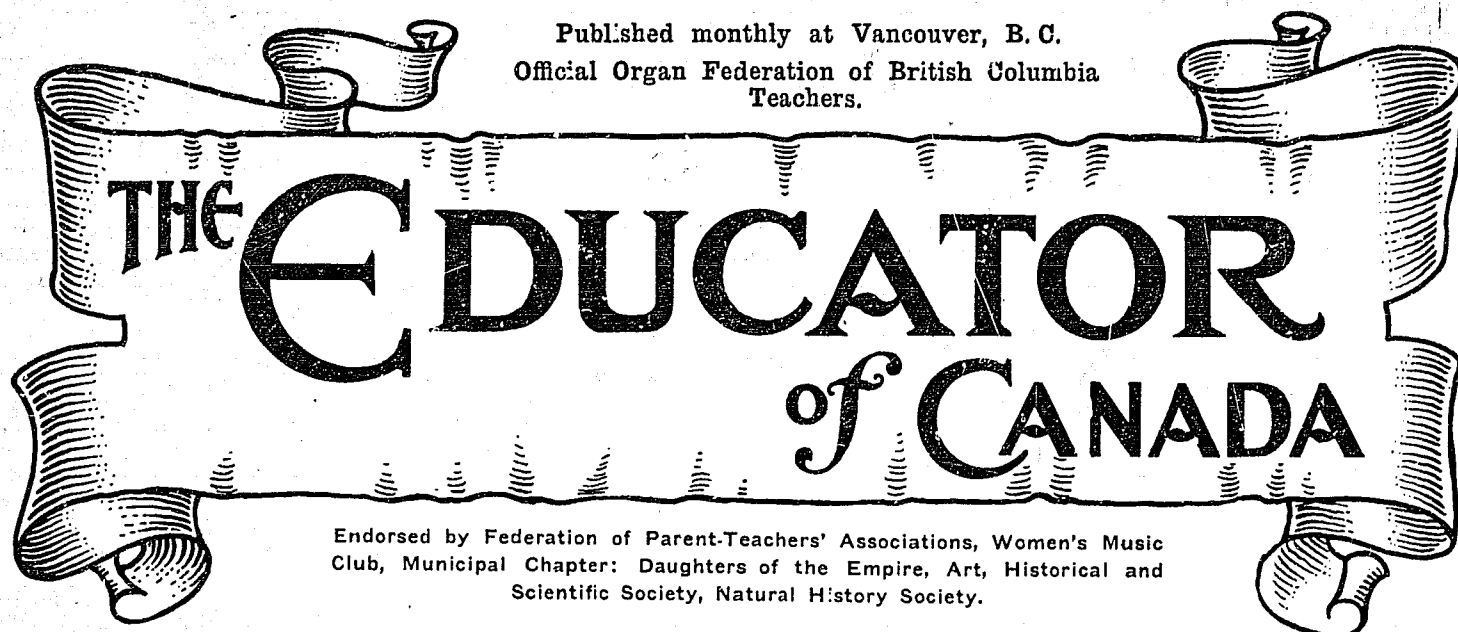


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Increasing Need for Technical Education

BY J. G. LISTER

What, exactly, do we mean by "Technical Education?" Education in its broadest sense may be taken as meaning the enlargement of the individual's sum of knowledge. Technical, in its broadest sense, may be taken to mean anything connected with that which is mechanical or which has to do with the mechanic arts. In this wide sense all education, save that of hearsay and that from books, is mechanical or technical. But, using the words in a much more restricted sense, technical education is distinguished from other learning in that it is acquired by "doing" rather than by "hearing," and "reading." But just as the wider meaning is too wide, so is this narrower meaning too restricted. Let us therefore consider the term in another way.

Let us consider the world as divided into three classes, each class distinguished by its method of acquiring necessary knowledge for its duties. Thus we have, first, because oldest, the purely academic education leading its followers to the so-called learned professions of the law, church, and school. Second, we have the commercial world, and its concomitant commercial education. This, until modern times, was an education which was acquired by haphazard methods which served before the introduction of business systems, book-keeping, stenography, etc., but which has of necessity become the most systematized of the three classes. Lastly, we have the industrial class, engineering, mechanical, technical, scientific, call it what you will. By far the largest fraction of the civilized inhabitants to-day are included in this latter classification. Let us ask ourselves, how are we treating these three classes of our people? Are we justified in assuming that each class has a right to equal treat-

ment by our educational authorities? If that assumption be the correct attitude, mentally, are we who are vitally interested in our country's well-being, doing our "bit" to see that there shall be no unjust discrimination? Are we?

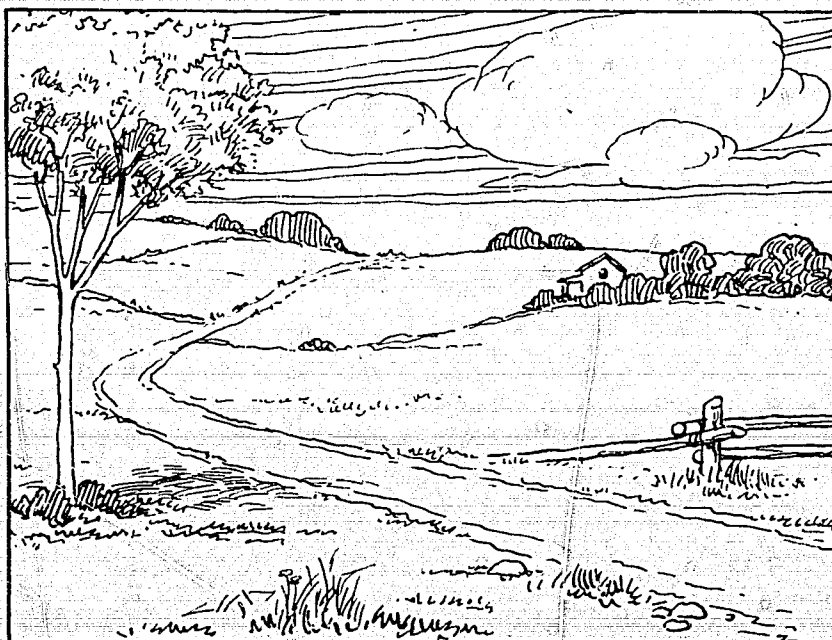
Let us imagine that, by some undisclosed means, the educational system of our province should be so arranged that there should be no education save that which would be the correct one for, let us say, the etchnical worker, utterly neglecting, because of, say insufficient funds, the education of the other two classes. Should we then be proud of a system which would allow no education for the law, the church, the mercantile world, but would compel every man-child to be educated along technical

lines? Yet is not this the method we have been following for the last fifty years? Why? Because every person who has been or is in high authority in the educational field, or who has been able to make his or her imprint on the educational system, has been the product, and here let us say a very estimable product, of just such a one-sided system as we have imagined, but not of the technical persuasion. We have copied from the older lands their systems, with all their faults and limitations, and have never had the foresight to perceive that, in a new, undeveloped, and therefore essentially an industrial country, we should have been much more commendably employed had we committed ourselves to a system which still would have been wrong,

but in a country such as ours, not quite so disastrous in results, had we neglected entirely the academic, and thought only of the industrial and mechanical portion of our populace.

Let us again consider what a handicap it is that we are placing on our boys and girls. We insist that they shall acquire a smattering (we use the term advisedly) of foreign or ancient languages before we will admit them to the institutions of learning called universities, and, mark you, we provide no alternative public institutions, yet not less than ninety-nine per cent. of the words written, spoken, or even thought by these academically educated youths are in their own native tongue, a tongue which is not only the most flexible, the most pleasing in its euphony, but the richest in its vocabulary of any that the whole world has ever known.

The advocates of a one-sided system claim that their products have placed before them a literature which would otherwise be for ever hidden from them. Apart altogether from the question that there are translations from these languages at least as sound as literature, as pure in thought, as high in ideals, as their originals, and apart altogether from the fact that better and better expressed thoughts have been written in English than in all the other languages combined, either living or dead, apart altogether from these two points of view, let us ask how many of those who have thus been educated ever read, either for information or pleasure, except in the texts prescribed for examinations. Now we have no wish to be understood as belittling the so-called cultural studies. They should no more be neglected by those whom Nature has foreordained to be the leaders in thought, whether as poets, authors,



HAPPY HOLIDAYS

(Concluded on page 5)

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VOL. I. JUNE, 1919 No. 4.

A Teachers' Federation for the Western Provinces

By Harry Charlesworth.

THE Executive of the B. C. Federation of Teachers decided, at the beginning of this year, to devote special energies to organization work, with a view to bringing all teachers in the province into membership of the Federation. It was also decided that, in view of the arrangements made by the Education Department of the four Western Provinces to co-operate in educational affairs (i.e., by the adoption of uniform text-books, the interchange of Teachers' Certificates, etc.), it would be well for the Teachers' Associations of the four Provinces to consider the advisability of forming a Western organization to look after the interests of the teaching profession in Western Canada.

Very great steps forward in this direction have been made, and recent events in the Prairie Provinces have paved the way for an early attainment of such an organization. In Alberta, the Alberta Teachers' Alliance is a well-organized and active body, as will be seen from the following brief report of the annual meeting held at Calgary on April 19th last. Delegates from all parts of the Province were present, representing approximately one thousand members, constituting the Alliance membership distributed among some 34 locals.

Alberta Teachers' Alliance

The new officers are: President, T. E. A. Stanley, Calgary; vice-president, John Scofield, Edmonton; trustees, Miss Kate Chegwain, and H. C. Newlands, Edmonton; advisory members of executive, R. H. Dobson, Medicine Hat; Charles Peasley, Lethbridge, and A. Roxborough, Fort Sas-

katchewan. J. A. Barnett continues in the capacity of secretary-treasurer.

Re Affiliation

As to affiliation with the Alberta Federation of Labor the convention decided to give the individual alliance free hand during the ensuing year and consider at the next annual meeting the question of affiliation of the whole body. While the convention was in accord with the federation, it was felt by some delegates that there are quite a few teachers who have not yet advanced to this point of this step. They advised that the Provincial body go slowly and and perhaps in a year or so affiliation will be brought about.

Lest there be any misunderstanding the convention specifically ruled that individual alliances should consider themselves having a perfectly free hand, in the meantime, with regard to affiliation with other callings of Organized Labor.

Resolutions Passed

Following are resolutions in brief which were passed by the convention, other than has been reported above:

1. That the Alberta Alliance communicate with teachers' organizations in other provinces seeking toward federation without prejudice to further extension of such federation.
2. That for teachers continuously in the employ of a school board the number of days absence on pay through sickness be cumulative, i.e., the 20 days' allowance for initial year be multiplied by the number of successive years' service.
3. That the Provincial Executive have a tentative teachers' contract drawn up looking towards its adoption.
4. That all school boards be requested to admit their teachers or an advisory committee of teachers at the school board meetings.
5. That the membership dues of the Alliance for the ensuing year be \$2 for those receiving wages at a rate less than \$1,000 a year; \$4 per year for wages between \$1,000 and \$2,000; and \$5 for wages above that figure. These fees are to the Provincial body.
6. That the principle of maximum of 35 pupils per school room be approved.
7. That the department fix regular dates for entrance to school of beginners.
8. That it shall be an obligation of members of the Alliance to refrain from speaking disparagingly or disrespectfully of teaching as a profession; that members of the Alliance will not receive into full fellowship on the staff of a school, teachers who are non-union.

Provincial Wage Scale

By the next annual meeting of the Alberta Teachers' Alliance, which will in all likelihood be one year from now in Edmonton, at the time of the Edmonton Educational Association gathering, this organization will have ready for consideration and adoption a wage schedule for the entire province.

Manitoba Teachers' Federation
The following report also shows that the Province of Manitoba is now organized:
On Tuesday, April 22nd, the school teachers of Manitoba organized themselves into a union, the same to be known as the Manitoba Teachers' Federation. The meeting or convention was held at Winnipeg with some

500 teachers present. Advancement of the profession of teaching from both social and monetary standpoints are objects of the organization, together with raising the standard of efficiency and the status of the work generally.

The Federation is similar in organization to that of the Alberta Teachers' Alliance, consisting of individual locals federated into a central provincial executive, and an annual meeting of delegates from the various locals in proportion to membership.

At the organization meeting greetings and best wishes were received from the Alberta Teachers' Alliance and the Alberta Alliance was unanimous in advocating a Dominion wide federation. For months past numbers of teachers working in close proximity have been organizing locals under a tentative constitution. Inadequate pay and lack of status are said to be responsible for the organization movement in Manitoba.

Union of Western Teachers

The question of taking steps to form a union of the Western Teachers' Associations will be fully considered by the Executive of the B. C. Federation on Saturday, June 1st.

Much care will have to be taken to ensure that each Provincial organization has freedom to deal with purely provincial problems, while, at the same time, there shall be uniformity on those points which are common in all the provinces. The question of uniformity in the requirements for a provincial teachers' certificate is one which will, no doubt, require early attention, in view of the mutual recognition of such certificates by the various Provincial Education Departments. In this connection it is to be hoped that any shortage of teachers will be overcome by raising the remuneration of the teachers, and making the profession more attractive, at the same time calling for a high standard of ability and training—rather than by lowering the standard, and granting certificates to those with little or no training in order that the schools may be staffed. The day must soon come, if Western Canada is to advance as it should, when the rural schools will be under the charge of well-qualified and experienced teachers, instead of young, inexperienced, and constantly changing teachers. It is idle to expect people to go "back to the land" if their children are to be denied the education which is given to the city child—and, if a Western organization of teachers could solve this problem (and with united effort it could be solved) it would speedily justify its existence.

Manual Training

By S. Northrop

What an almost total misconception of the true meaning of this term, and the scope of its application there is amongst the parents, aye, and even amongst the teachers of this fair province. The general interpretation given is that it is a kind of carpentry, a few more or less happy hours spent in making useful articles in wood, and that it is a good thing to have on the curriculum because, forsooth, it will enable the boys to be quite useful later on in life in making things for home, or in mending

things about the house. Generally speaking, it is looked upon as a new subject in educational institutions, whereas it is probably one of the oldest. Long before educators dreamt of Greek, Latin, or English, Tubalcain, if we may believe the record of the Book of Genesis, was "an instructor of every artificer in brass and iron."

In the limited application which is given to the scope of manual training it is a course of lessons in designing, drawing, and executing articles in some medium such as clay, plasticine, cardboard, wood or metal. These may or may not have any connection with the rest of the school studies. In this lies the weakness or strength of the teaching, for the whole of a child's education should resemble a chain and not a series of disconnected links. Can any intelligent educator plan a curriculum which does not make adequate provision, especially during the earlier years of a child's growth, for the production in some concrete form of the thoughts, the conceptions, the ideals, gained during its studies? Any person who attempts, for instance, to teach physical geography without a relief map, a practical demonstration in the school yard, or at least a picture of the form spoken of, or read about, is unworthy the position of teacher. So it is with all the subjects on the school curriculum, whatever are to be of permanent value must become so through the child's self activity which redeems them from that nebulous state that merely memorized facts have the unhappy knack of assuming.

This is the purpose of manual training in its broader interpretation, for it includes muscular training—arms, hands, fingers, body, legs and eyes. These should be trained to accurate muscular action, so that they may properly obey the brain impulses, and register correct impressions for future use.

In all the lower classes, therefore, use should be made of concrete examples, and preferably of those actually made by the pupils, and practical application to the every-day life of the child should be made in every possible case. How much easier it is to teach a child what is a board foot of lumber if one has a sufficient number of inch cubes to demonstrate its possible variations, but invariable cubic content, and some of the high school pupils' algebraic ogres lose their frightful mien if built up in wood blocks. Examples could be given in countless numbers, but enough have been given to demonstrate that manual training is not confined to a particular shop in the school basement, but is, or should be, part of the method of every teacher in the schools.

S. NORTHROP,

Vancouver, B. C.

One of the purposes of the War Savings Campaign (see advertisement on page 9) is to educate Canadians to the value of providing credits to finance foreign trade. A number of European countries need Canadian products, but if Canada does not provide the credits millions of dollars' worth of trade will go elsewhere. Here is an opportunity, then, for everyone to contribute to the national good, while at the same time benefiting themselves. Recognizing the value of teaching thrift, by encouraging the purchase of Thrift Stamps, perhaps the smallest form of investment in the world, school teachers throughout the Dominion have given this campaign ready support, and through their operation the school children are taking an active part in raising the money required for the reconstruction period.

An Extempore Nature Lesson

By R. S. Sherman

Although a set time for Nature lessons is essential, there are occasions when even Old Man Arithmetic, or Madame History should be required to step aside and give room for whimsical and ever-charming Mother Nature.

She comes bustling right into the school room and demands instant recognition; you cannot satisfy the dame by any half-measures. An attempt to make her play second fiddle to Mr. Arithmetic, et al, will send the fair creature away in a huff, and she will likely not pay you another visit for a year. And, a word in your ear, don't mention "correlation" to this dear lady, or to her favorites, the children. Bless me, no! If you must correlate (and of course you must because all the authorities tell you to), do it "sub rosa," as it were, correlate by all means, but hide it from everybody except the inspector. But it is only on rare occasions that Lady Nature calls upon us in this unceremonious fashion. As a rule she waits to be invited.

At the moment when I was asked, over the telephone, to write up a lesson on Nature Study, I was busy trying to make things comfortable for Lady Nature, who had announced (also over the telephone) her intention to pay me an afternoon call—just arrived from Port Hanez, I think she said, bringing a few dozen of her favorite June children, the Lady-slipper and Moccasin flowers.

At any rate, here she was, her children a little dusty and droopy after their journey, their frocks crumpled and their hair out of curl. A refreshing drink and a separation of their entangled flufferies and then time for their human sisters and brothers to gaze upon and admire them in their refreshed, clustered beauty. But, poor things, how crowded they seem! I am sure kind Mother Nature does not crush them like that, brushing their leaves and breaking their stems. No, indeed! Out in the woods, under the trees these aristocratic and dainty flowers grow with lots of air and light and elbow-room. Each is free to dance in the soft southern breeze, and nod an invitation to butterflies and bees. Too bad we cannot go out and pay them a visit. Perhaps we shall some day. But now that they have come to us, let us get acquainted with them—for I am sure that is what they have come for. And each boy and girl gets a Lady-slipper and studies it as we study the faces and forms of new friends. To save time (alas, that we must pay heed to this tyrant!) we direct their observations by such questions or instructions as:

Habitat? Pine, beach, oak woods. Pink variety equally at home in dry upland or wet lowland.

Species? Pink, yellow (usually called Chinese Moccasin or Moccasin flower) white (rare). Belongs to orchid family, perhaps the most interesting of all flowers. Perennials extraordinarily dependent upon insects for the carrying of pollen from flower to flower. Blossom—structure complicated, followed by curious seed-

pod containing numerous small seeds. Lip, or Labellum—very striking in Lady-slipper, is feature of most all orchids.

Describe the leaves. How do they join the stem? Opposite or alternate? Number of petals? Describe the three petals, and compare as to form and color. Color of the sac or labellum? Is there anything to attract insects? Notice guiding lines and fragrance of flowers. How does the bee enter? Through large opening. Can it come out the same way? Why not? Edges turned downwards. Where would it come out? (Notice two small openings near stem) Sometimes a queen bumblebee enters the petal-sac, which to her is a death-trap, as she is too large to escape through the small openings. Many times have these unfortunate victims been found trapped in the flower.

What are two rounded objects projecting through these two openings? Antlers. Touch under side with pencil. Pollen adheres. How different from ordinary pollen?

Cut away one side of petal-sac and find stigma. Sharp? Where situated with relation to antlers? How protected? Where is ovary?

Explain how bee must carry pollen from flower to flower. (To escape bee walks upward towards small opening, thus rubbing its back against stigma, covering it with any pollen now upon the bee's back. Then it rubs against anther, becoming once more covered with pollen to carry away to another flower.

Look at seed-capsule and describe from outside.

Cut across and describe seed arrangement. How many sides open to let loose seeds?

In studying flower class will have given reason for the name.

TEN RULES FOR A TEACHER

1. Never discuss school affairs with the neighbors. Nothing makes a parent more angry than to hear complimentary things concerning his child, from an outside source. If you have anything to say, say it to the parents.
2. Be reasonable as to your associates and places of amusement. Do not go to extremes.
3. Find out the tastes of the district and try to adapt your tastes to those of your patrons.
4. Do not criticize your predecessors.
5. Dress as neatly as possible on all occasions. Avoid striking costumes.
6. Do not cut school hours short; do a little more than you are obliged to do.
7. If you are expected to do janitor work, do it and do it well.
8. Be courteous to all and do not say unkind things about anyone.
9. Take the suggestions of the school board kindly; oftentimes they are rudely put, but well meant.
10. A teacher is looked up to not only by her pupils, but by all the young girls of the community. Try to make your every word and action worthy of the honorable position you hold.

Do you keep a scrap-book for odds and ends of information?

The Primary Colors

By Amy Ward, Needlework Supervisor North Vancouver Schools.

I—Introduction

Enlist attention by waving red flag. Where have children seen this used? On railroads, near dangerous spots, etc. Elicit that, on account of its color, it is used to point out danger. Perhaps some child can give its name? Print red in red chalk on blackboard.

II—A very bright color

Why is red used on these dangerous occasions? Because of its brightness. Show toy soldier. Which part of his clothes do children admire the most? His coat or tunic. Cause of its bright red color. Show other red objects and ask children to name them; write names on blackboard (red chalk). Allow children to name other red objects which they perceive in room. Then make them use imaginative faculties in naming red objects outside, as red roof, red fire, red house, red carpet at home, red bonnet in cloak room, red fence around school grounds, etc.

III—Another bright color

Show gold coin or brass plate. Here is a bright object but not quite so vivid as red. Show also other yellow objects. What is the name of this bright color? Print yellow in yellow chalk on blackboard. Hold up toy soldier and allow children to point out his yellow belts, buttons and badges. Ask for other yellow objects in room and make list on blackboard. Continue by referring to things outside and at home.

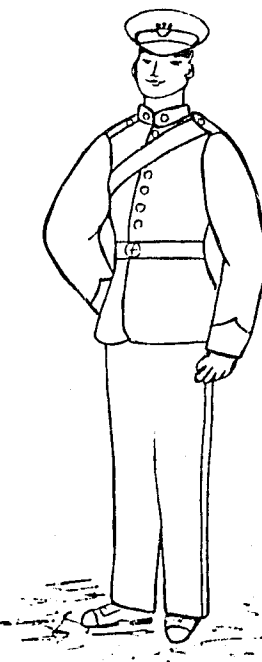
IV—A quiet color

Hold up a pretty blue ribbon. How every girl loves such a ribbon for her hair! How lovely dolls look in this color! Ask its name and elicit that this color is much more modest and quieter than the other two. Print blue on blackboard in blue chalk. Again show soldier and lead children to observe that his blue cap and trousers make the red and yellow parts seem all the brighter. Show blue flowers and objects contrasting with the bright ones. Complete list of blue objects in blackboard. Draw attention to blue sky through window and show picture of blue sea. Suppose these were all bright red or yellow! Elicit effect on our eyes. Explain.

plain how the blue sky forms a restful setting to earth's lovely plants. Which child remembers a time when a portion of sky and sea is red and yellow? Talk about sunsets and sunrise. How beautiful, yet how dazzling!

V—The three primary colors

Tell children that all other colors are formed from these colors. (In



another lesson they will learn more of other colors).

Because of this they are called the "first" or "primary" colors. (Print name at top of blackboard). Compare with primer ("first" book) and primrose ("first" flower), etc.

Recapitulate each section of lesson.

Lesson to follow:

- (a)—Brush and chalk drawing in mass:—Red flag, red and yellow fruit, etc.;
- (b)—Pencil and crayon:—Cherries, flowers, etc.;
- (c)—Coloring:—Blank copies of soldier;
- (d)—Story lesson:—"Red Riding-hood" (introducing all three colors);
- (e)—Coloured squares:—Either forming patterns with tiles or crayoning to form mosaic designs on squared paper.

Summer Days

I love to go down to the beach
And play tag with the sea;
The waves come creeping, creeping up,
To try to race with me.

Sometimes I run 'way up the sands
To get out of their reach;
Sometimes I run down after them,
Far out on the beach.

The waves are very shy, and try
To take me by surprise;
One day they did, and I was wet
Almost to my eyes.

But then I love them just the same,
Though they play tricks with me;
I'd like to build a great big house
And live right in the sea.

Junior Grade Geography

ARTICLE I.

By V. L. Denton, Victoria Normal School.

(A) Home Geography (3rd year at School)

ALL the early lessons in Geography should be on the district surrounding the school. As far as possible the pupil should obtain his knowledge of geographical facts by observation, with and under the direction and encouragement of the teacher. This is the main reason for home geography being taken first. The child must be taught to observe and then tell what he has seen until clear and exact ideas are implanted in the mind and the terms to be made use of are definitely associated with vivid and accurate conceptions.

Unless this is the case, the realization of what is afterwards brought before him in words will be hazy and uncertain and the study of geography will be to him rather the memorizing of certain statements than the acquisition of any real knowledge of things. Both the interest and value upon being made real to the pupil in the early stages. From a close observation of the home district of which that district is made up, with hill and mountain, valley and plain, tributary, rivulet, lake and spring; or, as the case may be, with cape, shore line, peninsula, bank and island, ocean, bay, gulf, strait, etc.

A Practical Illustration

How best may this be done? Let us examine the outline of a possible lesson and by it learn the method to be adopted. We will suppose the school-house is on a hill which slopes gently to the south and more steeply and abruptly to the west and north. That along the east the hill connects with other hills. Away to the south stretches a broad, fertile valley, rising gradually to a low range of hills running east and west at the distance of half a mile from the school-house. The teacher, with the class outside the building, and standing where all may see clearly to the southward, is ready to begin the lesson.

Teacher (pointing to the south): Tell me what you can see as you look down in the valley, and off in the distance?

Pupil (possible answers): (a) I see some large trees growing; (b) I see some level land with grass on it; (c) I see a ridge of hills in the distance.

Teacher: Now look at the ground where we are standing. How does the land seem to go from here to that large tree in the valley?

Pupil: It goes down to the tree.

Teacher: Is there any other way of saying "It goes down?"

Pupil: It slants or slopes down to the tree. (If the word "slope" can not be secured it should be supplied at this stage.)

Teacher: Would you call that a steep or a gentle slope? Pupil: A gentle or easy slope.

Teacher: Does the land on which our school yard is laid off slope in any other direction than to the south?

Pupil: Yes, to the west.

Teacher: Show me, please.

The slope of the land away to the northward would be likewise developed. By questioning in a similar manner the following additional points may be brought out, through observation:

Points Made Through Questions

(1) That the land the schoolhouse is on is higher than the surrounding land;

(2) That we call such high land a hill;

(3) That we call this the top or crest of the hill;

(4) That the land sloping away to the plain is sometimes called the south side of the hill, or west side, as the case may be;

(5) (5) That if we look closely at the place where the big tree grows in the valley we see the land there looks to be quite level, and that part is called the base or foot of the hill. New terms supplied by the teacher should be used in the discussion or conversation which pervades such a lesson and the children should be encouraged to use the new term and thus add it to their ever-growing vocabulary.

(6) The comparative height of our hill might then be noted. Would the children call this a high hill or a low hill? Get an expression of opinion. Get them to give reasons for their opinions.

(7) The shape of this hill and other hills should be noted. Is it round, long, low, narrow? What shape shall we decide upon?

(8) Why did they build our school-house on this hill-side?

See "Our home and its surroundings" for further features.

In the next day's geography period the teacher should review the main points of the observation lesson taken the previous day. For this purpose nothing excels the sand board. In answer to the question, "How many would like to help me make this hill we observed yesterday?" every hand will go up and there will be eager expectancy written large on each little face. With the class grouped around, encourage them to make suggestions as to how the hill should be made. Where would the south side be? Where the west side? After certain rough construction has been completed, get individual members of the class to help in adding detail to the hill.

Then question to bring out: The top of the hill, its base, slope, height, etc. Now let them make various kinds of hills which they have seen. Round ones, flat ones, pointed hills, large ones, little ones, etc. There may be added interest if one pupil comes forward, constructs the kind he has in mind, while the others watch and try to tell what kind he has made.

Throughout this lesson and in all such lessons encourage the child to tell what he sees, and to talk over and discuss matters with you. These lessons should be largely conversational in style. For further drill, it

New Method Arithmetic

ARTICLE II.

By E. W. Reid, Hastings School, Vancouver.

Junior Grade

Test Problems

EVERY school should be equipped with a clock face and hands, large enough to be seen by the whole class. One can easily be constructed from cardboard with pieces of wood for hands.

In the receiving class the hours should be taught and in the First Primer the half-hours, while in the Second Primer the quarter hours and minutes should be introduced. Many children are not taught the time at home and frequently a pupil in the Second Reader cannot tell the time accurately. For the First and Second Readers the clock face can still be used. It is now 9.20, what will be the time in 1½ hours? In 1¼ hours? In 35 minutes? How many minutes in one-third of an hour? In one-quarter of an hour?

Entrance Grade

In analyzing a large number of solutions of harder problems where wrong answers are obtained, we find several reasons for these mistakes:

1. The question has not been carefully read to see what is required.

2. The statement has not been logically written.

3. In doing the rough work figures have been improperly formed and spaced.

4. Work has not been checked twice.

5. The answer has not been compared with data. So if it appears to be correct.

Persistent drill will eliminate these faults.

Pupils should be encouraged to persevere on a hard problem, not asking for assistance the first day attempted. Too often assistance is asked for (and given) after a five-minute trial.

Seat work, models of hills may be made in plasticine or clay.

The lesson on the "hill" may be concluded by getting from the class a summing up of the ideals they now have in mind about our hill and hills in general. As these statements are secured from the class they should be written on the blackboard by the teacher. This will prove several good exercises in reading as well as in language work. The children like to read that which they have helped create and the "story" about the hill should be left on the board for several days. Later, as the pupils grow in power, the story may be covered and the pupils as a seat work exercise told to write one like the one on the board under the blind. The best of these may be read and comparison drawn with the story on the board—now uncovered.

If you want something new for the boys at recess, ask a carpenter to make a pair of jumping standards, with cross-pole, heights marked in feet and inches. It is hard on suspenders, but good for the digestion.

Intermediate Grade Literature

GULLIVER'S TRAVELS

By H. D. Herd.

Introduction

The masterly satires of Dean Swift, after an interval of three hundred years, have lost much of their political point and application, and Gulliver's Travels has become a story for children. For this grade at least no attempt should be made to read into the lesson the warfare of the political parties of those days, the aim of the lesson being to create a desire for good reading, on the part of the pupils. If a study of the lesson leads half the class to read the whole book for themselves the teacher will have succeeded in the main purpose.

Incidentally, the lesson affords opportunities for enlarging the pupil's vocabulary and power of expression. The cultivation of the imagination, too much overlooked at the present day, is a primary object in such a lesson as this, but everything must be subordinated to the main object of giving the pupil such pleasure from the lesson that his appetite for similar reading will be quickened and his taste directed.

The first point in every literature lesson is to create an interest in the author. The literary extracts in the Readers should be regarded as letters from ancient friends. Pupils should be brought, as far as imagination can go, into personal touch with the author. Avoid dates, a little anecdote about the author's boyhood will do more to create the right attitude in the class than a string of meaningless dates. But the Teacher should be fully informed on the period, circumstances, contemporaries and works of the author.

I.—Introduction

REFERENCE should be made to a few outstanding points in the life and character of the author, Jonathan Swift. His orphan state, gloom and depression, bitterness and disappointment which shadowed his life. Precocity as a child, anecdote of nurse. The beginning of the book should be read by teacher to class. There is only about a page, introducing Lemuel Gulliver, his experiences at college and early voyages, and how he failed to make a living as a surgeon and went to sea again.

II.—Reading of the Selection

The extract should then be read through by the class without interruption, or comment, except to correct mispronunciation of words. The teacher should take part in this, perhaps to read alternate paragraphs. Oral reading of one paragraph might be varied by silent reading of the next. The idea is simply to get the outline of the story without detail. It is a mistake to interrupt a good story to explain the meaning of a word, unless absolutely vital to the sense.

III.—The Voyage to Van Diemen's Land

A map of the world should be shown. A sketch map on blackboard is much better than a formal map full of unessential details. Ask class to locate Bristol. Mark it in red. If no one can locate it, then get the country at least. Mention should be made of importance of the place at this time. Great seaport, associated with names of Elizabeth's sea dogs. Picture the town at this time; mention Salvation Joe of "Westward Ho." Cabot sailed from here. A city of sailors, taverns, docks, ships.

Locate Van Diemen's Land, at this time little known. Before Cook's voy-

ages Australia practically unknown. Dutch name and discoverer. Get class to trace probable route of ship. Point out all alternate routes by Cape Horn or Cape of Good Hope. Cape of Good Hope more likely. Why? Because better weather conditions. Deduce kind of ships, sailing, from time taken, May 4th to November 5th. Compare present time of three weeks. Why? Because of steam and Suez Canal route.

Draw attention to seaman's language and accuracy. Precise latitude given. Reference made to southern summer. Sun nearly vertical over this part in winter. The wreck of the ship is also described in sailor-like language. Ask class for phrases or words in paragraph to show what writer was. "Cabot's length"—a cable is about 190 yards. "Three leagues"—nine miles. Get one or two to describe wreck and escape in their own way. Explain such words as computation, spent with labour, etc., as lesson proceeds.

To keep up interest of all, it is good to ask class if there are any words or expressions in paragraph they do not quite understand. Do not however, labor this exercise. The blackboard should show the above headings as lesson proceeds.

III.—Gulliver's Reception

Draw from class a description of his exhausted condition. What would he feel most in need of? Sleep.

Where did he sleep? On grass. Comfortable or not? How did he sleep and how long? His first feeling on awakening? Surprise. Why? Could not move. Effect how he was secured. Why did he begin to be uncomfortable? Strong sun in eyes. Who had done this? The inhabitants. What would they be called? Lilliputians. Synonym—pigmies, dwarfs.

IV.—Description of Lilliputians

A blackboard picture should be attempted, showing Gulliver lying on ground. "Stick" men, if nothing better, with bows and arrows. Chief men with feathers in caps. This is more effective than any picture in book. Let pupils have a try at drawing the picture.

Get from pupils as accurate a description as possible of inhabitants. Size, six inches. Show height on a

ruler. Arms? Bows and arrows, spears. Supply from imagination other details—dress, intelligence, skill, occupation—at least some were doctors, builders, carpenters, soldiers, sailors. Brave. Ask how these points may be discovered?

Disposition—Kind and hospitable, but afraid and took no risks—expressions to prove this. Provided Gulliver with food and drink. Only took precautions they thought necessary. Were not cruel.

V.—Description of Lilliput

There is little material to work on here, so much of it must be imagined. Country was a rich and fertile one. Further on, we read that it appeared to Gulliver like a "continual garden." Fields were forty feet square. Trees at most seven feet high. Many woods. Warm country, almost in tropics. Teacher's table, or sandboard, might well be made to represent it. Bits of branches stuck in plasticine will make good woods. People can be made of clothespins dressed in colored crepe paper. A few flower petals scattered about for colour. The sea and shore represented by blue paper or chalk and sand.

Pupils will delight in making these. Let their imagination have full sway. There is none so fertile and strong as that of a child.

VI.—Language of the Extract

As the lesson goes on, a place on blackboard should be reserved for

Increasing Need for Technical Education

(Continued from page 1)

teachers, clergy or in any branch of pure literature, than should the engineer neglect the study of the underlying sciences upon which his practice and craftsmanship is to be based. But are we just in this tacitly saying that thus and thus only shall a man or woman be educated; and we care not whether the fault lie in the so-called academic or the so-called technical system.

The objection which carries most weight with the majority of our people is that we have not the money to launch out into another form of education. Very little thought and investigation is needed to show that this contention is inherently false, but for argument's sake, let it be granted that only that amount of money which is now given to educa-

tion can be spared. Would it not be a more just position to contend that even though no more money can be applied, there shall at least be a more equitable division of this arbitrarily fixed amount.

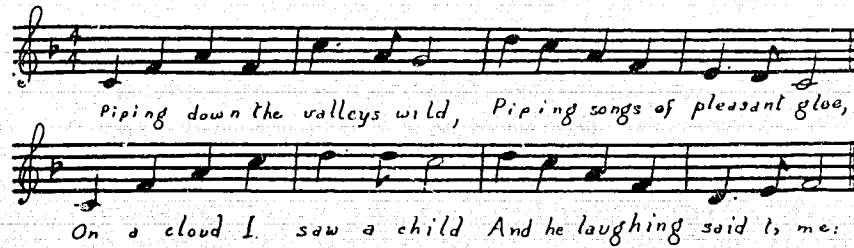
Let each subdivision of the educational field have a fair share of what the country can supply and then see what improvement this better allocation will give, say in ten or twenty years, for it is common knowledge that not more than twenty per cent. of our boys and girls ever reach even a limited educational goal. If the spending of a portion of the educational funds on technical education can not produce at least as good a result in the time given, and then only, let it be condemned.

In conclusion let us note what every other country in the world is doing in this field. Let us ask where are we to obtain our skilled workers to aid in the reconstruction period which is upon us? Are we to be forever dependent upon other countries for our best paid men in the industrial world? Are our boys and girls to be forever condemned to subordinate positions? Or, in the alternative, are we to continue driving our boys and girls out of the country as we are now doing, to obtain the technical education which they know they must have for success in the industrial world?

In short, let us ask are we giving the British Columbia boy the chance which he has a right to claim?

Piping Down the Valleys Wild

Music composed by Margaret Shelly, age 9.



On a cloud I saw a child And he laughing said to me:

"Pipe a song about a lamb."
So I piped with merry cheer.
"Piper, pipe that song again!"
So I piped, he wept to hear.

Primary Spelling

By Dorothy Bradbury

Franklin School, Vancouver.

THE successful teaching of spelling is not dependent upon the amount of "drill" we put into it, as is the case in the teaching of number, but rather upon the measure of success with which we train children to get and retain a "correct mental picture" of each word as it is studied. It is the unobservant child who is the poor speller.

The study of primary spelling may be considered in four parts: (a) Class study, (b) oral spelling, (c) individual study, (d) written test.

(a) Class Study of Words

The teacher having previously placed before the class a list of words taken from the day's reading lesson, writes a word on the board. The class examine it, looking for phonograms, prefixes, suffixes, peculiarities, etc., which they underline with colored crayon, thus emphasizing them. Silent letters, as the "k" in "knock," or irregularities as the final "ed" in "talked," which has the sound of "t," are noted, thus drawing attention to "danger spots."

Choose the "poor speller" to close his eyes, and spell for you the difficult part in a word, such as the "tch" in "fright." Let a child divide a word of more than one syllable into its parts by drawing vertical lines in colored crayon between the syllables.

Instead of the regular list of words it is sometimes well to vary this by "word building" with the different "families." There are over 150 families such as "tch," "ame," etc. Children love to see how many words they can make belonging to a certain "family." After the class study of the word, which can be done very rapidly, comes the oral spelling.

(b) Oral Spelling

Children pronounce the word distinctly, and then spell it in concert, hesitating at syllables, the teacher pointing to each letter. Then one child, facing the back of the room, pronounces the word, and then spells it, the other children watching for mistakes. This "watching" stimulates keenness by drawing the attention of the children closely to the word.

(c) Individual Study

After all the words have been gone over in this way, they may be written on the board by all the children, a sharp look-out being kept for mistakes. Then the owners are written two or three times by the children at their seats. This should be supervised to prevent inaccuracy. Nothing is gained by having a child write a word ten times or more. After writing it two or three times he will probably be thinking of something else, and will write it inaccurately.

Never let children write spellings for study until they have studied them with you, as they will, in all probability, see the word wrongly and teach themselves incorrectly.

(d) Written Test

The most important part in the written test is the teacher's clear and distinct enunciation of each word. If

the children repeat the word in concert after the teacher, before writing it, there will be no excuse for "Please, I didn't hear the word."

It is often a good plan instead of dictating spelling in the usual way to dictate simple sentences, containing the words studied that day. This gives practice in the placing of "capitals" and the "period" and "question mark." Sometimes the dictation of a list of phonic words, without preparation, is a good thing. Occasionally a "spelling match" is much enjoyed. Two leaders choose sides, and any child missing does not take his seat, but makes it allowable for the leader of the opposite side to choose one from the side of the one who missed.

Naturally the leader chooses a good speller. This is a spur to children not to miss, as by so doing they cause their side to lose a good speller. When time is up the side having the most "men" wins.

A blue pencil star for "perfect spelling," a little thing in itself, but to the childish mind how valued! And then the joy of bringing the book to teacher with ten blue stars that have earned a lovely gummed seal! Denison's bird, floral, and animal seals are the children's favorites. Fit them to the seasons, Easter chicks, Christmas bells, etc.

Spellings illustrated by drawings and paper-cutting are helpful to beginners. Many words lend themselves easily to illustration, not only nouns, but some verbs as "jump" and "ride," and if used as a blackboard border, being continually before the children, will never be forgotten.

This is a good way to "fix" sight words.

It is well to correlate language with spelling by having the children give you oral and written sentences containing the spelling words, that you may see if they understand the meanings of the words.

This Canada of Ours

Let other tongues in older lands
Loud vaunt their claims to glory,
And chaunt in triumph of the past,
Content to live in story,
Tho' boasting no baronial halls,
Nor ivy-crested towers,
What past can match thy glorious youth,
Fair Canada of ours?
Fair Canada,
Dear Canada,
This Canada of ours!

We love those far-off ocean isles,
Where Britain's Monarch reigns;
We'll never forget the good old blood
That courses through our veins;
Proud Scotia's far-off Erin's name,
And haughty Albion's powers,
Reflect their matchless lustre on
This Canada of ours.
Fair Canada,
Dear Canada,
This Canada of ours!

A goodly land and free,
Where Celt and Saxon hand in hand,
Hold sway from sea to sea;
This Canada of ours,
Strong arms shall guard our cherished homes.

When darkest danger lowers,
And with our life-blood we'll defend
This Canada of ours.
Fair Canada,
Dear Canada,
This Canada of ours!

—By James David Edgar.

First Principles of Natural Education

EDUCATION FROM THE CRADLE TO THE GRAVE

By Winifred Sackville Stoner ("Mother" Stoner)

Author of "Natural Education."

A SHORT time ago, when one of Harvard's graduates was arrested on the streets of Boston for vagrancy, the vagrant reviled his parents for not having given him the proper kind of training in childhood, and he abused his alma mater for not making him an efficient, wage-producing product. He said: "Talk about the benefits to be derived from schools and colleges—POUF!—here I am, a Harvard graduate and not able to earn my own living. I, a thoroughly educated man, cannot cope with the ignorant tradesman in providing for myself and the comforts of life."

This little speech gives us the prima causa of the Harvard graduate's failure. He was suffering with "EGOMANIA"; he lacked common sense and a sense of being of service in the world. Otherwise he would have known that NO ONE can be thoroughly educated and that it is everyone's duty to be a producer as well as a consumer, this work coming to those who are eager for service to humanity.

True education begins before the child is born and continues to the grave—and beyond. We should all be seeking for truth, seeking for ways of being useful to our brothers. The wise man knows how little he can grasp for his share from the universal storehouse of knowledge, and the more he knows the less he thinks he knows. He feels like the great philosopher—that he is but a child picking up pebbles on life's beach, but he will not be able in one life to gather all of these pebbles.

Educators' Opinions Differ

There are some so-called educators who believe that six years of age is the prescribed age for administering doses of knowledge unto children and until that year rolls round the child should be left to be a healthy savage, eating, drinking, pounding nails into the furniture, being a veritable "enfant terrible." There are some educators who go so far as to say that it is injurious for a child to learn to read before his twelfth year. These experimenters think that it is very well to train the senses along other lines, and Mrs. Johnson, founder of the Fairhope School, says that it does not matter what kind of grammar the children use or what sort of manners they show to the world, just so they have freedom and are trained to look out for themselves, to know how to hammer, to use a saw, and to learn a little from nature.

A short time ago I visited "The House of Childhood" connected with the University of Pittsburgh, and there I saw some of these ideas being carried out. Big children eight years of age did not know A from B. Of this the teacher was very proud. She said that the children's eyes were being saved and at the same time the little ones were gaining practical knowledge. She laughed at my argument that using a muscle makes it

stronger, and that reading large print could not harm any child. She thought that my scheme of teaching children to read by means of the typewriter was foolish, and the idea of giving children a love for literature by opening the same to its storehouses early in life, through children learning to read, was fallacious. She argued that the children were gaining practical knowledge.

A Plea for Early Education

I agreed with her that practical knowledge is the crying need of today and I was eager to see what knowledge along these lines the children were gaining. She showed me a farm that they had constructed out of blocks and explained that one building led to the building of another and through stories the children learned facts that would help them through life. I did not get her point as most of these children were city children who would have little to do with farm life and as it was taking them a whole school year to gain this knowledge, I thought it time lost, since a visit to a farm would give them the facts in a nutshell.

The more high school girls and boys whom I meet, the more I feel convinced that I must plead for early education, for education of parents, for parenthood schools. These schools should be connected with every public school and education for the one object—that for which we were created—parenthood should be given in the first grades of school.

One out of every seven born children in the United States dies before it reaches its first birthday. One out of every four in Montreal, Canada, meets the same fate, and psychologists say that one out of every three first-born children in all lands, is inferior to its brothers and sisters. Why? Because our schools and colleges teach "ologies," "isms," the binomial theorem and what is going on in the African wilds, but do not give information as to the mental-physical-spiritual, moral and aesthetic training necessary to make every child an efficient, happy being.

Ignorance of child rearing is found not only in the slums, where mothers are uneducated, but among college graduates. Consequently the rearing of nearly all first-born children is experimental. If Tommy lives, then the parents do better on Peter.

The old-time idea that so many little children died because God wanted the little darlings around His footstool is ridiculous. A loving God does not bring children into life just to send them to an early grave. It is ignorance and the failure of our educators to enlighten young students as well as parents in the proper way of training children.

We are what we eat and drink, Also what we breathe and think. And what to eat, what to drink, what to breathe, and what to think, should be a part of every school curriculum.

Notes on Dean Swift

By H. D. Herd.

BOOKS on Dean Swift well worth study are Henry Crack's "Life of Swift," Leslie Stephen's "Swift" in Morley's "Men of Letters." Any good treatise on English literature like Stopford Brook, T. A. Arnold, Dr. W. Smith, will give a good estimate of the man, his time, and his work, and if any are within reach of the teacher, we recommend their perusal. For those situated beyond the reach of library facilities, the following may be helpful:

Jonathan Swift was born in 1667 and died in 1745, aged 78 years. That is to say, he lived during the reigns of no less than six sovereigns, Chas. II, Jas. II, Wm. III, Anne, Geo. I, and Geo. II.

The period was one of political and religious strife, covering the last effort of Roman Catholicism to dominate British politics. It saw the development and organization of the two great political parties, Whig and Tory, and the final downfall of the Stewart dynasty.

Swift identified himself with the political questions of the day, and was a power on the side of his party through his merciless and bitter satires.

He was born in Dublin, of English parentage. His father died some months previously. A precocious and delicate child, of a most loving disposition, he so claimed the affections of his nurse that she kidnapped him and carried him off to her home at Whitehaven, where, strange to say, his mother allowed him to remain for three years. He early showed ability, and at three could read any verse in the Bible.

His mother was left in poor circumstances. An annuity of twenty pounds a year she eked out by her needle. She was a brisk, wholesome, motherly woman, who bore her misfortune bravely, and Swift was much attached to her. On visiting him later in Ireland, she persuaded the lady with whom she lodged that Swift was not her son but her lover, showing her love of fun and sense of humor. When she died, Swift wrote, "I have now lost the last barrier between me and death."

Swift became dependent on the charity of relations, which was dispensed in such a way that it embittered his whole spirit. This sense of dependency which stung him, and the resultant bitterness are the keys to Swift's life and the tenor of his works. It extended from relations to contemporaries and rivals, and then to the whole world of humanity. He writes Lord Bolingbroke of a trifling incident that happened to him as a boy when out fishing. He hooked a fish, and had nearly landed it, when it slipped off and got away. "This disappointment," he writes, "remains and vexes me to this day, and is a type of all my future disappointments."

This gives us the nature of the man. He was soured by neglect and ill-treatment of his relatives, and when his time came he retaliated with interest. He was sent by his uncle Godwin to Kilkenny School, then considered one of the first seminaries of learning. But gratitude did not flourish in Swift.

"My Uncle Godwin," he says, "gave me the education of a dog."

"And you do not show the gratitude of a dog," retorted a friend.

From there he proceeded to Trinity College, Dublin. His resentment against the world at large, which he had by now decided was his enemy, found expression in the breaking of the lesser laws of society. In college he was careless, desultory and unsatisfactory. There is no suggestion of wild and reckless living or vice, but he chafed against the restraints of college rules, was insulting to the Dean, and, when the Senate gave him his degree, it was only by a "special gratia," which made Swift more furious than ever.

His finances were at a low ebb, and this sense of poverty and dependence constantly preyed on his mind. But he learnt, in this hard school, the principle of rigid economy, which remained with him all his life.

The 1688 revolution took place just as Swift left college. Sir William Temple, the "Trimmer," great statesman and Swift's distant relative, became his patron and Swift found employment as his secretary and later his literary executor.

For the Whig party he wrote "The Tale of a Tub," and the "Battle of the Books," but, losing hope of preferment from this party, he abandoned it and went over to the Tories.

He now became Dean of St. Patrick's, Dublin, thus falling short of the bishopric which was his ambition. He was a zealous supporter of the Church of England.

Residing in Ireland from 1714 to 1726, Swift became the champion of Irish rights and his pamphlets on "Wood's Halfpence," under the name of "Draper's Letters," roused the Irish to enthusiasm and the Government to fury, for he showed its unscrupulous policy in foisting on the country a depreciated currency.

But his greatest success was in "Gulliver's Travels," in which he imagines himself living among a set of people who are monstrous caricatures of humanity. The idea is that of a genius. It is a satire on humanity itself, with many strokes aimed at particular persons and events. The ludicrous and trifling character of the activities of men when viewed by a member of a vastly superior race, is shown with great force. The wars and intrigues, the petty kingly pomp and love of ceremony and display

Correspondence Department

NEWSBOY BABIES

Editor "Educator,"

Dear Sir:—The title of your magazine prompts me to take up a subject, through its columns, that would not, in the writer's opinion, be acceptable to our daily newspapers. We all believe that the newsboy is an asset to these dailies, and few of us will deny that the practical experience gained by these boys has very often proved of great value in after life. Many of us can point to cases where the newsboy has risen to fame, but, at the same time, there are thousands who have been utterly ruined on account of the many temptations encountered. To-day I asked a little newsboy his age. The wee fellow replied, "Oh, I'm just six!" A few minutes later he was joined by another, on whose face there was an expression which seemed to say, "I'm tired, and want my mamma."

It is possible to find many such on the streets of our western cities. Surely our daily newspapers are not so hard put to it for help that they need resort to baby labor. Or, again, is it possible that the parents of these little chaps are so desperately in need of this small amount earned by the sale of papers, that they are compelled to send them into the streets and into places where the language and scenes are unfit for grown-ups, let alone children.

Surely the people responsible for this abuse of child-life have not given serious thought to the subject, otherwise we would never hear on the streets, and in the cafes, at all hours of the day and night, these words, spoken so often by boys of such tender years, "Paper, sir?"

Yours truly,
F. E. THOMPSON.

Falkland, B. C.

Dear Editor:

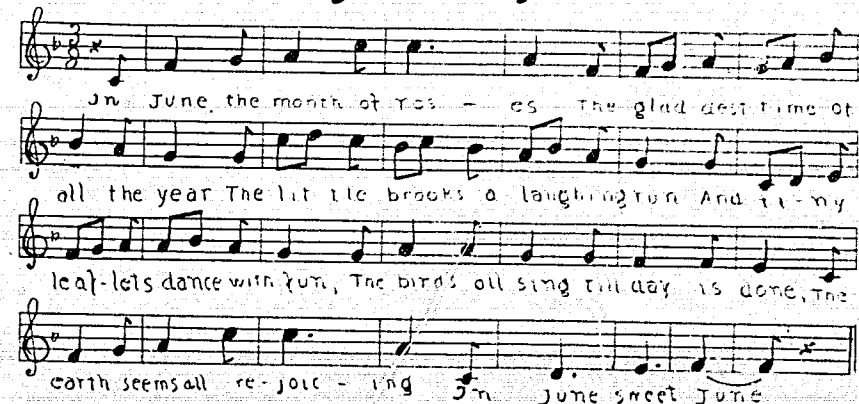
I was very interested in the letter by A. G. Norman, in the "Educator" for May, on the subject of Christian teaching. Personally I think religious teaching should be more a matter of practice than precept. The chief time for giving moral instruction is in recess and noon hour, I think. If, during that time, the teacher can join with the children in games that are played in a fair, clean, and happy way, immeasurable good can be done. It is in playtime that children are tempted to use bad language, bully each other, lose their tempers, etc. I

are here seen in their due perspective.

His works have enriched the English vocabulary with such expressions as "Lilliputian," "Gargantuan," "Brobdingnagian," "Jahooks."

The last years of Swift's life were spent in the obscurity of an incurable insanity, of which he had many premonitions in fits of gloom and despondency, which seems to be the atmosphere surrounding the life of this great genius. With his contemporaries, among whom may be mentioned Addison, Gay, Prior, Arbuthnot, and Pope, he was on terms of intimate friendship, and formed with them that galaxy of talent which adorned the literary clubs of the day.

June Days



know more about the country than the city schools, and the same principle may not hold good there.

It would be a great thing if the familiar Bible stories (or, rather, those that ought to be familiar) were told in school. There is one drawback to making this compulsory. Some teachers who do not appreciate them would cause more harm than good in telling them. Children are so quick to feel whether one really believes what one is saying. These surely could be nothing but good come from singing a hymn, or reading a psalm or some portion of Scripture, even without comment, at the opening or closing of school.

I was speaking to the children the other day on the value of education to ranchers. I asked: "What would you do if you wanted to send away an order for a separator, from a catalogue, and you could neither read nor write?" One small nine-year-old answered: "I'd get the wife to do it!"

Yours faithfully,
WINNIFRED M. NEW.

HOLIDAY ANNOUNCEMENT

The editors and publishers of the "Educator" wish to take this opportunity of thanking the teachers of the province for the moral support and encouragement they have given this, their own magazine, during the past few months. Our circulation is growing to large proportions and we feel confident that within a very short time the magazine will be in the hands, not only of the teachers of British Columbia, but in those of the four western provinces, every month during the school terms. Our present issue is enlarged in size and contents, we believe, a number of articles of exceptional interest and value to educators.

In view of the fact that our schools are now closing for the summer months, there will be no issue of the "Educator" until September. First, present subscribers will, however, be entitled to receive twelve numbers of the magazine, as promised, and we urge all who are not already on our list to send in their subscription at the earliest opportunity, as, beginning with the fall term, the price of the "Educator" will be one dollar for ten numbers, constituting a year's subscription.

Our intention is to improve the "Educator" from month to month, to gradually increase its size and thus make it more and more representative of the teachers of the west, whose work is of such importance to the nation as to justify them in having for their own a magazine equal in every way to the best that can be produced in the educational world. With this aim in view, we have made arrangements with some prominent educators to supply us with material of exceptional value from a practical standpoint and we feel sure that any one of the following will prove of great assistance in increasing the interest of the students in their classroom work while at the same time reducing the labor of the teacher.

For instance, Mr. Straight, of the Vancouver Principals' Staff, has promised us a series of "Writing Lessons," which, we are confident, will, on account of the known ability and long experience of the author, be greatly welcomed. Then there will be a series on "Language Work for the Junior Grade," by Miss Winnifred New, whose stories for children have been so much appreciated by our readers.

Miss Lindley, the Vancouver Psychologist, is contributing a helpful series on psychology, the practical side of which does not, perhaps, receive sufficient attention from the average teacher. Miss Lindley supplies helpful information in an interesting, simple way and we are confident her articles will prove of great value.

Miss Burpee, of the Vancouver Normal School, is preparing some excellent work for the Primary Grade. All who have become acquainted with Miss Burpee's work will know how to appreciate these articles and no doubt they will be looked forward to with a great deal of interest.

The first of a series of articles on "Geography," by Mr. Denton, of the Victoria Normal Staff, begins in this issue, and we are sure that none of our readers interested in this subject will want to miss the succeeding ones in this series.

So you see our fall table will be spread with good things, and we have no doubt that when you come back from your vacation with renewed health and vitality, and with the high ideal before you of constantly-improving your work and of making to-day's success with your pupils but a stepping stone to greater success, you will be glad to renew your acquaintance with the "Educator" and to receive a visit from it each and every month through the coming school year. And so, in this delightful summer season, when our teachers have the freedom of the great "outdoors" and will exchange the four walls of the school-room for the glories of the sun and sky, the green fields, and the great open spaces, we wish them freedom from care and all the happiness that belongs with "vacation time."

“Flutter”

THE STORY OF A LEAF

By Winnifred M. New

Flutter was a little green leaf; and she lived on one of the long branches of a fine, tall maple tree, at the side of a big meadow. It was Spring, and little Flutter was feeling very gay. The early breezes used to blow through the branches of the maple tree, and call to the little leaves: “Come along! Come along! Fly away with me!” And little Flutter would dance and flutter in the air, as she tried to fly, fly away, too.

“O, dear!” she would grumble, “this tiresome little stem! Why will it hold me so tightly? I want to fly away—away with the breeze.”

“Hold on,” whispered the Mother Tree, “hold on just a little longer. There is something for you to do here first.”

So, though she still grumbled a little, Flutter held on. Indeed she had to, because the stem would not let her go. And she used to wonder why her mother wanted her to stay.

Then one morning not long afterwards, she heard a little twittering and fluttering near her. Two fine robins, with bright, black eyes, had settled on the branch close by. Mr. Robin put his head on one side.

“My dear,” he said, “what do you think of this?” Mrs. Robin gave a quick little look up and down, and around, and then replied:

“Charming, my love, just charming!” At this Mr. Robin looked very pleased and chirped brightly.

“I quite agree with you, my dear, quite!” Then they both flew away. Flutter was just wondering what this could mean, when Mr. Robin flew back again with a twig in his bill. Then Mrs. Robin came with another twig. And so they came, backwards and forwards, day after day, now with a piece of twig, and now with a piece of straw, till a beautiful nest lay in a fork of the maple tree. There was a lining of mud inside, and a soft bed of feathers. Flutter watched all this with the greatest interest, and one day, when a shower of rain came on, she stretched herself over the little nest to keep it dry.

One morning when she awakened she saw a greenish blue egg lying in the nest. Next day there was another, until at last there were five eggs in the nest. Now little Flutter was never lonely, for day after day Mother Robin sat on the nest, and the little leaf did her best to shelter her from the rain, and shade her from the sun. Then, one happy day, one of the shells broke, and soon, instead of five little eggs, there were five little birds in the nest.

Sometimes Father and Mother Robin would be away hunting for worms for their babies to eat, and then Flutter would take care of them. One morning a little boy came to the maple tree. He had seen Father and Mother Robin fly into it so often that he thought sure there must be a nest there. So he climbed up, and tried to find it. How Flutter trembled, and she, and some of her brother and sister leaves tried their best to hide the baby birds and their home. So the boy was disappointed, and had

to climb down and go away again, without finding the nest at all. Flutter whispered to herself:

“How glad I am that I did not fly away with the breezes! This must be why Mother Maple Tree wanted me to hold on!”

Each day the little robins grew bigger and stronger, and Flutter began to be quite proud of them. At last they became so big and so lively that they felt their nest home was too small for them. Then Father Robin let them come out on to the branch, and he and Mother Robin taught them to fly. How excited Flutter was to see them! And how she longed to fly with them, too! She tugged at her stem again and again as the little breezes called to her, and she cried:

“Let go! Let go, naughty stem! I want to fly, fly away with my baby robins! They are going to leave me, and I shall be all alone.” But again Mother Maple Tree whispered to her: “Hold on, hold on, little leaf! Hold on a little longer; there is still some work for you to do.” And the little stem held her tight.

And now the hot summer days had come. The burning sun rays beat fiercely down on the maple tree, and on the big meadow where it grew. The little breezes seemed never to come, and the grass was getting brown and dry. Just as Flutter was thinking that life was really not worth living, she heard heavy footsteps on the ground beneath, and felt a bump that shook the tree. She looked down, and there was a great, clumsy cow, just as hot and tired as she could be.

“Poor old cow,” thought Flutter. “She came here for us to shelter her from the sun. She isn’t pretty, like my little robins, but she does look to tired and hot.” So every day, when the sun’s rays were strongest, the Red Cow used to come and lie under the shade of the maple leaves. And, as Flutter looked down at her, she thought, “Thank you, little stem, for holding me on so tightly. What would the Red Cow have done if we had not been here?”

Gradually the days became cooler, and the breezes came back again. And then—O, joy!—Father and Mother Robin came back, too, and the five little Robins with them. They perched on the branch close to Flutter, so near that she could hear them talking and twittering together.

“Are we going too, Mother?” asked one little bird. And another said: “Is it very far?”

“Which way do we go?” And their mother said:

“To-night we will rest in this tree, and to-morrow we will fly away, far away, to the Summer Land, away from the cold and the snow.”

And, sure enough, next morning all the Robins spread their wings to fly away, and the strong Autumn breezes whistled through the maple branches, and little Flutter cried:

“Me too! Take me, too, little Robins! I want to go to the Summer Land!” And Mother Maple Tree whispered:

“Yes, little Flutter, you may go now. Your work is done.”

And this time the stem let go, and away flew little Flutter at last, with the Autumn breezes, and the little Robins. What a glorious flight she had! But she couldn’t keep up with the Robins, so the breezes laid her gently down on the brown grass of the meadow, with some of her brother and sister leaves. There they lay, till the snow came and covered them up, and little Flutter lay asleep, under the warm, white blanket. Perhaps she dreamed of the Summer Land. And when the Spring came again, and the snow had melted, Flutter and the other leaves had disappeared. But where they had slept the grass was richer and sweeter than it was anywhere else in the big meadow. The Red Cow liked it best of all, but she never knew it was because the kind heart of little Flutter had lain at its roots, and given to it some of her own sweetness.

CORRECTING GRAMMATICAL ERRORS

Here is a worth-while hint for rural teachers. Indeed, the city teacher might find it useful:

Lacking time to be constantly correcting mechanical errors made by pupils, I arranged the following device: On the board I put this question, “Who said it incorrectly?” Below this I put a list of phrases often used erroneously, as: “I saw,” “I have seen,” “It is I,” “I am not,” “may I?” etc.

When any child during the day made an error, the one who noticed him was permitted to put his name on the board after the form he should have used. The list grew amazingly and soon had to be transferred to paper. Pupils all watched carefully to keep their names from the list and to catch others. They even ran in from the playground to check names. Needless to say, a marked improvement in speech was soon noticeable.

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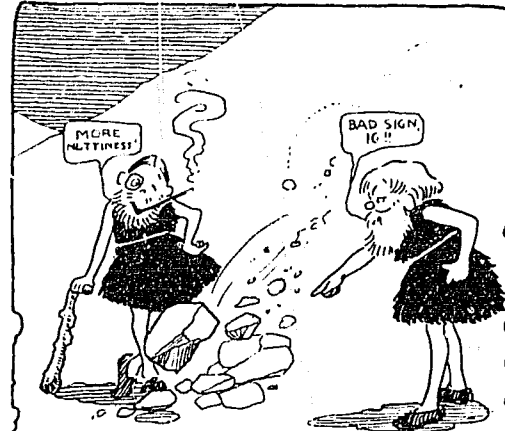
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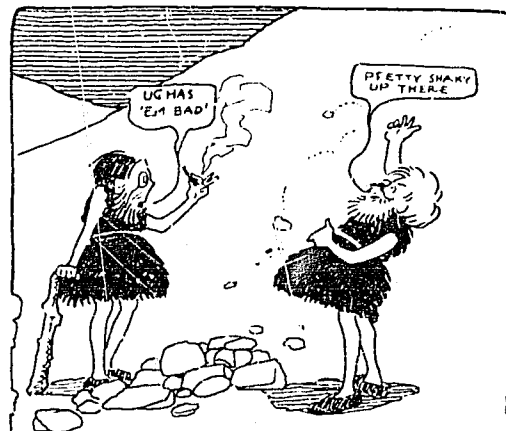
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At the beginning of the month inspect the medical cards of the small children and note those having birthdays in the near future. If it is only a word to the little one, showing you have remembered what to him or her is a great day, you have established a new bond of sympathy with the child.

THRIFTY UG and THRIFTLESS IG
A STONE-AGE PARABLE



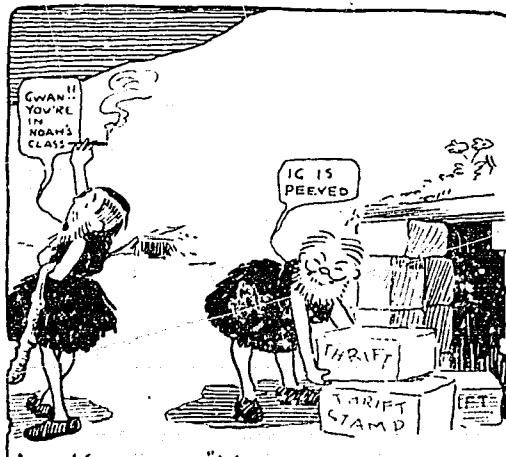
SOME ROCKS AND DIRT ROLLED DOWN THE HILL, SAID UG TO IG: “THAT AUGURS ILL!!”



THE SPRING RAINS ON THE MOUNTAIN SIDE HAVE LOOSENED ROCKS, AND THEY MAY SLIDE.



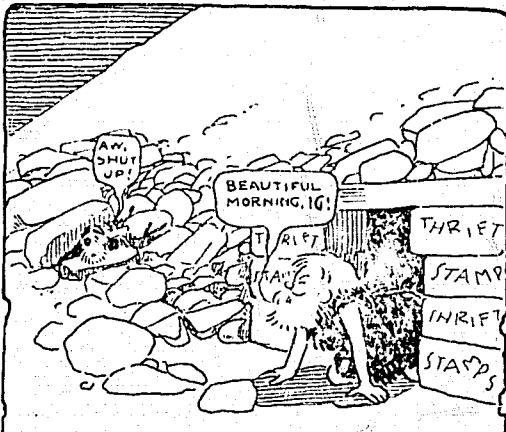
“I’LL BUILD UP PILLARS, SOUND AND PROOF OF THRIFT STAMPS, TO SUPPORT MY ROOF.”



AND IG REPLIED: “YOU ALWAYS CROAK. JUST CAN THAT CHATTER. YOU’RE A JOKE!”



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THE lesson conveyed in this parable, one in a series of ten from the pen and pencil of Mr. John Innes, talented artist of British Columbia, is one applicable alike to young and old.

The National War Savings Committee, B. C. Division, is fully appreciative of the good work in aid of Government Thrift and War Savings now being carried on in the schools throughout the province, and, as summer vacation approaches, would again ask principals and teachers alike to address the pupils and impress them with the necessity of saving by further accumulation of Thrift and War Savings Stamps.

National War Savings Committee

British Columbia Division

VANCOUVER, B. C.

The Bulkley Valley

By E. Mortimore.

Lying generally north-west and south-east, the valley is about 74 miles in length, as the crow flies, but, as it winds considerably, about 120 miles of the Grand Trunk Pacific Railway main line traverses it from Bulkley Lake, at the south-east, to Hazelton, the north-west extremity, where it joins the Skeena River Valley. Leaving Bulkley Lake, its head, the Bulkley River empties into the Skeena River at Hazelton, its largest tributaries being the Morice River (which joins the Bulkley at Hazelton), and the Telkwa River (which joins at Telkwa). The altitude of Hazelton is 959 feet, of Bulkley Lake approximately 2,220 feet above sea level; this great fall naturally produces a great current in the river, which, though not navigable for any save the smallest launches, and then only in certain places, nevertheless is often of considerable width and volume, especially in the spring season. A fairly well built wagon-road traverses the valley for approximately 100 miles, built by the Government in railroad construction days to facilitate the hauling of supplies and material from Hazelton (the head of Skeena River navigation). This road follows the north side of the Bulkley River where by far the greater portion of the farm land areas lie. Except in small areas, relatively little good land is to be found in the valley outside the Telkwa and Pleasant Valley districts, the market towns of which are, at present, Telkwa and Hazelton. South-east of Telkwa, some five miles by wagon road, lies Round (or Lacroix) Lake, from which point to three miles south-east of Deep Creek, and extending from the Bulkley River some six to ten miles due east (i.e., some 12 miles in length and 8 miles in width), there is the largest block of first-class farming land in the valley. More or less covered with poplar and willow, with here and there small open spaces, where fire has destroyed

the trees, and some spruce trees scattered along the creeks, the black clay-loam soil, which averages over a foot in depth and is overlaid with gravelly clay (hardpan), only needs clearing to become one of the finest areas of farming land in British Columbia. Pleasant Valley is much the same, but on a smaller scale.

Root crops of potatoes, mangels, turnips, beets, artichokes, etc., grow to perfection, while nowhere do finer cabbages and cauliflowers grow than in this favored valley. On the western slopes cereals such as wheat, oats, barley, rye, etc., produce heavy crops, while on the bottom lands and eastern slopes a very fine grade of timothy hay is grown and baled for export. Wild celery, pea-vine, fireweed and native grasses grow luxuriantly among the trees and form the finest summer pasture for all kinds of stock; in fact, the valley is pre-eminently a stock-raising country and well adapted to the raising of the finest grades of cattle, horses, sheep and pigs when cleared of enough of the light timber which covers it to produce sufficient timothy and oat hay and grain for winter feeding.

There is a sufficiency of small fruits growing in the wild state to allow settlers to preserve all the wild gooseberries and black currants needed, and the high-bush cranberry grows in profusion. Black, white and red currants of the same varieties do well, as do strawberries; while once the seed is sown, rhubarb becomes a weed, so rank and profuse is the growth. It may truly be said that all small fruits do well, and though apples and plums have not yet proved a success, there is little reason to doubt that in time the varieties suited to the peculiarities of the climate will be found.

The climate greatly resembles that of Toronto, Ontario, though, as one Toronto visitor expressed it, "it is better!" Depth of snow varies with the winters; one foot this past winter

was counterbalanced by the heaviest fall yet known during the winter of 1918, when three feet fell; but may be fairly averaged at 18 inches, just enough for good sleighing, and more would be a waste. As with most new districts, summer frosts cause some loss, and there are several mosquitoes and a few biting flies on fine summer days, but nothing to equal the famous Fraser Valley pests; as the country is opened up and the land drained these will undoubtedly vanish as they have done elsewhere.

North-east of the valley rise the Babine Mountains; south-west various high mountains lie behind the foothills, such as Hudson's Bay Mountain, the Telkwa Mountains, etc., but no continuous range such as the Babines. In the foothills and mountains practically all the Canadian fur-bearing animals are found; grizzly and black bears, the mule or black-tail deer, lynx, wolverines, wolves, foxes, otters, minks, marten, weasels, etc., yet in the valley beyond coyotes, weasels, willow grouse and rabbits, and an occasional black bear, tempted by the small fruits in summer, there is little game.

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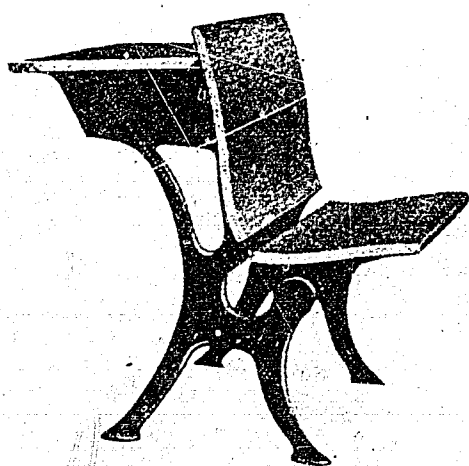
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