

The B. C. Teacher

OFFICIAL ORGAN OF THE B.C. TEACHERS' FEDERATION

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EDITORIAL

The Brandon Settlement

Teachers throughout Canada received with great gratification the news of the settlement of the Brandon situation. The official announcement, as given in the Winnipeg Free Press of April 9th was as follows:

"The differences between the Manitoba Teachers' Federation and the Brandon School Board have been amicably settled."

CHAS. W. LAIDLAW,

President Manitoba Teachers' Federation.

JOHN S. MATHESON,

Chairman Brandon School Board.

The Manitoba Teachers' Federation gives the following brief details in its official organ "The Manitoba Teacher":

"The interchange of opinion looking towards a settlement that has been going on for some time between the President and individual members of the Brandon School Board led to a conference in Winnipeg some six weeks ago between two members of the Brandon School Board and Messrs. Laidlaw and Marshall representing the Federation. A tentative settlement was agreed upon and was finally accepted both by Board and Federation. On April 8th official notice was received that the Brandon School Board had passed the following resolutions:

Resolution No. 1—That this Board pass a resolution signifying its willingness to meet with its teachers in conference regarding any matters pertaining to their employment.

Resolution No. 2—That this Board affirms the statement that it has no quarrel with the Teachers' Federation of Manitoba.

Resolution No. 3—That at any time, failing a satisfactory agreement between this Board and its teachers, this Board is willing to refer the matter to the Board of Reference.

(Sgd.) F. A. WOOD,

Secretary-Treasurer.

Further correspondence brought out the fact that both parties would accept the decision of the Board of Reference as binding.

It has also been agreed that members of the old Brandon staff will be eligible for re-engagement."

We desire to extend our hearty congratulations to the Manitoba Teachers' Federation, on the happy and successful termination of a dispute which has lasted for two years, and which during that time has placed the city of Brandon in a most unenviable position from an educational standpoint. The settlement restores the amicable relationship, and co-operation between teachers and the Brandon School Board, and makes possible a return of the former efficiency to the schools of the city. We feel sure that every teachers' organization throughout the Dominion will do everything possible to assist in bringing about such a desired result.

We would also like to express our very high appreciation of the members of The Brandon School Board. Their task was not particularly easy, but they have evidently placed the interests of the children committed to their care above all else, and have in consequence ended a lamentable situation brought about by their predecessors. We feel sure that the future will prove that they have displayed the highest form of good citizenship by acting in the best interests of their city.

The negotiations proved once again that when there is a desire on both sides for settlement, or when a round-table conference is agreed upon, the issue is not long in doubt. These negotiations were conducted by Dr. Matheson and Mr. Robertson, of the Brandon School Board, and President Laidlaw and Past President Marshall, of the Manitoba Teachers' Federation.

We have had ample opportunity in the past for following closely the work of Mr. Laidlaw and Mr. Marshall, and we have always held the highest opinions of their ability and of their earnest sincerity in the welfare of teachers, and the advancement of education generally. They have always exhibited high qualities of leadership, and Manitoba has every reason

to feel proud of their success in this important matter. Both Mr. Laidlaw and Mr. Marshall have taken a prominent part in the Executive of the Canadian Teachers' Federation, and have made many valuable contributions to its progress.

We have pleasure in reprinting the following editorial on the settlement from "The Manitoba Teacher," and we wish to associate ourselves with, and to endorse to the fullest extent, the well deserved eulogy to the former members of the Brandon teaching staff. They will always be assured of a high place in the estimation of all Canadian teachers, for the magnificent self sacrificing stand they took in defence of principles which are vital to the honor and dignity of the teaching profession:

"Two years ago the teachers of Brandon by a fateful decision rendered a great and memorable service to the cause of education. Called upon in most unseemly fashion to submit to a twenty-five per cent reduction in salary, or, if they refused, to take a month's notice of dismissal, they deemed it inconsistent with their honor to accept such an offer made in such a manner. Without thought of self, but full of concern for the best interests of their fellow-teachers and of the cause of education throughout the whole Dominion, these ardent spirits forsook the secure peace of settled employment and ventured forth upon unknown seas, buoyed up only by the approval of their own consciences and by the sympathy and support of teachers everywhere.

Who shall tell the feelings with which they started out to seek new homes and new spheres of work? Shunned by their closest friends, clinging to their decision often in the face of fierce family opposition, leaving homes and ties often of many years' standing, they resolutely and fearlessly set forth, glad that it had fallen to their lot to show what sacrifices teachers were prepared to make for a principle. Nor did these sacrifices pass wholly unrecorded and unrecognized. Moral and financial support was proffered them in generous measure by their colleagues everywhere, and many School Boards hastened to secure their services.

Meanwhile in Brandon all was confusion and unrest. The organized teaching profession of Canada left Brandon severely alone and few teachers of ability could be obtained. The failure to secure an adequate supply of capable teachers became a matter of the very gravest concern to the citizens and the School Board of Brandon. At the beginning of the present year a majority of the members of the existing School Board became convinced that mistakes had been made. They thereupon took decisive action to heal old sores and to prepare the way for a restoration of the educational system of their city to its former high level of efficiency. The Federation was able to match the generous spirit shown by the Board with a spirit equally generous, with the consequence that peace has been made between the two bodies, and an era of earnest co-operation embarked upon.

September will see the revival of the Brandon Local Association of the Manitoba Teachers' Federation

under the happiest auspices, and we confidently predict for the Brandon Local Association a long and honorable career of service in the cause of education.

The settlement, whose details are given in another place, is a just one that does infinite credit both to Board and Federation. We accept its spirit as well as its letter; we are prepared to do anything in our power to promote and further the efficiency of the Brandon schools; and we hope to find many of our members on the Brandon staff in the fall.

We are opening a new chapter in the record of the relations between the Manitoba Teachers' Federation and the Brandon School Board. May it prove pleasant reading, and may it be a record of solid co-operative achievement! None echoes this wish more heartily than the old Brandon staff. Brandon meant a very great deal in the lives of many of its members, and wistful regrets for the sighs and scenes of former Brandon days have not been unknown to them. The complete vindication of the principles for which they stood and for which they suffered has been very dear to them. But, having secured this, they have only the kindest feelings for Brandon and the heartiest wishes for its future success in educational as in all other forms of endeavor."

Increasing Professional Efficiency.

Our advertising columns have recently given particulars concerning the courses offered at the various Summer Schools, and we would urge all teachers to give consideration to them when considering holiday plans.

One of the most remarkable advances made by the teaching profession generally, (and particularly by the teachers of British Columbia), has been the increased attention to professional preparation. The Summer Schools all throughout the American Continent are crowded each year with those who are anxious to increase their efficiency in the schools. Such, being the case, it must be evident, that in the near future, professional advancement will only be possible for those who are keeping abreast of the times, and who are studying the many changes which are quietly, but none the less surely, revolutionizing many of our teaching methods.

The Summer School furnishes a most pleasant means of study, for it combines so many of the factors of a real holiday. Opportunities for recreation; functions of a social nature; and the many advantages which arise from association with fellow members of the teaching profession, are only a few of the factors which make the Summer School an ideal way of spending a pleasant and profitable vacation.

The June Issue.

The next number of the magazine will contain reports of the Annual General Meeting, and the Easter Convention. There will also be several "vacation" features of interest.

PRESIDENT'S MESSAGE

"A Call to Service"

The British Columbia Teachers' Federation is at the beginning of another year. Whether at the close of this year we shall be able honestly to say that this has been the best year the Federation has known, depends upon the Teachers of the Province.

Is it beyond the bounds of possibility that there should be enrolled as members of the Federation during the year at least 2,500 teachers?

Not if every local association and every individual member will determine that no teacher shall be outside the ranks of members through apathy or ignorance of what the Federation stands for.

Too often in the past has been heard the wail, 'What has the Federation done for me?' Surely no teacher in the Province really desires to place her, or his own personal position in the way of assisting the Teaching Profession as a whole.

Are we not too prone to consider ourselves only, and magnify our seeming grievances without the least thought of the hindrance we may be to the cause of Education?

Never should it be said, 'What has the Federation done for me?' but rather, 'What has the Federation in justification of its own existence done for the cause of Education in British Columbia, to demand my membership?'

It is the privilege and the duty of all teachers to join the Federation so that they may lend their advice and assistance for the immediate benefit of the young people and for the ultimate benefit of the country.

The Federation does not want members who will join for what they personally will gain—it wants women and men who have vision and who will unite so that they may give their united best for the most honorable calling the world knows—women and men who believe in the gospel of 'Service'—Big Women; Big Men.

The Federation must be raised to the highest possible position through the efforts of the whole teaching profession—it must become the crowning point of all the professional activities of all the teachers.

The Federation must be a clearing-house for all the valuable ideas of the teachers—its success must depend upon the scattered members and not upon the provincial office.

If, for the ensuing year, every teacher would decide to join the Federation in order to serve the youth of the Province without regard to personal gain, the benefit to the country would be so great that the Teaching Profession would at the end of the year have the undivided support of every section of the people.

The success of a community depends upon the amount of service distributed therein; the Teacher is

a very vital part of the community; let the Teachers, through the Federation, give the greatest service to all the communities with which they are connected.

Let the Teacher's viewpoint be broadened, extending beyond the limited range of self to the wide field of community and national service—let the Teachers of British Columbia be Big Men and Big Women.

EDWARD S. MARTIN.
President, B.C.T.F.,
Fernie, B. C.

FEDERATION NEWS

By HARRY CHARLESWORTH, Secretary

SOME IMPORTANT FACTS CONCERNING
MEMBERSHIP

The Federation at the Annual Meeting in Vancouver, decided to undertake a membership campaign all over the Province, with the definite object of securing as many paid-up members as possible before June 10th.

Accordingly each Association has been asked to make a canvass of the teachers in its district, and the response has already proved very satisfactory.

Those teachers who are in isolated districts have all been sent personal letters from the Federation office, with invitations to join with us, and all non-members in Association districts have also received an invitation from the office to become allied with the local Association. In addition all Normal student graduates of this year have been personally asked to join.

A special booklet giving "Some Facts Concerning the Aims and Accomplishments" of the Federation, is being mailed to every teacher in B. C., both members and non-members. This booklet will effectually deal with the question, "What has the Federation done?"

Hence, all have been invited. We now anxiously await the response to this Province-wide invitation.

NEED FOR A DEFINITE CAMPAIGN

While the Federation's activities have covered many fields and have been of great value to all teachers—yet, it is perfectly obvious that the most important work of the Federation must be to see that its membership is maintained and increased. The future success of our organization will be in direct proportion to our membership. If every teacher in British Columbia joined the Federation, and gave loyal and active support, then there are urgent matters which should be automatically settled. Such problems as injustices in salary in some districts, and insecurity of tenure, would cease to be problems at all.

As a matter of fact, we have over sixty per cent of the eligible teachers in British Columbia in our membership, a larger proportion than in any other

Province of the Dominion and this has enabled us to accomplish remarkable results. There is no reason, however, why we should not raise this percentage considerably this year.

The fee has only to be paid once a year, and if paid early, the teacher can be free from further concern, and the Local Association Officers, and the Federation Officers, can then concentrate on more constructive work.

CAMPAIGN DATES

The Annual General Meeting decided to ask all Associations to plan a drive for membership, so that as many as possible would be enrolled on or before June 10th. This date was suggested, particularly, as being also in the nature of a definite trial of the earnestness of teachers.

In our constitution, previously, we had an additional re-registration fee of one dollar added to all fees paid after June 10th. To this many teachers objected, stating that the principle of paying penalties was not a good one, and that teachers would surely pay their fee before June 10th just as readily, if asked to do so, even though the penalty were deleted.

As the Federation rests upon the loyalty of its members, this argument was felt to be theoretically sound, and hence, on the advice of the Executive, the Annual General Meeting abolished all penalties. How this will work out in practice will be known after June 10th, but we are exceedingly anxious to prove that the removal of all penalties was a step forward and we trust that the appreciation of the members will be shown in a practical manner—by their enrolling at the earliest possible date.

On June 10th, last year, we had 1171 paid-up members, over 600 joining during the period May 12th to June 10th. Can we improve on this during the present year?

CONCERNING PENALTIES PAID LAST YEAR

The Annual General Meeting, also on the advice of the Executive, decided to deal as follows with those members who paid penalties last year, in order that there should be no discrimination between the members who had paid penalties on late fees and those who forwarded fees after June 10th without penalties.

"Resolved:

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 1923-24."

REDUCTION OF FEES FOR THE PRESENT YEAR

In order to make the scale of fees more acceptable to the majority of teachers, a revision was presented to, and adopted by, the Annual General Meeting.

This new scale is in many cases, a reduction on the old, and distributes the fees more nearly in accordance with the salary received, than was the case formerly. This will result in a reduced income for the

Federation, but this is to be met by a reduction of expenditures, and also by the anticipated increase in members.

The new scale is as follows:

\$1000. or under	\$ 5.00
\$1001. or \$1250.	7.00
\$1251. or \$1500.	8.00
\$1501. or \$2000.	9.00
\$2001. or \$2500.	10.00
\$2501. or \$3000	11.00
\$3001. and over	12.00
Associate Membership Fee	3.50

NOTES:

(a) All registration fees, penalties and compulsory payment of back fees have been abolished.

(b) Teachers who are leaving the profession in June could retain membership by payment of four-tenths of annual fee (for March to June, 1924.)

(c) Teachers who are leaving should notify the Federation office so we can remove their names from records and from mailing lists of magazine.

BRITISH COLUMBIA TEACHERS' FEDERATION

Membership up to and including May 23rd, 1924

1924-25

Associate	4
B. C. M. E. H. A.	2
Burnaby	2
Chilliwack	5
Cranbrook	4
Fernie and District	8
Grand Forks	5
H. S. T. A. L. M.	39
Kamloops	2
Mission	1
Nanaimo	10
Nelson and District	2
Nicola Valley	1
New Westminster	1
North Vancouver City	9
North Vancouver District	4
O. V. T. A.	7
Point Grey	1
Port Alberni	2
Prince Rupert	21
Saanich	13
Salmon Arm	5
South Vancouver	44
Trail	4
Unattached	55
Vancouver Island High	5
Victoria	85
Vancouver	168
V. & D. H. E. A.	2
Total	501

NOTE:—This constitutes a remarkable record, for it must be remembered that these numbers are for fees received at the Federation office. Many Associations have fees on hand and are waiting to transmit until the beginning of the month. These, of course, are not included.

For the last two years we have been trying to obtain a membership of 2000. Our membership roll now has 1940 names, made up as follows:

Members for 1923-24	1827
Normal Student Members	81
Total	1908

In addition 32 new members (who were not previously enrolled) have joined since March 1st. This gives us a register of1940

This year we are making our objective 2500.

May we ask the co-operation of every member. You can assist by—

- (a) Sending in your fee before June 10th.
- (b) Endeavouring to persuade any non-member to join.

A membership of 2500 means that 2500 different individuals must be obtained. The total will be reached by the simplest of processes, namely, "addition by ones."

Will you do your part by adding your own "one."

Mary E. Fitzgerald in School Education writes thus on
PASSING IT ON

Did you ever hear anything like this?

The College President:

Such rawness in a student is a shame,
But lack of preparation is to blame.

The High School Principal:

Good heavens, what cruelty! The boy's a fool,
The fault, of course, is with the grammar school.

The Grammar Principal:

Oh, that from such a dunce I might be spared!
They send them up to me so unprepared.

The Primary Principal:

Poor kindergarten, blockhead! And they call
That preparation. Worse than none at all.

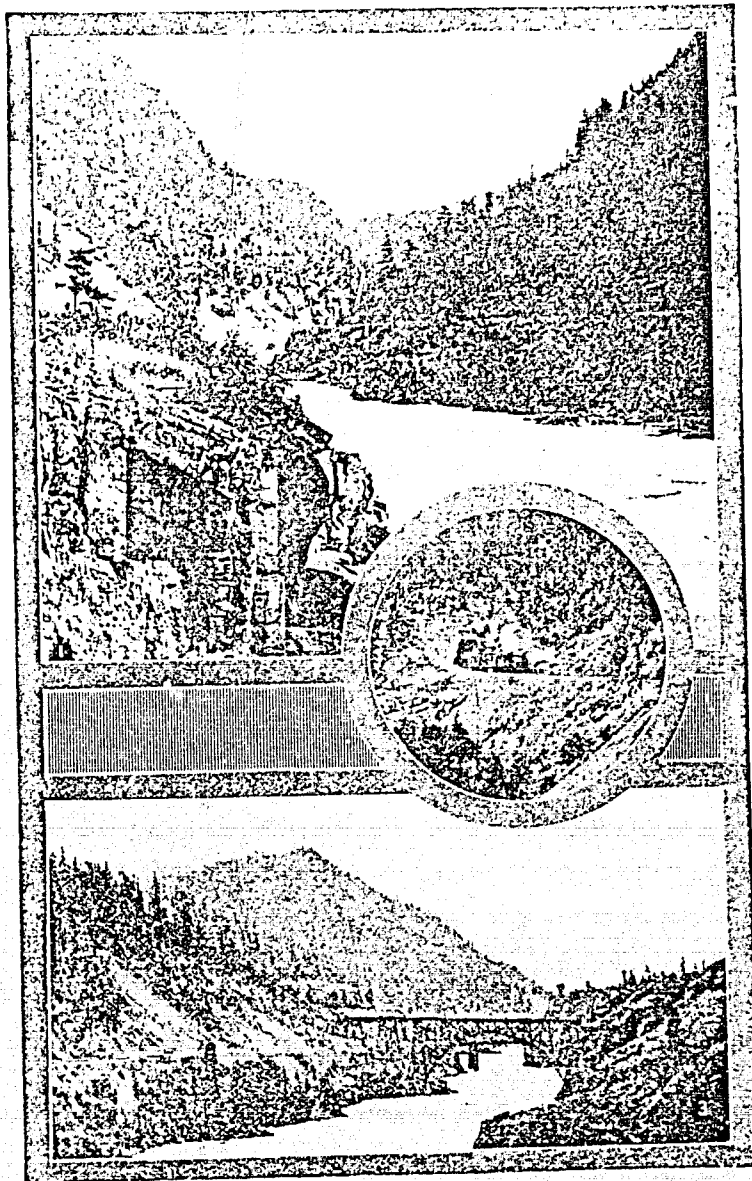
The Kindergarten Teacher:

Never such lack of training did I see,
What sort of person can the mother be!

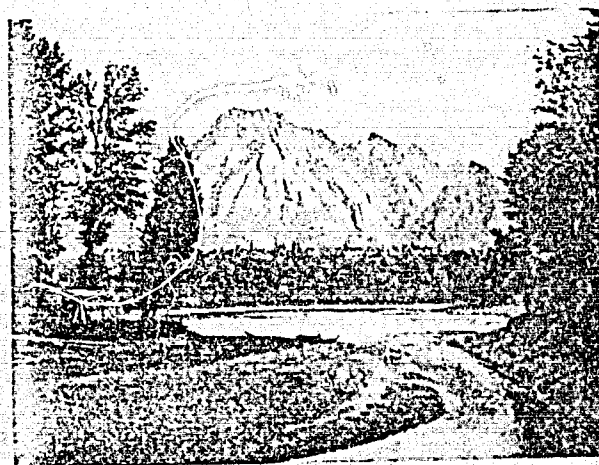
The Mother:

You stupid child! But then, you're not to blame,
Your father's family are all the same.

DIGGONISM—"Many young men have set out to conquer the world and have ended up by getting married."—DIGGONS, Printers, Stationers and Engravers, 1210 Government Street. Films printed and developed—8-hour service.



(1) Thompson River Canyon. (2) Yale Tunnel. (3) Cisco Bridge.
Traversed by the Canadian National Railways.



Junction of the Bulkley and Skeena Rivers

The teaching profession lost, in Mr. A. A. Nicholson, a very promising member. The sudden death of this young man, deservedly esteemed by pupils and fellow-teachers alike, is particularly tragic, as he seemed only at the beginning of a long career of use-



MR. A. A. NICHOLSON, 1900-1924
Died on May 1, 1924, after a brief illness, A. A. Nicholson, Teacher in Strathcona School, Vancouver

fulness among boys, to whom he was a great deal of a hero because of his prominence in amateur athletics. Mr. Nicholson was B.C.'s most promising candi-

date for the Decathlon (a series of ten events) at the Olympic games in Paris this summer.

Our most sincere sympathy is extended to Mr. Nicholson's mother and her children in their sad bereavement.

THE FIELDS' WAY HOME

(By M. F. Coleman, Strathcona School, Vancouver)

We may not grieve when the aged die,
Weary and worn;
They rest in peace,
And their works live on.

But what shall we say
When a young man dies?
(Ah, see the petals that fall
From the wreath!)
Ah me, it is morning still,
The grass is dew impearled,
The race is but begun....
What shall we say when one
Hears the call at dawn
And silently slips away?

This we may say:
He went the fields' way home.
He was not asked to bear
The heat of day,
He smiled and hurried away
Across the meadows cool.....
See him turn and wave.
Hark! the echo of his laugh!
He is not dead!
He has but gone to greater worlds.
He has but gone the fields' way home.

THE VALUE OF THE SUMMER SESSION

By Geo. P. Young, Sec. Students' Committee

Towards the end of their session's work teachers consider how the summer vacation may be spent or utilized. The plans made vary according to temperament, social conditions or professional ambitions.

The experiences of many hundreds demonstrate that "the joyful mingling of intellectual labour and achievement with friendships and social training" that can be found in University life far outweigh the attractions of camp-life and health resort, with intellectual stagnation. The teacher's greatest bane is worry. This produces exhaustion, lack of initiative and loss of interest and self-confidence. The best cure for mental depression is heightening and broadening the mental outlook. The recreative and cultural courses of the Summer Session have this effect.

Everywhere the American and Canadian public is demanding progress. Such can be attained only

through a more efficient teaching body. Education is becoming increasingly scientific and the old routine methods are being discarded. Teachers themselves are awakening to a professional consciousness.

The B. C. University has a most enthusiastic and sympathetic staff and the Summer Sessions have been characterized by the pleasant personal relationships existing between the instructors and students. A fine spirit of democracy pervades the University—veteran inspectors, experienced teachers and very young school-mistresses uniting in the study of professional, social and scientific problems.

Music, social intercourse and athletics are increasingly featured and the Summer University Course is inspirational, stimulating and fraternal in the highest degree.

A nation which lets incapables teach it, while the capable men and women only feed, clothe, or amuse it, is committing intellectual suicide.

—Edward L. Thorndike.

CUNARD LINE CUTS TOURIST OCEAN FARES IN HALF BY UNIQUE ARRANGEMENT FOR EDUCATORS, STUDENTS, ARTISTS, ETC.

The Cunard Line on June 21st will inaugurate a series of special summer sailings to Europe which will provide round trip passage at \$170 per person. The entire third cabin accommodation will be reserved for the exclusive use of tourists, college students and graduates, teachers, writers, artists and such other people of refinement as are anxious to avail themselves of the opportunity of economical travel or study abroad.

There will be three of these outgoing sailings, the second on the "Mauretania," July 2nd, and the third on the "Lancastria," on July 3rd. There will be similar arrangements for passage homeward, the "Berengaria," on August 23rd, and the "Saxonia," on September 6th, being two of the sailing dates already fixed.

The idea of these cheap excursions is to fill the great demand for an economical way of going abroad this summer. It is planned to keep them solely for the use of residents of America. There will be numerous two-berth state rooms, and no more than three passengers will be carried in any room. Particular pains will be taken to make sure that there will be no uncongenial travelers in any room, either going abroad or returning.

There will be special entertainments and dances on these trips.

DR. W. F. FRASER

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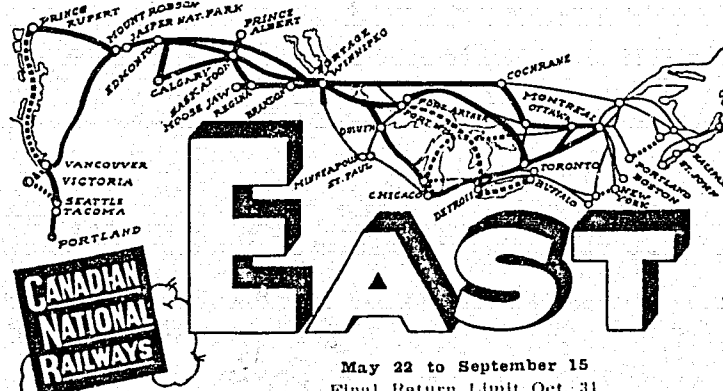


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EXCURSIONS



CANADIAN
NATIONAL
RAILWAYS

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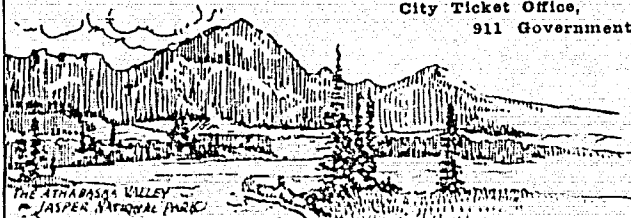
May 22 to September 15
Final Return Limit Oct. 31

WINNIPEG	\$72.00	ST. PAUL
DULUTH		MINNEAPOLIS
TORONTO	\$113.75	HAMILTON
LONDON		SARNIA

Montreal	\$132.75	Chicago	\$86.00
Quebec	141.80	Buffalo	120.62
St. John	147.90	New York	147.49
Hallifax	153.45	Boston	153.50

OPTIONAL ROUTES—SIDE TRIPS—STOPOVERS

City Ticket Office,
911 Government Street



: Forest Fires :

CAUSES—PREVENTION—SUPPRESSION

(By T. H. Wilkinson, Assistant Forester)

CAUSES

Forest fires are of two kinds: (1) Preventable, and (2) Non-preventable.

In the first class, preventable, we place those fires due to human agencies.

- (a) **Industrial.** These are usually started from logging engines or locomotives.
- (b) **Campers.** These are the result of campers not putting their camp fires completely out.
- (c) **Smokers.** These are caused by smokers throwing away a burning match, cigar or cigarette.
- (d) **Railways.** These are usually due to a spark from a locomotive, or to passengers throwing burning material from the carriage windows.
- (e) **Settlers.** These are due to settlers burning slash to clear land.
- (f) **Incendiarism.** These are, as a rule, very few, but are the result of someone wilfully setting fire to the forest.

In the non-preventable class, we have just one type of fire and that is lightning.

During the past five years we have had 7,843 fires in this Province; of this number 1,100 were due to lightning, or, in other words, 86 per cent of those fires were due to human hands and "WERE PREVENTABLE."

PREVENTION

How We May Assist

The Protection of the Forests of British Columbia comes under the supervision of the Forest Service, with a Chief Forester in charge. The Province is divided into eight Forest Districts and each district is under the Supervision of a District Forester. The Forest Districts are in turn divided into Ranger Districts, with a Forest Ranger in charge of each. This roughly constitutes the personnel who are permanently employed managing and protecting the Forests.

During the fire season, May 1st to October 1st, a number of men, known as Assistant Rangers and Patrolmen, are employed to assist the Rangers in fire prevention and suppression. Roughly speaking, each Ranger has approximately 3,000 square miles to look after, so you can appreciate what a tremendous task he has on his hands, particularly during the fire season.

The Forest Service employs the most modern equipment available in Forest Protection work. Lookout stations, patrols and aeroplanes are used for

(Continued on Page 213)

Provincial Summer School for Teachers

Under the Direction of the

**BRITISH COLUMBIA
DEPARTMENT OF EDUCATION**

July 7th - August 8th

VICTORIA, B. C.

Courses:

REFRESHING
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with recreation and pleasant
Fellowship*

Read carefully your Announcement of
Courses and send in your application
EARLY to

**Director Provincial Summer School
Education Department
Victoria, B. C.**

The Schools and International Peace

A Schoolmaster's Profession of Faith

By GEORGE C. PRINGLE, M.B.E., M.A.

(Member of the Board of Directors of the World Federation of Educational Associations and General Secretary, Educational Institute of Scotland.)

IN a previous article I endeavored to show why the teaching profession should be specially interested in the ideals of international peace; how the teacher may attain to a reasoned conviction of the moral progress of the race; and how pessimism is not only bad philosophy but bad history and bad science. In what follows I briefly indicate how the principles of international peace may be exemplified in the subjects of the school curriculum.

The Subjects of the Curriculum

Generally every subject in the curriculum can be treated internationally or historically, e.g., the subjects of reading, writing, arithmetic suggest other peoples, other nations, other civilizations (and this is the true way to create an interest in history, so often a hateful subject to our pupils). Our debts to these peoples and nations will naturally suggest obvious comment. The pupil will come to see that human progress depends on all nations past and present. The principles of love and sympathy will thus be elicited and cultivated. We love those who have the same ideals, moral and spiritual, the same ideals of beauty, goodness, and truth. Thus in time a common code of international morality will be created. It is a human instinct to share spiritual wealth; also material wealth when men are inspired with ideals of humanity.

In further detail the following suggestions are offered:—

1. **Reading, Writing, Arithmetic:** Should be treated as above, i.e., historically, and let detail and method be suited to the age of attainment of the pupil.

2. **Biography:** The history of the ideas and aims of international peace can be more directly illustrated in the biography of such men as Grotius, a romantic story, George Fox, William Penn, and even the founder of the Whitley Committees.

3. **History:** The principle of consolidation. In this subject the teacher will refer systematically to and illustrate the principle of consolidation. In Scotland the illustration will be the Picts, Scots, Angles, Britons—four nations into one. In England the Heptarchy. In Great Britain, England and Scotland, and, say, Ireland. In the British Empire, Canada, South Africa. In America, now united, formerly the disunited States. He will also show that America was lost to Britain through the appeal to force, and that it has since been won back as a spiritual confederation due to the influence of common ideals as enunciated

by such moral and spiritual teachers as Shakespeare, Burns, Scott, Burke, Carlyle, and others.

The principle of acceleration. It is objected that the time when those ideals could be attained is too remote for a practical world, the teacher of conviction will remind the objectors of the principle of acceleration; that the rate of progress increases as we come down the centuries; that there are two great moments in the history of the race: (1) When man became conscious of himself, (2) when he realized that he could direct and guide his progress; that, in short, there is such a thing as self-directed evolution; that moral and spiritual forces can be mobilized, and that through such spiritual warfare civil war has as an intermittent feature in civilized life disappeared, as has also the duel in those countries which have acquired common national ideals.

4. **Geography:** (a) Physical Geography makes a universal appeal. Let us take the history of man in space. The sea no longer separates, but unites; the sea and sky are common to all, and these more and more have become the dwelling-place of men. Increased proximity through increased rapidity of communication will induce increased neighbourliness on the part of the inhabitants of the globe.

(b) The political and economic interdependence of nations is a common topic in schools. The war has given it greater prominence. Emigration and immigration are now controlled and directed by international organizations; therefore causes for international conflict minimised or removed.

5. **Literature:** Literature helps men to recognize their spiritual kinship. The greatest literature has a human appeal. What is the meaning of the humanities? Homer, Virgil, Shakespeare, Burns, Scott are common to all nations.

6. **Science:** Is an international subject. Geology, anthropology, exemplify the slowness of human progress in historic, and its rapidity as viewed in geological time. Men of science are the last to assert that what has been will always be.

Scientific inventions are perverted to instruments of warfare. Professors and others who suggest ways and means by which the results of scientific research can be utilized in warfare should be as liable to the penalties of the law as those criminals who suggest the murder of individuals. The scope for scientific discovery and progressive engineering enterprise demands as great courage, imagination, and skill as warfare.

7. **Languages:** The same principles as in literature hold good here also. There is no more interesting study than philology as exemplifying the unity of man.

8. **Religious and Moral Training:** A new basis for patriotism is required. Patriotism does not necessarily mean fighting, but devotion to the highest that one's country stands for, service, sacrifice for humanity. Women can be patriots as well as men. Patriotism cannot be inconsistent with the principles of humanity itself. A code of international morality is required. The Ten Commandments are good enough for a start. "Love your neighbor and hate your enemy" is denounced by the Bible.

9. **Physical Training:** Systematic development of athleticism is needed. There should be less professionalism and international sports, scientific enterprise, and research encouraged. The organizations of

boy scouts, girl guides, and boys' brigades require to be constituted on a new and non-military basis, or, at least, with non-military association, and the ideals of peace and international co-operation cultivated. A Peace Office is required as well as a War Office, and teachers ought to be its intelligence officers.

Picturesque Symbolism.—If it is objected that with the elimination of war the colour, the glitter, the pomp of life would disappear, one may fairly ask why picturesque symbolism should not be appropriated to the glorification of peace. Why, for example, should not doctors, nurses, teachers, and preachers have their processions, with banners and music, as well as warriors? Why should not the churches and other religious and moral agencies utilize electric signs and flashlights for writing across the midnight sky: "Thou shalt not kill"; "Thou shalt not steal"? "Let us, therefore, cast off the works of darkness and let us put on the armour of light!"

The Newspaper and the Schools

FRED CHARLES—Editorial Department, Cleveland Plain Dealer, Cleveland, Ohio.

FIFTEEN years ago when I began newspaper work in a Michigan city, it was the custom of the Board of Education to hold its meetings the first and third Monday evenings each month.

As the youngest and least experienced reporter on the paper, it was usually my assignment to attend these meetings, not with the expectation that any printable news would result from them, but because the editor of the paper believed the experience would help along my training.

Beyond the awarding of contracts for repairs to school buildings, there was never anything in these Board meetings that the paper thought printable as news.

Of course, many Board of Education meetings do not develop news, accepting as a definition of news, "interesting information." However, this casual "covering" of the Board was the only attention which the paper paid to education.

Conditions in other cities fifteen years ago were not, I think, unlike those in this Michigan city. The schools simply were not "covered," not only because the paper saw no news in anything so commonplace as going to school but also because the school people never went to the trouble of pointing out to the newspaper folk that there really was news in the classroom.

To-day there is no city of any consequence, so far as my knowledge goes, in which school affairs are not recognized as news possibilities by the newspapers. School headquarters is to-day the part of some reporter's regular "beat," just as much as the police station and the city hall. Indeed, the newspaper which I represent to-day employs two reporters, practically all of whose duties are to collect school news—a young

man being assigned to "cover" school headquarters and the other, a young woman, having a kind of roving commission looking for interesting news "stories" in the school buildings themselves.

News values change from year to year, even from season to season. You can remember when a hanging or an electrocution at the State penitentiary was printed in harrowing detail in your newspaper. At the time a hanging was thought to be "news" worth the telling down to the last convulsive twitching of the condemned man's left ear.

Similarly, train wrecks and fires were once considered news and good news. Divorce cases likewise arrested attention. The automobile made news, and each fresh motor car accident commanded newspaper space.

Automobile accidents have lost the power to interest. Fires and train wrecks, unless they involve large loss of life, also have ceased to be news. Divorce cases, unless they develop elements of spectacular human interest, are "played down" or ignored on the grounds of good taste, and executions are chronicled only in brief or handled from an entirely different perspective.

As some of these other activities have receded into the background of the news of the day, the public school has come forward.

Newspapers have altered a little in character in twenty-five years. Now, in addition to the "spot" news (the train wreck or the fire or the murder which must be covered when it "breaks"), newspapers have developed as a sideline another sort of news, expressed in the human interest or the feature story, the primary purpose of which is to entertain. Naturally, however, people often learn most from the things they read purely for entertainment, and not for information at

all. They learn unconsciously and without effort, and things taken into the mind in this way often remain there a long time.

Every reporter to-day is trained to see the news possibilities in the public schools, usually in his "cub" days. He is taught to see the "page one" possibilities in the intricacies of school financing and the rows of the Board of Education in open meeting, and he is trained also to see the human interest or feature possibilities in a class that buys a hen and manages her as a school "project," as one elementary class in Cleveland did recently.

But while the newspaper man is coming to get the school into the range of his vision, there has been no corresponding development of the school man's interest in the press, so far as I can discover.

Although the teacher is a public servant, requiring the sympathy and support, morally and financially, of the public for his success, there is not a single teachers' college or normal school in the country, I believe, in which relation of school to press—the greatest of all mediums in reaching the sympathies and interests of the public—is considered even worthy of passing comment. An exception may be noted in the case of the Cleveland School of Education (training school for teachers) which offers two courses in journalism, one involving direct co-operation with the daily press.

I do not know of any way in which education can be financed without the taxpayer paying the bill, yet there is little disposition on the part of the school man to help the taxpayer find out what it is all about. With a few exceptions—notably among the headquarters staff in Cleveland—the educator regards the newspaperman as a necessary evil to-day as much as he did fifteen years ago.

The school man is frankly suspicious of the reporters, fearful that his policies and methods may be misunderstood or misrepresented in the newspaper. In the "local room" or reportorial department of the newspaper by which I am employed, there are not half a dozen men and women who are not graduates of first-rate colleges, some hold masters' degrees, and there is a fair sprinkling of Phi Beta Kappa keys. All of them, I feel convinced, are quite as well educated as the professional educators who view their approach with alarm. And I think their desire for the public welfare and the improvement of society is at least as keen as that of the ordinary teacher.

This suspicion of the teacher toward the newspaper worker is the greatest obstacle to effective school publicity. For effective school publicity does not consist of an occasional frenzied splurge or campaign to get a bond issue "put over," but a day-by-day presentation of the schools as they really are.

The American people believe in, and will support to the limit, their public schools. But their support is predicated upon their understanding. They will vote your bond issues and your tax levies when they are convinced that the welfare of their children is at stake. They will not forever vote money for ginger-

bread ornaments on schoolhouses, or for purposes which they cannot understand.

The average voter to-day left school twenty years ago. When he thinks of school—unless you and the newspapers help him to create a different picture—he thinks of the "three R's." He does not know much about manual training, domestic science, dental clinics, medical inspection, intelligence tests, overage classes, high I. Q. classes, or musical appreciation. Unless his newspaper informs him otherwise, he may lump all such works together as non-essential "fads and frills."

I think it the duty of the educator to lay all his cards on the table. I think it his duty to see that the newspaper men have access to the news of the schools, and he has a duty, too, to help educate the newspaper man to the progress, aims, and tendencies of public school education.

No self-respecting newspaper man will play anybody's "game," so that educational news must not be given for the aggrandizement of the superintendent or his assistants. It will be sought and must be given that the newspaper may paint a true picture of the schools.

If your work is worthwhile, and if the reporter believes it is worthwhile as a result of his own investigation and not of the educator's propaganda, you can depend upon his "stories" to reflect that conviction. But he must see education in terms primarily of child welfare.

(Journal of the National Education Association.)

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The High School Curriculum

ARTICLE III.

(By J. ROY SANDERSON, M.A., Ph.D., King George High School, Vancouver.)

In this third article on the Curriculum it might be well to refer, briefly, to what was said in the two previous statements.

In the first place, the High School curriculum, like so many other things in this world, has had a history; there was a time when it was not as it now is—in fact, when it was very different; there have been many changes; and, because of this, one must conclude that the present High School curriculum is still subject to change; that, as it was made, it may be re-made. A brief outline of the development of the American State-supported High School was given, and the value of the experiment pointed out.

In the second place, there was emphasized the necessity of having some guiding principle in the formation of a curriculum. It was seen that Formal Discipline is hardly a safe tenet on which to base one's judgment as to the curriculum value of a subject, and it was suggested that the advocates of any subject would, if at all possible, justify the existence of that subject on the curriculum, by showing its value for the post-academic life of the student in the community in which he would find himself; in other words that the needs of the community and the needs of the individual should largely determine the curriculum. Canada, to-day, is vastly changed from the Canada of last generation, and yet the curriculum has not changed in anything like the same degree. And, lastly, we realize to-day that children differ widely in their mental abilities; they are not all born for the same work in life.

In the present article we would take up the question from the point last mentioned. Because of the individual differences in pupils there ought to be more elasticity in our High School curriculum. And it may be stated here that the main object of these articles is to present some arguments in favour of a greater choice of subjects in the High School. If, in further discussion, some subjects should seem to be criticized unduly, it should be borne in mind that there is not intention to suggest that such are not perfectly good High School subjects, but only that, because of differences, firstly, in individuals themselves, and secondly, in their aims in life, these subjects are not equally good for all.

Fortunately, or unfortunately, all little girls and boys are not born alike. One value of mental tests, both intelligence and educational, is that they have shown this. For example, in the testing of 4,000 students in an Illinois University, it was found that there were some Freshmen and Junior students registering no higher scores than 41 and 46, respectively—much lower than the Median for seventh and eighth

grades of the Primary School on the same test. But one does not need to consider such remarkable examples. Individual differences are manifest, naturally, to any teacher. Briggs, in his 'Junior High School' classifies these differences under thirteen heads, some due to nature and some to nurture, namely, race, sex, age, physical development, health, intellectual inheritance and training, interests, tastes, and aptitudes, environment, family traditions, social and economic status, aspirations, probably future schooling, command of the English language.

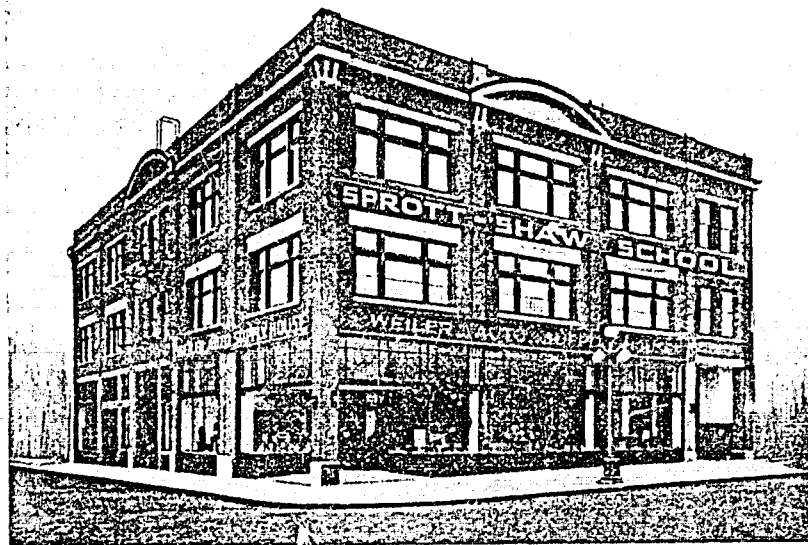
A few comments on the above differences, in the order mentioned, might be of value. In one school in Vancouver there are as many as twenty-six different nationalities. The intellectual difference between the sexes has long been a subject of contention. We know that in our High School graduating classes we have pupils ranging in age all the way from fifteen to twenty-one years. Physiologically, pupils in our High Schools are both pre-adolescent and adolescent. Intellectual inheritance and training are two factors (some would call them one) of predominant importance. In the writer's own Matriculation class are two boys who well illustrate this: one a boy of twenty with an I. Q. of 94, and the other boy, just turned fifteen, with an I. Q. of 127. And Starch makes the statement that anywhere from four to twenty-five times as much can be accomplished by a bright pupil as by a dull one. Closely dependent upon the other factor are those of interests, tastes, and aptitudes. According as are one's intellectual inheritance and training, so are, to a large extent, his interests, tastes, and aptitudes. A Vancouver speaker in addressing an audience of boys recently, advised them to choose their life work pretty much as they choose which game to play, that is, on the basis of liking. The influence of environment needs no comment. Family tradition has played a distinctive part among the children of the nobility in England and continental countries; we on this side of the Atlantic are more familiar with the differences created by social and economic status. There are schools in New York City in which the population is between 90% and 100% Russian Jew; there are schools on this Coast almost exclusively Oriental. In Chicago is an elementary school with a population of 3,000 in which there is but one eighth grade class; the economic status of families represented in that school would not permit the children to remain at school longer than the age which made it possible for them to earn a daily wage in the nearby sweat shops. 'Probable future schooling' has been considered in what has just been said. The aspira-

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tion of a boy or girl, also makes a real difference—all the difference between a self-starter and a trailer.

Undoubtedly the situation from the point of view of individual differences is exceedingly complex, any one will surely agree. John Locke 'On the Human Understanding' spoke of the mind as being like a sheet of blank paper on which were impressed the 'simple ideas.' The situation would, indeed, be relatively simple, were such the case, but he who attempts school work on a theory of this kind must make trouble for himself and those entrusted to him. If one's observation does not abundantly convince him of the great differences among individuals, Science must, for to-day there is a great deal of scientific material on the subject. As was pointed out by Dr. G. M. Weir, at the Easter Convention of the B.C.T.F., the tendency to-day, in educational thought, is from the objective to the subjective, from the text-book as an end in itself to the human child; or, in the word of G. Stanley Hall, quoted by Dr. John Adams at the same convention, *paidocentric*, which, I take it, is sufficient acknowledgment of the importance of individual differences among children.

The success of the Montessori System, and of the Dalton Plan, which avowedly recognize these differences as their point of departure from the old system, but adds confirmation to what has been stressed.

Since then, individuals differ so widely, why do we insist that all take the same subjects? Of course that is stating the case a little too strongly. There are limited options in the regular High School. We have our Technical Schools, our High Schools of Commerce, and Manual Training and Home Economics departments. But there it ends. In the orthodox High School with its thousands of pupils, all must take Mathematics; all must take either Latin or French, and so on. But if we revert to our guiding principle in the formation of a curriculum, we are reminded that the test of a subject is its value for a pupil in his preparation for the work he is to do after graduation, and we must, naturally, consider both the community and the individual.

In view of what has been said, can we justify the place held by Mathematics on the present curriculum. Mathematics (Algebra and Geometry only) is compulsory for all High School pupils throughout the three years of their course, and during this time the subject occupies from one-fifth to one quarter of the total time given to all the subjects. If one were to include Arithmetic, which is now on a two-year basis, the relation would be still more striking. According to Inglis, in his 'Principles of Secondary Education,' up to the beginning of the nineteenth century, a knowledge of the fundamentals of Arithmetic constituted the only requirement in Mathematics for College entrance. Algebra was made an admission requirement at Harvard in 1820, and in many other colleges by the middle of the century. By 1875 Algebra and Geometry had become firmly established as College entrance requirements.

Consider the average pupil,—who, we must confess, from our standpoint of individual differences, is an exceedingly indefinite person. Have Algebra and Geometry very much direct value for him in his post-academic career? A little thought will convince one that the majority of people have use for very little Mathematical knowledge beyond the elementary processes in Arithmetic. A few pupils will require this knowledge, of course, but not many. Why, therefore, compel all to spend approximately one-fourth of the whole High School course in becoming proficient in Mathematics. Most staunch supporters of Mathematics place their emphasis, in their advocacy of the course, on the training in reasoning, concentration, accuracy, etc. There may be something in this, but there has been such a diversity of opinion on the matter, as already pointed out, that one can hardly use that ground to justify him in assigning one-fourth of a pupil's time to Mathematics. Even if all the indirect values claimed as following from a study of Mathematics were granted that would not be sufficient reason for making such a study compulsory on all pupils, as what has been stated above in connection with individual differences among pupils will show.

Take, for example, the case of a girl studying Music, and anxious not to miss her secondary schooling—and there are many such. From the standpoint of pure Mental Discipline, is there not plenty of it, and of just as mind-testing calibre, in a good course in Music (including Harmony), such as many of our girls are taking, as there is in Mathematics? No one who is at all acquainted with Music will deny it. And High School teachers, in our city schools at least, are familiar with many cases of parents withdrawing their children altogether from High School, because both the course in Music and that demanded by the High School curriculum could not be carried on at the same time. And where is the fairness of it? For sake of argument grant the mental training in each, that is, in Mathematics and Music. Consider the case of the boy who anticipates life work in which his Mathematics will prove of direct value to him—engineering,

teaching, etc. Why should the girl studying Music be compelled to take work that is preparatory only for the boy's vocation, as well as her own course of Music, while the boy takes simply that which is of value to him?

But, the disciplinary value of the Mathematics' course has not been demonstrated, and, further, there does not seem to be very much evidence of attempts to transfer such value. Are not the subjects of Mathematics taught by and for themselves? Are they not ends in themselves? Has there been any attempt to correlate Algebra and Geometry with other subjects on the curriculum in order that the improved efficiency in Mathematics might be applied in those subjects? Has it been noticed that pupils as they improve in Mathematics improve correspondingly in reasoning power, concentration, accuracy, etc. in other subjects? There has been exceedingly little justification in the writer's experience for such a conclusion.

Should there, then, be a place on the High School curriculum for Mathematics? By all means, but that place, and the place held on the present curriculum, are two different places. Mathematics is of value to him who intends to teach the subject, or to carry on research work. Of not quite so extensive use is that which engineers or those studying particular sciences would have. Navigators, surveyors, etc., by the mastery of particular formulae find their needs satisfied. Men working in certain trades, also, will have use for some knowledge of practical Mathematics. But outside of these classes there are very few who, as far as direct values are concerned, will ever have any need for Mathematics other than the understanding of certain terms, the ability to read graphs, and to appreciate the difference between positive and negative quantities. There is a place for Mathematics—a very definite place. But that place should not be in the list of subjects of every pupil in the school, for longer than one year, or a part of the year at least. Let the prospective research workers, teachers, engineers, tradesmen, etc., have their higher mathematics in the portions which will serve their respective purposes, but let not the curriculum continue to favour only those whose intellectual inheritance and training fit them for it at the expense of others not so fortunately endowed.

TEACHING HYGIENE

(Prof. George A. Cornish, Ont. College of Education)

IN Canada the teaching of hygiene has passed through three stages. At first it was largely centred around the teaching of temperance. Anatomy and physiology were studied in order that the child could understand the dire effects of alcohol on the human system. The teacher would pour alcohol on the white of an egg which would soon turn to a cooked mass, and then she told the boys that this liquid had the same effect upon their brains. Biliously brilliant

pictures of hob-nailed livers and ulcerated stomach membranes were expected to have the same restraining influence on the small boy as the fear of hell-fire on the hardened sinner. But such histological and pathological information was so utterly unsuited to the mentality of the pupil that the futility of the subject was soon recognized.

The second stage dealt largely with the anatomy and physiology of the human body. Details of great minuteness about the structure of bone, the teeth, etc., were learned largely from dictated notes. The laws of hygiene were learned by heart. But the work was in no sense practical and to a small extent educational. Such facts of anatomy and physiology are only properly taught from charts, models and by dissection and experiment and are better fitted to the capacity of a medical student than that of a little child in the public school. This method still lingers on in many of our schools but has long survived its usefulness, if it ever had any, which is very doubtful.

We are now at the beginning of the third stage, in which the teaching of hygiene promises to be practically valuable and educationally sound. To explain the standpoint of hygiene teaching of the present day it will be necessary to show why a change in attitude has taken place.

Bacteriology has revolutionized our views of disease. Thirty years ago the healing art was to the layman a great mystery. The doctor gave strange, bitter-tasting drugs which were supposed to act in some magic method too deep to be understood by the patient. Indeed, generally the doctor was just about as much in the dark as the patient, but that was his secret and he kept it well. If you asked him the cause of malaria, he would tell you it was due to a miasma rising from the marsh; but if you asked him what was miasma he hedged because he had not the faintest idea. Now the layman knows just as well as the physician that this disease is always due to the bite of a mosquito.

It is not too much to say that the layman to-day has a more exact knowledge of the cause of disease than the doctor had thirty years ago. With increase of knowledge the mystery has largely disappeared. Methods of keeping communities healthy are based to-day not on empiricism but on the solid foundation of scientific knowledge. The common man now understands these things, can be appealed to and takes an interest in health problems.

Further, it has been found out, as a result of the development of science, that the laws of health are not complex and mysterious, but clear and simple. It is generally understood, for instance, that not medicines primarily but fresh air, proper food, good sleep, and regular habits are the open sesame to the door of health.

As a consequence, we recognize to-day as never before the importance of hygiene teaching in the school. The purpose now is not primarily to give

pupils knowledge about their bodies, but to make them healthy. To bring about this result, two means are used. First the teaching of hygiene endeavours to develop in the children a recognition of the duty that they have to perform toward their bodies, and a conviction that if their bodies are treated properly they will grow up strong and useful. Secondly they are taught the rules of health by the most practical methods. Instead of memorizing details about enamel, dentine, incisors and molars, they are taught the best kind of tooth-brush to use, how to manage it and last and most important of all are made to use it in a tooth-brush drill every day. Instead of telling the teacher how to carry on artificial respiration to restore the drowned they are made to practise the motions of artificial respiration upon one another. Thus they not only learn the laws of hygiene and practise its rules, but they also learn the reason for each rule in order that they may practise it the more intelligently. For this purpose a minimum of anatomy and physiology is learned.

But the practical end of all this is action. Every pupil who passes through the modern public schools should have developed not only an admiration for a perfect body but a sentiment impelling him as a duty to himself, his parents, his country and his God, not to abuse his body.

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CECIL RHODES' IDEAS ON EDUCATION

(By T. J. Barron, Principal, Nakusp, B. C.)

It is exceedingly interesting to read an expression of ideas on education by so remarkable a man as the late Hon. Cecil Rhodes, at one time Premier of Cape Colony.

As might be expected in case of a man of his calibre, Mr. Rhodes' ideas are exceedingly definite, practical and comprehensive, and I believe a careful study of them will do much towards counteracting a great deal that is erroneous in the popular conception of education.

One might, perhaps, be tempted to attach greater importance to any thing Mr. Rhodes has said on this subject for several reasons. In the first place, he was one of the most successful and prominent men of the last century. The enterprises which he started and carried out were of a colossal character, and of immense value to the British Empire.

In the second place, not only was he a highly educated man himself but he was also a man of wide experience in the practical affairs of life and so was in a position to testify as to the most valuable kind of education.

Thirdly, by the will which he left he proved himself to be a man most deeply interested in the welfare not only of his own country but also of mankind generally.

He evidently believed that education was the chief means by which to unite Anglo-Saxons everywhere in kindly co-operation for the peace and prosperity of the world, and to this purpose he devoted the bulk of his vast wealth.

We may well afford, then, carefully to consider his views as to what constitutes true education.

"In his will," says Mr. W. T. Stead in a letter written some years ago, "he has drawn up a scheme for the election of students for his scholarships, which is extremely original and very characteristic of the man."

The plan referred to is as follows and in Mr. Rhodes' own words:—

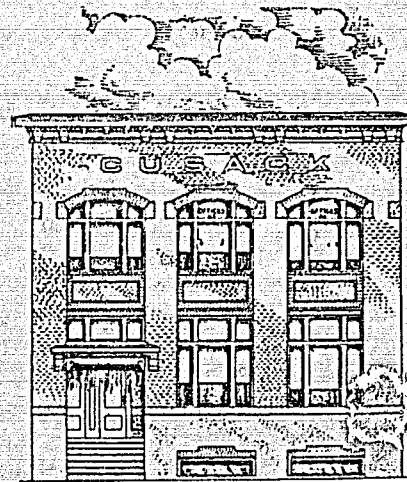
"My desire being that students who shall be elected to the scholarships shall not be merely bookworms. I direct that in the election of a student to a scholarship regard shall be had to (1) his literary and scholastic attainments, (2) his fondness for and success in manly outdoor sports such as cricket, football and the like, (3) his qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness and fellowship, (4) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his schoolmates, for these latter attributes will be likely in after life to guide him to esteem the performance of public duties as his highest aim."

It will be seen from the above quotations that Mr. Rhodes did not believe in limiting educational subjects to literary or scholastic subjects only. He believed that if education is to be of real value in this busy practical world it must do something more for an individual than to make him an expert in dead languages or a skilful critic in literary matters. He evidently thought that while a good education should develop scholarly ability it should also tend to make the student manly and virtuous and should fit him to be a useful and influential citizen. Education must do a good deal more than to train the intellectual faculties.

Mr. Rhodes seems to attach considerable importance to moral character and manly virtues in candidates for his scholarships. The men whom he considered best fitted to lead in the great work of uniting the English speaking people in all the world should be men characterized not only by their intellectual ability but also by their skill in and love for outdoor manly sports, and by their genuine manly virtues and force of character.

It would seem then that, according to Cecil Rhodes' way of thinking, a good education ought to develop and strengthen the mind and body but also should develop high ideals and a noble type of character.

So far as I have been able to ascertain, all, or most of the world's great teachers have come to much the same conclusion as to what education ought to accomplish, and this is I think, the goal which education is striving to reach to-day.



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The Teachers' Registration Council

(By Dr. John Adams)

[Dr. John Adams gave an address to the High School Teachers' Section of the Convention, on the Teachers' Registration Council of England. Hence the following article reprinted from the Journal of the National Education Association will be of great interest to our readers. Editor:]

AS FAR back as the close of the first quarter of the nineteenth century the better class private schoolmasters of England were discontented with the public status of their schools. These were the days of Dotheboys Hall. Such institutions did exist, though their numbers were not great. After reading a Master's thesis on the facts lying behind Dickens' caricature, I was convinced that these private schoolmasters of a hundred years ago were right in feeling that something had to be done to save their own credit and to protect the public against unqualified and unscrupulous men who made money out of a set of senior baby-farms. After much discussion, an institution was set up in the year 1847 with the quaint title: The College of Preceptors. It had the dignity of a Royal Charter, and at once set out upon a career of honorable usefulness that is far from ended at the present day, though the whole educational outlook has changed amazingly since that Royal Charter was granted. One could really write the history of English education round the organization of the preceptors, but for our present purpose we had better concentrate on one vital plank in their programme.

From the beginning, these private schoolmasters had the ideal of a Teachers' Register, a place on which should be essential before anyone could open a school or teach in one. Even in those dim and distant days, the ideal of an autonomous profession was in the air, but opposition was bitter and sustained. The public schools left no need for a Register. Secure in their dignified prestige they looked rather contemptuously at their humbler colleagues of the private schools, and took no action. The elementary teachers had not been educated up to the need for a Register. In fact they already had a sort of Register, since their names were all written in the Golden Book of the august Board of Education at Whitehall. In their own quiet way they too, from their officially recognized position, rather looked down upon the private school people. All the same, professional interest developed to such an extent that at last a sort of Register was established through the Board of Education. But it entered on its career with the death microbes pulsing through its system. For the elementary people were again it from the first: they resented the distinction that was drawn between the elementary teachers and the others. For the Register was drawn up in two columns. On column A all the

certified teachers were placed automatically in an alphabetical list. On column B only secondary teachers found a place, and for this a fee was charged. Five dollars was not an excessive demand, and it was not the amount that gave offence to the elementary group, but the existence of a fee that discriminated between the two groups. The Board of Education itself was not very friendly to the Register, and was not altogether displeased that it did not command public favour. The two columns wriggled their weary way through a number of years, but never exercised much influence of any kind, and at last came to a peaceful and unlamented death. No sooner were the obsequies over, than an agitation arose for a new Register, and the National Union of Teachers that had played the sparrow to the old Register's cock robin was among the most vigorous in demanding a new one.

There was now a real demand for a single column Register, and the different groups of teachers sank their differences, drew together, and finally presented such a formidable front that the Board of Education, which was certainly not enthusiastic in the matter, had to meet the united demand of the profession, and in 1911 set about establishing a Teachers' Registra-

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tion Council that would be representative of the whole profession. It was finally constituted by Order in Council, February 29, 1912. Its make-up was curious.

There are in England and Wales eleven universities; so, in its wisdom, the Board of Education made eleven the basic number of the Council, and decreed that it should be made up of forty-four members: eleven to represent the universities; eleven to represent the various groups of secondary schools; eleven to represent the corresponding groups of elementary schools; eleven to represent all the other teachers, such as the teachers of the blind and the deaf, and those who teach such subjects as art, music, physical training, commercial and domestic subjects—everything in fact out of the ordinary run of professional teachers. The chairman of the Council is to be chosen by the Council outside of its membership. The first Chairman was a former head of the Education of the country, Mr. A. D. Ackland, his successor being the most popular educational man in England, Sir Michael Sadler. The present President is Lord Gorell, who has the full confidence of the whole profession.

As soon as the Council met, it was evident that there was going to be none of the dissension for which some at least of its founders looked. The greatest friendliness prevailed among the different groups. The coming together round the same table, so far from increasing the friction among the different sections, tended to remove it entirely. The Council is elected every three years by the various teachers' associations representing the different groups, and I can honestly say that in all the years that I represented the Training of Teachers Group (I was a member from the beginning till my retirement in 1922) I never once saw a division on purely class lines. The elementary teachers and their secondary fellows got to know one another in a way hitherto impossible: they saw each other's good points, and got to understand each other's point of view. The university representatives learned much to their advantage and were able to interpret to their institutions the difficulties and needs of the schools. As for the teachers of special subjects, they found themselves for the first time recognized as an integral part of a great profession.

At first the progress of the Register itself was slow. No pressure was used, and the reactionary element in English education is always very strong. The fee was at first only five dollars, but by and by it was raised to ten, and a gentle hint is thrown out that quite a high tariff may soon be imposed. The fee had little to do with the slowness of enrolment. What was required was to educate the profession to the idea of the need for solidarity. The elementary group began to take up the matter seriously, and the movement got well under way. At present the number on the Register is about 75,000, and the success of the movement is secure. To be sure, the number of teaching persons within the area of the register is

sometimes put as high as nearly a quarter of a million, but this includes all sorts of people who make a little money by teaching in their spare time. Even when allowance is made for these camp followers, those who are left are not all eligible for registration, for a fairly high standard of admission has been established by the Council. At the beginning, admission had to be made easy for those actually engaged at the time in the profession. The period of this temporary qualification is now past, and the full rigor of the permanent conditions is applied.

Since the purpose for which the Council was appointed is achieved, and a vigorous Register is in existence, the question arises: What is the Council now to do? Its main function was to establish and maintain such a Register. It is now made: the problem remains—Does the maintenance of the Register supply a sufficiently important piece of work to occupy the time and energy of forty-four of the keenest teachers in England? This question, like those in Latin containing the word *mum*, expects the answer No. At any rate that is the answer the Council itself has given, and it is going quietly on towards the realization—so far as that is possible and desirable—of the ideal of those who have fought so long in England for the Register. The ideal of the profession is to reach something like the same status as has been attained by the medical men. In England the doctors have achieved an autonomous profession, and the teachers seek to make their organization as like the doctors' Council as circumstances will permit. It is recognized that teachers are nearer to the status of civil servants than are the doctors. So the Teachers' Registration Council hardly aspires to full autonomy, but, on the purely professional side, the members see no reason why they should not be as independent as the doctors.

In any case, the teachers are quietly taking in hand more and more of the professional problems that come their way. Already they have been appealed to by outside bodies on many points, and, wherever purely administrative and economic questions are not involved, the council has taken up the attitude that, as the only body representing all branches of the profession, it is entitled to take up and deal authoritatively with whatever concerns teaching on the professional side. Observant outsiders have noticed a tendency on the part of the Council to regard itself as having discharged its primary function, and being therefore at liberty to adopt fresh work.

A year or two ago the Council set about finding a suitable monogram, and happened on an old Italian monogram that seemed to meet the case. At the Council meeting itself, there was a certain difference of opinion about the artistic merit of the proposed monogram. But no question was raised upon what was surely a much more important point. The monogram included only two letters instead of three. A long T had a little C crossing it at the middle: that was all. The monogram has been adopted and is now familiar to all who see the Council's advertise-

ments, so that quite definitely, though certainly unobtrusively, the Council has made its claim to a much wider sphere than apparently found a place in the minds of those who founded it. Still, there were certain remarks made in Parliament at the time the Council was established, and certain opinions expressed by prominent officials of the Board of Education, that give an excellent *prima facie* case for the enterprising members of the Council who are now launching out into new fields.

Naturally the members of the National Education Association will look with interest at this new development, and may even ask whether it contains any lesson for them. To begin with, the two bodies have not the same composition. The Teachers' Council, to give it the abbreviated title it has quietly assumed, is made up entirely of teachers, and represents teachers exclusively. It cannot claim to be more representative than the National Education Association. No body could be more representative than the great American National Association. But the Teachers' Council is representative in the sense that its members are persons elected for the definite purpose of seeing that the interests of their groups are properly considered. The Teachers' Council is thus more closely knit than is the National Education Association, and is therefore likely to prove more powerful, which is perhaps as it should be, since in England there is a better entrenched central authority to deal with than exists in America. In the meantime you have nothing to fear from a central authority, whereas in England the Board of Education is a powerful bureaucratic body that if badly advised might do prodigious harm. As things are in England at present nothing could be more satisfactory than the attitude and temper of the Board. It is receptive, keen, energetic; willing to learn new things and to give free scope to intelligent initiative. Its inspectors perform in an ideal way the highest function of their office, the spreading of the contagion of improved methods. But the Board has a bad record, and there is no harm in having such a powerful watch dog as the Teachers' Council is turning out to be. Whether there is a corresponding function for the National Education Association to perform it is not for an outsider to say. The important point is that the two organizations have so much in common that they will find it to their advantage to learn all they can of each other. In any approach between the two nations, these two stand fully fledged ready to take up their responsibilities as the natural representatives of the whole teaching craft of the two great English-speaking countries.

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(Continued from Page 200)

detecting fires. Telephone and wireless are used for despatching messages. Automobiles, launches, railway speeders, aeroplanes, horses and bicycles are used as quick means of transportation. Gasoline pumps, hand pumps, shovels, mattocks, pails, axes, etc., are used for putting fires out. Scientific instruments are employed for forecasting weather conditions. Men are organized throughout the Province wherever possible, so that they can be called on with as little delay as possible.

You can therefore see that the Forest Service is doing all in its power to control the fire situation; but in spite of all their efforts, fires in vast numbers occur every year, and in spite of everything the Forest Service does, fires will be an annual occurrence until every citizen makes it his or her personal business to prevent them. You can help in this work.

The most important phase of Protection is Prevention.

- (1) If you go camping in the summer, do not light your fire next to a stump, log or tree.
- (2) Light a small fire and clear all inflammable material away for three feet round it.
- (3) Do not leave your fire until it is completely out.
- (4) Put lots of water on it and then some more.
- (5) Do not light large bone fires at night; they are dangerous and throw sparks. A small fire is more comfortable and can be easily extinguished.
- (6) Put a lighted match completely out; break it before you throw it away.
- (7) Watch any smoker you see in the woods and if he throws away a burning smoke, jump on it and put it out and tell him very politely about it.
- (8) Tell your friends to be careful with fire.
- (9) The next important phase in Protection is Detection. If you see a fire, report it to a Forest Officer or some grown-up person at once; don't delay a moment.

The next Phase Is Suppression

If you find a small fire, put it out at once; if you can't, then report it at once. Remember, all fires start from small ones.

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IMPORTANT NOTICE===Re POOLING OF EXPENSES

The Federation desires to make an urgent appeal to its members for further assistance in connection with the "Pooling of Expenses" Fund, as the amount subscribed up to the present time has not been sufficient to meet the transportation expenses. It should be borne in mind that all those who shared in the Pooling this year were required to contribute at least one quarter of their expenses to the fund. Hence when they have received a refund in full, this will only represent a return of three quarters of their transportation amount.

In addition they were each called upon to bear personally, the expense of berths, meals, etc., while travelling.

At the Convention it was only possible to refund fifty per cent.

The detailed report of the situation at present, as given by Mr. E. S. Martin, Chairman of the Pooling Committee, is as follows:

Number of Teachers sharing in Refund of Transportation	64
Total cost of transportation	\$1,450.35
Number of Teachers subscribing to Pooling Fund	282
Total amount subscribed	\$ 994.20
Amount subscribed by the 64 Teachers who will benefit	\$379.40
Amount subscribed by 218 Teachers who will not share in the refund	614.80
Number of subscriptions from Lower Mainland	138
Number of subscriptions from the rest of the Province	144
Amount still needed	\$456.15

Practically all teachers from Vancouver Island and from the Fraser Valley, and similarly situated districts, paid their own transportation without claiming refunds, and in several cases also made donations to the Fund.

We feel sure that many teachers who have not yet contributed, will be very willing to do a little to assist those who were put to big expense in attending. As long as the Convention is held at the Coast, teachers from up country, who wish to take advantage of the sessions, will necessarily be called upon to meet such extra expense, while those in the vicinity are faced with little or no transportation expenses.

The pooling is a means of equalizing, in a small degree, this feature, and we hope that every teacher who can, will forward a subscription to Mr. E. S. Martin, Box 596, Fernie, B. C.

The following comparisons show that many have overlooked the matter.

Last year, the sum of \$1,914.75 was subscribed. This year only \$994.20.

Last year 578 subscribed to the Fund. This year only 282.

Last year 141 received refunds. This year only 64.

It should be remembered that the 64 who will benefit, have subscribed \$379.40 themselves, an average of almost \$6.00 per member, and over one-third of the total amount received.

There is already on hand a small amount of money available, from extra subscriptions and from the Pooling Fund account, but we need many more subscribers. If a large number will give even a small amount, we can pay off the outstanding obligations at once and close up the Pooling Fund for the year.

We need 200 subscribers of \$2.00 each, or
We need 400 subscribers of \$1.00 each, or
We need 800 subscribers of 50c each, or
a combination of the above.

We have over 1800 members. Over 1500 have not yet subscribed.

Surely we can clean this matter up.

The only danger is, that it may be left to the "other fellow."

Let us obviate this difficulty by all doing our share.

The very essence of all organizations is, that the many can do easily what to the individual proves too great a burden.

Some of the smaller salaried teachers spent over \$30 in transportation fares alone, to come to the Convention, and in addition, subscribed at least \$7.50 to the Pooling Fund—a total of \$37.50.

Up to the present they have received only about \$15.00 as a refund. Can we not see that they obtain more?

Please forward subscriptions to Mr. E. S. Martin, Box 596, Fernie, B. C.

THE BRITISH LABOR MINISTRY

New Education Minister

Mr. C. P. Trevelyan has been appointed President of the Board of Education in succession to Mr. Wood, and Mr. Morgan Jones becomes Parliamentary Secretary to the Board in succession to Lord Onslow.

Mr. Trevelyan is the son and heir of the Right Hon. Sir. G. O. Trevelyan. He was born in Park-lane in 1870, and educated at Harrow and Trinity, Cambridge. He was a member of the old London School Board, Liberal member for Yorkshire (Elland) in 1899, and was made Parliamentary Secretary to the Board of Education in 1908.

Mr. Morgan Jones, who was born in 1885, is the son of a miner. He passed from elementary to secondary school, and then to University College, Reading. Was a school teacher; president of the Glamorgan Federation of Teachers, 1913-15. Conscientious objector in the war, was imprisoned and dismissed from his post. Worked as colliery laborer. Elected to Glamorgan County Council. Returned for Caerphilly at by-election in 1921. Member of the National Council of the I.L.P. A strong Co-operator.

The Labor Government is very strong on the educational side. Lord Haldane, the new Lord Chancellor, is an eminent educationalist, and has worked hard at the organization of all branches of education, and has written much on the subject. Mr. Henderson, the new Home Secretary, was President of the Board of Education in Mr. Asquith's War Government. Mr. Sidney Webb, the new President of the Board of Trade, has also large educational interests. Lord Chelmsford, the First Lord of the Admiralty, has worked actively in the administration of University College, London, since he returned from India after the expiration of his period as Viceroy. Mr. Arthur Greenwood, Parliamentary Secretary to the Ministry of Health, was formerly head of the Economics Department of the Huddersfield Technical College, lecturer in economics in Leeds University, and a leader in the 'Workers' Educational Association. The new Under-Secretary for India is Professor R. Richards, lecturer on economics at Bangor and a Governor of the University of Wales, while Mr. Sydney Arnold, Under-Secretary for the Colonies, was formerly Parliamentary private secretary to the President of the Board of Education.

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