

going to school." Likewise tourist agencies and city publicity bureaus spend money in order to bring prairie people to the coast at the same time that there is objection to providing the accommodation for the educating of the children of these people when they do come. Many statements emphasized the wisdom of educational expenditure, which the several following quotations from various speakers well illustrate. "There is no section of our country's activities where money economically spent will bring greater return than that spent on education." "Simply from a business standpoint, I want to say this: that we get just what we pay for in the teaching profession as anywhere else." "While education costs a great deal of money, ignorance costs much more."

Something might be said relative to the problems which confront the smooth working of the educational system in the province.

The statement was made that only 30% of those in our common schools enter high school, and that only about 50% of these complete the high school course. The problem of how to adapt the educational system to meet the needs of a large number of boys and girls so that they might remain longer at school received considerable attention, and the high school section suggestion of a survey of the present curriculum was an attempt to deal with this question.

The Education Department has some rather difficult situations to handle in the frequent change of teachers—particularly in the rural districts, and in the continued shortage of teachers. In connection with the latter problem it is not often realized how great, and increasingly so, are the demands being made upon the Department for educational facilities. In 57 new portions of the province new schools have been authorized within the year by the Council of Public Instruction. Within a little more than five years the number of high schools and superior schools has doubled, the present number of such schools being 79. There is a large number of schools in the province without teachers, and it is still necessary to issue temporary certificates, the number of such certificates last year totalling 129.

There is in existence now a Teachers' Employment Bureau, whose files include every teacher in the province, and the same Bureau will have some corresponding information regarding every school district in the province—so that the school teacher as well as the school board will have access to desired information before entering into any agreement.

In the matter of relations between teachers and boards of trustees, the Teachers' Federation stands for the utmost co-operation, and the convention address of Dr. A. W. Dennis, President of the B. C. School Trustees' Association, on the subject of "Co-operation between teachers and trustees," was very heartily appreciated. "If we can get a measure of co-operation between trustees and teachers in this great province," declared Dr. Dennis, "it will be the greatest asset we have ever possessed for the carrying on of the educational system."

The Convention programme was evidence of a very positive desire on the part of the teachers to relate themselves more definitely to the outside world. This was particularly shown in the two evening meetings held in St. Andrew's church.

On Tuesday evening four addresses were delivered on the topic, "Education as a means of strengthening the bonds of Empire and of fostering international friendship," the speakers being Mr. N. R. McKenzie, Mlle. Yvonne Doriot, Dean S. J. Miller, and Dean H. T. J. Coleman, of New Zealand, France, United States, and Canada, respectively.

In dealing with the theme of Education as a means of fostering international friendship, Mlle. Yvonne Doriot was of especial interest. Her sketch of the French system of

education was full of information, and well justified by her statement that to understand the national soul of another people it was necessary to understand their educational system. Hereafter follow some of the more important statements in her address: "The French government controls the entire educational system." The French child is almost a slave of the schools, play and athletics, until very recently, being practically ignored. In connection with this, Miss Doriot suggested that the English schools might be criticized for going to the other extreme in the matter of play. Continuing, she stated that the time of the French teachers is exclusively devoted to the bright pupils. The purity of the language, in the teaching of French grammar, amounts to almost a passion. Again, the child, from the beginning, is taught to express clearly and frankly all his thoughts, which is probably why the French nation is so essentially demonstrative and spontaneous—in contrast to which she observed that the English system tended to cultivate self-restraint and self-control. The French system, on the whole, the speaker concluded, is more theoretical than practical.

Dean Coleman, dealing with the same topic, spoke of education as the conscious evolution of the human race. "Natural science knows no international boundary"; there is no particular geographical location or racial affiliation about the principle of the multiplication table," and, in keeping with these, "we are beginning to realize that every element in our national education, history, geography, and culture," has an international bearing. In such a subject as history, then, "we in Canada, and our friends and cousins to the south" instead of "exploiting trivialities and arguing about little skirmishes which took place along the St. Lawrence River," "are beginning to realize our common heritage in the great world of social culture and tradition we have in the British people."

In similar vein, N. R. McKenzie of New Zealand urged that "we expunge from the books in our schools all reference to ancient quarrels," and that "we might as well get rid of our jingoistic songs, and teach our children to understand the songs of other peoples in order that we might understand the souls of other peoples, because, as understanding is the beginning of wisdom, it is also the beginning of peace."

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