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THE EDUCATOR of CANADA

OFFICIAL ORGAN OF THE
FEDERATION OF BRITISH COLUMBIA TEACHERS
AND PARENT-TEACHER FEDERATION

Teachers Demand Public Recognition

An Address Given at the Annual Convention of the Federation of B.C. Teachers

By Dr. Sedgewick, University of B.C.

"The status of the school-teacher today, in Canada and America, is not as good as in days of the preceding generation," said Prof. Sedgewick, in an address on the "The Status of the Teacher," given before the last annual meeting of the British Columbia Teachers' Federation. "This does not in the least mean that the teaching is poorer, but does mean that the teacher receives less consideration, and carries less weight in the community, than he did, say 40 years ago."

Prof. Sedgewick referred to the early days in Nova Scotia, as representative of Canada, when the teacher, usually a man, was a personage looked up to. "Teachers and ministers in those days spoke as people having authority—not as scribes—and while of course the minister was given precedence, the teacher was the only second.

"Legends still exist of teachers of that period whom I never saw but know as well as aunts and uncles, for somehow or another," said the professor, "although it is perfectly true that a good teacher always does leave a mark, the teacher of the two preceding generations left his mark in a much more visible and palpable way. And though we may rightfully assert that he had more scope, the fact still remains that the teacher today does not carry the same consideration in the public mind."

In dealing with the teacher's social status, the speaker chose one of the largest schools of Vancouver as a specific example, pointing out that the head of such a school occupies a position of vital and acute importance to the community. "But," said he, "when official things are done there is surprisingly little attention paid to the head of any such big school. He is not regarded as a public servant or public official of any great weight. As the small boy says 'heaps of people' in little pettifogging positions are given more recognition in public events . . . the teacher has no social status." The professor added that although this seemed "frivolous and hardly worth bothering about, it was "rather serious, as one of the straws showing which way the wind blows."

Lacking Professional Consciousness

The lecturer then dwelt upon the professions that had risen in public opinion. "Medicine has gone up fully 1,000 per cent.; law lost a little (perhaps it could afford to); engineering, a new profession as far as the interest of the great mass of men is concerned, in one generation has gone up by leaps and bounds. And dentistry, once despised, is now so rapidly advancing that the growth can actually be watched," and he drew the comparison that, "School-teaching has not only remained stationary, but in comparison, has gone down." This condition, the lecturer told the teachers, was, partly—largely—their own fault, for while other professions had deliberately set to work and by conscious effort raised their status, "The teaching profession has never," he said, "at least until recently, set itself to acquire a professional consciousness, a regard for itself as a profession, a pride and sense of its worth and dignity, and importance in the community." The speaker spoke of the importance of the work undertaken by the Federation in its effort to "weld the teachers of the province into a body conscious of itself as a great body, with duties to self and state, and a duty to acquire professional ethics."

In continuing his address Professor Sedgewick stated that though there might be many contributory causes, the basic cause to which the low status of the teaching profession must be ascribed was an economic one—an insufficient salary. "There is no use in holding forth the worth of service," said the speaker, "if there is not sufficient reward to enable man or woman to hold up his head in the community. You can't expect to attain any status while not enabled to live in decency and dignity. Salary is behind it all and what we have to do is to set our teeth against opposition and see that this first essential is obtained."

"It is the business of the teacher to set to work to see that the public is informed," said the professor. "We must be patient—and persuasive—remembering all the time that we are teachers. But there is one lesson Labor has taught us—that there is a time when patience will not do, and must be replaced by force." The speaker added that he had no use for revolution, that teachers had no use for revolution, but force was a different thing, and while he deprecated that such was the case, "It has always," he said, "in the end, been some display of power that has brought the climax." "And," continued he, speaking to the teachers as a branch of human labor, "if you don't get justice, and when you feel that your last ounce of patience has been exhausted, then, and not till then, you must use force. But behind force there must be momentum of profession."

Dearth of Male Teachers

The lecturer stated that schools were suffering from a dearth of men, and he named the inrush of women into the profession as one of the contributory causes of present economic conditions existing therein, but added that this did not mean that the work of female teachers was poorer or less effective. "Women are now admitted on the same plane," said he, "and their working equality in the profession is taken for granted by all reasonable people, but their economic equality has not kept pace." He went on to show that professions where women had entered have invariably been lowered in public opinion because the old idea of woman's inferiority has become a habit not easily eradicated from the public mind. "If teachers of this province will get behind the movement for equalizing economic conditions of sexes, they will have performed a great work for their own profession . . . It is sheer goat-sense," he added, "if teachers do not stand up for 'equal pay for equal work.' By getting behind that movement you will do much to raise the status of your own profession."

(Continued on Page 2.)

The Grand New Year!

A YEAR TO BE GLAD IN, NOT TO BE BAD IN,
A YEAR TO LIVE IN, TO GAIN AND GIVE IN;
A YEAR FOR TRYING AND NOT FOR SIGHING,
A YEAR FOR STRIVING, AND HEARTY THRIVING;
A BRIGHT NEW YEAR, OH, HOLD IT DEAR!
FOR GOD WHO SENDETH, HE ONLY LENDETH.

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Importance of Education to the Community

A Plea for an Active Educational Campaign.

By Harry Charlesworth.

At the present day one can scarcely glance through any paper or periodical without finding somewhere in its columns an eloquent appreciation of the supreme value of education to the community, expressed by some recognized leader of public opinion, either in state, church, business or labor circles, and from this fact one might be tempted to believe that the subject of education was receiving the public attention which it certainly deserves. At almost every important conference of public bodies there can be heard the distinct cry that in the education of our present generation of children lies our hope for the future. Mr. Lloyd George recently said that the country which educated its children best would be the first to recover from the devastating effects of the great war, and would be the foremost nation of the future. In view of this fact it is significant that the Fisher Education Bill, which has made such great advances possible in English education, was passed by the British Parliament at the very time when the allied forces were in their darkest hour on the battlefront, and when victory seemed almost impossible. Whenever teachers have been gathered in convention, I suppose from time immemorial, there has always been on hand among the speakers, someone who, in glowing phrases referred to the fact that the future of empire depended upon the teachers of the day: that the moulding of the future was in their hands, and that no work could be compared with theirs as regards its value to the nations and more especially to the community in which they labored. Now these statements are undoubtedly true and the people who make them are no doubt perfectly sincere in so doing, but let us examine a few concrete facts, in order that we may find just how far this noble view of education is translated into practice, and I feel sure that we shall discover what it is necessary to continually emphasize, that the time has come and is long overdue, when such platitudes must be supplemented by an active and widespread campaign to have education given its rightful place in the affairs of every community. Fine words will never bring us the results we desire, by themselves, but if we can organize a continual campaign for the enlightenment of public opinion, and attack the problem from all angles, we may be able to make it easier for those in charge of our educational systems to make great improvements without fear of being maligned by a poorly informed public.

Financial Cheapness

At present the supreme guiding principle in educational affairs seems to be the matter of what is termed "financial economy," but what in reality is nothing but "financial cheapness."

With "economy" all educators would agree, but "cheapness" is well known to be nothing but false economy. Everyone is familiar with the class of ratepayer who looks only at the expenditure side of the educational balance sheet, taking no notice whatever of what has been done with such expenditure. A small expenditure may be far more extravagant from a ratepayer's point of view than a large one. A School Board may keep expenses very low for a time by allowing buildings to deteriorate, and such a Board may receive the grateful thanks of the electors for having kept down the rates. Surely, however, the far-sighted ratepayer can be brought to see that such a Board has been guilty of neglect, which will some day cost him dearly.

If this expensive economy be possible in such a material thing as school repairs, it is far more possible with the larger issues of our educational affairs. For instance, by replacing an experienced and able teacher with a young and inexperienced teacher (or worse still, by a temporary teacher) a considerable financial gain to the community is the result, but could that community be brought to see clearly the tremendous loss which every individual pupil has suffered by the change and the effect this loss may have on each child's future, such "wizardry of finance" would soon become obsolete.

Teachers Should Lead

Here then is vital work for teachers, both individually and by associations or federations. It is our duty and privilege to lead. We have at this time an excellent opportunity for there is among all people at this time a desire to inquire into things, to have done with the old order which prevents progress, and to reach forward for those things which will lead us to a higher intellectual and moral development.

As the National Conference on Education in Winnipeg proved, we have many friends and allies in all classes. We as educationists must obtain the co-operation of all sections in raising our standards of education. Our schools must always remain democratic, they can never be controlled by any one section or class, for education does not recognize such limitations. The laborer's child and the rich man's child both sit together in our classrooms, and as teachers we must see that as far as we are concerned both have the same opportunity. To this end anything which tends to improve our present standards of education should receive the hearty and active support of all teachers, no matter from what source it originates, and in all communities teachers should at all times seek to arouse on all sides vital interest in the problems of education as they concern both the community in which they labor, and the country at large.

"Lost Leaves"

TEACHERS DEMAND PUBLIC RECOGNITION

(Continued From Page 1.)

The lecturer denounced the laws debarring clergy and teacher from the right to take part in politics as "a most undemocratic and outrageous law." "It is a shame to the community," said he, "that we are not taking part in public debate," and he added that he hoped the Federation would assist the clergy in having these foolish laws deleted from the statute.

"Of course," he declared, "no politics would be discussed in the classroom . . . but the teacher, out of school, has a right, as a citizen, to express his opinion in the affairs of the community, and there should be no effort to enforce silence or neutrality. "Why?" said he, "should a teacher be continually 'sitting on the fence?'"

Efficiency Essential to Higher Status

In closing his remarks the lecturer advised the Federation to make "eternal and unceasing war against inefficiency in the teaching body," adding, after enlarging upon the manner in which other professions had raised their status by maintaining a definite standard, "We must make war upon the inefficiency of others and ourselves. This pressure must come from within—must come from the teachers themselves," Professor Sedgewick stated that he personally was eager to see a four-year high school course and a two year normal course, in order to secure better training for teachers.

The speaker complimented the Federation on the success it already has had and prophesied a career of usefulness to the community.

TEACHERS TO REVISE COURSE OF STUDY

There is only one way in which the programme of studies can be profitably and intelligently revised, and that is by a committee of teachers who would be free to devote all their energies to the task. They should be persons whose wide experience in all the phases of school work will enable them to take a broad outlook on all the subjects of study and who are practical enough to prepare a programme that would be definite and complete for each grade and so coordinated that there would be a harmonious development of each subject of study from grade to grade. These teachers would have to be free an entire year to devote all their time and energy to the task, and they should be given a salary commensurate with the responsibility of their undertaking.

Before final adoption, copies of the revised programme should be submitted for criticism to those members of the profession that have distinguished themselves by their success in their work and by the general intelligent outlook that they have of the entire educational policy. These teachers should be given a limited time in which to review the programme, they should be obliged to make a written report of their findings, and they should receive sufficient remuneration for their services.

LOST LEAVES

Said the wind one day
"I'm tired of play,
And I don't know where to blow;
Would the tall trees care
If I should tear
Their leaves from the branches, so?"

Then the merry elf
Just helped himself
To the leaves, red, gold and brown;
While their cloud friends cried,
And in snow-flakes died,
As the leaves fell fluttering down.

And the tall trees bare,
To and fro in the air,
Reached after their leaves wind-tossed;
And they cannot forget—
They are reaching yet
For the leaves that the North wind lost.

Activities of Teacher Associations

Edited by J. R. Pollock, President B.C. Teachers' Federation.

NOTE—Teacher associations throughout Western Canada are invited to send items for these columns which should reach the department editor by the fifteenth of each month.

B.C. MAINLAND EDUCATIONAL HANDWORKERS' ASSOCIATION

At the last regular meeting of the B.C. Mainland Educational Handworkers' Association, held in November at Vancouver, there was developed a general feeling that, in harmony with the popular movement toward reconstruction, our organization was entering upon a new era of usefulness and consequently of success.

An interesting paper by Mr. Clark, of the South Vancouver Manual Training staff upon the subject "How Best to Realize the Aims of Our Association," provoked a discussion in which practically every member present took part. After referring to the fundamental law of interdependence between the members of our branch of the teaching profession, and pointing out some of the common causes of failure, Mr. Clark illustrated by means of some very apt similes, a few pertinent reasons why we should strive to make our association a success.

These he submitted under three heads, briefly as follows:

1. Our obligation to ourselves as teachers.
2. Our obligation to our fellow-members.
3. Our obligation to the boy, for the proper training of whose hand, eye and character we are in so large a measure responsible. The last-mentioned being a task of sufficient magnitude to call for the best brain, skill and personality, to quote Mr. Clark "under God's sun."

Continuing, he offered several suggestions which might tend towards the realization of a larger measure of success for our association meetings. These suggestions, amplified and augmented in the general discussion which followed, should prove of the greatest value in the future of this organization.

The meeting closed with the freely expressed conviction that we had enjoyed the best meeting in many months, and that we had arrived at the dawn of a better day for the B. C. M. E. H. A.

SOUTH VANCOUVER TEACHERS' ASSOCIATION

Miss Vera Smith was appointed by the executive of the S.V.T.A. as a delegate to the Child Welfare Convention, and has been able to give the association much valuable information on the subject.

The sum of one hundred dollars was voted by the S.V.T.A. to the South Vancouver branch of the Victorian Order of Nurses.

SLOCAN TEACHERS' ASSOCIATION

The Slocan District Teachers' Association, at the last meeting, held in New Denver, decided to urge the Kootenay and Boundary Association to affiliate with the British Columbia Federation and join in the campaign without delay.

The Revised Course of Study received attention. A member showed examples of excellent portfolios of Geographical Pictures sent out by the National Geographic Society, Washington, D. C., and attention was also drawn to a small but first-class list of School Operettas published by the Willis Music Co., Cincinnati, Ohio.

VANCOUVER PRINCIPALS' ASSOCIATION

The Vancouver Principals' Association has ventured on a very progressive programme for the year. Meetings are held weekly for the discussion of educational problems and matters of interest to the teaching profession generally. Arrangements have been made for a series of lectures to be given by members of the faculties of the Universities of Washington and British Columbia, to which all teachers and others interested in educational progress are cordially invited.

The first lectures of the series, "Methods Which Foster Health" and "The Selection and Evolution of Subject Matter," by Professor Freeland, of University of Washington, were listened to with a great deal of interest by a large number of teachers from the schools of greater Vancouver, all of whom were highly pleased with the same views and methods presented by the lecturer.

CHILLIWACK TEACHERS' ASSOCIATION

The teachers of Chilliwack and vicinity have a live association, striving for improvement of the working conditions and status of the teacher, while at the same time active in all matters of interest and benefit to the community at large.

The association is helping to establish a central school which will give to High School students and those of the public school senior grades, the same advantages as are enjoyed in the cities in regard to manual training and domestic science.

"Watch us grow" says the Chilliwack association.

TEACHERS' ASSOCIATION NOTES
Regina, Sask.

In Regina, Sask., there are two branches of the Saskatchewan Teachers' Alliance, one consisting of the female teachers of public schools and the other of the male teachers of public schools, teachers of collegiate institute and those of other public educational institutions of the district. At the December annual meeting of the latter association the work of the past year was reviewed, the retiring officers thanked for their work, and a resolution passed instructing the new executive to co-operate with that of the Women's Association to interview candidates for the public school and collegiate boards, with a view to obtaining statements of their policies regarding (1) increased remuneration for teachers, (2) equal pay for equal work regardless of sex. The results of these interviews are to be published in the public press as a guide to teachers and the general public before the ensuing municipal elections. The executive was given full power to deal with the salary question, which is a live issue in Regina. The retiring officers, Mr. Walker, president, and Mr. Bailey, secretary-treasurer, reported that steps had been taken to incorporate the parent body, of which Mr. Walker is president.

INTER-PROVINCIAL CONFERENCE

At the Inter-Provincial Conference of representatives of Teachers' organizations of four western provinces held in Winnipeg in October, the following recommendations were unanimously agreed upon, and each representative was instructed to submit them to the Executive he represented for their adoption:.

It is recommended:—

1. That the time has arrived for the taking of definite steps towards closer co-operation between the Provincial Teachers' Alliances and Federations of the four western provinces.

2. That the Teachers' organizations co-operate closely on all matters of common interest to all four provinces, but that complete freedom of action be given to each provincial organization in matters peculiar to each province.

3. That membership in each organization shall be restricted to Teachers actively engaged in teaching in public schools.

(N. B.—Public schools shall include such schools as are supported by municipal or provincial taxation.)

4. That there shall be uniformity in the matter of qualifications for Teachers' Certificates for the four western provinces.

5. That the minimum salary of Teachers in each of the four provinces shall be $1200 per annum.

6. That another conference shall be held in Calgary at a convenient date during the summer of 1920, to take further steps toward linking up the work of the provincial organizations. (Arrangements for this conference to be left in hands of the chairman and secretary.)

7. That each provincial organization be urged to undertake active propaganda work, to include in its membership all Teachers in that province preparatory to the next Inter-Provincial Conference.

8. That the matter of a Teachers' organ for the four western provinces be considered by each provincial executive.

9. That the executive of each of the four provincial organizations be asked to exchange all propaganda matter, salary schedules, bulletins, etc.

10. That in the event of a serious dispute in any province, affecting the interests of any Teacher or body of Teachers, immediate notice shall be sent to the executive of each of the other provinces, acquainting them with the situation, and that these executives shall take such action as is deemed expedient under the circumstances to assure that the cause of such Teacher or Teachers shall receive the support necessary.

NEW METHOD ARITHMETIC.

By E. W. Reid.

ARTICLE V.

In dealing with Arithmetic the writer has tried to place before the teachers two important phases of this subject which, we must agree, are not receiving due consideration by the average teacher. The first was that the pupils should have their number power developed by work which will demand an increasing mental effort. Long division should be taught to the Second Reader class, and the multiplication tables should be extended in the Intermediate Grade. These pupils should also add at a glance 17, 18, 23, 35, etc. In Senior Grade work the pupils should never be allowed to use Second Reader methods of using a pencil for simple operations that should be performed mentally.

The second phase of the subject dealt with Arithmetic as being the exact science of mass, and should be taught as any other scientific subject, through the senses. The units of measure should not be memorized, but discovered. The answer should not be found in a book when it might be tested by actual measurement.

In this article a third important phase of the subject is considered—the best means of testing the exact knowledge of a class on any particular work in Arithmetic, as percentage, square measure, division of fractions or division of decimals. Much light is being thrown on the vague subject of tests in Arithmetic by American scholars, and their findings are of immense value to us, for their aim is to discover the weak points where the pupils have not been well or sufficiently taught.

A teacher sets a varied test or examination in Arithmetic. One question is on square measure, another on decimals, probably another is on division of fractions, and another is on volume. After marking the papers, the teacher has little definite knowledge of the pupil's grasp of the subject. He may notice that many failed in the division of decimals, but does he classify their mistakes so that he is able to teach the exact thing needed?

It is much better to test one subject thoroughly. Let us take the one already mentioned, division of decimals. Last week the following test was given a Senior Grade class. It was a home-made test, but the writer learned much from its application:

1. Divide 498.246 by 24.
2. Divide .0026 by 13.
3. Divide 28.24 by 25.4.
4. Divide 42686 by .25.
5. Divide .00425 by .0027.

Each problem presents a special difficulty, and the pupil who is correct in each has a fair knowledge of division of decimals. As this was review work, a question similar to each type was reviewed first. In the Intermediate Grade each exercise would make a separate lesson. In this class of 44, 20 were correct in the first; 26 in the second; 26 in the third; 11 in the fourth; and 21 in the fifth.

Time is the essence of the agreement between the teacher and the subject matter to be taught. It is wasting time to teach the same type of a question repeatedly to this class. Number four was the difficult one for all except eleven. Nearly all had the same mistake. When the decimal point was moved two places in the division, by an oversight in the review, most thought it should be placed between the 2 and 6 instead of adding two noughts and thus multiplying by 100.

In the same way tests may be set that will embrace all the difficult points in any subject in Arithmetic, and the weak points drilled in review.

NOTICE TO SUBSCRIBERS

Owing to the printers' strike the January issue has been considerably delayed. The February issue, containing worth-while articles you will not want to miss, will be published in altered and improved form.

Your copy should reach you about February First.

Round the World Notes

By Edward T. Oliver.

Although no planetary carpentier hit this old earth a knock-out blow on December 17, it exhibits signs of past punishment and present molestation. We refer especially, of course, to the inhabitants. Men are still exchanging blows in many parts of the world; man's hand is raised against his fellow-man, and there is no peace. The sound of strife clangs out from the Orient to the Occident. Heraclitus' philosophy is true for human affairs; everything is in a state of flux. What shall emerge each man can picture, his conception being rosy or blue, according to his nature.

Ireland

Although she has many vital industrial problems, the Irish situation is of foremost concern to Britain. Lately we had the unique spectacle of the Irish question being argued in the United States Legislature, probably the only result of which was to convince our American cousins that the people of Ireland consist of the Wills and the Wonts, each one inflexible. Ulsterites and Sinn Feiners are as wide apart as a tramp and a cake of Lord Leverhulme's soap. Instead of the suggestion for two provincial parliaments for Ireland, creating peace in that unhappy island, we have the attempt on the life of Lord French. Consequently it has been necessary to erect barbed wire entanglements around Dublin Castle and the vice-regal lodge occupied by Viscount French.

Egypt

In Egypt we notice that there is a revolutionary party who want "Egypt for the Egyptians," and who make their headquarters at El Azhar University, the centre of Mohammedan learning in Cairo. These revolutionaries, who, we are told, consist of students and fanatics—the terms not being synonymous—are very hostile to the Milner mission. Britain intends to give a measure of self-government to the Egyptians, but claims that some great power must oversee matters to prevent a chaos, detrimental alike to herself and to the world at large.

India

India received a Christmas present in the form of greater self-government. Legislative Councils are to be instituted in that country. The government of the provinces is to consist of two parts, the ministers chosen from the elected representatives and the Governor-in-Council. In addition, India is to have a limited control of her own tariff.

Canada

One or two things are worthy of note in our own country. While some Orders-in-Council remain effective, others have been revoked. Horse-racing is now permissible, as is also the manufacture and importation of liquor. Military offenders have been pardoned and the censorship has been abolished. Lord Jellicoe has advised, so rumor says, the creation of a Canadian navy to consist of six cruisers, six destroyers, twelve submarines, and a number of seaplanes. Esquimalt as a naval base is to yield to some other centre.

Australia

Australia has returned the Hughes coalition, consisting of the Nationalists and a branch of the Labor party. With a majority of sixteen over the Liberals and the Laborites, the Massey government has been elected in New Zealand.

Italy

Italy's feeding of Austria's babes makes pleasant Christmas reading. In Vienna they have been eating everything from goldfish to horses. The Austrians are being helped by the Allies, especially by the Italians, who are thus wreaking a Biblical vengeance. Less pleasant, but more amusing, is the news concerning D'Annunzio. This ardent poet, it would seem, would assist rebels in all parts of the world, in Ireland and India, in Egypt and Arabia. His strong sword would help oppressed peoples everywhere. After being as restless as the proverbial cat on the proverbial hot brick for about a month, he has decided to remain in Fiume, not deeming satisfactory the terms submitted to him by the government. In his case genius and madness seem to be twins.

Turkey

According to latest reports emanating from London, Turkey is to go from Europe. The new capital is to be either at Brussa or Konich, in Asia Minor. Constantinople and the Dardanelles are to be internationalized. If Britain backed the wrong horse in the Crimean War, she is at the back of the right one now—and shoving hard.

United States

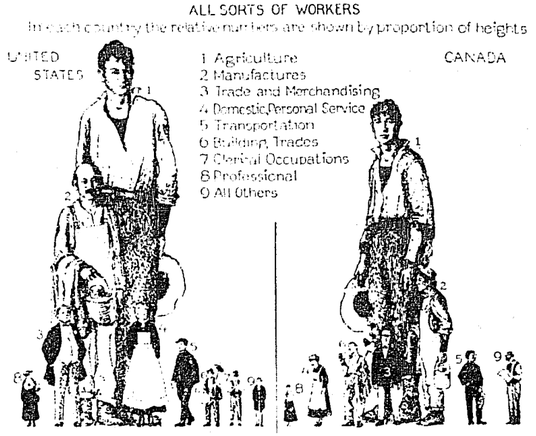
In the United States they have settled the coal strike, they have avoided war with Mexico—for the time being, they have increased their shipping until it is now 20 per cent. of the world's tonnage, they have deported 249 revolutionaries, including Alex. Berkman and Emma Goldman; they have killed 150 people with wood alcohol, but they have not ratified the peace treaty. An organization has been formed to force the League of Nations issue into the 1920 campaign. Opinion as to the best course is greatly divided. Meanwhile the Allies expect to have the German signature to the protocol in time to make the treaty effective the second week in January. Disagreement over the Scapa Flow incident has delayed matters.

Russia

If the policy of the Bolshevists is a negative one, as the Archbishop of Warsaw, among others, is quoted as saying, these people are yet achieving positive results. Kolchak and Yudenitch they have eliminated, and now word comes that Denikine is in a very bad way. The Bolshevists' successes are due to the leadership of the generals who served the Czar, and who have been gathered to the service of the Reds. Clemenceau says that the Allies intend to "put barbed wire around Bolshevism," but if the Bolshevists carry out their schemes, a lot of wire will be necessary. They would get control of Asia, converting the Mohammedan, and they would conquer Western Europe with the aid of Chinese troops, whom they are rapidly enrolling in their service. Many good, or bad, things may come out of Russia.

Miscellaneous

There are other items of interest, which can only be mentioned, including the Inter-Church Forward Movement started to grapple with the problems created by the war; the discovery, by Sir Ernest Rutherford, of the secret of the transmutation of metals, and the invitation extended to the British Association for the advancement of Science to hold its annual meeting in Canada in 1923.



From "World Book"

Tendencies in Technical High School Work

At a luncheon of the Boston Manual Training Club, Dr. Charles W. Parmenter, head master of the Mechanic Arts High School, spoke on "Present Tendencies in Technical Education," and used as the basis of his talk his observations made on a school visiting trip. Among the cities he visited were New York, Jersey City, Pittsburg, Cincinnati, Detroit, Indianapolis, St. Louis, Chicago and Cleveland. Dr. Parmenter described briefly the various technical schools in these cities and told of the characteristic features of the work in each, from which conclusions bearing on the trend of technical education could be drawn. He traced the development of courses of study from the formal exercise system of the St. Louis Manual Training School, through the reactionary utilitarian aims which followed, down to the sane and more broadly educational aims of the better technical high schools of today. While the work of the early schools was logical and systematic it failed to "carry over" to the degree claimed for it. The aim to produce under new industrial conditions, led to over-emphasis on production at the sacrifice of the development of the boy. Examples of this extreme are not as rare today as they should be. From Dr. Parmenter's observations the present trend is very decidedly toward a balance between the two extremes, formal exercises, logically and progressively arranged, but lacking in industrial significance, on the one hand, and production without regard for the fundamental principles, on the other. The Dickinson High School, Jersey City, was cited as an example where productive jobs were successfully fitted into the scheme of a progressive course of study. The productive work can and should be made subservient to instruction. The speaker referred complimentarily to the high school of the comprehensive type as exemplified in St. Louis where all high schools of the city have similar equipments and offer the same opportunities in the various courses of study. The demand for specially equipped technical schools seems to be less than was anticipated a few years ago, and technical courses which fit into a strong general educational scheme are meeting the present demands outside of the strictly vocational schools. Dr. Parmenter pointed out the danger of being misled by enthusiastic speakers who offer illusory propaganda at conventions. Under the spell of such gatherings there is danger of losing sight of fundamental principles. In the interesting discussion which followed Dr. Parmenter's address, the question of productive work and its proper relation to the course of study was well thrashed out. The sentiment of the meeting was strongly for the educational values of manual training as obtained by true craftsmanship.—From Manual Arts.

However, no matter what else is happening in the world, we notice that people are still being born, still getting married, and still passing away—even in Canada, where bread is rising, strange to say to the great distress of good housewives.

Book Reviews

"Furniture Upholstery for Schools," by Emil A. Johnson, of Bradley Polytechnic Institute.

This work is the first attempt to present the art of "Furniture Upholstery" in a form which can be used by teachers and students in schools. Heretofore, almost all the furniture constructed has been of the Mission type without upholstering, or at best with very meager upholstering, unless it was done by some tradesman. With the information contained in this book, the teacher need no longer be without the necessary information or skill to himself do the upholstery or to present it in a way that the student can upholster his own furniture in a very acceptable and workmanlike manner. The price of the book is $1.00.

"Progressive Steps in Architectural Drawing," by Geo. W. Seaman, of the School of Industrial Art, Trenton, New Jersey.

This book treats of an old subject, but one which, in the past, has been very poorly handled. Mr. Seaman is not only a successful teacher of architecture but is also a practicing architect, and the ideas and methods which he presents are thoroughly practical from both standpoints. The use of this book insures a thorough course resulting in a working knowledge of architectural drafting which can be used to practical advantage even in an architect's office. The price of this book is $1.25.

The Manual Arts Press, of Peoria, Illinois, are the publishers of both the above mentioned books.

A PLEA FOR COUNTRY SCHOOLS

By Ella Francis Lynch.

Author of "Educating the Child at Home"; Founder of "American League of Teacher Mothers" and "School of Individual Instruction," Bryn Mawr, Penn.

The writer of this article, having read in a previous issue of this publication arguments in favor of Consolidated Schools, here submits the other side of the question, which we offer to the public, without criticism or endorsation of the writer's opinions. We will be pleased to publish further discussions on this subject.—Editor.

A favorite subject for interrogation is, "What is wrong with our public schools?" Let me answer for the rural school: There is nothing wrong with it that cannot be remedied by the parents themselves, exerting the authority and assuming the responsibility rightfully theirs. The outlook for the rural school need not be discouraging because so much is done badly at present. The needed changes are possible of achievement.

Many a country mother fears that living in a rural district deprives her children of educational advantages. She longs for the opportunities provided by the progressive union school and lies awake nights planning how to secure them for her children.

In what way is the coveted union school superior, educationally, to the little one-room school? Let me catalogue the advantages as seen by the rural mother: The school is larger, to be sure. The ugly brick building, surrounded by trampled yard and rusty iron fence, has bell and cupola; there is a janitor and a circulating library, a bust of Minerva and a debating society. There is a special teacher for every one of the eight grades, and five more for the high school; a system of grading so perfected that the teacher can tell you to a page exactly how much a child will be permitted to learn in any given calendar month, in six to ten branches! Add to this the high school department and the graduation therefrom, and it seems the duty of parents, at no matter what cost to themselves, to provide this instruction for their boys and girls.

Envious of the City

Now it would be gratifying to find that the patrons of the union school are satisfied with their bargain. But they are not. They are restless for the advantages of the large town. The village mother turns her longing eyes away from home. The city school! There is true education! There her children will get the fine manners and the good taste of the people pictured in the fashion magazine!

Now what of our city schools, wherein the structural workers have exhausted their ingenuity in perfecting a system with unerring grading and minute detail, so as to account for every moment of the day? While many of the city systems swing merrily along, examining, marking, registering, averaging, measuring mentally and physically, following the children into the playground, stretching a long arm into their homes, there is already the feeling abroad among educators that a few more years will see a breaking up of the great organized city schools into small independent units, identical with the scheme of the little red schoolhouse! They hope to disintegrate the great classes and bring to the city child the genuine opportunities for real teaching, personal training, that are afforded by, and only by, the abused and despised rural school.

In the words of a well-known authority: "In my opinion, within the next twenty years, instead of large cities priding themselves upon their great school systems, we shall find the system broken into fragments and find an independent school in each ward, or maybe in each smaller city division, each under separate supervision, and the one thought will be the education of the individual child instead of completing a great system."

Overlooking Rural School Possibilities

Country mothers who are brooding over what their children are missing in the way of education, are frowning on one of the best educational means to be found in North America today. They are overlooking the possibilities of an institution that, rightly conducted, will provide the essential groundwork of genuine education, which is more than the college can give in later years to the student without this preliminary training and experience. We laugh at the poor immigrant of fifty years ago who spurned the silver quarter lying in the street, saying: "Lave it be, Larry; we'll be pickin' up goold pieces farder on." yet we follow this will-o-the-wisp of the education that is always flickering just beyond the hills, among the folks of the next valley.

Here at our door might be a school in which there is no hindrance to individual progress; in which every day marks a distinct step forward in each child's training; in which the teacher's real worth can be measured; in which the pupil is sometimes thrown upon his own resources and must work out a thing for himself; in which the school need not usurp the duties of the home, but both can work in harmony.

Trained to Think

The country school of but a single room, with ten to thirty pupils, offers today the immeasurable privileges of an institution where may be developed a genuine working programme of home and school, which together educate. Here may be developed a simple, rich and practical course of study by which children are trained to work and TRAINED TO THINK. The shrewd old Japanese said of us: "You have provided for everything—yes, I may say quite everything—in your wonderful schools, except learning to work and learning to think." A schoolman quoted this remark in the course of a stirring plea for school betterment, and as he came from the platform, the writer cornered him with: "No one will dispute that you are a thinker. Who taught you?" "When I was a boy, in the country," said he, "I herded cattle on the hillsides. That is where I learned to think."

Criticism of Rural Schools

The country school of but a single room is coming in at the present time for criticism, and its shortcomings are being published to an unfriendly world. Apologies even are made for its existence, such as: "Inertia and stinginess are the only excuses for the ungraded country school." When this outcry had launched the unwarranted assertion that the people of the country are leading dull, uninteresting lives, and that they, especially the young people, are therefore quite miserable, the school was blamed. Of course you have been reading what they say, "Terrible things that the children should have no opportunity for education, lonely, impoverished districts, wretched buildings, unclean and neglected surroundings, meager equipment, no library, no apparatus, no patent seats, bare walls, unesthetic furnishings, poor teaching, uneven grading, lack of interest" and so on. You can fill in the rest.

A sweeping remedy is proposed. Consolidate! "Instead of six inefficient schools,"is one pronouncement, "have one efficient school." Get just as many children into one school as you possibly can—increase the bulk of the school—and then grade it. Have one school in the centre of each six mile square, transport the children thither in the morning and carry them home again in the afternoon.

The consolidation craze is now at its height, the remedy for the non-existent, or at least over-exaggerated, evils of the country school. The farmer is urged to insist upon schooling that is up to the city standard. And the city man quoted before, who has made a lifetime study of country and city standards, who is president of a school board and has children of his own in school, pleads with his board of education to break up its system into small units so that the children shall have opportunities for education to be found only in the ungraded country school.

Comparison of Arguments

Two of the arguments advanced for consolidation are: economy and uniformity. As for economy, it usually costs as much for transportation alone as it costs to maintain the district school, besides the cost of providing tuition and the thousand and one expenditures in the way of additional books, supplies and apparatus for which grading creates a demand. As for uniformity—lessons administered with a teaspoon, progress measured with a three-inch rule—uniformity is a last resort in managing great herds of children. It is the curse of our schools.

There are other objections to consolidation. While it is a comparatively simple matter to decide what is good for a child in a small community, an increase in the size of the community complicates life to the extent that it is hard to know what is best for the child, and harder still to do it. Does a child learn more in a big school than in a small school? Can two teachers teach a child more than one teacher? Besides, there is a deal of comfort in keeping your children so near home that they are safe in their own back yard a half hour after dismissal.

Community Co-operation versus Consolidation.

The remedy lies in community co-operation. The teacher, the fathers and mothers, the school directors, must get together, agree upon an experiment and devise a plan that will be an improvement over the present. To bring about a sweeping change is the prerogative of the parents. The biggest work that the women of a rural district can do would be to make of their school the powerful institution for good that it may well become. Their rallying-cry should be "Instead of six inefficient schools, let us have six efficient schools." Will they do it?

What may it not mean to build up a single school? And how shall we go about it?

Wake Up! Rural Schools.

It is for the rural school to change entirely its attitude of meekly hanging the head because of its old-fashioned simplicity, its lack of bulk and noise, to reclaim boldly the place it occupied at the time our country was laying the foundations of its greatness, when the men of the generation now passing were being educated. Let the country school remember that the truly great is ever simple, that complexity does not remove glaring faults, but only serves the purpose of making them less noticeable, that for every inherent fault to be found in the rural school, the graded school has two to match it.

It is not enough merely to pay for good schools. The requisites are: a sanitary building, with pleasant surrounding; a school director who installs the best teachers he can find, and tells her that her sole duty is to promote the children's welfare; mothers and fathers who fulfil their duty to know what is going on in the school, what is being taught and how it is being taught, and to see that the principles of training and character-forming are carried on in the school as they should be carried on in the home—that the two are not at cross-purposes; a small group of children; a teacher who knows the mind of the child, who appreciates the tremendous possibilities of her high calling, and whose attitude towards her charges is, in the words of the grand old Boston schoolmaster: "There are your books; but if I did nothing more than come here day after day and teach you what is between their covers, I should be very far from doing my duty as a teacher."

The charges concerning ugly, insanitary surroundings can be promptly met by an outlay of money trifling in comparison with the cost of transporting the children to a distant building. Attend to such comparatively simple matters as providing suitable buildings and a creditable school yard, and make arrangements for keeping all so clean that inspiration reaches thence to the occupants.

Insist upon itemized accounts from the school officials. All too frequently the taxpayers have no knowledge of how their money is spent. Then compare your expenditures with those of your nearest consolidated school. I have known the cost of maintaining the latter to mount as high as $400 per pupil annually, in a town where consolidation had been effected under the pretense of lowering the tuition. It was actually increased nearly ten times.

The vital element is the teacher. Get a capable one and pay her accordingly, so that she will not be forced to go elsewhere. Get a teacher who knows how to work and how to inspire in others a willingness to work. She must have a thorough elementary

(Continued on Page 7.)

More Recognition of Boys and Girls as Members of Community

From An Address by J. W. Storey.

At the meting of the Parent-Teachers' Association of North Vancouver an interesting address was given by Mr. J. W. Storey, Boys' Secretary of the Y.M.C.A., on "Community Life." Mr. Storey in opening his remarks regretted that there were not more fathers present at the meeting, as he had a special message for them. He divided his subject under four heads as follows: Home, School, Church and Municipality. He referred to the conditions which exist in many homes and spoke of the very small number in which father and son or mother and daughter were chums. He asked the question as to how many homes there were that had a regular boys' room in which he could keep all his things, to which he could invite his friends. This was one thing which Mr. Storey thought absolutely necessary in all homes. This feeling of restraint between father and son, and mother and daughter, was being overcome to a great extent by the father and son banquets which had been started a few years ago by the Y.M.C.A. This had been followed by a mother and daughter banquet. He knew of one case where there had been a mother and son banquet which had been a huge success. This was a splendid way to have the father and son and mother and daughter know each other better.

In speaking of the School life, Mr. Storey said that a great many parents did not realize that the teacher has the boy or girl so many hours a day, five days a week, that the teacher's influence over the boy or girl is very great, that today we parents and teachers can look back to what we owe our teachers for the interest taken in our welfare and realize that a great deal depends on the teacher.

Church Life. Mr. Storey stated, in speaking of this side of the question, that our churches were not built for boys or girls. We had, he said, a very good organ, a nice place for the choir and the pews nicely cushioned for the old people, and the basement was generally given over to the boy and girl. He also said that our ministers very frequently seemed to forget that they had boys and girls in the church, for they (the ministers) appeared to devote all their time and energies to the old people, overlooking the fact that our boys and girls are the men and women of tomorrow.

In referring to the Municipal side of the question, Mr. Storey said he was very glad we had got rid of the liquor evil, but that while we had driven out one, others had sprung up in its place and we should not rest content until we had cleaned out all these plague spots, which were and would affect the lives of our boys and girls. He mentioned gambling places, poolrooms, etc., and said when we had removed these we had to provide something in their places and asked what our Council or Municipality was doing in this respect. Mr. Storey spoke of the picture shows and the class of pictures being shown, saying we should all work for cleaner and better pictures, and for those which would be an education to our boys and girls.

TRAINING FOR COUNTRY LIFE

The training of the country boy or girl should be pre-eminently training for country life. Country life is good. Parents should work to make it better and inspire their children with the ambition to make it better still. If the farmer's ideal is that of a soft-handed city job, or his wife's that of a pleasure-seeking "city lady"—and these are constantly sighed after—it is not much wonder that the country girls and boys do not stay on the farm.

Farm life is good. It can easily be made much better.

First of all must come the realization that the chief end of man is not money-making. Living is first. Many a farmer slaves from early morning to late at night. The boys and girls slave until their eyes are opened to the situation, and then they run away from it. And what is it all for? Often just to buy another quarter of a section and then another, or to add to the bank account that is to be a doubtful benefit to the next generation, or to more quickly be able to sell out and move to the city to live an aimless, dissatisfied life. Prematurely bent broken down men and women may have been a necesary result of pioneer conditions, but to-day all is changed, or may be changed.

Think of the opportunities of the long winter evenings and sometimes the long winter days—opportunities for social life and culture and mental development and vocational training and all that goes to develop efficient and noble citizenship.

For years country children have been sent to the city to "finish" their education. The time is coming when city children will be sent to the country to receive a grounding in the essentials of true living.—From Studies in Rural Citizenship.

MANUAL TRAINING IN THE RURAL SCHOOL

Have a bench in one corner of the school room fitted up with vise and its appurtenances. Interest the boys in this and you will find the neighborhood will soon donate the equipment.

Then supply the boys with lists of things to make, choosing a list which will call forth increasing endeavor, and at the same time serve a practical end when completed.

Require each boy to furnish his own material for the things he chooses to make.

Require that this bench and corner be kept scrupulously neat and clean, each worker to see that no shavings are left about.

Make 15 minutes the limit of time for holding a place or tool. In this way all will get a turn.

The boys will make great use of this corner at noon hour when weather will not permit of outdoor sports. During the day for work that may be done without noise, the bench may on occasion be utilized as a variation of the usual seat work.

How many of us can differentiate between different fruits, vegetables, extracts, leaves, woods or flowers, by our sense of smell? The fact is we go through life unconscious of the power of our senses. The schools are largely at fault. Let us begin now studying these different characteristics. Children will enjoy testing, blindfolded, vegetables, leaves, woods, etc. Try this new game.

Forestry—An Interesting Science

From the "World Book"

The use of the word forest to describe a heavily wooded tract of land is so common that it seems strange to think that at one time it meant just a stretch of land of any sort, pasture land or even village land, which was set apart for hunting, and usually owned by the king.

The name forest is from the Latin "foris," meaning out-of-doors, and thus we can readily understand how the name came to be chosen, for in those early days the great outdoor world was covered with trees.

But man did not hesitate to cut down the forest growth. Year after year he discovered new uses. Logging and lumbering came to be important industries. Houses and ships were built, furniture and countless thousands of articles were manufactured from what seemed an inexhaustible supply. Millions upon millions of forest trees were converted into fire wood for warmth and comfort of the world's inhabitants. And more than that, thousands of acres were destroyed just to leave cleared spaces for other uses.

But there came a time when man began to realize that this reckless extravagance could not go on forever. And simultaneously he discovered there were many substances that would take the place of wood. Coal, gas, and electricity offered solutions of the fuel problem. Brick, stone, and concrete could be used equally well for buildings. And manufacturing substances of many kinds were soon discovered.

Having once realized the folly of destroying all forest growth, the different countries began to take definite and effective steps towards forest preservation, until gradually there was evolved a regular science of the growth and management of trees—a science which received the name of "forestry."

But forestry has come to be more than a matter of forest preservation. No government could simply decree that trees were not to be cut and thus solve the problem, for trees must still be cut for imperative needs. The work of the Forestry Department in various countries is to see that as some forests are cut others are planted. Forestry includes the preservation of forests, the reforestation of areas previously deforested, planting of regions once treeless, prevention of forest fires, setting aside of forest reserves, and the reformation of wasteful methods of lumbering.

Forest creation is one of the most interesting phases of the work, and in it two main methods are employed. Such trees as oaks, birches, chestnuts, elms—most of those hardwood trees which lose their leaves in the fall—will grow 'in coppice,' that is, when they have been cut they will send up shoots from the stumps, some of which shoots will reach, in the course of a generation, a fair size. The cone-bearing trees, and all others which do not sprout well, are grown from seed, either starting life in a nursery and being transplanted or growing from the first in the area set aside for them. Larger trees are obtained from seeding than from coppicing.

At the head of the Forestry Service in Canada is a director of forestry, who works under the Department of the Interior. Patrolling the huge forest districts are rangers, who designate what trees may be cut and who have done remarkable work in preventing forest fires.

Canada has a forest area of over 600,000,000 acres, which includes a number of Provincial reserves and 21 national forests with an acreage of over 23,000,000 acres, more than half of which is the Rocky Mountain Forest Reserve.

A Scathing Indictment

"After making a medical examination of more than 12,000 school children in rural Ontario, and finding 50 per cent. or more of them with many of the ills that flesh is heir to, one asks: Where lies the responsibility for this unjust and unnecessary heritage?"—Dr. McKenzie-Smith.

These figures are, of course, for Ontario, but one is led to wonder how the rural schools of British Columbia would hold their own against such an arraignment. It has been proven as well, beyond the shadow of a doubt, that medical inspection is just as necessary in rural as in city schools. Is it not time more attention was given to this matter in our own province? Or are there still with us those people who claim that all this agitation for better health of school children is only a fad?

It has also been proven that the school building, seating, decorative arrangements, etc., are responsible for many defects in the children. Just glance over this list of undesirable school building characteristics and see if there are still some of these found in the school of your district:

Unattractive school grounds.
Dirty and uncared-for outbuildings.
Unheated cloak rooms.
Improper lighting arrangements—the only effective light is that which comes from the left.
Dark blinds where light should be used.
Dismal wall colors.
No basement.
Improper ventilation.
Seats all of one size.
Desk and seat too far apart.
Dusty floors.
Pictures—if any—hung too high.

And then let us look at this picture of the school as it should be:

"The entrances are from both sides into halls where the children may be lined up, before going to their seats, instead of outside, which is the only facility provided in many schools irrespective of weather conditions. Off the halls are cloak rooms, furnished with shelves for the dinner pails, and hooks so well placed that all can easily reach them; also well heated from the furnace in the fine concrete basement.

On entering the room one naturally thought what a delightfully pleasant place for children to spend their days. Plenty of light, and all from the left side; the walls decorated in a beautiful corn color of the flat tones, the wainscotting in natural wood, the ceiling in cream, light blinds on the windows, but not half-drawn; slate black-boards at the front and one side; burlap at the back on which hung many of the pupils' art productions; oiled hardwood floors and four sizes of seats properly arranged, all completed one of the most attractive schools."

Language Lessons for the Junior Grade

By Winifred New

Article IV.

The children should be encouraged to bring to school any flowers, leaves or similar objects—a habit which they soon acquire, becoming very anxious that "teacher" share in their "finds." A nature calendar with signs of Spring or Fall, etc., will be found useful. Sometimes the teacher may ask for special flowers to be brought, e.g., asters in the Fall, or goldenrod, when reading the story of "Golden Hair and Blue Eyes."

We will suppose Tommy has brought to school a big bunch of chicken feathers. They have been killing a rooster at home, and he has begged the tail feathers, and—

"Can we talk about them this afternoon, please Miss——?" Of course we can. Sometimes it is necessary to keep these contributions till next day, but it is better to use them as soon as possible.

Let each child have a feather to look at, and hold in his hand. After a few minutes silent examination, let each tell anything he notices about it, of course 'one at a time.' When the children tell what they see, in this way, there is not the same temptation to use incomplete sentences as there is when they answer questions. Questions asked by the teacher should come as a last resource, if there is anything important the children have not noticed. If the teacher asks—

"What color is your feather?" the child very naturally answers "Black and green."

It is much better to say, "What did you see?" and to have the child answer, "My feather is black and green."

It shows better use of language, and a more spontaneous idea. Soon they will feel the need of new words.

"My feather has a hole right up its stalk," says Tommy.

"We call that 'hollow,' says the teacher, "your feather has a hollow stalk. Is it like the stalk of a leaf, or a flower?" After a little examination, they find that it is quite different, and the teacher may say—

"We call it a 'quill.' Your feather has a hollow quill." The new words are written on the board for the advantage of the older children. Now the expression needs to be impressed on their minds, and the teacher asks.

"Has any one else got a feather with a hollow quill?" At once a number of hands go up.

"Well, Mary?"

"I have!" answers Mary triumphantly.

"What have you?"

"Why, I have a feather with a hollow quill."

"Show me." And Mary points it out with pride. Now Bobby has something to say.

"My quill has whiskers on it further up." One or two of the children smile.

"Not whiskers" he corrects, "sort of hairs—they are silky and wavy, and—feathery." The teacher turns to one of the bigger children who smiled.

"What would you call them, John?"

"Bristles," he suggests, hesitatingly, "no, not that." Then the teacher may write on the board "barbs," and all who are able to read will be ready to answer.

"My quill has barbs on one end."

When the color, silkiness and other qualities of a feather have been exhausted, and there has been some mention made of the use of feathers to chickens and to human being (pillows, etc.), the written part of the lesson begins. It is a good thing to have the children read any new words from the board, and show that they understand what they mean by pointing them out on their feather

Written Exercise

Before leaving those who are to write, see that each one has a feather on his desk, and that any new words likely to be used are written on the board. This will save interruption afterwards. The children who are only beginning to use written language can be told to write six, ten, or some other number of sentences, each one telling something about the feather. There is no need to restrict a bright child to the same small number of sentences expected from a slower one. At first the children may be very slow. I had one pupil who could talk fluently and well about anything we looked at, but when he came to write it, words failed him. For some weeks his stock sentences were "The feather is black" (or the twig, or fly, or mouse), or "The feather is not black." Sometimes, to make it more interesting or longer, he would write "It is not black. It is not green. It is not red," and so on, forgetting, in the end, to mention what color it really was. But before long, with daily practice, he was able to write excellent sentences, of a positive nature. Negative sentences must be discouraged, and the children encouraged to tell what a thing is, not what it is not.

The first reader, and perhaps second primer children, should write sentences in this way, while the second reader pupils should be taught to write their sentences in one or two paragraphs. This will be dealt with more fully when we consider the lessons on animals. This work should be done alone, with only the object on the desk, and the words on the board, for help.

After the children's work is finished, though not necessarily immediately afterwards, it should be read through by the teacher, and any mistakes marked. Then the book is returned to the child to correct, with a word of commendation first if it is in any way possible. When corrected, as far as it is possible, each child should bring his book to the teacher, and they should go through it together, till every part of it is correct, both in spelling and wording. This is not nearly such a long operation as it sounds, especially when the children have had a little practice in written language. This individual study of the actual work of the child is most important, and should never be omitted. The spelling of any new words taught should be learned at this stage, and constantly reviewed afterwards, until they are really known.

Then, perhaps next morning, in a Seat Work period, the child should copy out the finished product in a "Neat Book," exclusively kept for the purpose. The second reader pupils should do this work in ink. These personal story books may be made very interesting by adding illustrations. These may be pressed flowers, a painting of a feather, or a picture of an animal cut out of a magazine, and pasted in. It is needless to say that the children try to put their "very best writing" in such a book.

When studying flowers, the same method wil be used. Several terms will necessarily be learned, such as sepals, petals, stamens, pistil, "seed-box." If talks about flowers are frequent, as they should be at certain times of the year, even the small primer children will find no difficulty in understanding them, and using them orally. Their use is practically a necessity to intelligent observation and expression.

A PLEA FOR COUNTRY SCHOOLS

(Continued From Page 5.)

education in the best sense. A college or normal diploma is good to have, but it by no means guarantees the holder's ability to teach English and arithmetic. Do not allow the teachers' agency to palm off on you the tailender of last year's class, privately graded as "all right to teach a country school." The best is none too good to teach a country school.

Study Requirements

What shall the teacher teach? Our grandparents said, reading, writing and arithmetic. They would have included the habit of work could they have foreseen a day when this would not be taken for granted. Compelled to choose between giving a boy a university education and the education of farm chores between the ages of eight and sixteen, I should recommend the latter. The boy or girl of fourteen should possess the qualities that we now demand only in the college graduate. He should know how to study, how to concentrate—words synonymous with how to work. English and arithmetic are still the essentials.

Let us see what we may reasonably expect our school to have done for the child of eleven or twelve:

He must spell correctly, read intelligently, write legibly, perform rapidly and accurately the fundamental processes in arithmetic, know common fractions and decimals, speak correctly of things within his comprehension.

Is this an exorbitant demand? Dare we demand less? The school that equips the twelve-year-old boy with these essentials will satisfy alike the business man and the college preparatory school. Yet who would dare say that it cannot be done in a country school?

Overcrowded Curriculum

How shall the teacher teach these essentials? Not by trying to teach so many different things in a day that nothing gets a chance to take root. What kind of a crop would he have who sowed twenty bushels of wheat to the acre? or if he sowed a peck of seed and nineteen bushels of chaff? Get rid of the chaff. Let mothers and fathers and teachers and school directors get together and go over every subject commonly taught, and read through every book used in the school, and without compunction reject every subject and division and item and book upon whose worth they are not agreed. When the non-essentials are eliminated, you will be gratified to see how much more time there is for the old and tried essentials, including good manners.

Home and School Co-operation

What shall we do about the vocational courses of the city school, where they undertake to teach the "household arts" of the kitchen, the laundry, the sewing room, the nursery? Our teacher will have her hands quite full if she performs her part of the programme, which does not include the work of the home. We shall call upon all good parents to teach their boys and girls the sciences of farm and garden and household, not only teach them how to work, but make them keep at it every day until the habit of work is part of their very marrow. We shall have a talk now and then at the school by the man or woman who does some kind of work exceptionally well, whether cooking, or praning trees, or making a garden, or setting a table. The fertile mind of the child will act upon many of these suggestions later in the home. Such talks may help, in a degree, the unfortunate child who does not get practical home training.

When once you come to know the efficient, thoroughgoing, economical, practical district school, you will fight hard against the effort to exchange it for the elaborate, costly, monotonous grading system of the consolidated school.

Except in occasional cases, I do not advocate the disruption of the consolidated school as efficient as our reconstructed district school. But I would resolutely hold out against abolishing the independent, one room school. I would transform it into the Rural School of Individual Instruction, adapted to meet the needs of each and every child within its cheerful walls and differing from other rural schools to the same extent that home life and industries necessarily differ.

Announcement

Professor Sedgewick, under the auspices of the Bayview Parent-Teacher Association, will lecture in Bayview School, on January 15th, at 8 p.m., on the subject of "Books for Children." Teachers and parents are cordially invited to attend.

Intermediate Grade Geography

By V. L. Denton.

Article IV.

Continent Study of North America.

The Build of the Continent.

(1) Block in on the blackboard roughly and quickly the great primary highland. This is part of a greater (Cordilleran) highland which extends to Cape Horn. The general trend of the North American Cordillera should be emphasized. Relief maps should be used at this stage. How does this highland affect the shape of the continent? It should be impressed that this is the highest, longest, widest, and largest mountain area in the continent. Why is it called the "Primary Highland" of the continent?

(2) Then should follow a description of the chief range of this highland area—the Rocky Mountains. They are well named, emphasize their rocky, bare appearance, their jagged peaks and deep winding canyons. They are rugged, reddish-brown in general coloring, with great snow-capped peaks rising to 14,000 feet. Name and show location of some of these peaks. Tell of the passes through the range; how few they are; their height above sea level. The need of tunnels for the railroads—why not tell of the wonderful spiral tunnel of the C. P. R.? Some one of the great canyons, gorges, or glacier fields, should be described. Throughout such a lesson pictures and photographs should be used.

(3) These mountains are the source of mighty rivers. Map study will show this to the pupils. Let them find some of them and try to decipher the names. Some of these names may be blackboarded. The life in these mountain fastnesses should then be described, and the children encouraged to bring to school readable accounts and pictures of the grizzly bear, the mountain goat and mountain sheep, the puma or mountain lion, the eagle, etc.

(4) Other Ranges:

(a) The Coastal Ranges might then be developed in a similar manner. Note similarities, differences; not so high; often heavily forested; not so continuous; see where rivers break through, where arms of the sea have penetrated. The principal bays and gulfs should now be learned and the reason for their occurrence. Are such indications the result of tidal action? Or are they submerged mountain valleys?

(b) The Island Range. A partially submerged range. This accounts for the innumerable islands north of Juan de Fuca Strait. Why are no such islands found south of latitude 48 degrees? Account for the Gulf of California and the peninsula of Lower California in the same manner.

(5) The Great Inland Plateau. For this purpose use a cross-section of the mountain territory about the latitude of San Francisco. Later one cutting through Vancouver Island might be used. The plateau in latitude 42 degrees north is at its widest. It is cut up by great detached mountain ranges. Show these on the blackboard sketch map. Note their names, teach Selkirk Range. Interesting features of the appearance and life on these plateau lands should be incorporated into the lesson. The appearance of the rivers as they cross this plateau—deep sunk in gorges, swift flowing—dangerous.

(6) The Slopes to the West and East. All great mountain areas are built on platforms. We call these platform areas, the slope to the Pacific, or the slope to the interior as the case may be. Compare the two slopes—to the West it is steep, rugged, much broken, deeply scarred; to the East descending in undulating table lands and prairies; long-sloping, gentle. The cross-section should be extended to show this. How would the rivers be affected by such a slope? By the slope to the West? On which slope do we live?

"The Secondary Highlands" may be treated in a similar manner. Such an amount of detail is not necessary for the Appalachians or the Laurentians. By the comparative method these highlands may be seen in true perspective. They are old mountains; their once great peaks are worn down to broad rounded hills, etc. The pupils should now be in a position to help with the points to be observed. Extend the cross-section to the Atlantic. Atlantic slope; map study by the class; such questions might be asked:

What rivers can you find?

How do they compare with the rivers of the Pacific slope?

Why is there no St. Lawrence on the Pacific side of the continent?

Why are there so many lakes in the Laurentian highland area?

The Great Central Plain. — This should now be located as to boundary areas, and described in general terms. The description of the life on these plains might be deferred until drainage of the continent is taken. At that time travel trips, in imagination, along the rivers will give clear mental pictures of the main life features. The pupils should be reading at this stage such books as Carpenter's Geographical Readers and Nelson's "The World and Its People." The illustrations to be found in these books are most satisfying to children at this stage. Many children would buy copies if they could see and read a little in "teacher's copy." HAS "teacher" such a copy?

CORRECTION.

By a typographical error, a letter by Miss Ella Darlington, in previous number, read "One of the bright spots in B. C. education is that it is not secular." The sentence should have read: "One of the bright spots in B. C. education is that it is secular."