

The B. C. Teacher

OFFICIAL ORGAN OF THE B.C. TEACHERS' FEDERATION

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Published on the 10th of each month, except July and August, by the B.C. Teachers' Federation,
410 Campbell Building, Victoria, B. C.

Annual Subscription.....\$1.50 Members of the B. C. Teachers' Federation.... 1.00
Printed by T. R. Cusack, Victoria, B. C.

Vol. III.

June, 1924

No. 10

ANNUAL GENERAL MEETING

Report of Resolutions

The following resolutions were considered by the Annual General Meeting and action taken as indicated:

Place of Convention

1. That this meeting of the B. C. Teachers' Federation now decide the place of the Convention for 1925 and the policy of financing the expenses for transportation, etc. *Matter left in hands of New Executive with power to act.*

Teachers' Contract

2. That the Executive be urged to investigate the subject of a Teachers' Contract, and endeavour to have such a contract incorporated in the Rules and Regulations of the School Act. *Carried.*

District Organizers

3. That the province be divided into districts and a district organizer be appointed to organize each district with a view to increasing the membership of the Federation. *Referred to Executive.*

Penalty Funds

4. That a refund shall be made to any teacher who sends a request to the Executive before June 30th, 1924, of any moneys paid by that teacher as penalties for the Federation Year 1923-4. *Carried.*

Emergency Fund for Special Cases of Distress

5. Whereas it sometimes happens that members of the B. C. Teachers' Federation apply to the Federation office seeking financial aid in their day of adversity; and whereas there is at the present time no fund which may be used by the Federation to relieve such distress.

Therefore be it resolved that the General Secretary be instructed to send a circular to all members of the Federation asking for voluntary contributions to an emergency fund to be placed in the hands of a committee appointed by the Executive, to the end that such cases may be dealt with after full investigation by the committee. *Carried.*

Superannuation

6. Whereas Part IV. of the Superannuation Act which has now been in force for three years, is found to be unworkable, owing to the clause which requires the consent of the Municipal Council, therefore be it resolved: That the Government be asked to recognize teachers as their employees for the purpose of the Superannuation Act, and to place them on the same standing as the Civil Service. *Carried.*

Announcement of Survey

7. That the B. C. Teachers' Federation ask the General Secretary to send a message of appreciation to Mr. S. J. Willis, the Superintendent of Education for B. C., for his kindly courtesy shown in making the announcement of the Government's decision to hold an Educational Survey at the banquet given by the B. C. Teachers' Federation. *Carried.*

Thanks

8. That the General Secretary be instructed to convey to the Vancouver School Board the thanks of the B. C. Teachers' Federation for the use of the school buildings for the Annual Convention. *Carried.*

9. That the General Secretary convey to the press the appreciation of the B. C. Teachers' Federation of the publicity given to the Annual Convention. *Carried.*

10. That the General Secretary be instructed to thank on behalf of the B. C. Teachers' Federation all those who have assisted on the programmes of its sessions both general and sectional. *Carried.*

11. That the General Secretary be empowered to thank on behalf of the B. C. Teachers' Federation any others who have assisted in making this Convention a success. *Carried.*

Age of Beginners

12. That children upon entering school be required to be six years of age, and to give proof of age. *Referred to Principal's Section.*

Four-Year High School Course

13. That it is recommended the present high school course, leading up to Junior Matriculation be extended to a four-year course. *Carried.*

Normal Entrance and Junior Matriculation

14. Whereas the present system of having two separate standards for students entering Normal and for those entering the University, works an unfair hardship on both;

Therefore be it resolved that we request the Department of Education to consider the advisability of making subjects for prospective Normal students in Grade XI, also acceptable to the University authorities for Junior Matriculation. *Carried.*

Intelligence Tests for Entrance Examination

12. Resolved that the B. C. Teachers' Federation recommend to the Education Department that, for the purposes of experimentation and comparison, an intelligence test be given to all pupils taking the Entrance Examination; such intelligence test to be held simultaneously with the Entrance Examination. *Referred to Department of Education without endorsement.*

MANUAL TRAINING SECTION

16. That the Department of Education be asked to dispense with the Manual Training report card. *Carried.*

17. That Manual Training be made an optional subject with drawing for High School entrance. *Carried.*

18. That owing to the expansion of Manual Training in the province and from the fact that teachers are being appointed who have had no great experience in the work and who would benefit under present circumstances we respectfully suggest that an inspector be appointed to give his whole time to the work. *Carried.*

REFERRED TO EXECUTIVE

The following resolutions were referred to the Executive, which met on Saturday, June 14, and action was taken as shown:

HOME ECONOMICS SECTION

Resolved that we petition the Provincial Government through the Department of Education:

19. (a) To make the Home Economics course compulsory for all girls in Public and High Schools in all cities of the first and second class, and in District Municipalities, throughout the province. *Carried.*

(b) To include Home Economics as a subject for which report shall be made regularly to parents, with the idea of raising the status of this subject in the minds of parents and children. *Carried.*

(c) To dispense with special diplomas for Home Economics and instead to include it as part of the regular course of study for entrance, to be added to the list of subjects for which recommendation (for passing entrance) is made by the principal. *Carried.*

20. In order to effect the above as easily as possible, to appoint a thoroughly competent woman with a University degree, or its equivalent in qualifications, as Provin-

cial Organizer and Supervisor of Home Economics, to be directly responsible to the Department of Education. *Carried.*

21. To grant or obtain Matriculation status for students who have passed the three years' examination in the Home Economics course as outlined by the Department of Education. *Carried.*

22. To do everything towards the establishment of a Home Economics Department in the University of British Columbia so that the students of our own province may have the advantage of the training needed to fit them as teachers and leaders in a science which is rapidly becoming recognized as an essential in any broad educational plan for girls. *Carried.*

The Following Resolution was passed by the Home Economics Section:

Whereas a very large proportion of our girls never enter High School:

And whereas many of these need further training for successful economic home-making:

And whereas others have marked abilities along purely vocational lines, such as cookery, home decoration, commercial art, dressmaking, etc., for which at present there is little or no training.

Therefore, be it resolved that we ask the Provincial Government through the Department of Education to make it compulsory for School Boards as soon as possible and wherever possible to establish Technical and Vocational Schools for girls throughout this province.

TECHNICAL SECTION

23. Resolved that the Education Department ask the University authorities to co-operate with them in making our present Technical Leaving Certificate, Matriculation standing leading to a Science Course. *Carried.*

Extra-Mural Courses

24. That this Convention recommend to the Department of Education that the U. B. C. be requested to provide extra-mural courses in the Arts Department. *This resolution had been endorsed by all Sections of the Convention and was carried unanimously at the Executive Meeting.*

Education a Major Subject

25. That this Convention recommend to the Department of Education that education be made a major subject in the Arts Course. *Carried.*

RESOLUTION PASSED BY SENIOR SECTION

Grammar Text-Book

26. That the Executive of the B. C. Teachers' Federation be asked to approach the Department of Education in regard to replacing the present text-book in grammar, (Lang) by one written by Dr. Goggin and Mr. D. L. MacLaurin. *Left in hands of Principals' Committee.*

RESOLUTION FROM RURAL SECTION

Model Answers

27. That the Education Department be respectfully

asked to publish a set of model answers to the Entrance Examinations. *Laid on the table.*

History Reading

28. Resolved that the Convention consider the question of provision of suitable history reading material in Grades 5 and 6, and the question of substituting more interesting reading in Grades 7 and 8, with supplemental reading of historical novels, etc. *Referred to Senior and Intermediate Section. Held over for report.*

Literature

29. Resolved that the Convention consider the question of a wider choice of reading material in literature in Grades 7 and 8 and possibly in Grades 5 and 6. *Referred to Senior and Intermediate Sections. Held over for report.*

Geography

30. Resolved that the question of revision of the Geography Course be considered at Convention with the aim of securing—

(a) A more definite course in the grades, finishing in Grade 8 with the British Empire rather than the World.

(b) The provision of suitable illustrated material in the grades to cover the course. *Referred to Senior Section. Held over for report.*

Religious Education

31. That the Executive of the B. C. Teachers' Federation be requested to appoint a committee to further discuss with representatives of the Parent-Teacher Federation and of the Council of Religious Education the general policies approved by the mass meeting of teachers and parents held Thursday, April 24, 1924. *Carried.*

ENTRANCE EXAMINATION

32. That supplementals be granted in Entrance Examinations with the suggestion that the Department encourage the opening of summer schools in large centres to coach pupils in the various subjects. *Carried.*

HIGH SCHOOL SECTION

The following resolutions were passed by the High School Section, and a delegation consisting of Mr. G. W. Clark, Mr. G. A. Fergusson, Mr. W. R. Smith, Mr. Harry Charlesworth waited on the Education Department. A most satisfactory interview was granted, and the results are briefly indicated:

MATRICULATION EXAMINATION

33. Whereas owing to the number of candidates it is necessary to have two or more examiners to mark the same subjects; Resolved that in order to spread any inequality on the marking of the booklets that the Department be asked to keep a Provincial Alphabetical list of the Matriculation candidates and that the examination booklets be given to the examiners in the order thereof. *Not agreed to, but further steps to minimize inequalities will be taken.*

ENGLISH SECTION

34. (a) That the time for the examination in Matriculation English Literature be extended from 2 to 2½ hours but that the length of the paper be not increased. *Approved.*

(b) That any five of the seven poets whose work is included in the "Poems of the Romantic Revival," be accepted for the Matriculation each year. *Approved.*

(c) That for 1925 the Shakespeare options on the Junior Matriculation be "Macbeth" or "The Merchant of Venice." *Approved.*

(d) That English Grammar be restored to a place on the High School curriculum. *Approved.*

(e) That a Committee representing Teachers, Education Department, and University, be appointed to draft a syllabus of grammar taking as a basis the "nomenclature of the British and American Reports." *Idea of syllabus approved, but nomenclature left for further consideration.*

MODERNS SECTION

35. That the report of the Committee appointed a year ago to draw up a new French course, be endorsed. *Approved.*

HISTORY

36. That the Superintendent of Education be requested to appoint a committee representing the Faculty of History in the U. B. C., and the teachers of history in the High Schools of the province to draw up a list of topics for the Junior Matriculation Examinations in 1925. *Approved.*

HIGH SCHOOL MATHEMATICAL SECTION

37. That the following proposed modifications in the Algebra Course be approved:

Grade IX.

Omit XIII—c; d; three unknown reciprocals.

Omit XVI—d; e; cube root, omit entirely.

Add XVII—a; b; c; d.

Grade X.

Add XIII—c; d; (omitted in Grade IX.)

Add XXIII—a; b.

Add XXIV—

Grade XI.

Omit XXIX—a; b.

Add XXXII—a; b.

—*Approved.*

HIGH SCHOOL HISTORY SECTION

38. That the Canadian Edition of "World Progress," be studied through Grades IX, X, and XI, the chapters treating of British, British Empire and Canadian history being especially stressed;

That, in addition, in Grade XI, a special study be made of Canadian Government and of the organization of the British Empire as a whole; and.

That the Department of Education be requested to accept the foregoing programme of history studies for both Junior Matriculation and Normal Entrance. *Approved.*

That Junior Matriculation be made equivalent to Normal School Entrance. *Left for further consideration of details.*

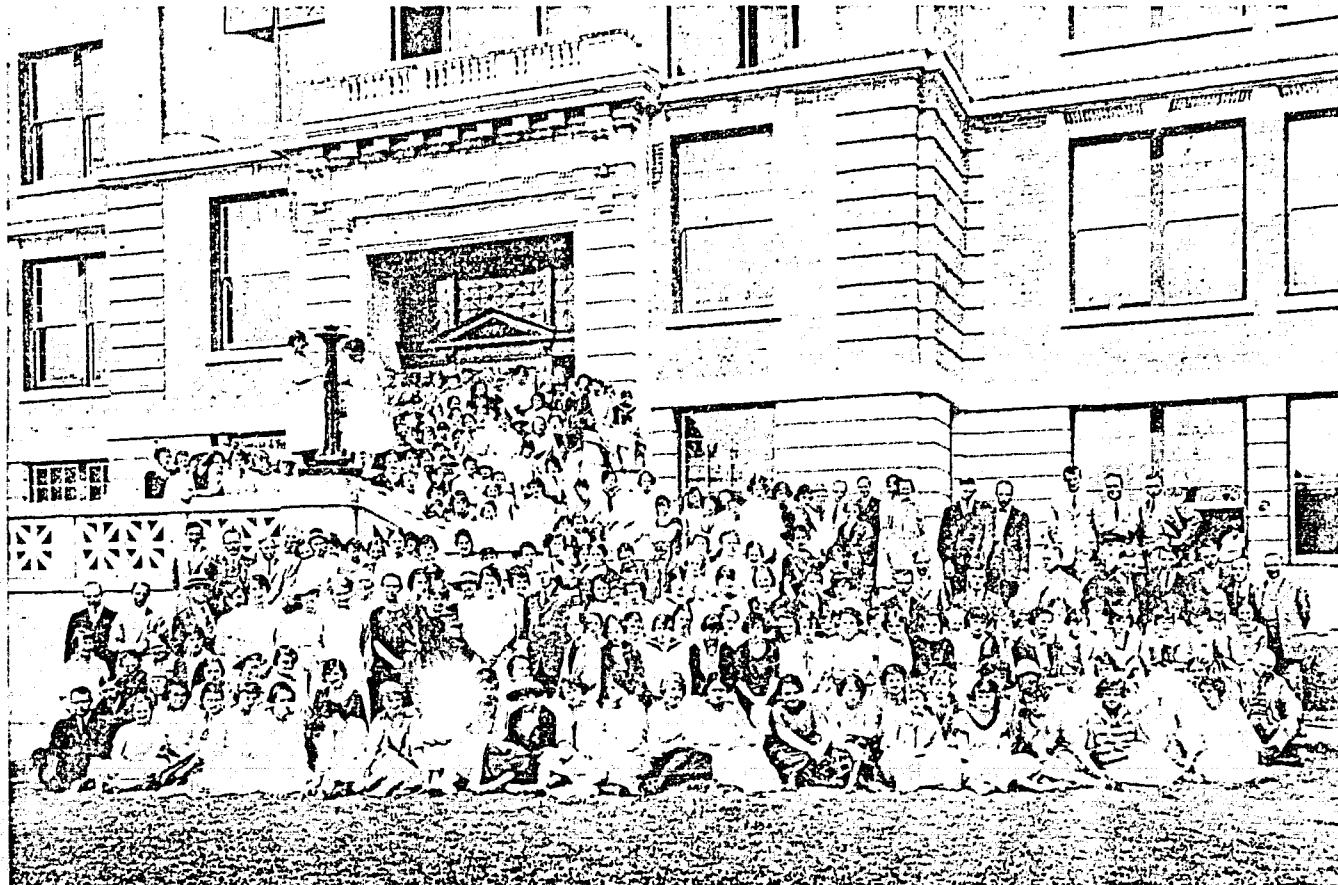
OTHER GENERAL MEETING RESOLUTIONS World "Good Will Day"

39. That all Federation members endeavour to have May 18th of each year known and observed as "Good

Will Day," in accordance with resolution passed at the World Conference on Education held at San Francisco, June, 1923. *Carried.*

Membership Drive

40. That each Association should be asked to put on a membership drive, in order that as many members as possible be paid up by the first week in June. *Carried.*



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Constitution of B. C. Teachers' Federation

AS AMENDED AND ADOPTED AT ANNUAL MEETING, APRIL, 1924

CLAUSE 1.

NAME

The Society shall be known as the British Columbia Teachers' Federation.

CLAUSE 2.

OBJECTS

The objects of the Federation shall be:—

- (a) To foster and promote the cause of Education in British Columbia.
- (b) To raise the status of the teaching profession in British Columbia.
- (c) To promote the welfare of the Teachers of British Columbia.
- (d) To organize and administer a Benevolent Fund among its members.

CLAUSE 3.

MEMBERSHIP

Active Membership shall be:

(a) **By Associations:** Any Association of Teachers shall be eligible for membership in this Federation, and all members of such Association shall, ipso facto, become members of this Federation, provided always that:

- (1) No clause of the Association's Constitution is in any way at variance with this Constitution, or any purpose of this Federation.
- (2) The President of any Association admitted to membership in this Federation shall sign an undertaking that his Association is prepared to abide by the provisions of this Constitution.

(b) **By Individuals:** Any teacher who is too far removed from any large centre having an Association, to belong to such Association, may become a member of this Federation on application to the Executive, and on payment of a fee according to the scale in Clause 10, such members to be known as "unattached members."

Exclusion Clause: No Association which admits to membership any of the following shall be eligible for membership in this Federation:

- (1) Officials of the Education Department, except those who are actively engaged in teaching.
- (2) School Trustees, except those who are actively engaged in teaching.

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- (3) Executive Officers of Boards of School Trustees.

In the event of any teacher belonging to more than one Member-Association of Teachers, he shall choose with which Member-Association he shall have his Federation Membership counted.

Honorary Membership:

- (a) Honorary Members may be elected at any general meeting, or by resolution of the Executive.
- (b) Honorary Members of Member-Associations become, ipso facto, Honorary Members of this Federation.

Associate Membership:

(a) Any person holding a teacher's Certificate, but who is not actively engaged in teaching, may become an Associate Member of the Federation on application to the Executive, and on payment of a fee according to the scale in Clause 10, unless such person is disqualified by the Exclusion Clause.

(b) Any person actively engaged in the school in welfare work for the children, may become an Associate Member of the Federation on application to the Executive, and on payment of a fee according to the scale in Clause 10, unless such person is disqualified by the Exclusion Clause.

Associate Members of Member-Associations become, ipso facto, Associate Members of the Federation, upon payment by the Member-Association of a per capita fee according to the scale in Clause 10.

Associate Members may not vote, and may not hold Executive Office.

Life Membership: The General Meeting may vote the honour of life membership in the B. C. Teachers' Federation to any of its members.

OFFICERS AND EXECUTIVE

CLAUSE 4.

The Officers of the Federation shall consist of a President, a Vice-President, the Junior Past President and a Secretary-Treasurer.

The Executive Committee shall consist of:

- (a) The Officers of the Federation;
- (b) Geographical representatives. The retiring Executive Committee shall divide the Province into geographical districts and each such district shall be entitled to one representative on the Executive Committee;
- (c) A representative of the Faculty of the B. C. University.
- (d) A representative of the Faculties of the Provincial Normal Schools.

- (e) Five additional Members to be elected by those members of the Executive Committee comprised in Sections (a), (b), (c) and (d) as above, for the purpose of securing adequate representation of all sections of teachers.
- (f) The President of any Province-wide section of teachers. Such President shall be ex-officio a member of the Executive.
- (g) Such persons as have been honoured with life membership in the Executive by vote of a General Meeting.

A majority shall constitute a quorum.

ELECTIONS

The **President** shall be elected by ballot at the Annual Meeting, the nominations being made in open meeting, and all accredited delegates shall be eligible to vote.

The **Vice-President and Secretary-Treasurer** shall be elected by the new Executive Committee from amongst their number.

The **Representative** for each geographical district shall be elected by a postal vote of the members in each district to be taken during the four weeks ending on the Saturday before Easter. Nominations for each geographical representative may be made by any member of the Federation in that Geographical district and shall be in the hands of the General Secretary not later than five weeks previous to the Saturday before Easter. Should no candidate be nominated in any district, the new Executive shall have power to appoint a representative from that district.

The **Representative of the Faculty of the B. C. University** shall be elected by the members of the Faculty who are members of the Federation.

The **Representative of the Faculties of the Provincial Normal School** shall be elected by the members of those Faculties who are members of the Federation.

DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE

(a) The **President** shall be the Presiding Officer of the Federation, and shall, ex officio, be the Chairman of the Executive Committee, and shall also be a member, ex officio, of all committees and sections appointed by the Executive. He shall have general supervision of all matters and affairs of the Federation. In the absence or disability of the President, his duties shall be performed by the Vice-President.

(b) The **Secretary-Treasurer** shall have charge of the seal and of all the archives of the Federation, shall prepare and preserve a record of all meetings, general or otherwise, of the Federation and its Executive, and shall sign and execute all instruments in the name of the Federation when authorized to do so by the Executive Committee, affixing thereto the seal of the Federation in the presence of the President or Vice-President. He shall be the legal custodian of all the property of the Federation. He shall submit to the Executive Committee, at least fifteen days before the Annual

General Meeting, a written report of the business of the Federation for the preceding year.

He shall have the care and custody of all moneys of the Federation, whether as membership fees or otherwise; shall deposit same in such bank as shall be designated by the Executive, and shall disburse and dispose of the same at the order of the Executive.

He shall keep a proper set of books of account of the Federation, and shall exhibit the same to the Executive Committee when required. He shall submit at the Annual General Meeting of the Federation, report of the accounts and financial condition of the Federation and of all moneys received and expended by him and shall forward copies of the Financial Statement to each Member-Association, and to each unattached member, at least two weeks before the Annual Meeting. He shall be required by the Executive Committee to execute a bond for the faithful discharge of his duties in such sum as the Executive may require, the premiums of such bond to be paid from the funds of the Federation.

(c) The **Executive Committee** shall, subject to the action of the Federation in general meeting assembled, exercise all the powers of the Federation, the direction and supervision of its business and the conduct of the affairs of the Federation. It may appoint advisory committees or sections to carry on the activities of the Federation, whose powers and duties shall be defined or approved by the Executive.

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The Times

The Home Paper

The Executive Committee shall have power to appoint, fix the remuneration of, and dismiss a **General Secretary** who shall have charge of all correspondence of the Federation, both internal and external; shall issue a notice of all meetings, both general and executive; shall issue all notices of the Federation and its Executive, and no notice of any of the activities of the Federation, excepting those of the authorized sections, shall be binding and official unless issued over his signature.

Whenever any vacancy shall occur in the Executive Committee, or in any office of the Federation by death, resignation or otherwise, the vacancy shall be filled by the Executive Committee until the next Annual General Meeting.

A quorum of the Executive shall be a majority of the members thereof.

The Standing Committees of the Federation shall be:

- (1) The Finance Committee, which shall consist of three members of the Executive.
- (2) The Constitution and By-laws Committee, which shall consist of three members of the Executive.

(d) The terms of office of all Officers and all Members of Committees and Sections shall continue until their successors are appointed.

CLAUSE 5.

MEETINGS

(a) The Annual General Meeting shall be held at such time during the Easter Vacation of each year as the Executive Committee may order, but at least thirty days' notice shall be given to Member-Associations and unattached members.

The voting body at an Annual General or Special General Meeting shall consist of the Executive Committee and delegates from each Member-Association. Each Member-Association shall have the right to representation in the meeting in the proportion of one delegate to each ten of its members and where the membership is in excess of an exact multiple of ten, one additional delegate shall be added. When unattached members are present, they are hereby empowered to select delegates to represent them in like proportion.

(b) The business of the Annual General Meeting shall be:—

- (1) Receipt of Reports.
- (2) Receipt of Financial Statement.
- (3) Nomination of Officers.
- (4) Election of Officers.
- (5) Election of Auditors.
- (6) General Business.

(c) A Special General Meeting shall be held at the call of the Executive Committee, on request of two or more Member-Associations, or on the request of twenty unattached members, providing always that fourteen days' notice be given, the business of such meeting to be specified in the notice.

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(d) A quorum at the Annual General or Special General Meeting shall be 20 per cent of the possible number of delegates.

Bourinot's Rules of Order shall govern procedure of all meetings, etc., when not inconsistent with this Constitution and By-laws.

CLAUSE 6.

POWERS

(a) The Federation shall be empowered to receive in affiliation any Association of Teachers in British Columbia, provided always that:

(1) The subject shall be dealt with by the Executive.

(2) The Constitution and By-laws of the requesting Association be not in conflict with any clause or section of the Constitution and By-laws of the British Columbia Teachers' Federation.

(b) The Constitution and By-laws of the Federation shall not be altered, amended or added to except by an extraordinary resolution of the Federation, submitted at a general meeting, of which due notice (14 days) shall have been given.

(c) The Federation may, upon advice of the Executive, upon a vote taken by referendum, apply for a charter of organization under the Societies Act.

(d) **Borrowing Powers:** The Executive Committee shall have power to borrow from any person or persons any sum or sums of money, and for that purpose shall be entitled to charge the assets of the Federation either by way of mortgage, lien or otherwise. Provided, however, that such power as aforesaid shall not be exercised except it be assented to by at least two-thirds of the Executive.

(e) **Auditors:** The Executive shall have power to appoint an auditor or auditors.

(f) **Examination of Records and Books:** All books, documents and other papers shall be kept in the custody of the office hereinbefore set forth and may be examined by any person duly authorized by a Member-Association, or by an unattached member, upon giving to the proper officer in that behalf due notice in writing.

CLAUSE 7.

VOTING

(a) **Voting** shall be by a show of hands at the Annual General or Special General Meeting, unless not less than one-third of the members attending demand a ballot.

(b) **Absentee Voting:** Members of the Executive and delegates to the Annual General or Special General Meeting shall be entitled to vote by proxy on all questions.

CLAUSE 8.

REFERENDUM

The Executive of the Federation may submit any questions affecting the Federation's interests for con-

sideration to the Member-Associations and unattached members' interests, submit such question for consideration to the Member-Associations and unattached members. A vote on such question shall be taken by each Member-Association, and the majority and minority vote shall be promptly communicated by mail to the General Secretary of the Federation. Unattached members shall record their votes on forms provided for the purpose by the General Secretary. No action shall be taken by the Executive except such as is authorized by a two-thirds majority of those voting.

CLAUSE 9.

INITIATIVE

At the request of not less than three Member-Associations, or twenty unattached members, the Executive shall submit to referendum any questions placed before it for the purpose.

CLAUSE 10

FEEES

(a) The annual fees of this Federation are due and payable on **March 1st** of each year.

(b) Each **Member-Association** shall pay into the Federation treasury an annual per capita fee based on the following graduated scale:

For a salary of—

\$1000. or under	\$ 5.00
\$1001. to \$1250.	7.00
\$1250. to \$1500.	8.00
\$1501. to \$2000.	9.00
\$2001. to \$2500.	10.00
\$2501. to \$3000.	11.00
\$3001. and over	12.00

Associate membership fee, \$3.50

(c) **Unattached Members** shall pay into the Federation treasury fees according to the scale in Section (b) above.

(d) Teachers who have not had an opportunity of joining the Federation previously, but who join during the year, shall pay a fee equal to one-tenth of the applicable yearly rate per teaching month for the unexpired portion of the Federation year.

(e) For extraordinary expenses, or for the pooling of expenses in connection with conventions, the Executive may make a levy upon the entire membership of the Federation; such levy shall be paid forthwith to the treasurer by each Member-Association, for each one of its members, and each Member-Association shall be considered delinquent until such levy is paid.

(f) Members suffering from protracted illness occasioning more than three months' absence from duty may be exempted from all fees and levies for the current year on application to the Executive Committee.

(g) Members in good standing who are on leave of absence for the purpose of further study, or members who are teaching "on exchange," shall be retained as members in good standing without payment of fees during the time they are thus engaged.

SCHOOL SURVEYS

Article IV.—RURAL SCHOOL PROBLEMS

(By NORMAN FERGUS BLACK, M.A., Ph.D., Duke of Connaught High School, New Westminster, B. C.)

THE most important item on the agenda of enlightened education reformers is the betterment of the rural schools. Our newspapers are urban. Our most prominent publicists are usually city dwellers. It is vastly easier to secure well-informed and articulate public opinion in cities than in sparsely-settled regions. Consequently, we do not hear as much as we should about the needs of the schools that matter most.

For the schools that matter most are many miles from Vancouver or Victoria.

The schools, the maintenance and increase of whose efficiency is most important to British Columbia, are those in the open country.

What are some of the rural school handicaps upon which we might expect a British Columbian educational survey to direct the attention of the public and along what lines would resultant reform be likely to proceed?

Those responsible for the school system of British Columbia have good reason for pride in the history of our rural schools.

Twenty years ago, a winter's study devoted to a painstaking topical analysis and comparison of the school laws, regulations and reports of all the Canadian provinces convinced me that, upon the whole, British Columbia had the best rural schools in the Dominion. Indeed probably everyone whose studies justify him in expressing an opinion will expect a disinterested comparative study by competent experts to show that the relative place of this province is still honorably high. However, no one familiar with such matters can doubt that such an enquiry, in the light of experience here and elsewhere, would effectively direct attention to ways and means of rendering the work of our rural schools still more valuable.

Einstein's doctrine that he who is not progressing faster than his neighbors is standing still or going backward may or may not be sound in the realm of physics; it is a safe working creed in the realm of education.

Of course there have been many important surveys of rural school systems, particularly in the neighboring republic. Painstaking studies of various European school systems are also available and should provide much food for thought. The Saskatchewan survey deals in very suggestive fashion with rural problems on the prairies. But the only book providing a detailed Dominion-wide conspectus of the organization, administration and supervision of Canadian rural schools is the report of a survey by Dr. James Collins Miller, published some ten years since. The book is based upon extensive personal observation, the study

of a great mass of official documents and replies received from ninety-six school inspectors representative of all parts of Canada. Unfortunately, as only two British Columbians turned in answers to the very searching questions contained in Dr. Miller's questionnaire, his survey is a less reliable index of conditions in British Columbia than it is of those in any other province. Nevertheless, even at this date, there are facts and suggestions in Dr. Miller's report that deserve respectful study by friends of our country schools.

The outstanding handicap of the rural schools in Saskatchewan Dr. Foght found in the fact that, while they were very efficiently inspected, they were very inefficiently supervised.

The facts gathered by Dr. Miller indicate that the same criticism would probably be valid in any Canadian province. He found school administration in Canada to be creditably free from partisan politics, that bane of so many American school systems. The general scholarship of the inspectors was high and their conscientious industry most admirable. The value of their services was discounted, however, by the fact that the overwhelming majority of them had never been given any special professional training for the functions of rural school inspectors in particular.

From Dr. Miller's survey, the school inspectors of British Columbia may gather the doubtful comfort that, overloaded as they may feel themselves, they are probably better off in that respect than are their colleagues in any other Canadian province. The melancholy fact is that we expect of school inspectors here and elsewhere far more than it is humanly possible for them to do. They can and do inspect the numberless schools scattered over their gigantic inspectorial districts and, over and above the mere observation and reporting of facts, they do whatever lies within their powers to give help wherever it is most needed; but really to supervise the work of so many teachers is for any one man an impossible task.

No one knows better than these same school inspectors what need there is for detailed, persistent, sympathetic, responsible supervision in our country schools. Their interesting and intelligent reports included in the annual report of the minister of education reveal this fact on every page. The work of the inspectors must be supplemented by that of local supervisors, suitably trained and given authority adequate to the responsibility of co-ordinating the work of the schools in their charge and maintaining and improving their effectiveness. A good beginning has already been made by some progressive rural municipalities. The plan must be properly thought out, adapted to

conditions obtaining in this province, and developed so as to extend its benefits as completely as may be to every rural school.

Great praise is given to British Columbia by Dr. Miller for the establishment of rural municipal school boards. In thus instituting the large administrative district for rural schools, British Columbia took a long step in advance. But that courageous innovation was introduced in 1905 and it would be indeed surprising if the experience of eighteen years did not suggest improvements.

In some states and provinces, rural municipalities are of some stated size or shape, but not so in British Columbia, and in this lies one difficulty facing our system of school administration by rural municipal boards.

With us, a rural municipality may be neither bigger nor more populous than an old-fashioned school district such as those existing outside the organized municipalities. Glenmore Municipality is officially credited with a population of 270. The area of Fraser Mills rural municipality is 390 acres. On the other hand the rural municipality of South Vancouver has a population of about 30,000, and the area of Surrey is 76,000 acres. The rural municipalities of Coldstream and Pitt Meadows employ two and three teachers respectively, while in the elementary schools of Point Grey some seventy teachers are engaged.

And what about the distribution of the burden of maintenance?

Examination of the last report of the inspector of municipalities throws enough light upon this problem to make it evident that still more light is needed.

Figures are proverbially dull reading, but the following should prove interesting if the reader will "sit up and pay attention."

Last year the school rate and the total tax levy were respectively two mills and eleven mills in Glenmore; 3.5 mills and 24.1 in Coldstream; 22.22 and 55 in South Vancouver rural municipality; 10.333 and 16.083 in Spallumcheen; 9 and 23 in Surrey (besides a wild lands tax of 39 mills); 25 and 48 in Penticton rural municipality; 15.59 and 38 in Burnaby (wild land tax 50 mills); and so on. The total taxable property varies from less than half a million in one such municipality to more than twenty-three in another. For the same typical rural municipalities the average taxable wealth per inhabitant appears to be \$544 in Fraser Mills; \$776 in South Vancouver rural municipality, \$1,254 in Penticton rural municipality, \$1,423 in Burnaby, \$1,471 in Surrey, \$1,511 in Spallumcheen, \$3,310 in Glenmore and \$7,258 in Coldstream. Does it not look as if a very real and urgent problem still remains to be solved if our younger citizens are to be afforded approximately equal educational opportunities and if the burden which that entails is to be spread fairly over the whole citizen body?

A recent survey of the rural schools of the state of New York revealed discrepancies something like those we have been discussing, and partly with a view to

their elimination, it was recommended that the principle of the large administrative unit be maintained and even extended, but that the boundaries of school districts be not necessarily those of the rural municipalities. Provision is also made for the maintenance of local interest and responsibility and for the grouping or co-operation of municipalities to facilitate a solution of the problem of continuous local supervision by trained educators. Of course information is available as to how such schemes have worked out in practice.

And be it remembered, considerably less than half of the rural teachers of British Columbia are in the employ of municipal school boards. A regiment of some two thousand five hundred trustees are struggling with educational problems outside the limits of the rural and urban municipalities. No class of men as a class are serving their province better. But is the machinery under which their schools are conducted not open to further improvement? It is a question that deserves attention.

Those familiar with the facts in British Columbia will agree with Dr. Miller in treating the calamitously frequent change of teachers as a major problem in rural school administration. If the facts could be brought home to the people at large in their full significance, there would surely be little difficulty in getting popular support for any reasonable measure that would promote greater permanency in the tenure of efficient country teachers. In Inspector Manning's contribution to the last report of the department of education, attention is called to the statement that changes are just twice as frequent in rural municipalities as in cities and that in rural and assisted schools 67 per cent changed teachers between June, 1921, and March, 1922. This lack of continuity in the teaching they receive is robbing thousands of our children of their educational birthright.

On the other hand, such restlessness indicates that the rural teacher is not as happy and contented as it is necessary in order that he or she may do the best possible type of work even during the brief period before hurrying on "to pastures new."

Very largely it is a matter of salary, but many other elements complicate the situation. In some quarters the evil has been relieved. Inspector Manning says: "Several of the school boards of this area have now provided teachers' residences and it is gratifying to note that in almost every instance in which this has been tried the teachers have remained for a second year or longer." Would it not be very interesting indeed to have authoritative information as to how general that experience has been?

I should greatly like to examine the results of a comprehensive enquiry into the reasons assigned by country teachers themselves in explanation of their migratory habits. Several possible contributory factors have been indicated above, but another of great importance probably lies in the fact that the teachers of our rural schools were never trained for rural school teaching. Teaching in an urban graded school and teaching in an ungraded rural school have about as

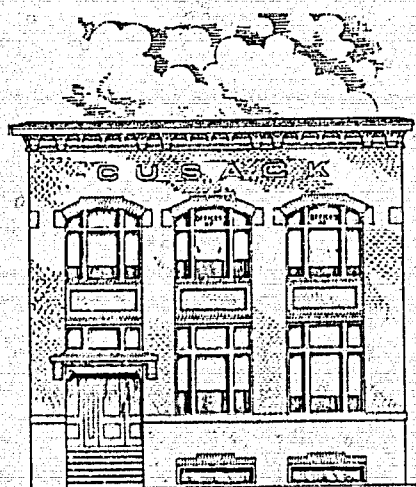
much in common as the grocery business and the hardware trade.

When rural school teaching is recognized as an important specialty, a larger proportion of the better kind of teachers will resist the lure of the town. I wish I could spare room to quote facts and opinions on that topic from Dr. Miller's book and other rural surveys.

There is a very general agreement among educators that while the curriculum should not be narrowed in an effort to restrict country children to rural occupations, every child should be taught in terms of his own experience and by means of the life around him.

If this principle is sound, there should be some distinction between the rural curriculum and that of urban schools.

At all events something more should be done to help the country teacher to meet successfully her special difficulties and conditions. For example, pretty detailed suggestions should be offered relative to the time allotment among grades and subjects, the length and number of recitation periods, and so on. Modern pedagogy demands that the whole course of studies be presented primarily in terms of aims and objective standards rather than as an outline of facts. Subjects or topics that experience shows to be badly taught in any large proportion of cases, should be associated with special comment and suggestions in the course of studies. The wise grouping of grades should also be made the subject of very careful and somewhat elaborate notes in a curriculum or syllabus intended for rural school teachers.



THE HOME OF THE B. C. TEACHERS' MAGAZINE

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: Forest Fires :

THEIR CLASSIFICATION

(By T. H. Wilkinson, Assistant Forester)

As a rule, forest fires are divided into three classes, namely: ground, surface and crown.

GROUND FIRES

Ground fires burn deeply in the decayed vegetation on the ground, travel very slowly, and are usually very difficult to extinguish. One of the worst features about them is that they more often than not develop into surface fires. They develop a tremendous heat, killing the living tissues of the roots which mean life to the tree, and usually destroying everything in their path. Another bad feature about a ground fire is the fact that you can never be certain that it is out. Sometimes the injury to the trees cannot be seen above the ground, but the roots have been killed or weakened. This is the chief reason we tell you never to light a fire by cutting a trail around the fire, clearing the trail of all inflammable material and digging down to mineral soil.

SURFACE FIRES

Surface fires are by far the most common and destructive type which occur in the Province. Nearly all Forest Fires start as surface fires. As a rule they run along the ground feeding on the surface layer of leaves, dry twigs, dry grass and small trees. However, they sometimes run up into the crowns of the trees and scorch them. If the wind is heavy and the crowns very inflammable, the surface fire will develop into a crown fire. The severity of a surface fire depends, of course, on the amount of debris in the Forest, the wind, the topography of the country, but above all, the "relative humidity." Dry slash, the result of logging on land clearing, makes far the hottest and worst fire to handle, in fact, a fire in slash with standing dead stubs scattered throughout, under certain weather conditions cannot be stopped, because the fire gets into the pitchy old stubs and the wind carries sparks ahead setting numerous fires in advance of the main fire.

A fire creates a draft of its own, which causes it to burn faster. This is very noticeable in the case of a fire burning up hill, because the air currents are heated and draw the flames upward. A fire travels very fast uphill and slowly downhill, and they burn much faster during the day than they do at night, because there is more moisture in the atmosphere at night. This will explain to you why experienced fire-fighters insist upon fighting the fire strenuously in the evening and early morning.

There are several ways of fighting a surface fire, but probably the most common method is what is known as the direct method. This is particularly so

in these days of portable pumps. Another system is to cut a trail in advance of the fire, or take advantage of a road, stream or river, and backfire. The backfire increases the width of the fire break and destroys the material in front of the oncoming fire, making it easier to handle at the break. However, so many different conditions arise on different fires that the fire-fighter has to adopt whatever system appears to be most likely successful.

CROWN FIRES

Crown fires are those which race through the tops of trees and start from surface fires. Crown fires only start when the woods are very dry and there is a high wind. This is the most difficult fire to deal with; it can rarely be stopped except by a natural barrier or rain.

School Survey For British Columbia

Dr. J. H. Putman and Dr. G. M. Weir to Have Charge

IN the absence of Hon. J. D. MacLean, Provincial Secretary and Minister of Education, Premier John Oliver has announced that an educational survey will be commenced immediately. It will embrace an investigation of every angle of education in British Columbia and will be conducted by a commission of two prominent educationists, Dr. G. M. Weir, recently appointed Professor of Education, University of British Columbia, and Dr. J. H. Putman, Senior Inspector of Schools, Ottawa.

The commissioners will be given such clerical assistance as they may require from time to time. They will be empowered, subject to the approval of the Minister of Education, to bring in, if necessary, one or more technically trained experts from outside the province for short periods to survey any phase of the system, which in the opinion of the commission would require such expert advice.

British Columbia Men to Aid

The Premier says it is assumed that the services of men of outstanding ability in the teaching profession and in the field of finance in this province will be utilized to assist in the work wherever such assistance would seem to the commission to be likely to prove valuable. Boards of School Trustees, Teachers' Associations, Municipal Councils, Chambers of Commerce, Canadian Clubs, Women's Institutes, Trades and Labor Councils, Service Clubs and other important organizations will be invited to present their views on educational problems to the commission and will be expected to facilitate the work of the commission without cost to the province.

Points to be Considered

The commission will be asked to consider, inter alia, the following points:

1. The scope and limits of the state education, to what extent should free education be provided by the government and local authorities; should tuition fees be exacted from pupils attending High School?

2. How can the incidence of taxation for school purposes be made more equitable (a) in municipalities; (b) in rural districts?

3. How can the cost of education (a) to the government (b) to the local districts be reduced without impairing the efficiency of the schools?

4. Improvement in the courses of study of elementary schools.

5. Should manual training and domestic science be taken up in elementary schools. If yes, in what grade should they be started? Should these subjects be made obligatory in the elementary and high schools of (a) cities of the first class; (b) cities of the second class? Should a supervisor of domestic science for the province be appointed?

6. The value and use of achievement and intelligence tests. Should pupils be promoted from grade 8 to grade 9 without departmental examinations of any kind? If not, what should be the nature of the examinations to be held?

7. What should be the enrollment at a school before a School Board is justified in appointing a supervising principal?

8. Would any great advantage be likely to result from placing the administration of schools in the hands of Municipal Councils, instead of Boards of School Trustees as at present?

9. Should School Boards in cities and district municipalities be empowered by statute to lay aside a definite sum of money yearly as a building fund?

10. Improvement in the course of study for high schools. (a) Would there be any decided advantage in adopting the unit system in vogue in American high schools? (b) Is it advisable to extend the course to four years?

11. The household science course (high school) and its relations to the University of British Columbia.

12. Is it advisable to establish junior high schools (grades VII., VIII. and IX.) in the larger districts?

13. How can greater emphasis be placed on the development of character in pupils attending the public schools?

14. How can a greater number of men be induced to enter and remain in the teaching profession?

15. How can a greater number of successful ex-

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perienced teachers be induced to accept and retain position in rural schools without additional cost?

16. How can the normal schools be made more efficient without additional cost?

17. How can the inspection of schools be made more effective without additional cost.

18. How can the general administration of the Department of Education be improved?

19. Any other important matters that may be brought to the commission's notice by public bodies.

To Close Work This Year

It is hoped that the work will be completed and the report submitted before the end of the calendar year. The commissioners will begin their task immediately. An opportunity is thus afforded to all who are earnestly seeking to improve the educational system to make their views known to the commissioners, states the Premier.

The Commissioners

Dr. Putman.

Mr. J. H. Putman, M.A., D. Paed., who is a native of Ontario, and who received his University training in Toronto and Queens Universities, is known throughout the whole of Canada, not only as a man of exceptional ability and scholarly attainment, but also as a leading educationist and administrator. During his long experience in educational work he has become intimately acquainted with all branches of education and all grades of schools from the little country school in which he first undertook the work of teaching, up to his present position as Senior Inspector of Schools for the Capital City of the Dominion. For several years Dr. Putman was Principal of the Ottawa Model School and later Vice-Principal of the Ottawa Normal School. During this period he also served as Alderman for the City of Ottawa, and has always been known and esteemed as a man of sound sense and independent judgment. He has made a thorough study of educational systems and is the author of a

valuable work on the founding of the Educational System of Ontario. Dr. Putman is at the present time Secretary of the Canadian Education Association. By training and experience no man in Canada is better qualified than is Dr. Putman to undertake the important duties now entrusted to him in making an educational survey of British Columbia. Dr. Putman will be the chairman of the commission.

Dr. Weir.

Mr. George M. Weir, M.A., D. Paed., was an honor graduate in arts, McGill University. He is a master of arts Saskatchewan University and a historical re-

search scholar Dominion archives. He is a doctor of pedagogy, with honors, Queens University. He took post graduate courses at Queens and Chicago Universities and completed the bar examinations of the Law Society of Saskatchewan.

Mr. Weir had several years' experience as a public and high school teacher, and as a provincial inspector. He was vice-principal of the Saskatchewan Normal School at Saskatoon for six years; principal of the same institution for five years and was recently appointed to his present position of Professor of Education, University of British Columbia.

SCHOOL ATHLETICS

(By Mr. E. C. Cline, Principal Morton High School, Richmond, Indiana)

SOME recent tendencies in school athletics and the recent tendency in professional pugilism seem to show some resemblances, which call for careful thinking. Of course, there is no actual connection between the two, but they result from the same cause: our all too-frequent American tendency to use our super-abundant energy and resources in carrying things too far. In school athletics there are sometimes apparent situations in which the real purposes of school athletics are obscured or forgotten in the mad rush to outdo the other in our support of inter-school athletics.

School athletics and inter-school contests of all kinds are most worthy parts of our school work, but their wholesomeness and their permanence depend on their being kept under the control of their proper educational aims. Just what are these aims that justify official support of school athletics? There seem to be three:

1. To promote the health and physical training objective. This is an obvious aim and needs no argument. However, there are two phases of it: not only the few best athletes, but all the pupils in the school deserve such training. This can be realized only when a maximum number are allowed on the school squads and when the example of the school team gives athletic sports per se sufficient prestige and charm to get the rest of the school trying out either for the school team or for some intra-school team. This in turn calls for a school athletic programme which is broad enough in its organization and sympathies to include the whole school—better still the whole school system.

2. To promote training in group activity. To this aim there are several phases: (a) Training in sportsmanship in which *playing the game* is more important than *winning the game*; (b) Training in co-operation in the narrower sense of team play; (c) The fostering of school spirit, or co-operation in a larger sense. Inter-school contests are the best possible means of making a school conscious of itself as a

social group through common aims and interest. But an extravagant emphasis on inter-school contests results in a kind of narrow-minded, superficial arrogance and patriotic snobbery, which is just as mischievous as the same spirit in international relations; (d) The promoting of community spirit which includes a wholesome group consciousness on the part of the whole community, an attitude of interest on the part of the patrons toward the school, and a bond uniting school and the rest of the community. This is not the least of the purposes of inter-school contests, but the potential and actual source of much of the trouble now existing. There is the same danger here of excess as with the pupils' school spirit.

3. To provide a wholesome leisure-time recreation. This refers to those who play the game and to those who watch the game, but the main purpose is to get as many as possible to play the game and to reduce the number who are always in the bleachers.

These worthy purposes are hard to discover at times in our present handling of inter-school athletics and athletes. The over-adulation on the part of the school and community, the giving of costly presents, raiment and jewelry by the school and the community; special school privileges that are claimed by the athletes and for athletics as their due, winking at infractions of eligibility rules, which rules a teacher hardly dares to enforce; coaching by the highest paid member of the faculty, who is too often interested only in winning the game and interested in only one form of sport—all this obvious favoritism as compared with the attention paid to other school activities tends to set up pernicious standards in place of the real purposes of inter-school competition. We may note the following results:

1. The desire to win at any cost, popularly disclaimed, but practically difficult to stifle under existing conditions.

2. The feeling on the part of the athletes that school and community owe something to the team for their "hard work." In reality, they are already

possible for them such worth-while experiences; a proper appreciation of the fact that the individual owes society for the opportunities he enjoys is a valuable school lesson; some conditions in the handling of athletes teach the exact opposite. There is neither sport nor social training when the end before the athletes's mind is the intrinsic reward.

3. The existence of the feeling just mentioned is *prima facie* evidence that the ideals and purposes of physical training are unfamiliar to the pupils.

4. Intra-mural athletics, as well as other kinds of school activities, are wrongly evaluated and dwarfed by comparison. The false rewards given to the few stand out as the real reasons for athletics. Hence, the many who cannot have these rewards lose interest in the playing of the game; not being able to get what seems to be the benefits of playing, they disdain what they consider "working for nothing" and filling what seems an inferior position. How often do "scrubs" and second-string men quit for just that reason? Of course, the actual truth of the matter is that the pupils not on the school team will generally reap more benefit from athletics than the better athletes; but in existing circumstances it does not appear so to them.

5. Amateurism in both the technical sense and in the broader sense of playing the game for the love of playing is violated more or less flagrantly.

These unfavorable conditions have been pointed out many times, but I believe that the root of the difficulty has not been clearly pointed out. The following suggestions are offered in solution of the problem for the purpose of arousing thought and discussion and without any expectation that all the suggestions will meet with favor:

1. Put on a campaign of education in school and community to inculcate the *simon-pure* aims (see above) of school athletics with actual testing of results.

2. Ask co-operation of newspapers to separate in spirit and in fact amateur sports from professional sports.

3. Reduce school honors to athletes to the giving of the school monogram. This was once considered a great honor; lately, it has been somewhat overshadowed by other gifts of more intrinsic value. The personal honor in which athletes are held is glory enough.

4. Discourage community gifts to athletes. If public spirited citizens feel that athletics are to be encouraged, let them give their donations for gymnasiums, playgrounds, more equipment.

5. Base decision as to inter-school supremacy not alone on the outcome of inter-school games, but also on the results of performance tests in which all the pupils of the school participate—after the fashion of certain California school leagues.

6. Limit to two years, or even to one year, the length of time that any pupil may play on inter-school teams. Some excepting provision could take care of

small schools, if necessary.

7. Let the actual number of participating players in any inter-school contest be proportional to the total enrolment of the competing schools. That is, if two competing schools have enrolments of 100 and 300 respectively in a basketball game, the former school would have to use at least five men, the latter at least fifteen.

8. If and when the arrangement suggested in 7 seems inadvisable, let the number of competing teams in any school be proportional to the enrolment—that is, if a school with an enrolment of 100 supports one team, a school with an enrolment of 300 would have to support three teams, and each team, playing in order through the schedule, would have to play approximately one-third of the inter-school games.

9. Establish as a prerequisite for playing on the school team one semester or more of participation in intra-mural athletics or physical training. This could be waived for first-year pupils.

10. Treat girls' athletics as being as important as boys' athletics and not as a mere derisory imitation.

11. Put coach in charge of all physical training and hold him responsible for as nearly general participation in physical education as possible.

12. Build up a physical education programme which would definitely co-ordinate and correlate inter-school athletics, intra-school athletics, gymnasium work, and hygiene.—The Journal of the National Education Association.

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TEACHERS RETIREMENT ANNUITY PRINCIPLES

The Committee on Pensions of the National Education Association of the United States will present to the Representative Assembly in July a report on teachers' retirement systems. The Committee believes that a sound and adequate retirement plan is an essential part of every public-school system. The Committee has prepared the following tentative statement of principles:

1. **Beginners to be exempt.**—During the beginning years while young teachers have not permanently allied themselves with the profession, participation in the annuity plan should be optional; beyond a specified age (twenty-five, for example) it should be required.

2. **Early retirement.**—Teachers leaving the service before the regular retirement age should retain their rights to all monies accumulated in their accounts. Teachers' deposits should be withdrawable on demand upon retirement from teaching service. The public's deposits should be withdrawable in the form of an annuity only upon reaching the retirement age.

3. **Disability.**—An adequate retirement allowance should be provided for every permanently disabled teacher, regardless of the amount in her account at the time of such disability.

4. **Guarantees of a retirement system to teachers and to the public.**—Retirement ages and rules should be so defined and administered as to retain teachers during efficient service and provide for their retirement when satisfactory service is no longer possible. The retirement annuity should be sufficient to enable the retiring teacher to live in comfort, thereby removing the temptation to remain in the schools beyond the period of efficient service.

5. **Death benefits.**—Sums accumulated in the accounts of teachers who die in service and unused por-

tions of the accounts of retired teachers should be paid either to designated beneficiaries or to the estates of such teachers.

6. **Individual accounts.**—The annuity board should open an account with each individual teacher, and sums deposited in that account by the teacher and by the public should be held in trust for that teacher.

7. **Rights under previous annuity systems safeguarded.**—The public should guarantee active teachers all the benefits which they had a reasonable right to expect under the old system and retired teachers the annuity promised at the time of retirement.

8. **Credit for past service where no retirement system has existed.**—Upon the adoption of a retirement plan, where none has existed, teachers should be given credit for their entire period of service. The new system should provide for annual additions to a fund for this purpose.

9. **Cost to teachers and public.**—The sums deposited by the teachers and by the public over a long period of teaching service should be approximately equal.

10. **Service and deposits concurrent.**—Deposits in the annuity account of each teacher should be made by the teacher and by the public regularly and concurrently during the period of service.

11. **Amount of deposits fixed.**—The deposit to be made in the teacher's individual account by the teacher and by the public should be fixed in the organic act creating the annuity system.

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B. C. TEACHERS' FEDERATION

MEMBERSHIP CAMPAIGN

COMPARATIVE STATEMENT OF
MEMBERSHIP

	1923-4	1924-5 (June 17th, 1924)
Associate	4	4
B. C. Mainland Educational Handw'k	31	7
Burnaby	63	24
Chilliwack	32	9
Comox and District	20	2
Cranbrook	4	6
Dewdney	3	2
Duncan	0	0
Esquimalt E. D.	13	0
Fernie and District	22	11
Grand Forks and District	10	6
High School Teachers L. M.	81	42
Kamloops	19	7
Kaslo	1	0
Ladysmith and District	0	0
Mission	10	2
Nanaimo and District	43	14
Nelson and District	33	23
New Westminster	81	70
Nicola Valley	18	2
North Vancouver City	41	12
North Vancouver District	14	4
Okanagan Valley	113	26
Point Grey	73	36
Port Alberni and District	19	2
Prince George	1	0
Prince Rupert	35	21
Revelstoke	7	11
Richmond Municipality	11	0
Saanich	34	16
Salmon Arm	4	5
South Vancouver	181	103
Surrey	1	0
Trail-Rossland	34	6
Unattached	268	129
Vancouver and D. H. E. A.	17	4
Vancouver Id. High	11	6
Vancouver	329	203
Victoria and District	142	102
West Vancouver	7	6
	1830	925
Normal Student Members	60	308
	1890	1233

A REMARKABLE success has attended our membership campaign to date, particularly in the number of new members and Normal Students. Some Associations have, however, not yet made much headway. We are anxious to receive as many fees as possible this month, so that we may devote our energies afterwards to constructive work on such things as superannuation, legislation, and preparation of survey material. We thank most sincerely all those who have already joined for the present year.

POOLING OF EXPENSES

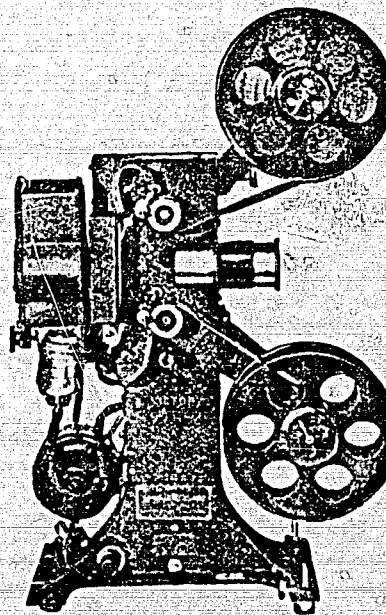
The Federation appeal in last month's issue for subscriptions to pooling brought forth only \$29.00 instead of over \$400.00, in spite of the fact that over 1500 members have not subscribed. We would again ask individual members who are able to forward subscriptions, (even if small), to Mr. E. S. Martin, Fernie. Small grants from Associations would also be very highly appreciated. Those receiving refunds have already paid 25 per cent of their own transportation, so we are anxious to refund them the other 75 per cent if possible.

CHANGE OF ADDRESS

Readers who change their school or address during the holidays should notify us, so that magazine may be correctly mailed.

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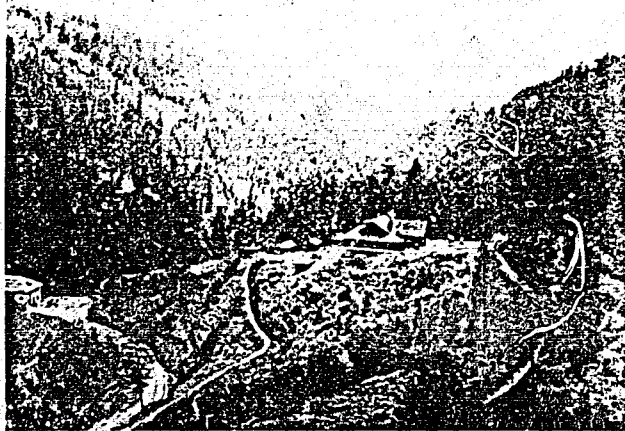
BUNGALOW CAMPS IN THE ROCKIES

For Those Who Wish a Holiday Away from the Hotels—the Bungalow Camps Make a Strong Appeal

The man who conceived the 'Bungalow Camp' idea was a genius. To him the Canadian holiday-maker owes a debt which cannot be measured in gold.

To get at the truth of this, one has to consider the requirements of the average holiday-maker. He wants the free, outdoor life, with its healthy restfulness, the beauty and majesty of scenery, the exercise and sport, which may range all the way from risking his neck in hunting dangerous big game, mountain-climbing and running rapids, to the less risky but hardly less strenuous joys of tamer shooting, riding, hiking, swimming, canoeing, or even down to the lazy satisfaction of fishing or lying in a hammock all day long.

Bungalow camps give him an opportunity to live at moderate cost as long as he likes in solid comfort, and be served with the very best of everything, and yet be very close to Nature and very far from all that savours of routine civilization.



C. P. R. Bungalow Camp, Sinclair Hot Springs
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On the top of the hill above the Sinclair Hot Springs, where Nature has a 110 degrees bath always ready for you, is Sinclair Hot Springs Camp, another charming cluster of cabins round another community house.

The C. P. R. has established nine such camps in the Rockies. Those at Yoho Valley, Emerald Lake, Wapta, Lake O'Hara, and Moraine Lake, are conveniently close to the main line of the Canadian Pacific. The remainder—Storm Mountain Rest, Vermilion River, Sinclair Hot Springs and Lake Windermere, are reached by the Banff-Windermere Highway, a marvellous new thing, smooth as velvet threading canyon and pass, river and sky-scraping mountain, glacier, forest and ice-blue lake, into one superb panorama. Even the invalid can reach nearly all these little bits of life and comfort in the great outdoors.

BEAUTIFUL HOLIDAY SPOTS

BANFF and Lake Louise, in the heart of the Rocky Mountains Park of Canada, an immense playground of over 750 square miles, are as beautiful as anything in the European Alps, even when considered separately. Together they are unequalled, for beauty and for the attractions they place at the disposal of the visitors. In winter Banff is a resort for skiing, skating and other winter sports—Chamonix itself has nothing better. In summer, when Chamonix and many other world-famous places of the kind show little activity, Banff and Lake Louise are busier than ever with recreations which are typical of the Canadian Rockies.

At Banff and Lake Louise are hotels which one might expect to see in a large and up-to-date city but never in the wild heart of the mountains. It is doubtful if any European resort of similar type has anything finer than these hotels. Certainly, it has no finer service.

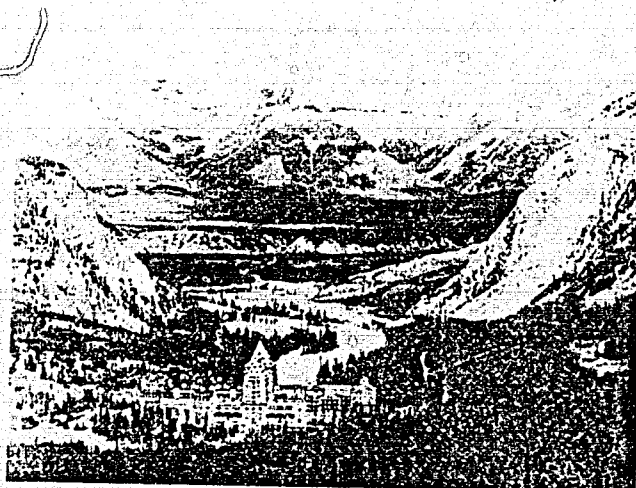
Banff is very conveniently situated. Calgary is only 82 miles away, a rail journey of under three hours. From Vancouver, 560 miles distance, Banff may be reached by train in nineteen hours—times and distances which are as nothing to the holiday-maker. Banff Springs Hotel, looking over the Bow River, is ringed by enormous mountains, which dwarf it to insignificance. Yet it is a huge place, picturesque to a degree, with its broad verandahs, dormer windows and lofty tower. The accommodation exceeds 300 and the dining-room will seat 600 at a time. The entire hotel is beautifully fitted throughout in the most modern style. It is not surprising that His Royal Highness the Prince of Wales passed as much time as he could there, revelling in the combination of comfort and outdoor recreation it offered, far from the madding crowd and in the bracing mountain air.

One is never bored in Banff. In winter, as already noted, there are seasonable sports, notably in February, when there is a carnival which is becoming more popular every year. At this time, also, one may have a swim in the sulphur bath while icicles festoon the wall. The warm swimming at the Hot Sulphur Springs, the Cave and Basin Bath-house and at the hotel, are features of the summer fun. The Hot Sulphur Springs are situated on the wooded slopes of Sulphur Mountain, at an altitude of 5,500 feet and one reaches them either by road from the Bow River Bridge or by trail from Banff Springs Hotel. The Cave and Basin Bath-house is a Government affair and cost \$150,000 to install. Finally, there is the hotel sulphur pool, with a fresh water pool adjoining and with a modern Turkish bath.

Golf and tennis may be played at Banff, too. There is a court at the Banff Springs Hotel and an eighteen-hole course on the Banks of the Bow, complete with professional and all the trimmings.

Then there are the recreations, manifold in character, so typical of the Rockies. Rowing, canoeing and motor-boating are available one hundred yards from the bridge, with the most glorious trips to beautiful Lake Vermilion, up the Echo River, and again, into the heart of the mountains. On Lake Minnewanka, eight miles from Banff, one may enjoy boating and unrivalled scenery, in steam launches if one is too lazy to employ man or woman power. The most exciting trip of all is that which involves the running of the rapids from Castle. The canoe goes with one to Castle by train and then one gallops through the surging waters of the Bow at thrilling speed.

As for walking, climbing, driving, motoring or riding,



Beautiful View of Banff, Showing Famous Hotel, Bow River and Snow-capped Mountains

ing trips, their number is legion and you have a bewildering variety to choose from. From the Banff Springs Hotel a three-minute walk leads to Bow Falls, at the junction of the Spray and Bow Rivers, a truly lovely spot, which may also be reached via a pine-canopied avenue from the Bow Bridge to the foot of the falls below the hotel, the route passing the interesting fish hatchery of the Department of Fisheries. A road switchbacks up Tunnel Mountain from the east side of the falls, and affords splendid views of the Bow Valley and the surrounding mountains.

If you are really energetic and insist on climbing and yet do not want to pass more than one day at a time in this manner, you may scale Sulphur Mountain, peeping at the clubhouse of the Alpine Club of Canada on the way and looking over the observatory at the summit, 7,445 feet above sea level. Or you may go up Castle Mountain, that massive giant which dominates the station; or Mount Rundle, whose sharp, pointed edge, commands attention; or Mount Norquay; or Stoney Squaw.

The carriage or automobiling trips to points just too far for the ordinary walker, include that to the Hoodoos, whose curious, giant like forms of glacial clay and gravel were shaped by the weathering of the rocks through countless ages; Lake Minnewanka, that stern beauty stocked with plenty of fish; Banffhead and its anthracite mines; Johnston Canyon, with its fine waterfall, westward sixteen miles from Banff, surrounded by snowy peak after peak; Lake Louise, pearl of the Rockies; Marble Canyon, on the Banff-Windermere Highway, over the Vermilion Pass.

Other trips can only be made by pony. Of course you can ride along nearly all the 350 miles of trail in the Rocky Mountains Park. Perhaps the finest pony trip of all, taking several days to accomplish, is that to Mount Assiniboine, the 'Matterhorn of the Rockies,' whose sheer white pinnacle, once seen, is never forgotten. The trail goes through White Man Pass and by the Spray Lakes and takes you out through the

beautiful summit country in the vicinity of the mountain, through the heather and flowers of Simpson Pass and along the pools and waterfalls of Healy Creek. Incidentally, Spray Lakes offer you some of the best trout fishing in Canada.

Quite close to Banff, towards Lake Minnewanka, is the animal paddock. Specimens of most of the lords of the wilderness—elk, moose, mountain goat, mountain sheep and buffalo, the latter the best-known of all Canadian animals and once seen in millions on the plains—are here, and you should not forget the Zoo and the Museum.

On the Morley Reservation, near Banff, are a number of Stoney Indians. In July they hold an annual pow-wow of sports, races and the like, affording visitors an excellent chance of seeing the red man in his old-time glory, an opportunity which should on no account be missed.

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REPORT OF HOME ECONOMICS SECTIONAL MEETINGS

The meetings of the Home Economics section of the B. C. T. F. Convention were attended by a representative group of teachers from the entire province.

The first session, for the election of officers, was held Wednesday morning at nine o'clock. Miss Pope, of Vancouver, was elected President. On taking the chair, she extended to Miss Allen, the retiring President, the appreciation of the section for her able services and for the program of the present session which Miss Allen had so successfully arranged.

An interesting report on the meeting of the Home Economics Section of the Woman's Council, recently held in Victoria, was given by Miss Isbister of the Victoria Normal School.

Value of Home Economics

The morning session was continued by a joint meeting with the Parent-Teacher Federation. Here Mrs. Ellen P. Dabney, supervisor of Home Economics in Seattle, spoke on "The Value of Home Economics as a Branch of Instruction." Mrs. Dabney dealt in a forceful and interest manner with the importance of training the women of the nation in home-making. The fundamentals of our racial and national life—our ideals, morals, ethics, thrift, and health—must be fos-

(Continued on Page 239)

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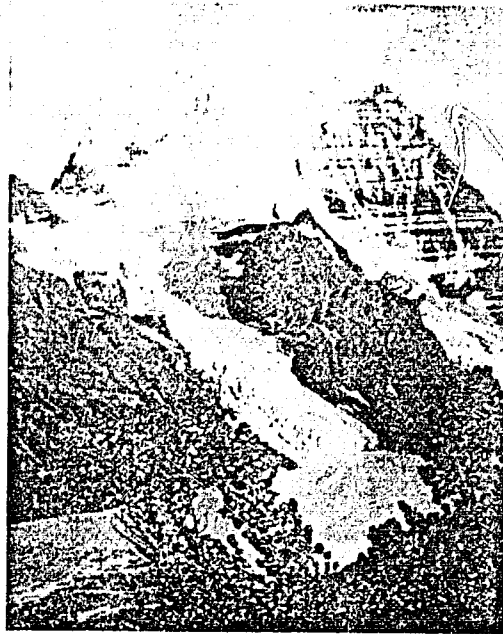
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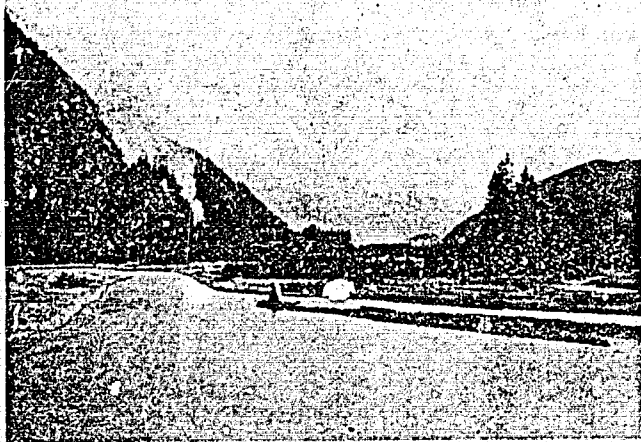
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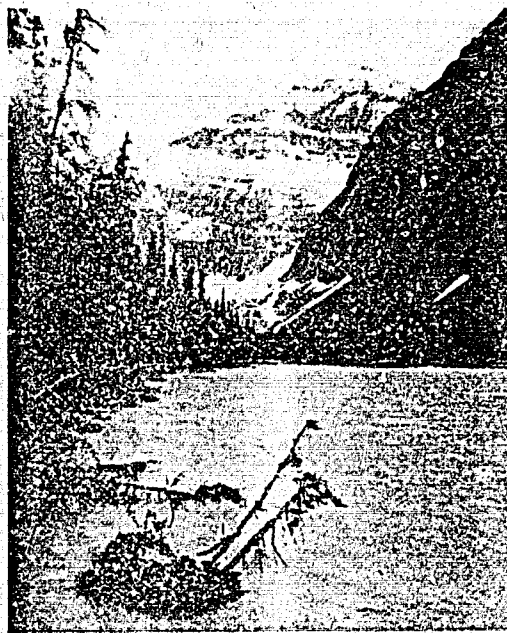


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By Stanley Weyman.

France is a country of many romances and many tragedies, and never were there more, than during the reign of the boy, Charles the Ninth. One of the most realistic historical novels ever written.

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The Image in the Sands

By E. F. Benson.

There is magic in Egypt. Some may call it Black Magic, others the light of understanding, but be that as it may, once it has gripped the mind, it will not loose its hold. Ida Jervis became its victim, and this is the story of her struggle against its power.

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The Great White Army

By Max Pemberton.

Napoleon's army was strong and mighty, when he marched on Moscow. This story is concerned with their struggle against the Cossacks, and the released prisoners. In reality, it is the tale of the brave Captain Lem and Valerie St. Antoine.

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By G. Birmingham.

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(Continued from Page 237)

tered and nourished to activity within the home or be lost. Without Home Economics training the girl is unfit to cope with the heavy responsibilities of her ultimate task—home-making.

Mrs. Dabney went on to show that Home Economics training develops in the girl a discriminating judgment, a keen sense of relative values, the ability to think through a problem, to plan ahead, and to execute a plan to the finish. It gives her an unquenchable enthusiasm to make her life work count in the moulding of ideals of integrity, honor, service, and right-living for her own and the next generation.

There are, said Mrs. Dabney, three big reasons why the girl needs this training. First: because she is the family spender. Ninety per cent of the family incomes of our country is spent by women, and it takes more ability to spend wisely than to earn. Second: because the health of the race rests largely in the hands of women. They need a scientific working knowledge of nutrition, hygiene, and sanitation. Third: because the atmosphere and ideals of the home, and the character of the coming generation, are largely the creation of the woman.

Positive Health

The second speaker of the morning was Miss Johns.

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head of the Department of Nursing of the University of British Columbia. Her address on "Positive Health," summed up in a most interesting way the change in health ideas and education from methods of cure to those of prevention. She urged a programme of education in "health plus" for every boy and girl in our schools.

Resolutions

In the sectional meeting Wednesday afternoon resolutions were passed and sent to the general session of the Convention: (See Resolution report in this issue).

Rejuvenation of Home Economics

Mrs. H. E. Young, of Victoria, who was to speak to the section was unable to attend, but her paper, "The Rejuvenation of Home Economics," was read by Miss Pope.

Mrs. Young urged the elevation of the subject of Home Economics to the place it deserves in our educational system because of its vital meaning to the woman, the state, and the race.

Interesting side-lights were thrown on the relation of the school cafeteria to the health of the students by Miss Kinney, dietitian in charge of the cafeteria at King Edward High School, Vancouver.

Miss Kinney is putting on a campaign to educate students to proper eating habits. She finds an appalling number of children who drink tea and coffee every day, many who spend most of their lunch money on chocolates instead of proper food, and an aversion to the use of milk and the coarser cereals which accounts for the evident malnutrition of many. By means of personal interest in each child and contact with the homes, Miss Kinney hopes to raise the health standard of her young patrons.

Mr. Charlesworth brought a report on the fate of last year's resolutions from the Department of Education.

The meeting then adjourned.

IRENE DENNELL,
Secretary.

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