929-30:

Mr. I. Dilworth, Principal, Victoria High School.
Mr. G. S. Ford, Duke of Connaught High School, New Westminster.
Mr. A. H. Webb, Principal, Nanaimo Public Schools.

On account of pressure of work and illness in his home, Mr. Dilworth found it necessary to withdraw.

In the balloting which followed, Mr. G. S. Ford was elected President for the coming year. On being called to the platform he briefly thanked the members assembled for the honour conferred on him, and asked for their support during his term of office.

The following resolutions were then dealt with:

Resolutions From the High School Sub-sections

Commercial Sub-section.

1. Resolved, that Penmanship as a credit subject be not recommended. It should be marked in conjunction with Bookkeeping.

Senior High School students should, while taking their Bookkeeping studies, reach, and maintain, a standard of not less than 80 as measured by the Ayre's scale. No student should be promoted in this subject without having reached 80 standard. The aim should be to improve the legibility, the speed and the symmetry of the style and type of handwriting which the pupil has already acquired in the elementary and junior high schools. (Adopted).

2. Resolved, that Spelling as a necessary requisite of Commercial Education be included as a part of the course in English, and that a suitable word list, together with other material, be arranged for in the preparation of the English Course. (Adopted).
3. Resolved, that Business Law as a separate subject be not acceptable, but that necessary points be taught in conjunction with Bookkeeping, Business Practice and Secretarial Practice. It was agreed that the courses in these subjects should definitely outline topics in law requiring thorough discussion. (Adopted).
4. Resolved, that every attempt be made to make it possible for the students who have completed 90 credits of work in the Commercial Department of the Senior High, to gain admittance to the University. (Adopted).
5. Resolved that Gregg Shorthand be made an option for Shorthand along with Pitman. (Adopted).

Science Sub-section.

1. Resolved, that constructive suggestions, based upon errors made in Matriculation papers, be prepared by the Department of Education for the information of teachers. (Adopted).

Technical Sub-section.

1. Resolved, that the Teachers' Federation endorse the recommendation of the Technical High School Teachers' Section to request the Department of Education to grant a Technical High School Teachers' Certificate which shall require qualifications equivalent in status to the Academic Certificate. (Adopted).

Junior High School Section.

1. Resolved: Whereas it is an accepted principle that guidance is an outstanding function of the Junior High School, and this principle is recognized by the Department of Education in the Programme of Studies for the Junior High School; and

   Whereas, in well-organized systems of schools specialists in guidance are appointed who bring expert knowledge to bear upon the problem of guidance; and

   Whereas, no such provision has been made in this province for carrying out a function which is as necessary here as elsewhere:

   Be it therefore resolved, that the Department of Education be asked to conduct an investigation to determine:

   (a) The necessity for the appointment in Junior High Schools of boys' and girls' counsellors to give educational, vocational, social and moral guidance;

(b) To determine the qualifications requisite for appointment to these positions;
(c) To determine the duties of these appointees, and
(d) To determine the conditions in which it shall be requisite that these counsellors be appointed. (Adopted).

General.

1. Resolved, that this meeting of the Provincial High School Teachers recommend to the Education Department that the High School Course for Matriculation and High School graduation be extended to a four-year course consisting of Grades IX., X., XI. and XII., and that, where Junior High Schools are in operation, the High School Course be a three-year course consisting of Grades X., XI. and XII. (Adopted).

Vice-Principal's and Senior Section Resolutions.

1. That the Department of Education be requested to edit a Canadian history book in a form similar to the Highroads of History, published by Nelson and Sons, and that the opinions of those engaged in teaching be gathered and considered when determining the content of this proposed book.
2. That the present course in Nature Study and Science be so revised as to include the various laws and forces of Nature, demonstrated by specimens that can be found in the locality in which the school is located.
3. That all reports and rating of teachers be discussed between the teacher and the inspector, supervisor, or principal for same, before the report is turned over to another authority.
4. That, for the purpose of organizing the 1930 Convention Programme for this section, the Chairman and Secretary be the President and Secretary of the Vice-Principals' or Senior Grade Section of the local association in that city in which the 1930 Convention will be held, and that the committee of three to assist in this work be nominated by that President.
(Referred to the Executive meeting for consideration and action).

From the Summer Students.

That the Executive of the British Columbia Teachers' Federation should appoint each year a committee of three, whose duties would be:

1. To encourage Summer and Extension study among the teachers of British Columbia.
2. To secure the maximum of credit for such study, wheresoever credit is required or sought.

Resolved further, that one of the means adopted by this committee should be the convening of a series of meetings, one at least of which should be held during the Easter Convention, at which meetings information would be disseminated by chosen speakers, bulletins of various universities circulated, and experiences exchanged by those who have attended summer sessions in previous years. (Adopted).

That the Thanks of the Federation be Extended:

1. To Vancouver School Board, for the use of the Technical High School during Convention.
2. To Mr. J. G. Lister and Miss Wilson and members of the staff, for their assistance during the Convention.
3. To the National Council of Education for kindness in providing several of the speakers for our meeting.
4. To the Speakers for their kindness in addressing us.
5. To the Executive Officers of the association for their work during the year.
6. To the General Secretary and Miss Clayton for their work, at times at great inconvenience on account of health, during the past year, and to Miss White, who has been ready to assist whenever called on.
7. To the Minister of Education for his kindly assistance and advice on many occasions during the year and the great interest he has shown in our work.
8. To the Superintendent and other officials of the Education Department for their assistance and advice, both of which have been freely given when requested.
9. To all those members of the Federation who have given freely of their time in assisting in th work of this Convention.
10. To the Chairman and Members of the Magazine Board for their efforts in connection with the issue of "The B. C. Teacher."

Condolence.

Moved by Mr. G. W. Clark, seconded by Mr. J. B. Bennett, that the Federation record its deep sense of loss owing to the death, during the year of the following members: Mr. Charles White, Miss Christiana D. Y. Pitblado, Mr. B. Clarke Alexander, Dr. Robert A. Little, Mr. Philip E. Cain, Mr. F. W. Dyke.

The members assembled stood in silent tribute while a vote of condolence and sympathy was passed.

Fees.

In the matter of the scale of fees for the ensuing year, it was moved by Mr. G. W. Clark, seconded by Mr. G. S. Ford, that the present scale of fees be in operation during the coming year. Carried.

Publication of Names of Members.

In the matter of the publication of a list showing the members of the Federation and those who are not members, Mr. Charlesworth explained why such list had not been printed during the year just ended.

Moved by Dr. Norman F. Black, seconded by Mr. J. B. Bennett, that the Executive be authorized to publish the names of actual members of the Federation who are in good standing on June 30th, 1929. (Carried).

Moved by Mr. G. W. Clark, duly seconded, that we now adjourn. (Carried).

The meeting adjourned at 4:45 p.m.

Report of Finance Committee at Easter Convention, 1929

AS the current Federation year ends June 30th, and the final audited report for that period will appear in "The B. C. Teacher," the Executive of the British Columbia Teachers' Federation instructed the Finance Committee to submit, at the annual meeting, merely an interim financial report. For this reason only the broad features of the financial position for the past twelve months will be dealt with, and very little detail given.

In the first place, the bank loan of $1,000, of which mention was made in last year's financial report, has been repaid. In the second place, total revenue and expenditure are about the same as for the preceding twelve months, the figures being:

Total revenue	$12,616.90
Total expenditure	12,369.18

These figures show an excess of revenue over expenditure of $247.72. For the preceding twelve months the excess of revenue over expenditure was $806.20. In other words, the last twelve months give a net surplus of $247.72. In this connection it should be remembered that superannuation expenses fall in this latter period, and they have been heavy; legal expenses under this item alone amounting to $1,608.15. This does not mean that in the opinion of the Finance Committee, superannuation is not worth such a sum to the teachers of the province as a body—in fact, it is worth many times this amount—but simply that extra expenditure of $2,500.00 (approximate) in any twelve months' period is a heavy drain on our financial resources, as it represents fully 20 per cent. of our total revenue. As was stated in last year's financial report, a solid financial surplus cannot be looked for until the Federation membership shows a substantial increase. It is to be hoped that the obtaining of Superannuation will supply the needed stimulus in this connection.

In conclusion, I wish to thank the members of the Finance Committee, Mr. W. F. Houston, Mr. A. H. Webb and Mr. D. P. McCallum, for their very valuable co-operation and work on the Finance Committee for the last twelve months.

(Signed) G. S. FORD,
Chairman, Finance Committee.

Report of Superannuation Committee

Mr. President:

I beg to submit report of the Superannuation Committee for the year.

It will be unnecessary to deal at any length with the final outcome, as this has been very fully presented to the Federation by the General Secretary, but I will briefly state the work of the committee that consisted of Mr. H. W. L. Laffere, Mr. J. B. Bennett, Mr. L. W. Taylor, and myself.

You will remember, possibly, my last year's report which outlined the activities of last year and the fact that our proposed Bill fell by the wayside in the dying moments of the late administration through no fault of ours, as the Hon. Mr. MacLean admitted last Annual Meeting. It was, in the outcome, I am fully convinced, fortunate for us that it did so fail of passing. The brightest spot of that failure at the time was the motion, concurred in by all parties in the House, that was passed in its final session.

With that motion as a basis, our Secretary got in touch with the new Minister of Education, the Hon. Joshua Hinchliffe, almost immediately on his assumption of this office, and arranged for a meeting early last Fall. I may say here what the others of the committee know, that the unexpected arrival in town on a couple of occasions by the Minister, precluded possibility of calling the committee together, and the Secretary, the President and myself had conferences with the Minister, to my regret, without the other members. On our first meeting the Minister frankly stated that what he wanted was cogent reasons for the necessity of the passage of an Act,—cogent and conclusive enough to withstand any possible objections and criticisms of his colleagues in the Cabinet, and, consequently, he put himself at the outset as an adverse critic of our claims. He became convinced of the justice of our claims, and ever since that first conference has been a most helpful friend of the measure right up to its final passage in the form which it now has on the statute book. He stated that the motion of the last session was to be taken as meaning absolutely what it said and that we were to make use of the officials of the Government to the fullest extent we needed in the preparation of our Bill.

We then had a Meeting of Committee and decided on first redrafting of last year's Bill. Mr. Charlesworth and I had a lengthy conference with Mr. Lidster, our Federation solicitor, and a Bill was drawn.

It would be tedious and unprofitable to report in detail the various changes that had to be made to meet and overcome the objections of the Financial and Legal advisors of the Government and the Civil Service Commission. On many occasions it seemed as if we had reached an impasse. Here let me pay a most deserved tribute to the

work of our General Secretary. There were legal objections that seemed unsurmountable; there were administrative objections that apparently could not possibly be overcome; there were financial aspects that made the Act utterly unworkable; and all these advanced by recognized authorities of the Government, and if any, even one, of these had obtained the Bill was gone—but Mr. Charlesworth, sometimes at the expense of his night's rest, was able to suggest a way out of the difficulty and prove that his suggestion was feasible, to the satisfaction of the objectors. It's easy enough for me to say this, and for you to believe it, but it is impossible to put into words the amount of work involved in carrying his point.

As far as possible, the members of the committee were consulted when any important change was made in principle or administration details of the Bill, and on a couple of occasions, once even on a Sunday afternoon, when our Secretary had to leave on the night boat for Victoria, the committee was called to discuss an important change in the Bill. Finally, after the introduction of the Bill in the House, our Secretary was steadily on the ground at Victoria ready to meet opposition, or help in the final moves. How necessary this was, and how nearly the Bill was lost in its final stage, those of the Federation living in Vancouver and nearby places know from the hurried call for signatures to a petition within a couple of days of the close of the session.

Let me call your attention to a few points that I think ought to be emphasized. It is the only Pension Act in the Dominion wherein the Teachers' Federation of the province is given official Governmental recognition. It was the Superintendent's suggestion that one member of the commission be chosen by the Teachers' Federation; and, what I think a most kindly act by the Minister himself, who insisted on the last amendment to the Act at its third reading, namely, that the Secretary of the Teachers' Federation be included along with teachers as a person to whom the Act will apply.

In conclusion, the thanks of the committee and the Federation are due in no scant measure to the Federation's solicitor, Mr. Norman Lidster.

G. W. CLARK,
Chairman, Superannuation Committee.

Labor and Leisure

By Prof. H. T. J. Coleman

Head of Department of Philosophy, University of British Columbia

IT has been frequently remarked in recent years that the point of emphasis in economics is shifting. Up till the present we have concerned ourselves primarily with the production and the distribution of wealth. Now we are beginning to give thought to the economics of consumption—with what men and women do with what has been produced and placed in their hands. And here economics joins hands with psychology and ethics, for the use of which men and women make of commodities depends chiefly upon the intelligence which they possess and the standards of conduct by which they are controlled.

But in the proper use of those commodities which make up what we call the wealth of mankind there is present also the factor of time. And hence we are confronted with the problem of leisure, for leisure is the name which we give ordinarily to that portion of our time which is not, as it were, "conscripted" by society and which we are in a large measure free to dispose of according to our own inclinations.

It will readily be conceded, I think, that the total amount of leisure available to mankind—at least to that portion of mankind which lives under the conditions of Western civilization—has increased greatly during the last half-century. Although human needs, or at least human demands, have grown during that period they have not grown so fast as has the wealth which is intended to supply them. Less and less of the time and energy possessed by man is spent in keeping alive and in providing for obvious material needs. There is a surplus, and the problem for the statesman and the educator and the philanthropist as well as for the ordinary citzien is, What will man do with it? And it would seem that individual and national welfare and happiness depend very largely upon the answer which, consciously or unconsciously, is given to this question.

Three Types of Solution to the Problem of Leisure

The problem of leisure has, of course, always existed ever since man gave any thought to the shaping of his own destiny. And there have been in the main three types of solution offered. We may call the first the primitive type for it must have appealed powerfully to primitive man, as it still appeals strongly to the primitive elements which remain in our human nature. Work to primitive peoples, at least work of any regular sort, is essentially unwelcome. They avoid it when they can. And leisure means the opportunity for physical gratification. The Indian tribe which after a successful hunt would lie about their encampment feasting and gaming until the spoils of the hunt had been consumed and until the pangs of hunger compelled them again to bestir themselves, are a familiar and a sufficient illus-

tration of this point of view towards leisure and towards its opposite, work.

They Considered Work as a Curse

It may be pointed out that the ancient Hebrews, from whom so many of our modern attitudes and standards have been derived, conceived of work mainly as a curse. It was, in their view, imposed upon man as a punishment for disobedience, and the sentence "In the sweat of thy brow shalt thou eat bread" was regarded as a very hard one indeed. They thought of the ideal state of man as typified by the life of his first parents in the Garden of Eden, one in which the fruits of the soil grew, if not completely ready to man's hand, at least without the thorns and thistles which later made the labor of the husband-man so irksome.

The Aristocratic Solution of the Ancient Greeks

The second of the solutions of the problem of leisure may be called the aristocratic solution, and it found its first and perhaps its completest statement in the philosophy of the ancient Greeks. It was present, however, in germ in the mind of primitive man. For with the latter the labor required for subsistence was not equally shared. The more wearisome part of it was imposed upon women or slaves. And the men of classic times inherited from their savage predecessors both the belief in the inferiority of woman and their allegiance to the institution of slavery.

In the Greek scheme of life manual labor of any sort, except that of the soldier (and fighting is, I suppose, a sort of manual labor), was regarded as degrading. The freeman was to be exempt from it, but for higher purposes than that of selfish pleasure. He was to be free from labor with his hands in order that he might cultivate the things of the mind. To him, in particular, was to be committed the responsibilities of government. The Greek mind accepted in a pretty thorough-going fashion the principle of class distinctions. Just as the metals, iron and silver and gold, were intrinsically different from each other, so were the classes of mankind. The artisan was essentially mechanical and was debarred by native defect from any participation in those intellectual and spiritual goods and those intrinsically ennobling pursuits which were the concern of his aristocratic superiors. Even Plato, who, in so many important particulars, anticipated the modern point of view, insisted on the natural basis of class distinctions, though he was willing to admit exceptions, for example, a "silver" father might have a "golden" child. Even the opposite might be true and the child be disqualified by natural defect from belonging to the class which his father adorned. In such case a readjustment should be made, but Plato could think of no better way of providing for that readjustment than the committing of it to a small group of supermen in the state, whom he called "philosopher-kings." However, he did not explain how these philosopher-kings were to be discovered, and how, when discovered, they were to be maintained in authority; and so his *"Republic"* has always remained a dream, although it is still one of the noblest dreams of mankind.

True Leisure Is to Be Identified with Activity

We are undoubtedly much indebted to the Greek thinkers for their insistence upon the important truth that true leisure is to be identified with activity rather than with idleness. But along with this worthy conception there is the less worthy belief that industrial and commercial pursuits,—those of the farmer and the artisan and the merchant,—are in themselves degrading. Also there is something distasteful to the modern spirit, influenced as it has been by the nobler tenets of Christianity, in any theory which makes leisure the especial possession of a group rather than a blessing, or at least an opportunity, to be shared by all. Then too, we are the gainers by our more rational and humane attitude towards manual labor, even though at times our practice belies our creed. Among the Greeks a new religion might have come from a philosopher or from a statesman, their prejudices would have made it difficult for them to receive a new spiritual revelation from a carpenter.

The Democratic Theory of Leisure

It is not easy to give a simple statement of the third point of view, which, for the purposes of this article, I shall call the democratic theory of leisure. That is partly because the appeal of this theory depends not so much upon intellectual persuasion as upon emotional preference. It is based upon a belief in the worth of the individual and in the right of the individual to shape, within certain large limits, the course of his own life. Slavery has disappeared from our western civilization not because men as a whole felt that slave holding was unprofitable, but because a broadening human sympathy led men to put themselves in the slave's place and to condemn it on grounds of justice rather than of mere expediency. Perhaps the best I can do is to set down certain aspects of this theory and, while mentioning them, attempt to show wherein at present our modern life is incomplete and perhaps also inconsistent.

True Democracy Places Emphasis on the Individual

1. True democracy does not aim at the welfare of a single class nor at the welfare of the group considered apart from its numbers. Its emphasis is always upon the individual, and so it demands for each person an opportunity for what we may call the well-balanced life. The famous saying of the German philosopher, Kant, comes as nearly to expressing this idea as any other, "Treat man always as an end and never as a means." The man whose work is so exacting that he has no leisure or "free" time is a means to ends in which he has little interest and to which he would not, except under strong coercion, consent to contribute. He is the familiar "cog" in the machine. The term "wage slave," so familiar to readers of socialist literature, may involve a certain contradiction of terms but it does suggest the important truth that unless the worker finds interest in his work and feels that he is working for himself fully as much as he is working for his employer, unless he is able to "express" himself in his product, his state of mind resembles, and to a dangerous degree, the state of mind of a slave.

Right Use of Play Restores Balance to the Individual

2. With our highly organized industrial life it is difficult for many to find much interest and satisfaction in the occupations of their working day. These occupations are so nearly mechanical that were it not for some single small factor that demands intelligence they would be handed over completely to the effortless custody of the machine. There is all the more need, then, that the most shall be made of those features of such occupation as demand thought and foresight and challenge interest. There is also need of the recognition of the fact that a simple unvarying procedure carried on for several hours on end produces a fatigue which is more difficult to deal with than the muscular weariness which is produced by manual labor which has in it an element of variety. If industry requires that certain men and women shall, for a certain period of time, renounce, as it were, the craving for variety which is inherent in us all, humanity (and, in the long run, industry itself) is concerned in restoring that variety in such forms that individual happiness and social safety may both be preserved. How a man plays may consequently be just as important a question for the man himself, and for the community, as how he works. Here we have undoubtedly one of the fundamental uses of leisure. It is to restore the balance which civilized life of any sort is bound to disturb. For we must remember that not only the muscular and nervous structures of our bodies, but also the tastes and tendencies and dispositions of our minds, were all laid down during the pre-industrial period in human life—that period during which there were no time-clocks or factory whistles and no machine industry.

Rational Leisure Should Make Man's Work More Significant

3. It is because of this one-sidedness of modern life, this tendency to sink the individual in the mass and to ignore his tastes and desires in the interest of a general good which, however excellent it may be in the eyes of some, does not appeal to him, that leisure has in it the possibilities of making a contribution to individual happiness and welfare which work, under ordinary conditions does not. Apart from the rest and recreation which sends a man back to his work with renewed energies, rational leisure should do for him two things. First, it should make his work more significant by giving it a broader setting. Very few men, whatever their occupations, go to the bottom of the tasks in which they are engaged and exhaust them of the interest which they are qualified to give. Adult education of the vocational sort has a tremendous value in this connection, for it enables the worker not only to understand his work better but it prepares him for larger tasks. It gives him, or should give him, a perspective, so that he gets the satisfaction which comes from seeing wherein his special occupation fits into the larger scheme of the industrial life of the community and of the nation and, indeed, of the world.

Leisure Should Enlarge the Human Spirit. Use of Hobbies

But however valuable the contribution of leisure to industrial

efficiency may be, it must yield precedence to the contribution which it makes (or may make) to the enlargement of the human spirit through the opening up of new and worthy spheres of activity. All men have within them possibilities which are not realized in and through their ordinary daily employment. Indeed, their daily work may not even touch these. Herein lies the virtue of what are sometimes called "hobbies." This term in its proper sense means not idle whims or trivial occupations which mark a man as eccentric, but rather serious pursuits through which, in his spare time, a man enlarges his knowledge, and his sympathies. More than one man has, for example, found his outlook on life radically altered through the taking up of a hobby such as gardening or nature study. There is a fine bit of philosophy in the rather quaint lines of Robert Browning:

"I want to know a butcher paints,
A baker rhymes for his pursuit,
Candlestick-maker much acquaints
His soul with song, or, haply mute,
Blows out his brains upon the flute."

Education for Leisure Necessary

I believe that education for leisure is a necessary part of any educational scheme worthy of a democratic society such as ours on this Western continent aspires to be. We have had, and we will always have, education for industry and education for citizenship, but the man is bigger than the worker and bigger even than the citizen. We cheapen and defraud ourselves and our kind when we do not search diligently and sympathetically for unutilized talents and abilities, for these are the chief agencies of community progress as they are the chief sources of private happiness.

Leisure Is a State of Mind Which May Be Present During Working Hours

Throughout this article I have spoken as if labor and leisure were so radically different as almost to be mutually exclusive. Such is really not the case. Leisure is not so much a certain part of one's waking moments or a special form of activity as it is a state of mind which may easily be present during one's working hours. When Carlyle said "Blessed is the man who has found his work, let him ask not other blessing," he referred, I fancy, to the happiness which comes from the discovery and enthusiastic acceptance of a life purpose to which all particular activities might be related and in which they might find their meaning. Perhaps many centuries hence, when we have realized much more fully than we do now what democracy means and what the democratic ideal demands, the sharp distinction which we now make between labor and leisure to the detriment of both will have almost wholly disappeared.—*The Kiwanis Magazine.*

English for the Seniors

By A. E. M. Bayliss, M.A.

BY the time a pupil has reached the senior stage in his study of English he should be highly aware of the advantages that a mastery of his own language can give him. He has attained an age when it is natural for him to consider the utility of various school subjects. Occasionally, owing to the fact that "English" is so wide in its scope, he fails to see its value. It may happen that he sees no use in being able to express himself with clearness and accuracy. The teacher will help him a great deal by convincing him to the contrary. "Posts of responsibility are frequently allotted to men who have given evidence that they can state their views clearly, coherently, simply and in an orderly form." Moreover, the ability to give instructions (and repeat them) so that they cannot be misunderstood, is of prime importance in all walks of life. But I need not labour this point. As far as self-expression through language is concerned, it should be fairly easy to persuade the senior pupil that "good English" has an instrumental value.

But we must not leave it at that. If I am right in assuming that boys may be divided into two types, viz., the "routine" and the "imaginative," we ought to give the latter plenty of scope for artistic expression. This can be done partly by wise guidance and encouragement, involving the principle of "freedom." There are pupils who work best on given lines, who need certain set limits within which to express themselves; and there are others who produce their best results when allowed more latitude, and, incidentally, more time. One type is good at technical exposition and produces adequate logical English, perhaps, while the other aims at originality. What often happens during the transition from the junior to the senior stage is that a boy loses his naivete and copiousness without losing his childish vices of mispunctuation, bad spelling and lack of balance. He becomes tongue-tied, a pen-biter; and his written performances are brief and perfunctory. Or, if he escapes these errors, he goes to th other extreme and writes page after page with an energy that is too often misdirected. His exuberance needs restraint.

Self-Expression

One of the best pieces of advice that can be given any writer is the reminder that "all expression should be self-expression," and to express one's self one must acquire knowledge either through reading or experience. Impersonal writing is often to be avoided. Give a boy a subject on which he feels or knows something personally, and he can go ahead. Language-study can provide him with tools, life itself with material, and literature with standards of comparison.

The aims of English teaching should be as clearly defined as those of any other branch of teaching. The only difference is that they are

wider and more comprehensive. They should cater for spiritual as well as mental needs. Briefly, we may say that the two-fold purpose of language study is to make the student articulate and appreciative. To be articulate he must be trained to acquire command over his mother-tongue so as to be able to use it with ease and accuracy himself and to interpret the meaning of others. To be appreciative he must be led along the paths of intellectual and emotional enjoyment till he acquires what is termed a taste for good literature.

Now these aims are really inseparable: they react upon each other. Language and literature are not distinct subjects, mutually exclusive, though they may be allotted special hours on the school time-table. It is possible to base composition on literature, as Mr. Pritchard shows in his admirable text-books, and it is possible to heighten literary appreciation by judicious attention to linguistic study. It is from the twofold consideration of language and literature that one comes to discriminate between good and bad style.

Sincerity

In a previous article I emphasized "sincerity" as perhaps the most important criterion by which to judge style; and it may be well at this point to repeat the injunction with reference to pupils' own efforts at composition. The literary extract fails in its purpose if it leads to direct imitation—to playing "the sedulous ape." Its function is to stimulate thought in as many directions as possible, to cultivate the discrimination, and to enrich the reader's mind with a wealth of ideas. These ideas, however, until they are made to pass through the crucible of the mind of the reader, cannot as a rule reappear with the stamp of his own personality impressed upon them. To begin with, the average pupil should be content to recognize the individuality of his author by appreciating his special methods of self-expression, but should realize the futility of attempting to use them in any slavish manner. Such a practice leads to the worst kind of insincerity. Ideas are common property, but style should be looked upon as the peculiar property of its author. "The object of your writing," says a modern novelist and ex-schoolmaster, "is to discover your own personality both to yourself and to the world." The schoolboy's world may be a small one, but the part he plays in it is determined by his attitude towards work as a form of self-expression. If he is content to clothe his thoughts, from whatever source they may have been obtained, in a simple natural dress, he is more honest than if he decks them in borrowed plumes. Affectation is the bane of youthful writing. The wise teacher will discourage it as he would purple socks and flowing ties. Flowery language generally cloaks poverty of thought, just as journalistic jargon is the inevitable sign of hurry. What is wanted from a senior pupil is good honest work, and honest work pays if only for the reason that it develops power.

The Command of Language

This power, or command over language, shows itself in various

ways: amongst others, in the variety and flexibility possessed by the writer. It may be cultivated by wide reading, by oral and written composition, and by intensive study of language as used by good authors. It involves a vocabulary richer than that required for the purposes of ordinary conversation, but one made the pupil's own by intelligent thought and practice. Moreover, it involves variety in sentence structure, and a knowledge of idiom and phraseology. Reading, thinking and writing, taken in conjunction, lead to expressive power.

There has been a tendency of late to base a great deal of English work on the intensive study of literary extracts. This method is specially useful where few text-books are available and where formal grammar is not included in the curriculum. It is possible, in fact, to make reading the foundation of all language study, though the same passages should not be worked to death. For example, the lover of poetry will not use a beautiful lyric as a hunting-ground for linguistic puzzles in grammar and syntax, but he will study it as a special mode of artistic expression. Its word-painting, its sounds, its vivid figures, and so on—will yield more profitable objects for study and enjoyment. A prose passage should be used according to the style in which it is written. It may lend itself to grammatical treatment, or to the discussion of idiom, etymology, etc., or it may be too good for such a purpose. The best plan, it seems to me, is to choose special passages to suit special needs. Some lend themselves to vocabulary, others to a study of syntax, others to a consideration of sentence-structure, paragraph-building, methods of exposition, etc., and yet others to an appreciation of literary qualities.

In order to make these articles of practical interest to the teacher I propose to base them on classroom experience. At the risk of a little artificiality, let us adopt a clear-cut mode of procedure as follows: (1) The Word, (2) The Phrase, (3) The Sentence, (4) The Paragraph, (5) More sustained composition.

In all these stages the literary extract will play a prominent part, though not necessarily in every article. It is naturally impossible to make the few passages printed in these columns cover the whole ground. But they can suggest lines on which the teacher of English, with a wider range of material at his command, may proceed. One of the most valuable uses to which they can be put is that of stimulating discussions between teacher and taught, "discussions which, if skilfully conducted, lead to a fuller knowledge and appreciation of the art of self-expression."—*The Schoolmaster and Woman Teachers' Chronicle.*

A court has decided that a cow in the road always has the right of way. This indicates that the courts are just learning what the cows have always known.—San Diego Union.

The Presentation of Plays

By JOHN H. BAKER,

Headmaster of Goring Heath Endowed School, Oxon.

THE value of training in dramatic expression has been increasingly recognized in schools for some years past. In the Board of Education's latest "Suggestions for the Consideration of Teachers" the following extract is significant of the importance attached to dramatisation by educationalists:

"The love of acting, which is so characteristic of children, may properly be encouraged in elementary schools. . . . The dramatic sense is strong in most children, and the reading and acting of plays should not be omitted. It cannot be too often repeated that to secure the children's interest in good literature is the first consideration, and if a teacher feels the performance of a suitable play to be a project which the class will take up with enthusiasm, there is no reason why the time allotted to literature should not be devoted to this purpose for a considerable period."

During the past six or seven years I have made the production of a dramatic performance a special feature of my school's literary and recreational activities, and have found the effort to be one of increasing interest year by year. The advantages which accrue from training in dramatic expression are many, and can be summarized as follows:

1. Literary.—Acting a version of a play leads to fuller appreciation of literature.

2. Development of individual power of expression—through the joy of interpreting the written word with correct inflexion of voice and expressive gesture.

3. Development of the personality of the child, training him in self-control, overcoming self-consciousness, and tending to produce an easy, natural manner of bearing and speech.

4. Memory-training, as a result of interested concentration.

5. Spirit of co-operation and a real sense of the team-spirit which is induced in every member of the cast to achieve the best results.

6. Increased opportunity for practical expression in many school subjects, e.g., English, singing, art, needlework and handwork.

7. Dramatic efforts introduce a note of real happiness and keen interest in the school atmosphere. In addition to the work of preparation covered in lesson-time, the production of a play means several months of happy recreational activity, and leads to permanent results in the impressions made on the minds and memories of the children.

8. Provides an attractive means of increasing public interest in the life and work of the school community. The annual dramatic perform-

ance is looked forward to as the children's "At Home" day to parents, friends and old scholars.

9. Financial results of the performance provide an annual fund in support of school sports and games.

Preparation

Reading is naturally the first step leading to dramatic expression. The reading for the year's syllabus in each class or group can be carefully planned to include a choice of several pieces, plays or selections of plays, within the children's range of interest and comprehension, e.g.,

(1) Junion Group (standards I., II. and III.) Simple fairy stories including nursery rhymes and such plays as *The Three Bears, Snowdrop and the Seven Dwarfs, Red Riding Hood.*

(2) Middle Group (standards IV. and V.) Romantic fairy tales, e.g., *Dick Whittington, The Sleeping Beauty, Cinderella.*

(3) Upper Group (standards VI. and VII.) Abridged versions of Shakespearian plays, e.g., *The Tempest, Midsummer Night's Dream, The Merchant of Venice, As You Like It, Twelfth Night, King John.*

The Board's "Suggestions" make the following interesting reference to Shakespeare in the schools: "In spite of the many difficulties which Shakespeare presents there is no doubt of the enjoyment with which children read and perform some of his plays and scenes."

The fact that a choice is to be made from the year's reading syllabus of scenes to be acted adds zest to the reading and recitation lessons. The children soon realize that good, expressive reading is the first qualification leading to dramatic ability, and increased effort to become good readers and reciters naturally follows.

Choice of Play

In the middle and upper groups the selection of the play is approached by class-discussions under the teacher's guidance, followed by a ballot taken by the children in the group. The play chosen by the majority is selected for production, and the interest of the class is assured.

In the Lower and Middle groups the Fairy Plays dramatized can usually be taken as published, and little alteration or abridgment is called for, but in the production of a Shakesperian play the teacher has a considerable task in the selection of scenes.

It is possible to give a coherent version of a Shakesperian drama, even in an abridged form, suitable to the capabilities of children of 13 and 14 years of age. Considerable excision is necessary to prevent the effort becoming unwieldly and beyond the powers of the children. It is best to select the characteristic scenes in the play. The series of *Little Plays from Shakespeare,* published by Evans Bros., form a good foundation to work on, but these can be amplified to advantage to give more com-

plete rendering of the plays. An excellent series has recently been published by Macmillan entitled, *The Children's Shakespeare*. Plays are printed separately, giving the chief scenes, accompanied by brief explanatory notes and good illustrations, price 8d.

During the past four years, the Upper Group in my school has successfully performed *A Midsummer Night's Dream*, *The Tempest* and *The Merchant of Venice*. The first play, "The Dream," was acted as arranged in Evans Bros.' abridged form. The same series was used for the two latter plays, but several additional scenes were added, as follows:

The Tempest. *Scene*: Before Prospero's Cell. Enter Caliban and Prospero (latter part of Act I., Scene 2).

Scene: Another Part of the Island (Act II., Scene 2). Enter Caliban, with burden of wood. A noise of thunder heard. Enter Trinculo. Enter Stephano.

Scene: The Island (sound of Ariel's pipe and tabor) (Act III., end of Scene 2). Enter Stephano, Trinculo and Caliban. (Here follow Caliban's beautiful lines, commencing "Be not afeard . . . ").

Without the above additional scenes the production would be minus a Caliban and the humorous dialogue of Stephano and Trinculo.

In our production of *The Merchant of Venice* (from the above abridged text) the following scenes were added, which greatly enhanced the effective rendering of the play:

Act II., Scene 2. Venice. A street. Enter Launcelot Gobbo; enter Old Gobbo.

Act III., Scene 3. Venice, a street. Enter Shylock, Salarino, Antonio and Gaoler.

Act II., Scene 1. Belmont. Room in Portia's House.

Act II., Scene 7. Act II., Scene 9. Act III., Scene 2. Shortened version of Casket Scenes.

Act V., Scene 1. Belmont. Garden to Portia's House. Enter Lorenzo and Jessica. (Moonlight Scene). Later, enter Portia and Nerissa, followed later by Bassanio, Antonio, Gratiano and followers returned from the Court of Justice.

Children quickly grasp the order of the scenes acted and soon learn to be ready to take their cues without being reminded by the producer.

The scenes of *The Merchant of Venice* were generally referred to in simple terms as the following:

1. Antonio and his friends. 2. The Bargain Scene (Antonio and Shylock). 3. Launcelot Gobbo and Old Gobbo. 4. Tubal and Shylock. 5. Gaoler Scene. 6. Casket Scenes. 7. Trial Scene. 8. Moonlight Scene.

Choice of Cast

The next step is the consideration of the characters in the play. It is a good idea to let the children vote for the selection of the principal members in the cast. It is surprising how capable children are in appraising the talents and physical fitness of their fellows for undertaking various roles. This method results in the avoidance of any suspicion of jealousy or favouritism, and I usually find the most suitable actors are chosen to represent the characters in the play.

Rehearsals

The cast selected read the play in the course of English lessons for several weeks. A portion of the floor space in the classroom can be marked out with chalk lines to represent a miniature stage, and the various scenes are informally acted from the book. In this way the members of the cast are put on their mettle and try to justify their election. Any reshuffling of parts can be made in due course in accordance with the criticism of the class. When the final choice has been made, the movement of each scene is carefully studied, and the best positions of the actors for expression of the action of the play are decided on and places marked on the stage where necessary. Appropriate gestures are indicated by the teacher for expressing the feeling of the words spoken, also appropriate modes and direction of entrance and exit are practised.

The play can be read to advantage in this way for several weeks of the term until the children have grasped a connected idea of the movement of the play. It is important to obtain a general comprehension of the drama by taking regularly the scenes in sequence, and so maintaining the interest, before concentrating on perfecting each scene. Memorizing naturally follows as the words spoken become familiar by repetition. A start is then made to rehearse each scene in turn from memory with the help of the class-prompter who takes a seat on the side of the imaginary stage suggested by the marked-out space in the classroom. Children should be provided with copies of the play and encouraged to learn the lines of one scene each week at home. Emulation is aroused to be word-perfect, and it is surprising how soon this is accomplished. Two months can be well spent in familiarizing the children with their parts. The portions of the English lessons utilized in this way must be supplemented by half-hour rehearsals after school several days a week if any degree of excellence is to be obtained. With keen team-leaders I have generally found no difficulty in getting children to devote this portion of their own time to dramatic effort.

Music

Music often adds greatly to the charm and effectiveness of a play. This is especially so in Shakespeare. No opportunity should be lost in developing the musical possibilities of each play, e.g., (1) *In rendering songs* as set. In *The Tempest*—Ariel's songs, "Come Unto These Yellow Sands," "Full Fathom Five," "Where the Bee Sucks." In the *Midsummer Night's Dream*—"Ye Spotted Snakes" and "I Know a Bank."

(2) *Music played during scenes*, e.g., *Nocturne* from Mendelssohn, while Titania is sleeping; Mendelssohn's *Wedding March* on the entrance of Theseus and Hippolyta; soft music played when Bassanio makes his choice in the Casket Scene, also in the Moonlight Scene, when Portia is "welcomed home with music."

(3) *Dances* put in where suitable.

(4) *Musical interludes* while scenery is changed, pieces chosen being in character with the next scene.

The following will be found helpful: Miss Turner Bell's Book of Figure Dances, Mendelssohn's music for the *Midsummer Night's Dream*, *St. George Suite*, *Sarabande* (Corelli); Suite of Music Incidental to Shakespeare's *Merchant of Venice* by F. Rose (Hawkes and Son).

Dresses

Ideas for costume designs can usually be gained from illustrations in books and from sketches given in books of plays. Weldon's book of historical costume designs is useful. Most of the clothes required can be made from casement cloth and sateen, both of which are to be obtained cheaply in a wide range of colours. Under the guidance of the teacher, the making of the garments forms interesting and practical work for the older girls' needlework lessons for some weeks. Few articles need be bought with the exception of stockings, tights and shoes or pumps. Considerable ingenuity is often displayed in making various kinds of head-dress and footwear.

Properties

Children enjoy making properties in handwork and handicraft lessons. As a last resource, things can be obtained from Messrs. Gamage. So far the only articles we have purchased have been the following: donkey's head for Bottom, king's crown, beards and wigs, and cheap jewellery.

Scenery

As outlined in my previous article (March 23), the designing and painting of scenery for the play forms an interesting exercise for the art lessons in the upper forms and should be put in hand several months ahead of the date of production of the play. The various scenes required can be designed by the pupils in co-operation with the teacher, and drawn and painted on paper to the scale of 1 inch to 1 foot. Each scene consists of a back-cloth and two pairs of side-wings. A wodland scene is a good exercise to commence with as it lends itself to much freedom of development and experiment in expression. Much preliminary work can be done on the canvas in coloured chalks and charcoal, until some degree of proficiency is attained, and then liquid distemper colours can be painted over the chalk designs.

Stage Appointments and Lighting Effects

A large green-tinted rick-cloth tacked on the floor adds greatly to the appearance of the stage and helps to deaden the sound of footsteps. A strong plank platform fixed securely along the back and sides of the stage enables the scene-shifters to change the scenery with a minimum of

time and trouble if assistance is also provided from the floor of the stage. The use of several pairs of six-foot steps is the only alternative.

Six electric footlights and two over-head lights are usually sufficient, and can be supplied by four 12-volt batteries if no other supply is available. It is important to be able to regulate the amount of light on the stage with a switchboard, placed conveniently behind or in the wings, secured to the wall.

Make-up

Sticks of grease-paints, numbered according to the shade of colour required, can be obtained from Messrs. Boots, chemists. Make-up for children is generally needed, chiefly for special characters, e.g., Caliban in *The Tempest*, the Prince of Morocco and his train or body-guard, and Shylock and Tubal in *The Merchant of Venice*. Paints are particularly useful to secure bronzed effects in the case of Eastern characters, or for accentuating features with colour, shadows or lines.

Programme and Records

A printed programme giving particulars of the characters and names of the performers, and the order of the scenes, is well worth while, as it is not only of interest to the audience but increases the *esprit de corps* of the company. Photographs of representative scenes in the play make an attractive group of pictures, which should be framed and hung in the school. These become of increasing interest to the school if the production of a play is made an annual feature of the school's activities.—*The Schoolmaster and Woman Teacher's Chronicle.*

The World Federation of Education Associations

PLANS FOR GENEVA

By AUGUSTUS O. THOMAS
President, World Federation of Education Associations

GENEVA, Switzerland, July 25 to August 3, will be the mecca for thousands of teachers from all parts of the world. Here, educationists of all types will have a chance to meet their fellow workers and discuss their problems together and to form acquaintances which will be of lasting value in a personal way as well as in a larger way for our fellow men.

Plans are being made for the comfort of those who attend and for a far-reaching conference on matters vital to the future welfare of mankind. The symmetrical development of business, government and social institutions must rest on the education foundation set up by each generation, for as the children of the world are taught, so the future will become. Dr. P. W. Kuo, in that first memorable conference which was held at San Francisco in 1923, said, "We were told that we could not get together, that we were too steeped in prejudice, but we have shown the world that we can lay aside our prejudices while we solve our problems."

A harmonious world is a consummation most devoutly to be wished. Perhaps it is the world's greatest problem. The World Federation has set about the task of uniting the world's educational forces on the proposition of international understanding and goodwill. All parts of the program will have a bearing on this theme.

Many men and women of international renown and service will appear on the program; among them, Dr. Alfred Zimmern, one of Europe's leading educators and director of the educational work of the League of Nations, Sir Gilbert Murray, president of the Commission on Intellectual Co-operation, M. Albert Thomas, director of the International Labour Office, and Lady MacKenzie, distinguished for educational service in Scotland.

Some of the interesting features of the Geneva conference are the festival by M. Jaques-Dalcroze, the exhibit of pedagogical material and children's best loved books from all lands, the Herman-Jordan committees, special receptions and the Swiss National Fete Day.

Provision is being made for interpreters so that all will have a chance to speak and to understand what others say. The International Bureau of Education is leaving nothing undone to insure the comfort of all who attend. The fourth Conference of World Education and the third biennial meeting of our organization will be able to present to the world definite materials and plans helpful to schools in all lands. There will also be a chance for the delegates to become more familiar with the workings of the League of Nations and to

partake somewhat of the spirit of the great international city in which we shall sojourn.

Every person who attends should make it a point not only to receive something of definite benefit from the conference but to make his contribution as well. It is hoped that everybody who presents a thought will write it out and hand it to the general secretary, Mr. C. H. Williams, who will take charge of the manuscripts for the printing of the Proceedings. We wish to use the best expression of those who contribute worth while thought or material to the advancement of the cause.

Under the plans set up, organizations from the continent of Europe and from South American countries will send the names of their delegates directly to Miss Constance Morley, of the International Bureau of Education, who is also the conference secretary. The United States, England, Ireland, Scotland, Canada, Japan, China and India should send the names of their delegates in block to the same address in order to facilitate the work of the local committee in finding suitable housing for the delegates.

I cannot close this brief report without urging an attendance from all nations on this great gathering in Geneva. Let the educators of the world get together and lay out definite programs of procedure, and there will be hope of a harmonious world tomorrow.

Conference of The National Union of Teachers, England, 1929

By FRANK W. GOLDSTONE, *Secretary of the N. U. T.*

THE 59th Annual Conference of the National Union of Teachers was held during Easter Week, 1929, in the Pier Pavilion, Llandudno, about 2200 delegates being present. Conference opened on Saturday, March 30th, and was welcomed by many outstanding personalities, including His Grace the Archbishop of Wales, and the Right Honourable David Lloyd George, M.P., who was Prime Minister of England during the most critical period of the War. Mr. Lloyd George, who received an ovation, delivered a very fine speech on behalf of education. The address of the new president (Mr. C. W. Cowen of Sheffield) was valuable because of the historical outline given of the development of English education, including provision for secondary school education, school medical inspection, special schools, reorganization of schools, and the movement for raising the school leaving age. Mr. Cowen rendered a public service in postulating this reform as the essential preliminary to all reform in education. He stressed the need for unification and co-ordination, and for amendments in the Education Acts which would sweep away all mediaeval distinctions between elementary and higher education, and which would make secondary education the completion for all pupils of the primary course. Mr. Cowen's practical suggestions for World Peace were received with tremendous applause.

Deputations from France, Germany, Holland, Ireland, and Scotland were present and conveyed fraternal greetings from the Teachers' Associations of their respective countries.

Mrs. Leah Manning, J.P., of Cambridge, was elected Vice-President, and, in the natural course of events, will succeed to the presidential chair in 1930.

The Annual Report for 1928, submitted by the Executive, showed a membership of over 130,000 together with increased financial returns—the total funds at the end of 1928 amounting to £833,142.

Last year the Conference welcomed the Report of the Consultative Committee of the Board of Education, known as the Hadow Report; this year one of the main questions under consideration was the extent to which the Board of Education and local authorities were giving effect to the main recommendations of the committee. One at least of the recommendations has been adopted—there is to be a break at the age of 11, with post-primary education to follow for all. In the Board's pamphlet dealing with the changes in contemplation, however, the proposals fall short of those formulated by the committee, and have given rise to grave uneasiness in the teaching profession. In connection with this question the following resolutions were passed:

Reorganization

(a) Regretting that the schemes under consideration by the Government failed to give effect to the major recommendations of the Consultative Committee of the Board of Education; and urging that all types of State-aided education for children of 11 and over should be equal in status, and that they should be free and under one set of regulations; that in such matters as staffing, equipment, size of classes and amenities there should be parity of standard.

(b) Regretting that in its policy of reorganization the Board of Education perpetuated the existence of large classes in Junior and Infant Schools, and reaffirming the contention of the Conference that no class in those schools should exceed 40.

Further important resolutions passed by the Conference were:

The Religious Question: Recording adherence to the principle that no religious denominational teaching should be given in schools provided from public funds; and resolving to resist any demands to introduce such teaching into Council Schools, either through the staff or by right of entry of representatives of the religious denominations.

Training of Teachers: Calling attention to the inadequate qualifications of many teachers in rural areas, and requesting the Board of Education to prohibit any further appointments of "Supplementary Teachers" in such areas.

Raising of the School Leaving Age: Demanding legislation fixing an "appointed day" on which the age for compulsory attendance of children at school should be raised to 15.

The Publishers' Exhibition and the various sectional meetings outside Conference proved very attractive. Among the meetings arranged were those for teachers interested in Higher Education, School Sports, Press and Publicity, Continuative and Adult Education, and others. As regards the most important gathering, viz., that of local and county association secretaries, the hall was filled to overflowing to hear the address given by the General Secretary of the Union reviewing the events of the past year, and pointing the way for future development. Two extremely interesting papers were read at the meeting of members and officials of education authorities, attention being particularly focused upon the questions of reorganization and dual control.

Musical Notes

Best and Simplest Way to Classify Music

THERE have been many varied definitions of music, dependent on the writer's idea of, or appreciation for, music. One man's music is another man's noise.

There are people whose definition of music varies so much that only a definition to fit their own music would suit them.

One says music should be impersonal, abstract. Another school declares that music should always tell a story, producing the programme music so often featured. Still another section of the musical public says that music should go much farther than the dictionary definition and that it should represent the whole of life, whether it pleases the ear or not. In other words, if the subject portrayed is one of pain, horror or calamity, then the music must be of clash, discord, entirely adjuring the idea of beauty, or pleasing the ear. Out of all this, long ago, arose the question whether it was the function of music merely to be beautiful, or whether, like painting, its mission is to portray all of life, good and bad, pleasure and sorrow, happiness and horror.

That is a question no part of the world can settle for the rest. Ever since music reached an advanced stage of development, it has been a bone of contention among music educationists and composers, and, no doubt, it will so continue for decades, and possibly for centuries. Therefore, the best and simplest way to classify music is as: thought expressed through tone, to which hardly any school of music or composer can take exception.

Teaching Music

In former days music study was generally conceived to be a deadly, serious business. The ability to play "pieces" on the piano or violin was a sort of fetish to which countless thousands of unlucky youngsters were sacrificed. It makes one groan to think of the tons of sheet music worn to tatters, the miles of scales traversed, and the years of "practising" wasted in the effort to teach the previous generation of children without real musical appreciation or ambition, how to drum out a piece or two when company came to call. This sort of mechanical teaching either fills the child with such a loathing for the piano that he never willingly touches it later in life, or, if he really has talent, it hampers his original development, and may permanently injure his ability.

Nowadays we have come to realize, however, the vital importance of stimulating the musical ambition in children by surrounding them from babyhood with good music, as a foundation for musical training. If you cannot make music yourself, by all means get a player-piano or a phonograph and as many fine rolls or records as you can afford. Start with the lighter classics, and as the child's taste develops, progress to the immortal music of Beethoven, Schubert, Schumann, Chopin, Liszt, Mendelssohn, Wagner and other great masters. Any good music dealer can

help you to make a wise selection. The child who learns to love such music has the strongest incentive to musical study so as to be able to produce it himself.

Music the Vitalizer

Next to the instinct for self-preservation, aspiration toward happiness is probably the strongest motive influencing our thoughts and actions. To experience complete happiness is to realize to the fullest extent the potentialities of our natural endowment and acquired characteristics. The wish for fulfilment of our personality dictates our choice among the many possibilities which life offers us. We are most content when we are in that state of physical and mental balance known as euphoria, or well-being.

Anything which disturbs our sense of well-being induces a feeling of discomfort varying from malaise to suffering. When we trace this discomfort to its source, we find that the cause is a lowering of our vital energy. The greater the ebb of our vitality, the deeper is our depression. While depletion of vitality is associated with physical maladjustments, our mental suffering may in turn influence our bodily functions and thus lower the level of energy.

Experiments have shown that music has a curative value, even in the case of certain physical ailments. Disease cannot be healed by music, but the mental conditions of the patient can be ameliorated and the strain of suffering relieved. In cases of purely mental disorder, the effect of music is most marked. Of the three elements of music—melody, harmony and rhythm—it is rhythm that has the strongest remedial influence.

In both the physical and metaphysical applications of the word, rhythm is a characteristic of all life. In periods of depression, or even of weariness, our physical rhythm is retarded, and it is our realization of this slowing down that makes us conscious of our lowered vitality. When we listen to music, its rhythmic movement has a definite accelerating effect upon our own rhythm.

Music is a vitalizer and a renewer of energy. That is the reason why the "tired business man" proverbially turns to musical comedy for recreation. If he but knew it, he could find the same reinvigoration in music which he considered uninteresting and unattractive because it is "classical." —*From the Western Home Monthly.*

International Education in the Primary School

By E. NOGUCHI, *Chief Director, Japanese Education Association.*

(In the last number of the News-Bulletin, note was made of a plan for international education in the primary schools formulated at a meeting of women teachers of primary schools of Japan. The project, as outlined by them, is repeated here as one meriting consideration from other countries as well).

HOW to give international education in the primary school.
Object: To train the Japanese nation in international understanding.
Method:

1. To teach our children respect for other nationalities, at the same time making clear what our nationality represents.
   (a) To make children understand patriotism and filial piety as the foundation of our national spirit.
   (b) To try to increase the general welfare of mankind.
2. To make them understand the relation of the nations.
   (a) To teach the reason of establishment of the League of Nations and development of international co-operation.
   (b) To teach national anthems and flags and respect for them.
   (c) To secure appreciation of the value of consideration of international relations in every course of study, and to teach foreign languages, keeping in mind the needs of the country.
   (d) To bring about an understanding of the various conditions of foreign countries through newspapers and periodicals.
3. To make them appreciate the benefits of international life.
   (a) Contributions of foreign culture through commercial relations.
   (b) Contributions through social relations.
   (c) Contributions due to the development of mail and telegraphic communication.
   (d) Other contributions.
4. To cultivate an international spirit in children.
   (a) To make them desire to be ideal citizens of the world, at the same time cultivating patriotic spirit.
   (b) To teach them international etiquette.
5. To cultivate a friendly spirit for other peoples.
   (a) To teach our children to respect and esteem foreigners.
   (b) To commemorate Goodwill Day (May 18).
   (c) To make Girls' Festival (March 3) and Boys' Festival (May 5) days for the encouragement of peace.
   (d) To commemorate world peace (November 11).
   (e) To encourage Boy Scouts and Girl Scouts of the various countries to co-operate with each other.
   (f) To exchange dolls, pictures, etc.
   (g) To establish libraries for children containing literature on international friendship and international relations.
   (h) To utilize the radio in encouraging international friendship.

Ramblings of Paidagogos

The Classroom Teacher.

In spite of the fact that quantitative research is rocking the ancient foundations of dogmatism, and that personal opinions will soon be as extinct as the dodo or the dinosaur, I am about to make a few quite unscientific assertions based only upon common-sense.

The most pernicious trend in the educational world of today is the progressive minimization of the classroom teacher, and the reduction of his status to that of a mere hack, a hewer of academic wood and a drawer of scholastic water, a purveyor of the ideas of other men. It is not for him to hold great audiences spellbound by his idealistic interpretation of educational principles, nor to elucidate the mysteries of modern methodology to a gaping public. In the congregation of distinguished "educators,"—most of whom are primarily interested in something else,—he will scarcely find a place on the platform.

To become an "educator"—paradoxical word—one must by no means submit ones-self to the practical work of teaching, for the teacher has no enlightened appreciation of his function. He is hemmed in—poor fellow!—by four walls; he has no perspective, no background, no vision. Contact with the actual child has obscured his understanding of the psychological child and the pedagogical child,—to say nothing of the statistical child. His very adjacency renders him myopic.

But there are several ways of becoming an "educator," all of which agree in the one particular of having no connection whatever with the business of teaching. Write a successful novel, propound a new philosophy, amass a substantial fortune, gain election to an educational board, and you are an "educator" forthwith upon your own simple ipse dixit. Pursue a university course straight through to a Ph.D., with a profound thesis on the relation of the mill-rate to school population in Colorado, and you will immediately be hailed as the requisite material out of which educational experts are made. In this case you will probably be called upon to administer some important school system, and will have ample opportunities to discourse in fluent though somewhat obscure jargon to enthusiastic audiences. All these things you may do and become an "educator," but on pain of death keep away from the schools.

Let not the classroom teacher be unduly cast down by this anomaly: it is merely one of those perversities of life which we should suffer with becoming calm. After all, the high-sounding phrase has no ultimate potency in education, and the kudos we can easily afford to despise. For, when "educators" have duly fulminated, and when the army of experts has laid down its final barrage of theses and dissertations, it is the classroom teacher who holds the field and casts the deciding vote.

The Teachers' Bookshelf

RECENT CANADIAN BOOKS OF INTEREST

Sir Robert Borden, *Canada and the Commonwealth*, Doubleday, Doran and Gundy.—Some leading features and dramatic incidents in the history of Canada. $3.00.

Lawrence J. Burpee, *An Historical Atlas of Canada*, Thomas Nelson and Sons.—Canada's political, physical, and commercial growth can be traced in these maps which are accompanied by concise and accurate explanatory notes.

Reuben Butchart, *The Lyric Flute and Other Poems*, The Macmillan Co. of Canada.—The first volume published by the author, a Canadian newspaper reporter and editor. The poems convey his sincerity and show much of delicacy of touch. The author is primarily a nature poet, though in this volume there are also groups in the religious, elegaic, and romantic vein. $1.50.

Bliss Carman (editor), *The Oxford Book of American Verse*, Doubleday, Doran and Gundy. $3.75.

Sir Robert Falconer, *Citizenship in an Enlarging World*, Ryerson Press.—Lectures on citizenship delivered at Mount Allison University. $1.25.

Frederick Philip Grove, *A Search for America*, Louis Carrier and Co.—An autobiography that is most unusual and shows great strength. The author came to America at 24, reduced from wealth and social position in the Old World to poverty and joblessness in the New. How he finally, after a bitter submergence in the crassness of lower-class, working America, found himself and the real America, is the plot. The story is direct and unadorned; it is fascinating in its minute realism and its expression of a social philosophy. Surely a lasting book. $3.00.

H. Heaton, *A History of Trade and Commerce*, Thomas Nelson and Sons.—Special attention is devoted in this book to the economic development of Canada and to Canada's trade relations with other countries. $1.50.

F. W. Howay, *British Columbia: The Making of a Province*, Ryerson Press.—A romantic history showing the development of the province. $3.00

Maurice Hutton, *All Rivers Run Into the Sea*, Musson Book Co.—A new collection of essays, in which the author brings his wisdom, wit and penetration to a number of diverse themes which tend to one common goal. $3.50.

Howard Mumford Jones, *America and French Culture*, Louis Carrier and Co.—A study of the cultural relations between France and North America. $5.00.

Raymond Knister, *Canadian Short Stories*, The Macmillan Co. of Canada.—A most interesting collection of stories which not only show

that Canadian writers have a thorough grasp of the art of short story writing, but display fine "local colour"—such as in the tales of the Hudson Bay country and the great Western farm lands. Included among the seventeen widely known authors are Duncan Campbell Scott, Sir Gilbert Parker, Harvey O'Higgins, and Stephen Leacock. $2.50.

R. C. Lodge, *Plato's Theory of Ethics*, Musson Book Co. $6.50.

Lorne Pierce and Arthur Yates, *The Ryerson Book of Prose and Verse*, Book II., The Ryerson Press.—The second in a series of three, designed to inculcate a love of reading in young people. 80 cents.

W. Stewart Wallace, *A First Book of Canadian History*, The Macmillan Co. of Canada.—A text which humanizes and freshens the facts it has to tell. The Canada of the Indians and early explorers is introduced and followed through its process of settlement and civilization. In the latter part of the book, Canadian industries and notable contributions to progress are reviewed and brought entirely up-to-date. 30 cents.

A New History of Great Britain and Canada, The Macmillan Co. of Canada.—There are two parts to this book—the first a brief but interestingly written political history of Britain from the days of the Romans to modern times; the second treating Canada in a similar comprehensive fashion.

Robert Watson (editor), *How to Write—(By Those Who Can)*, Graphic Publishers.—A small volume containing more than 400 short quotations by famous writers, philosophers and critics. They are grouped under such headings as "The Importance of Literature," "On Making a Beginning," and "The Art of Novel Writing," and are compiled to furnish hints and bits of inspiration to the aspiring writer. A clever idea aptly carried out. $1.00.

W. T. Waugh, *James Wolfe, Man and Soldier*, Louis Carrier and Co. The biographer, in this work, does not claim to have done original research in the life of the officer whose victory at Quebec brought half of North America to Britain, nor does he attempt a history of the period of that conquest. He has portrayed the character and set forth the life of Wolfe in pleasing and fascinating style, and his book has the charm of simplicity, humour, and spirit. $5.00.

George M. Wrong, *The Rise and Fall of New France* (2 volumes), The Macmillan Co. of Canada.—Probably the first complete history of the French in North America since Francis Parkman, who wrote fifty years ago and without the wider knowledge of the events of the age that has since been brought to light. The author goes back to the days of Kublai Khan and Marco Polo for the beginning of the history of the New World; he shows the significance of European rivalries in religion and politics in the period of exploration and settlement and brings out with force and clarity the myriad events and factors on both continents that lost Canada to France. The narrative moves swiftly in crisp sentences that are frequently epigrammatic, and the author's awareness to the romance of his subject is always apparent. The book is a distinct contribution to the history of America. $10.00.

Teaching Courage

By K. E. Barlow

THE part which the human relationship of master to pupil plays in education is astonishing. No doubt the mere inculcation of formal subject matter during a series of lessons, sufficient for normal or even excellent examination results, can be achieved by most teachers. However, those who see something more in education than just this information-acquisition, are considering, more and more, the unfolding of the whole personality and potentiality of the child. This is the root sense of the word education, a "leading out" to life and to citizenship. The widening of perspective herein indicated is part of that enquiry as to the nature of, and differences among, men, of which today the chief manifestation is the new science of psychology. From experience within this science, especially through the work of Dr. Alfred Adler, of Vienna, it has become abundantly clear that concentration upon information-acquisition in teaching is fundamentally unsound, since a child's ability in this direction can be very extensively improved or worsened by modifications of the human relationships, child to parents, or child to master. Each individual, child or adult, is a whole. A boy so sternly treated by his father that he is discouraged, remains discouraged in the classroom. A stern teacher increases his attitude of withdrawal into himself and the boy appears stupid. But were the teacher able to convince him that he is not such an offending and ineffective creature as he imagined, wonderfully different results would be obtained. The fact of the different treatment necessary for the handling of children is within the experience of every teacher, but the wholeness of each child and the vital consequences of the right answer being made to the demand that his particular needs be understood, is not so widely recognized. The child who is given, in the classroom, courage in the midst of gloominess, is very often given strength which supports him right through into life and citizenship, rendering him courageous and able to cope with the situations which arise.

The Courageous Attitude

This second point also Dr. Adler has demonstrated continuously. Not only must each child be seen separately as an individual in his own relationships and setting, but, in addition, all effective education must secure that he have a courageous attitude to the situations which arise therefrom, so that he feels his ability to cope with them. Later on, his attitude towards life, to his friends, to his wife, to his job, is to depend on this. The condition of a courageous outlook in a child, is that he feels that he counts: that in the relations which comprise his life, he has a place. A peculiar confirmation of this is given by sociology. In the Middle Ages, each citizen had his place—as in the guild—wherein he fitted. Today when unemployment direly stalks all unskilled labour, the opposite is painfully true. All the records that we have show that in those days there was a bonhomie and cheerful courageous attitude towards life, witness folk songs, dances and fairs, which, today, are painfully absent from a

mistrustful world. It is exactly similar with the child. When a boy or girl feels that the world has a place for him, life seems friendly; unspoiled by too much scolding or too much love and attention, he or she freely and intelligently acquires by example and by instruction those things which are of interest and use. The less fortunate and more commonly encountered child, however, experiences life as less worthy of trust and finds it necessary to protect himself against what seems to him a hostile setting by all manner of tricks and dodges, of which stupidity is too often one. It relieves him from the more exacting demands which are made upon his neighbours.

This sketchy survey again emphasizes the dependence of the teacher, which each one daily experiences, upon the parent. The problem of education is a joint problem. Parents are very often awkward or ignorant people. None the less, this but adds one task more to the teacher. It is his obligation to see the child as a whole: to sense or to inform himself when a child has brought from his home an attitude of mistrust towards his own powers or towards life. His problem is to strengthen his pupil till the child feels that he counts and is courageous to face his problems.

In the educational conferences organized by individual psychologists, as the school of Dr. Adler call themselves, in Vienna, Munich, Berlin, most remarkable results have been achieved along the lines here indicated. Delinquent children have, in particular, been successfully handled.

Geneva, City of Character: Meeting Place of the 1929 World Conference on Education

By FRANCES STROMBERG, *University of Missouri.*

PARTICULARLY congenial as the meeting place of a cosmopolitan, widely diverging yet single-purposed group as the World Conference of Education Association, is Geneva, "world capital of human affairs," where approximately 5,000 educators will convene July 25.

For if cities have personalities, if events and associates shape their character as they do human character—and there is no doubt that places do gain individuality through associations—Geneva is perhaps a municipal symbol of the serene, rich, useful life that every teacher would wish.

Geneva was a town of importance when Caesar campaigned against the Helvetii; it played a prominent role under Burgundian kings; in 534 it came under Frankish rule—but it was not until the fifth century, when it became a bishop's seat, that the really noteworthy period of its existence began.

From that time it was for centuries a center of religious strife, first between the bishops and the counts of Savoy for supremacy, and next between the followers of the Reformation and those of the old faith. Calvin, in 1541, was invited to take up a permanent residence there as a public teacher of theology, and Geneva became the hub of the wheel of spiritual education in Europe. The theological school of the university grew to be the most famed department of one of the most venerated Protestant institutions of learning.

Meanwhile Geneva was having political transformations. In 1531 it was made a member of the Swiss Confederation, but becoming again a storm center in the Napoleonic wars, was annexed to France. The Congress of Vienna restored its independence and guaranteed its neutrality. The city has long been noted for its curious theocratic form of government.

During these same years Geneva was playing host and refuge to a brilliant and varied stream of celebrities—the regicides fleeing from England upon the coronation of Charles II., Voltaire, Mme. de Stael, Byron and Shelley, George Eliot, Saussure the geologist—the beginnings of a guest list that has not declined in point of fame and intellect with additions to it in the year since the World War.

With the Geneva Conference of 1864, at which war ambulances and hospitals were neutralized and the red cross on a white field guaranteed an inviolable emblem of mercy and relief, a new and unique element began to develop in the sturdy little Swiss city's already varied personality.

Paraphrasing slightly a quotation from a recent number of the Journal of the National Education Association of the United States, this element may be characterized thus:

As Detroit devotes herself to automobiles, as Manchester in England lives by and for cotton thread and spindles, as Paris flaunts her luxe trade in gowns, jewels, perfumes, and powders, so Geneva has as her principal industry forty organizations working on world problems.

From International Masonic organization to Interparliamentary Union, from International Esperanto Association to International Labor Office, Geneva is a city of world-problem conferences.

The scenic location of Geneva is one of the finest in the world. The town is magnificently situated where the Rhone issues from the depths of Lake Leman; the Alps with Mont Blanc rise on one side, the Jura on the other.

Geneva is little less characterful architecturally than historically, industrially, geographically. There is the sixteenth century town hall with the house nearby where Jean Jacques Rousseau was born, the eleventh century Romanesque cathedral of St. Peter, the great Place des Alpes with its memorial cenotaph of Duke Charles II. of Brunswick, who left his fortune of $4,000,000 to the city, the English and American Episcopal churches, and the university.

A mountain village, a watch and jewelry manufacturing centre, a spiritual and intellectual guide for Protestant Europe, a winner of political and religious freedom, a world centre of goodwill among nations—Geneva's role in the affairs of civilization has been an imposing one. A mecca of human thought, she has sponsored political enlightenment and religious development; prizing freedom herself, she has aided in protecting the weak and suffering; surrounded by the quiet beauty of nature, she has cultivated beauty of spirit—and now she stands for the practical idealism that seeks universal fellowship and world peace.

If there were no gain from the World Federation Conference next summer other than the lessons Geneva offers through her own history, its selection as a meeting place would be well justified and the results assuredly happy.

THE combined membership of the seven constituent associations of the Federal Council of Teachers' Associations in South Africa, established in 1922, is now 10,000.

The City of London Vacation Course in Education

July 26th to August 9th, 1929

THE eighth annual session of this new world-famous course will be inaugurated again this year in the Guildhall of the City of London, when some distinguished statesmen will be present.

Lord Burnham is president of the course, and the principal is the Rt. Hon. H. A. L. Fisher, formerly president of the Board of Education for England and Wales, and now warden of New College, Oxford.

The staff of lecturers includes men and women of the highest educational standing in Great Britain—there is probably no finer group of professors associated with any vacation course in the world.

The lectures given during the course fall into three groups:

(1) The General Course in Education, dealing with English life and institutions.

(2) Lecture demonstrations on Modern English Teaching Methods and Practice for all stages of school work.

(3) Special classes for non-English speaking students.

In addition to the lectures, there are after-luncheon addresses each day by some of the most eminent personages in Great Britain. The afternoons are devoted to official visits to the great monuments of London, such as Westminster Abbey, the Houses of Parliament, Windsor Castle, Eton College, Hampton Court Palace, etc. Entertainments are arranged for each evening during the course. One whole day will be spent amongst the colleges at Oxford, where tea will be served in the gardens of New College.

Altogether, for a Canadian teacher, this is one of the most attractive courses in the world. Copies of the 50-page prospectus of the course may be had free on application to the secretary, Hugh W. Ewing, M.A., Montague House, Russell Square, W. C. 1. Readers of this journal are specially invited to send for copies.

MAY ADVERTISERS

We have some very good ads. for May. Look them over carefully on the pages as indicated.

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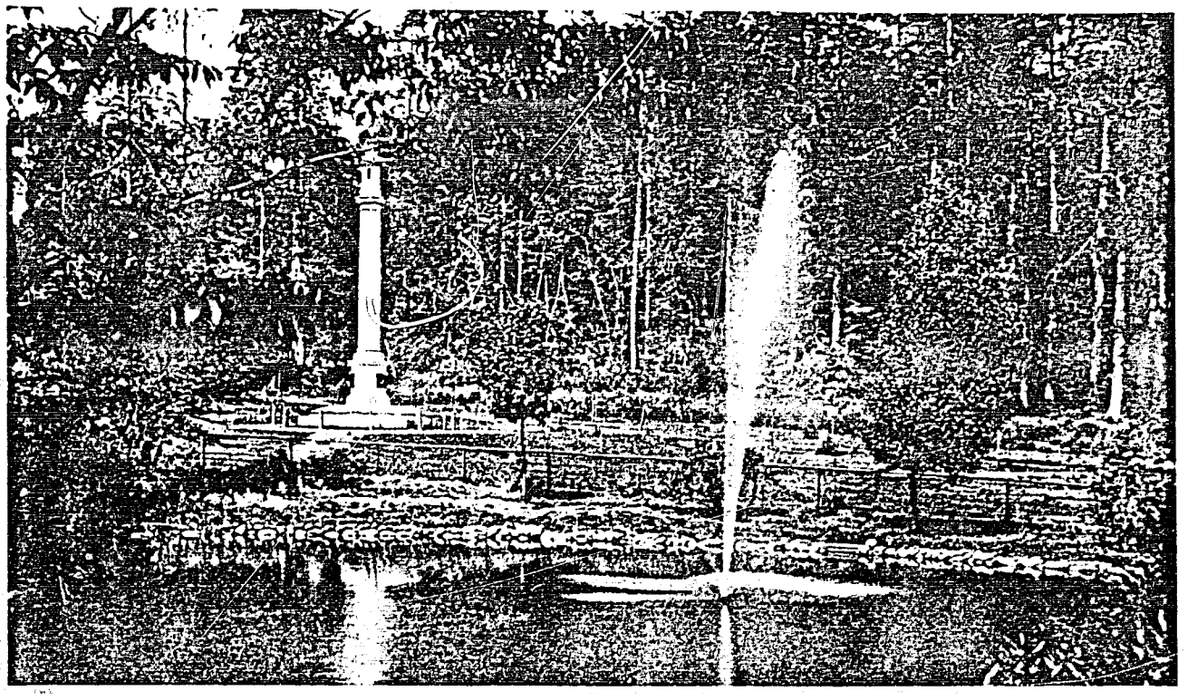

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