

THE B. C. TEACHER


Official Organ of the B. C. Teachers' Federation

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DECEMBER, 1929

VANCOUVER, B. C.

Editorial

The B. C. Teacher extends to all its readers the Season's
Greetings and Best Wishes for a Happy and
Prosperous New Year

CONGRATULATIONS

Teachers of British Columbia will be delighted to know that Mr. Ira Dilworth, Principal of Victoria High School, was unanimously elected by the new executive to the office of Vice-President of the B. C. Teachers' Federation for the present year, and that he has consented to accept such office.

Mr. Dilworth is recognized throughout the province as one of the outstanding members of the teaching profession. In addition to his signal successes as scholar, teacher and administrator, he has deservedly won an enviable reputation as a speaker, not only on educational, but also on public and national questions. He is a splendid musician, and takes a keen and prominent interest in all that pertains to the development of the musical life of our province. The Federation's success is largely due to the fact that it has always been able to win the support and active co-operation of such leading

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teachers, many of whom have made great personal sacrifices of energy and time in order to accept positions of leadership in its counsels and activities.

We congratulate Mr. Dilworth most heartily on the honour conferred upon him.

We also extend our congratulations to Mr. Thomas W. Hall, formerly Principal of the George Jay School, Victoria, upon his appointment to the Inspectorial Staff of the province. Mr. Hall has proved himself to be a teacher of exceptional ability, and has won for himself a deservedly high place in the affection and esteem, not only of his professional colleagues, but also of the citizens of Victoria generally. He has a strong, forceful, and dynamic personality, and brings to bear on all his work an energy and enthusiasm, the spirit of which is readily caught by his pupils, or by his associates, and which leads to great accomplishment. There can be no doubt that he will prove a great inspiration to the teachers of his Inspectorate, who will find in him a real "guide, philosopher and friend."

AN APPRECIATION.

We have much pleasure in reprinting the following editorial from the "Vancouver Star" of December 5th, 1929. Those who have followed the splendid work of Dr. Black will realize that it is a fitting and well-deserved tribute to the unbounded energy which he has displayed in the interests of Library work in British Columbia. He has given unstintingly of his time and talents in connection with the Library Survey—and the public will owe him a deep debt of gratitude for the advances which will undoubtedly be made as a result of its findings:

Dr. Black's Achievement.

The visit of Dr. Frederick Paul Keppel to the Coast serves to remind the people of British Columbia that they owe a very notable boon to Dr. Norman F. Black (Kitsilano High School) of this city.

Dr. Keppel is the president of the Carnegie Corporation of New York. He is here to approve the details of administration of a grant of \$100,000 made by the Corporation to the British Columbia Library Commission.

The total sum will be spread over five years, a first instalment of \$31,500 being available now. The instalments will diminish from year to year, the underlying idea being that the British Columbia government, as time goes on, shall gradually assume more and more of the expense of providing libraries for rural settlements.

Recommendations to this effect are embodied in the report of the recent library survey, and, since Dr. Keppel has crossed the continent to conclude the Carnegie side of the negotiations, it may be presumed

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that the ministry proposes to adopt the scheme, which will ultimately involve annual government grants aggregating about \$35,000.

Dr. Black, until recently, was president of the Public Library Commission. It was under his leadership that the plans for library extension, shortly to become operative, were put into force.

It was he who interested the Carnegie Corporation in the library needs of the province and secured the financial assistance required to meet the costs of the survey.

To quote the Victoria Colonist: "It is generally conceded that but for Dr. Black the government would not have received the offer of \$100,000 for library extension from the Carnegie Corporation. Unwearying in the endeavor to realize what he believed were library possibilities for British Columbia, he gave lavishly of his time and energy."

The Colonist goes on to suggest that some tangible recognition should be given Dr. Black for his years of voluntary and enthusiastic service. The proposal will commend itself to all who realize the great value of Dr. Black's labors in forwarding the development of the cultural life of the province.

FEDERATION ENROLMENT.

The membership of the Federation has now reached a total of 1921, made up as follows:

Paid-up members, 569; enrolled members, 1181; Normal graduate enrolments, 171.

This is an excellent record for this time of the Federation year, but we still require further enrolments to assure us of our objective of at least 2000 paid-up members for the year ending June 30th, 1930. These enrolments we can readily obtain if those who have not yet filled in the necessary form (as printed in this issue) will do so at the earliest possible moment, and forward to the Federation Office. There are a number of last year's members who (though still teaching) have not yet signified their intention of renewing for the present year, and we should be very glad to hear from them.

While we have not included these latter in the number of enrolled members above, yet we, of course, retain them on our membership records as being in good standing, for, by the Constitution, such members are not considered as delinquent until after February 28th next. Counting in these, we have considerably more than 2000 teachers on our roll at the present time.



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BRITISH COLUMBIA TEACHERS' FEDERATION

614-616 CREDIT-FONCIER BUILDING, VANCOUVER, B. C.

ENROLMENT FORM

GENERAL SECRETARY,

Dear Sir:

Please enrol me as a ^(continuing)
(new) member of the B. C.
Federation for the year ending June 30th, 193.....and register my
name with the.....

(Name of Local Association)

Date..... Signed.....

School

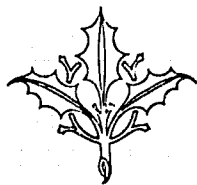
Private Address

We extend to our many friends and
patrons a very

MERRY CHRISTMAS

and a

**HAPPY AND PROSPEROUS
NEW YEAR.**



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Can Morals Be Taught?

By JOHN M. EWING, *Vancouver Normal School.*

IF THE one certain purpose of life is the development of moral character, then the paramount function of the school is determined beyond peradventure, and the categorical imperative of the School Act is at least justified by logic. Unfortunately, the outlines of the proposition are blurred by an amiable unanimity: "character-building" is become a well-worn catchword which conveys to us the comfortable assurance that humanity is not forgetful of its high calling, and we suffer from the complacency of a smug agreement.

We have all heard of narrow-visioned people who cannot see the forest for the trees, who are devoid of any inductive sense; but there is another form of blindness: that of being unable to see the trees for the forest. And here is the very root of our affliction in discussing morals. We are accustomed to speak in large emotional terms about ethical concerns; we depend upon rhetoric and generality; we are prone to approach the subject with a long face and a threadbare exhortation. Yet our chief need is for clear-headed analysis and specific practice.

A Definition.

Doubtless, there are a thousand ways of defining morals, none of which achieve finality, and there will be no vain-glorious attempt to achieve it here. In the light of the fact, however, that morals appear to vary from age to age and from race to race, we shall be reasonably correct in laying emphasis upon their social aspect, and in formulating a working definition with this primarily in mind. Let us define morals, therefore, as those crystallized customs, selected by racial experience, which enable us to live in society with a minimum of friction. Though this statement may not have the true scientific ring, it nevertheless has some distinct advantages. It gives us a definite starting point, and avoids the mental confusion incident upon regarding morals as intrinsically different from manners, the difference being in degree and not in kind. The inculcation of morals, as every good teacher has known since the beginning, must include the teaching of manners, for the amenities are essential threads in the fabric of culture.

One might readily become lost in speculations upon the existence of a moral instinct, because the question still most emphatically remains in the theological field. There are, however, certain social instincts which make possible our development into moral and mannerly beings: we readily adopt the customs of our group and respond with keen sensitivity to social approbation or contempt. Avoiding the theological issue, it may therefore be said with assurance that these complex social potentialities have the value of a moral instinct, that here we have the seed which may be developed by the soil of a well-chosen environment.

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One has heard it argued with some acerbity that the teaching of morals is the peculiar duty of the home and the church, which is, of course, entirely true, though it in no sense relieves the school of its obligation. Honesty compels the admission that we are today faced with a partial breakdown of the home. All manner of organizations, many of them excellent, are engaged in shouldering parental responsibility; the old-fashioned family hearth has lost its potency in favor of commercialized amusements, and bridge, like the grasshopper, has become a burden. The church also is under severe handicaps: scarcely half of the children come within the range of its influence, and these only for an hour or two each week. It has neither the opportunity nor the facilities for a comprehensive programme of moral teaching. There remains the school, axiomatically regarded as the residuary legatee of every human institution which is unable fully to perform some necessary social function, the school, which looks forward to an ever expanding activity.

Psychology and Morals.

Let us pause to inquire at this point whether psychology, the science of behavior, has anything of value to say upon the teaching of morals. We are not here concerned with the conflicting hypotheses of the various psychological schools, nor with such spectacular inferences as would bring the whole moral and religious structure down about our ears; we are interested only in two fairly well established and rather extensively accepted dogmata of the science, namely, the primary laws of learning and the negligibility of transfer. With these there is no quarrel.

Regarding the first, we believe that pedagogical principles function without reference to the nature of material, be it geography or morals. The laws of learning are equally valid in the education of a Calvin or a Villon: one has only to turn over the pages of "Oliver Twist" to see a masterly exposition of Readiness, Exercise, and Effect, towards the production of a perfectly good thief—Fagin, as a teacher, having very little to learn, and being singularly expert in the use of the project method! Our contention is that morality, aided as it is by existing social instincts, can be taught rather more easily than immorality, and through an application of precisely the same laws; aim, and not method, being the predominant issue.

Coming now to transfer, whether we agree with Thorndike that it is due to identity of elements, or with Bagley that it depends upon the cultivation of an ideal, we are at least compelled to admit that it is of inconsiderable assistance in practical teaching. Neatness in arithmetic, unfortunately, does not carry over to other written work—this has been demonstrated by experiment. Likewise, sportsmanship in football does not assure a like quality in baseball or tennis: specific teaching of each sporting trait is essential in each situation. Herein lies the futility of general exhortation and the sounding phrase; the vague imperative and the traditional discourse upon abstract virtue; the "Be good, sweet maid" of the poet and the "Be-

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have yourself" of the parent. The method of teaching morals is identical with the method of teaching arithmetic or Latin, and by reason of the powerful social instincts it has a far better foundation on which to build. Does any good teacher limit his technique to a soul-shaking expatiation upon the beauties of the first declension, or upon the peculiar charm of deponent verbs? He knows very well that his only hope of success lies in detailed and specific attention on every available occasion to the constituent parts of the Latin language; he understands that unremitting drill is the inexorable law of habit-formation, and that the march of learning is made up of definite individual steps. So also with morals: each desirable trait is developed only by its undeviating specific practice in each life situation which gives opportunity for its functioning.

Can Morals be Directly Taught?

In British Columbia we are frequently assailed with the opinion that morals cannot be directly taught, that there is an elusive quality about the subject whose essence can only be captured by unorganized incidental methods. We cheerfully grant that a humanized disciplinary atmosphere and an emphasis on extra-curricular activity are excellent media for a cultivation of the virtues; truly the scholastic martinet did much to encourage a standardized hypocrisy; assuredly self-expression is basic to the development of individuality. But, strangely enough, these facts have never been adduced to support the incidental teaching of any other subject-matter; we are still quite systematic in our approach to geometry and grammar. Our problem in morals is pre-eminently one of habit formation, and habits are not formed incidentally; their fixation depends upon highly specialized and concentrative practice.

This does not mean that one period a day shall be set apart for the inculcation of morals, though the allotment of an occasional hour to the discussion of definite problems of conduct would be of great value. The French have carried the direct method to an almost catechetical extreme, where discussion has become an illusion, and where pupils are gently but firmly led round to a preordained view. We in British Columbia, while avoiding the stereotyped verbalism, which is the Scylla of the direct method, are in danger of losing our vessel in a whirling vortex of good intentions, which is the Charybdis of the indirect method. Somewhere between these two disastrous extremes there lies a safe passage.

Mention has just been made of conduct problems for class discussion, a procedure rather definitely direct. A good problem for this purpose should possess the following qualities at least: it ought to be integral to the life experience of the children; it should stimulate diversity of opinion; and, like life itself, it should be capable of only a relative solution. Under these conditions, not only will the problem arouse interest and assist in the formation of moral judgments, but it will—through its emphasis upon free self-expression—enable the teacher to understand the character of his several pupils.

To illustrate: David's grandfather, at the close of a visit and unknown to anyone else, has given him a dollar to buy a present for himself and one for his four-year-old sister. David, who is seven, is very anxious to get a lamp for his bicycle and knows where he can buy the very one he wants for seventy-five cents. He believes that his little sister would be quite contented with a twenty-five cent rag doll. Should David buy the lamp? Should he tell his parents how much his grandfather gave him?

Again: Mary and Jean are throwing a ball to one another. Mary, who is inclined to show off, makes a wild throw which breaks old Mr. Brown's basement window. Mr. Brown is known to have a very bad temper, and Mary, becoming afraid, runs home. What should Jean do?

Examples can readily be multiplied, and problems composed which are suitable to each stage of school life. Indeed, it would not be hard to present material which might intrigue the interest and puzzle the moral judgment of a group of adults. It is altogether likely that half an hour a week could be devoted to such discussions with real benefit to all concerned.

A Method Combining Direct and Indirect Teaching.

There is, however, another and far more comprehensive procedure, through which a selected number of moral traits are individually inculcated with reference to specific situations—a method neither direct nor indirect, but combining the best features of both.

Let the staff of a school, together with the older pupils, make a careful survey of their institution from an ethical viewpoint, choosing a score of primary moral traits and weighing these in accordance with the actual school needs. Schools and neighborhoods vary as to their ethical necessities: in one case honesty needs to be emphasized; in another, courtesy; and in a third, sportsmanship. The twenty traits having been selected, it must be recognized that no two classes have exactly the same problem—again there must be a calculation of emphasis and a weighing process, though these should fall within the school programme. The true teacher, however, will not rest satisfied even here, but will remember that each pupil has individual needs to be dealt with under the class programme.

This selection of moral traits is, of course, only the beginning of wisdom, an essential first step in our systematic advance to a solution. Each curricular and extra-curricular activity—French, geography, football—has to be analyzed into its constituent situations, and each one of these trifling and apparently unimportant situations canvassed with a view to the opportunity which it offers for the practice of a specific moral trait. Continual unremitting practice, practice on every small available occasion, practice without the permission of an exception, is the only pathway to habitual moral conduct. Neither moralizing nor exhortation can take the place of actual doing: ideals are the resultant of an infinite number of practical appli-

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cations in action and thought: if we take care of the particular the general will look after itself.

Admittedly, the procedure will at first present numerous difficulties to the teacher; many objectives, excellent but nebulous, will have to be forced back to the focus of attention and brought within the sphere of the practical and systematic; vagueness must give way to clarity. It may be objected that such a sweeping change in classroom practice regarding morals cannot be effected in the twinkling of an eye—that the genius is not to be summoned by the mere rubbing of a magic lamp. The argument has much cogency if it be not strained into an excuse for inertia; truly our advance must be rational and orderly and one step at a time—we may commence with the inculcation of a single trait.

Let us first attain to a scientific pedagogical viewpoint in the matter of morals, then carry out our ethical survey, and thereafter very gradually introduce the specific teaching of each selected trait into those elementary situations which afford an opportunity for its practice, beginning with such traits as by their local debility most insistently demand our attention.

In conclusion be it said that the influence of the teacher is incalculably great in the moral field. Just as appreciation of literature is best inspired by one who is animated by true literary feeling, so the improvement of conduct is best assisted by one who is a genuine lover of virtue.

Educational Collections of Canadian Rocks and Minerals

THE Geological Survey prepares three grades of collections of Canadian rocks and minerals for sale. No. 1 collection, consisting of 144 specimens of Canadian rocks and minerals contained in an upright varnished oak cabinet, is sold at a price of \$25. The size of the specimens contained in this collection is $2\frac{3}{4}$ inches by $2\frac{1}{4}$ inches. No. 2 collection, consisting of 44 specimens of Canadian rocks and minerals contained in a flat varnished oak cabinet, is sold at a price of \$12. No. 3 collection, consisting of 40 specimens of sedimentary and igneous rocks, crystals and fossils, specially arranged for teaching physiology in Collegiate Institutes, High Schools and Continuation Schools, and contained in two unpainted pine trays, is sold at a price of \$6. The purchaser of any of these sets is expected to pay the cost of transportation.

A prospector's collection, consisting of twenty small samples of minerals, is also supplied at a price of fifty cents.

Further information concerning these educational collections of rocks and minerals may be obtained upon application to the Director Geological Survey of Canada, Ottawa, Ontario.

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Federation News

By HARRY CHARLESWORTH, General Secretary.

Federation Executive Meeting.

A meeting of the Executive of The B. C. Teachers' Federation was held at the Georgia Hotel, Vancouver, on Saturday, November 2nd, 1929. President G. S. Ford took the chair, and the following members were present: Messrs. T. W. Woodhead, W. F. Houston, J. G. Lister, T. Calder, G. W. Clarke, I. Dilworth, C. G. Brown, J. B. Bennett, H. Eckhardt, Miss E. M. Dickieson, Miss C. Black, together with H. Charlesworth, General Secretary, and Miss C. Clayton, Assistant Secretary.

The minutes of the Executive Meetings of April 4th and May 11th were adopted.

Co-opted Members.

The following were duly elected as co-opted members for the year ending June 30th, 1930: Mr. Ira Dilworth, Victoria; Mr. C. G. Brown, Burnaby; Mr. W. F. Houston, Vancouver; Mr. H. B. Fitch, Vancouver.

It was decided to leave the appointment of the fifth co-opted member until the next Executive meeting.

Election of Vice-President.

Mr. Ira Dilworth, of Victoria, was unanimously elected to the office of Vice-President for the present Federation year.

Election of Secretary-Treasurer.

Mr. W. F. Houston, Vancouver, was unanimously re-elected to the office of Secretary-Treasurer for the present Federation year.

Appointment of Committees.

Committees were appointed as follows:

Finance Committee: T. W. Woodhead (Chairman), W. F. Houston, J. B. Bennett, J. Sanford.

Constitution and By-laws Committee: G. W. Clark (Chairman), T. Calder, I. Dilworth.

Membership Committee: C. G. Brown (Chairman), Miss Dickieson, representative of Southern Vancouver Island, (with power to add to their number).

Consultative Committee: G. S. Ford, I. Dilworth, T. W. Woodhead, G. W. Clarke, C. G. Brown.

Fergusson Memorial Trustees: J. E. Brown (Chairman), E. H. Lock, J. M. Ewing, with H. Charlesworth (Secretary).

Group Insurance Committee: J. G. Lister (Chairman), J. B. Bennett, J. Sanford, D. P. McCallum, A. Martin, B. Harvey, T. Woodcock, S. J. Bryant, T. Calder, Miss E. M. Dickieson, (with power to add to their number).

Business Arising From the Minutes.

The resolutions of the Vice-Principals' and Senior Grade Section, passed at their Section meeting at the last Easter Convention, were considered and action taken as follows:

- (a) **Resolution, re Canadian History Book,** was amended to read: "That the Department of Education be requested to encourage the preparation and publication of a Canadian History Book in a form similar to "The Highroads of History," published by Thos. Nelson & Sons, and that the opinions of those engaged in teaching be gathered and considered when determining the content of this proposed book." Further, it was resolved to forward this amended resolution to the Department of Education for their consideration.
- (b) **Resolution, re Course in Nature Study and Science:** It was felt by the Executive that the present course allowed options wide enough to accomplish what was desired, and it was decided that the General Secretary should take the matter up with the Department to get accurate information on the subject.
- (c) **Re Teachers' Reports:** The convention resolution was: "That all reports be discussed between the teacher and the inspector, supervisor, or principal for same, before the report is turned over to another authority." The question of reports and inspection was discussed by the Executive from many angles, and the subject was considered of such importance that it was unanimously decided to appoint a special committee to bring in a report upon the whole matter at the next Executive meeting.

Fergusson Bequest.

The General Secretary reported that arrangements had now been completed whereby the books of the late G. A. Fergusson (given to the Federation by Mrs. G. A. Fergusson for the use of teachers) would be available through the Travelling Library Department of the Public Library Commission, Parliament Buildings, Victoria.

Correspondence.

Amongst the items of correspondence were several letters from interior associations and individual teachers expressing enthusiastic commendation of the work of the Executive, Superannuation Committees, and the General Secretary in connection with the adoption of the Teachers' Pensions' Act. Particularly gratifying were those from such distant points as Prince Rupert, and from the annual meeting of the B. C. Central Teachers' Institute, held in Prince George.

The Executive appreciated most highly these expressions of thanks, and asked that such appreciation be recorded in the minutes.

Letters of thanks were also received from the Okanagan Valley Teachers and the West Kootenay Teachers for the help rendered by the Federation and the General Secretary in connection with their Fall conventions.

Suggestions re Reduction of Federation Fees.

A communication from the Mission Teachers' Association contained some specific suggestions concerning the reduction of Federation fees, and expressing an emphatic opinion, as a result of concrete investigation in their own district, that such reduction would lead to increased membership.

As the matter of fees had already been discussed by the Membership Committee, it was decided to ask that they prepare recommendations, in conjunction with the Finance Committee, for submission to Local Associations previous to the next annual meeting of the Federation. It was pointed out that no change could be made before the annual meeting, as fees are fixed at such meeting in accordance with the Constitution.

President's Report.

President G. S. Ford confined his report largely to details of a conference held with Mr. J. Kyle, Director of Technical Education, at the request of the Department of Education, when the Federation's attitude concerning the question of new regulations for Technical Teachers' Certificates was discussed. Mr. G. W. Clark was present, also, at the conference, representing the High School Teachers. In accordance with the resolution passed at the last annual meeting of the Federation, general support was given to the suggestions and requests made by the Technical Teachers' Section.

Report of Finance Committee.

The Finance Committee's report consisted of the presentation of the financial statement for the sixteen months from March 1st, 1928, to June 30th, 1929, as submitted by the auditor, Mr. T. P. Hill.

(Note,—This statement was printed in the November issue of the B. C. Teacher).

General satisfaction was expressed concerning the report, which showed that, after providing \$193.40 for depreciation on office furniture and equipment, there was an excess of revenue over expenditure of \$1399.28, and this in spite of the heavy expenditures necessitated for the Teachers' Pensions Act work, for which legal charges alone amounted to \$1608.15.

For the previous Federation year there was an excess of expenditure over revenue of \$806.20, so that in reality our financial position had been improved by \$2200 during the sixteen-month period. It was also noted with gratification that the net cost of the Magazine

for the period had been only \$471.43. It should also be pointed out that the Magazine had contributed over \$1000 to salaries and rent, the large portion of which would have to be met from Federation General Funds if the Magazine were not issued.

General Secretary's Report.

Mr. President, Ladies and Gentlemen:

In reporting upon the work of the Federation since the last Executive meeting, it is only possible to deal with matters of outstanding importance, but it should be remembered that there is always a large amount of routine work which, though not specifically mentioned, is nevertheless of vital value to the Federation. Under this latter heading might be included such things as:

Letters or visits from members seeking advice or assistance; letters from or consultations with Local Associations concerning Association development; correspondence or exchange of information with Teachers' Associations in other parts of Canada, and in other countries of the world; many interviews, both with members and with business representatives indirectly concerned with teachers, or teachers' problems; visits to certain schools, and to various members of committees; personal contacts with Department Officials, Inspectors and School Board members, and informal discussions of mutually important matters; personal contacts with the President and members of the Faculty of the University, leading to co-operation in common problems; contacts also with the Normal School staffs, resulting in interest in our work and co-operation with us, particularly in regard to assistance at conventions; and, finally, the development and preservation of contacts with leaders of kindred organizations, such as the Provincial Trustees' Association, the Provincial Parent-Teacher Federation, Social Service Clubs, etc.

There is, again, another important routine phase of our work, in the maintaining of office records; the keeping up-to-date of membership and teacher lists; the many details of bookkeeping, accounting and banking in connection with Federation finances, etc., all of which involves much time and effort on the part of the Assistant Secretary, and at frequent intervals of high pressure calls for the assistance of extra help. This vital department of our activities has always maintained a high degree of efficiency, and has consistently received most favorable comment from our auditors and members of our Finance Committees.

The special features of our recent work may be briefly summarized as follows:

1. **Teachers' Tenure:** During the summer months several cases of difficulty were brought to our attention, but the number was less than usual. Some of these were cases of appeal to the Council of Public Instruction, and the results generally were satisfactory. This does not mean that the teachers were successful in all cases, for there were some in which inefficiency was clearly proved, and consequently the Board's action in dismissing was justified. In fact, in some cases

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where teachers sought the advice of the Federation before taking an appeal they were prevailed upon not to enter an appeal. It is a matter for gratification that in every case of difficulty handled by the Federation the teacher was either reinstated or, with the co-operation of the Department, the Inspectors or School Boards, has been given a further trial in other schools under conditions which should aid the teacher to ensure future success. On all sides there was a desire to treat with sympathy any teacher who was really trying to become efficient.

Some of the cases involved fundamental principles, and these were given special attention for this reason, and all teachers' interests were thoroughly safeguarded. Perhaps two specific instances will serve to illustrate:

(a) It has now been definitely established that, in the dismissal of a teacher for inefficient teaching, the written report of the Inspector (a copy of which, of course, the teacher has also received) is the basis upon which the Board must justify its action.

(b) It has also been established that a Board can not make any contract with a teacher except such be in conformity with the contractual relations as contained in the School Law. No Board, for instance, can insist upon its teachers accepting engagement simply for one year only, and trusting to reappointment each year in order to continue in the service of the Board. A teacher (except in case of probation) appointed by a Board has an indefinite contract, which remains in force until the teacher legally resigns or is legally dismissed.

In connection with the working out of the various teachers' appeal cases it has become clear to the Department, the Inspectors and to the Federation officers that there is need for a different method of procedure. At present the various Inspectors are called upon to make the preliminary investigations. This adds to their already arduous duties, and is also often a task of considerable difficulty. If they report in the teacher's favor, the Board is rarely satisfied; if the Board's position is sustained, the teacher seldom feels satisfied. In either case the Department, through its officials, is likely to have aroused a certain amount of ill-feeling. If diplomacy prevails, then probably a "compromise" is reached, but unfortunately a compromise rarely settles satisfactorily an issue which has become so acute as to become the basis of an appeal. Hence it would seem advisable that some impartial, fair-minded and disinterested person should be appointed to carry out such investigations, and that the Inspectors and Department officials should be relieved of such work.

I would strongly recommend that this matter be taken up with the Minister and Superintendent of Education at an early date. Arising out of the same question, I feel that considerable improvement might be made in the type of report form now used by the Department of Education. A small joint committee of inspectors

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and teachers could probably make many suggestions for improvement, and I would also suggest that this possibility be canvassed.

2. Teachers' Tenure Committee Report: It might be of interest to record that the Tenure Report prepared by the B. C. Teachers' Tenure Committee (as printed in the September issue of "The B. C. Teacher") was considered and approved by the Canadian Teachers' Federation at Quebec, and forwarded to the World Federation of Education Association meeting at Geneva. Here, after presentation by Dr. E. A. Hardy of Toronto, it was considered by representatives of Teacher Associations throughout the world. It received very high commendation and was discussed by representatives from England, Scotland, Ireland, United States, Norway, Sweden, Japan, China and other countries. Our recommendation that a committee continue this study was also accepted.

3. Joint Meeting with Representatives of the Provincial Trustees' Association: At the request of the Minister of Education, four representatives of the Federation met with four members of the Provincial Trustees' Association Executive, in the Federation office on September 11th, to consider the question of the dates of resignation and dismissal of teachers, as they are now set forth in the School Act. It will be recalled that teachers may resign up to July 31st to take a new appointment. The School Boards must dismiss teachers, however, prior to July 1st. This apparent discrepancy has been misinterpreted by the Trustees as an unfair arrangement.

After a thorough presentation of the whole case by the Federation, however, the Trustees realized the many complications involved and saw that the present arrangement was a practical solution of such difficulties. It was, therefore, agreed to leave the Act as it stood for the present, but to ask Trustees to report any definite cases of hardship arising from its operation, such cases to be later considered by a joint committee of both bodies, with a view to further recommendation, if necessary. Throughout the conference the most harmonious relations were evidenced. Following the meeting, the Federation entertained the Trustees' representatives at dinner at the Hotel Georgia.

4. Provincial Trustees' Convention: As the representative of the Federation, I was privileged to attend the annual convention of the Trustees' Association, held at Nanaimo on September 23rd-25th. I was given a most cordial welcome, and in addition to being asked to present the greetings of the Federation at a business session, I was also accorded the honor of proposing the toast to the Trustees' Association at the banquet, an honor which I remarked our Federation would appreciate very highly. The agenda contained many resolutions, and the discussions were of great interest. Generally speaking, the Trustees showed great sympathy with all matters affecting teachers, and it is very evident that there is an increasing sense of co-operation and mutual understanding concerning our common problems. The questions which concerned us most vitally were probably:

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- (a) Sick pay allowance.
- (b) Standard tests.
- (c) Textbooks.
- (d) Four-year High School course.

The action taken on these has already been given full publicity in the daily press.

During the convention I had many opportunities of informal discussion with individual trustees, and as a result many misunderstandings as to the Federation's aims and methods were cleared up. Several valuable suggestions for future co-operation were made, one of particular interest being that in case of any difficulty arising the Federation might, with great value, write to the Board concerned directly, asking for particulars of the Board's side of the case. I was assured that such action would be welcomed.

It is with extreme pleasure that I am also able to report that, as a result of a conversation with Mr. F. V. Hobbs of Saanich, last year's president of the B. C. School Trustees' Association, several misunderstandings were amicably cleared up, and thereafter Mr. Hobbs gave concrete effect to his gratification by exhibiting in a high degree a spirit of goodwill and co-operation, which I am sure we all hope will last for all time.

5. Reorganization of Membership Enrolment: After a meeting held with a special committee, and as a result of much thought, a new system of enrolment and receiving and receipting of fees has been worked out and adopted. While it will probably take a little while to become thoroughly understood, it should remove some difficulties which have arisen in the past in the matter of the co-ordination of Federation and the Local Association efforts.

6. Fall Conventions: The fall conventions held this year have been unusually successful. It has been my privilege to be present at the O.V.T.A. convention at Vernon, the West Kootenay convention at Nelson, and the Thompson and Nicola Valley convention at Kamloops. At each I have addressed the teachers on the Federation's activities, and have been most cordially received. The attendance at each was exceptionally high. At Vernon the registration was over 140, at Nelson over 180, and at Kamloops over 100. In many cases the teachers travelled long distances at considerable expense; in a few instances over 200 miles. This speaks well for their enthusiasm. The Federation has been called upon for concrete assistance in the obtaining of speakers, and our help has been very greatly appreciated, as is evidenced both by convention resolutions of thanks and also by letters since received. I would like to record our sincere thanks to the members of the University Faculty, the Normal School Instructors, the Inspectors and the individual teachers, all of whom so willingly agreed to give their services at the conventions. Such a willing attitude makes comparatively easy the preparation of fine programmes.

In connection with these fall conventions, there is one matter which I feel should be brought to the attention of the Executive, and this concerns the travelling expenses of the speakers; some of these (for Normal Staff and Inspectors) are kindly met by the Department, but others have to be met by the convention itself. It is obvious that the cost increases directly as the distance from the coast, and constitutes an additional burden upon the Interior teachers. I would suggest, therefore, that the Federation might well bear a portion of such costs in such manner as to assist according to expense involved. I am firmly convinced that the Federation would be rendering a real service and that such action would be highly appreciated.

7. Future Conventions: Conventions have been arranged for the Fraser Valley at Chilliwack, November 8th; the Central Vancouver Island at Duncan, November 25-26, at both of which I am to speak. The Northern Vancouver Island teachers usually hold a fine convention, but we have not yet been notified of the date and place. The East Kootenay convention is not being held this year owing to the serious illness of Mrs. Manning, wife of the Inspector for the district.

8. Our Easter Convention and Annual Meeting: As will be seen from other reports, arrangements for our convention and annual meeting are being completed at an early date, and we are hoping to have all programmes complete for publication in the January issue of the magazine, so that all teachers may have ample time to study the matter and to make plans for attending. Any suggestions for the Convention Committee's consideration will be heartily welcomed from any Association or from any member. Definite plans for securing a good annual business meeting of the Federation have also been developed and will be submitted for consideration later.

9. Conclusion: There are many indications that the Federation is receiving more support than ever from the teachers of the province, and there is strong reason for believing that several new Associations will be formed and that our membership this year will constitute a further advance on last year's record total.

May I once again ask for that enthusiastic support and co-operation of all executive members which has been so willingly given in the past, and particularly that you use every influence to extend the membership of the Federation in the constituency you each represent?

Respectfully submitted,

HARRY CHARLESWORTH,
General Secretary.

Vancouver, B.C., November 2nd, 1929.

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Report of the Group Insurance Committee:

Mr. President, Ladies and Gentlemen:

During the past year several insurance companies have made overtures to the Federation concerning the question of Group Insurance. The various representatives first had interviews with the General Secretary, when the broad principles of the various programmes were discussed. In all these interviews it was made quite clear to the representatives that the Federation had not considered the matter officially, and had therefore no detailed plan to submit. The General Secretary took the position that the Federation would no doubt be interested in the general principles of Group Insurance, and would be prepared to give consideration to any plans which might be submitted by the various companies. He gave to every representative all the information required concerning the membership of the Federation and the general basis of our organization, and asked each company to submit written proposals of the broad plans they were prepared to offer.

These written proposals were then handed over to the Group Insurance Committee chairman, Mr. J. G. Lister, for consideration, and several of the representatives arranged for personal interviews with him.

Within the last few weeks the Vancouver Principals' Association also appointed a committee of three, consisting of Mr. Bruce Harvey, Mr. A. Martin and Mr. Woodcock, to consider and report upon the feasibility of Group Insurance. This latter committee met with the General Secretary, when the Federation's information was placed at their disposal, and it was decided that the two committees should co-operate in their work.

Finally, at a meeting of the chairmen of the Federation committee and the Principals' Association committee, and the General Secretary, it was agreed to make the following recommendations to the Federation Executive:

- (1) After much consideration of the principles of Group Insurance as they might be applied to Federation membership, we are decidedly of the opinion that the question is one which merits the fullest attention of the Federation, and has possibilities of great value to the individual members of the organization, as well as to the Federation in its corporate sense.
- (2) We are of the opinion that from proposals of the various companies interested we will be able to select a definite and concrete plan which will meet all requirements that the Federation would wish to make.
- (3) We are also confident that it will be possible to work out an outline of the whole question which will make it comparatively simple for the individual member to give the matter intelligent consideration. In order to accomplish this, how-

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ever, it will be necessary for the many details to be first studied by a small representative group.

- (4) For the purpose of bringing the proposals forward in concrete form, we therefore recommend the extension and enlargement of the present Federation committee by the inclusion of the Principals' committee, and also by the addition of representatives of other groups of teachers.
- (5) We further suggest that, when this enlarged committee has evolved a definite basis for submission to the Federation members, including recommendation for the selection of some company or companies to carry out the plan, that the plan should, after ratification by the Consultative Committee of the Federation, first be placed before representative groups, such as the Principals' Association, the Vice-Principals' Association, the High School Teachers' Association, the Junior High School Group, etc., for endorsement or modification.
- (6) If the plans prove acceptable, then the matter should be placed before the whole membership of the Federation.
- (7) We would also recommend that the question of adding, or including, Sickness and Accident Insurance be also studied by the new committee.
- (8) We would further recommend that the committee investigate the question of Group or Fleet Insurance on automobiles owned by members of the Federation, as specific offers at reduced premiums, under exceptionally easy conditions, have been offered to us.

In making these recommendations, we wish to point out three very important factors:

- (1) The committee should constantly keep in mind the effect of Group Insurance in obtaining and retaining Federation membership.
- (2) Almost all the detailed information is now available for the committee's consideration, including the full particulars of the Group Insurance accepted by the Ontario Secondary Teachers' Association, and the forms and circulars used by them in their project. In addition, the representatives of the companies are most willing to do all in their power to aid in giving and explaining the details.
- (3) The plan can not be accepted without the actual written consent of each individual member desiring to participate, and no one will be asked to participate without full and complete details as to the contract to which they are becoming a party. In addition, the plan must be accepted by a necessary percentage of the group to be covered.

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In obtaining this personal enrolment and percentage, the company or companies finally selected to write such insurance will place their full resources at our disposal, and will thus materially lighten the amount of work and expense involved.

J. G. LISTER, *Chairman.*

HARRY, CHARLESWORTH, *General Secretary.*

Report of Consultative Committee:

The Consultative Committee reported that it had attended to all urgent matters committed to it, the items of general interest being:

- (a) A decision to keep the Federation office open during the month of August for the convenience of members.
- (b) **Re Members of Local Associations whose Federation fee remained unpaid:** It was decided that all Presidents and Secretary-Treasurers should be notified that all members of Local Associations must pay the Federation fee, in accordance with the constitution, and that all members should be reminded of this fact.

It should, therefore, be noted that no teacher may belong to an affiliated Association of the Federation without belonging to the Federation itself, and, conversely, that no teacher may belong to the Federation itself without also belonging to an affiliated Association, except in cases where no such affiliated Association exists in the district in which such teacher is engaged. In this latter case, any teacher may join the Federation directly as an "unattached" member.

- (c) **Re Periodical Audits:** In order to assist in planning the policies and expenditures of the Federation, and in order to add to the value of interim reports, it was decided to adopt the principle of periodical audits, as suggested by the auditors, the details to be left to the Finance Committee. Such audits would also greatly simplify the preparation of the annual report and financial statement at the end of the year.

Pensions Board (Teachers' Representatives' Report):

Mr. President, Ladies and Gentlemen:

While it is neither possible nor desirable that all details of the work of the Teachers' Pensions Board should be reported upon at each executive meeting, yet I feel it is fitting that I should give a brief account of the general points of interest, so that the executive members may be kept informed of the progress of affairs, and I shall be glad at all times to deal with any questions which may be asked.

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Three official meetings of the board have been held, and some informal conferences have taken place between the various members. Dr. S. J. Willis is chairman, in accordance with the act, and Mr. Norman S. Baker, Civil Service Commissioner, was duly elected as secretary at the first meeting. In accordance with executive appointment, I have represented the Teachers, and have been present at all meetings and conferences.

Several points of interpretation have come up, and the opinion of legislative counsel has been taken for our guidance on such points. Some involved considerable difficulty, and much argument and discussion took place on the legal issues which entered into them.

A great difficulty arose owing to the wording of Section 37, where the provision was confined to "contributors" instead of "persons," as was originally drafted. This has made it impossible for us to deal with some very serious and deserving cases of teachers who broke down just previous to the coming into force of the Act, and who, while still on the enrolled staff of a Board, may not be able to resume teaching to become "contributors." An amendment may be necessary at the next session of the House to provide just treatment for them.

Many teachers, and particularly former teachers, have written to me, or have visited me in the office, or at various points in my travels, and while many are not within the scope of the Act, it has been with a keen sense of gratification that I have been able to assist others to obtain benefit from the Act. I feel very sure that if teachers generally could see the concrete results already arising from their united efforts which achieved a Pensions Act, and could realize the keen appreciation so freely expressed by the recipients, they would feel amply repaid for such efforts.

It also is worthy of note that several teachers, with very long service in British Columbia, and fully eligible for immediate pension, have steadfastly refused to claim such pension until they have taught at least for the present school year, feeling that they should not deplete the Pension Fund as long as they were able to continue teaching.

At the present time there are 16 on pension, carried over from the government's previous Retirement Allowance, and 4 who have been granted pensions under the provisions of the present Act.

Respectfully submitted,

H. CHARLESWORTH,

Teachers' Representative on the Pensions Board.

G. A. Fergusson Memorial Fund:

Mr. President, Ladies and Gentlemen:

I beg to report as follows:

Total to date - - - - - \$904.78

After consultation with the trustees of the above fund, I would suggest that the fund be augmented from further sources until the

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sum of \$1,000 has been reached, and that, failing the necessary contributions, the Finance Committee be authorized to make a special grant from Federation funds for such purpose, such sum then to be invested in bonds or securities, and from the interest thereon an annual prize of \$50 in books, each suitably inscribed, to be made to the Federation member (or group of members, or local Association) who makes the best contribution to "educational research" during the year. The conditions, etc., governing the award to be worked out by the Board of Trustees and published as early as possible in the magazine.

Respectfully submitted,

H. CHARLESWORTH,

General Secretary and Secretary to Board of Trustees.

(Note,—Any further contributions will be welcomed. Please forward same to the Federation office).

Report of Delegates to the Canadian Teachers' Federation Meeting:

Mr. T. W. Woodhead reported briefly on this meeting (as the fuller report had already been printed in *The B. C. Teacher*). He expressed his great appreciation of the wonderful courtesies extended to the delegates as a result of the splendid organizing work done by Mr. Crutchfield and the Quebec teachers associated with him, and also his thanks to the B. C. Executive for according him the honor and privilege of representing our own Provincial Federation.

President Ford associated himself most heartily with the sentiments expressed by Mr. Woodhead, while Mr. L. Morrissey (of Merritt), who was unavoidably absent from our Executive meeting, sent an expression of thanks, not only on his own behalf, but also on behalf of the Interior teachers of British Columbia, whom he was chosen specially to represent, for the kindly thought of the Federation Executive in selecting him as a delegate to such an important and inspirational meeting as that held in Quebec.

Resolutions Submitted by the C. T. F. Meeting for Consideration of Provincial Associations

1. **Biennial Conferences:** In his presidential address, Mr. C. W. Laidlaw had hinted that biennial conferences, with more frequent meetings of the executive, might prove more profitable. The question was asked: "What is the purpose behind such a proposal? Is it an attempt to reduce expenses so as to reduce provincial fees, or is it an effort to bring about greater efficiency?" Mr. W. Sadler stated that, in his opinion, the C.T.F. did not get full value for the money expended. The annual conferences were very expensive, and the inability of the executive to meet during the year was a great

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drawback. The proposed reduction in the number of conferences was not suggested so much in order to lessen the expenses of the C.T.F. as a method by which the organization might function more effectively, since it would then be possible to hold meetings of the executive during alternate years. The following resolution was submitted by the Committee on Constitution and Policy:

"Resolved, that the question of a change in the constitution of the C.T.F. be referred back to the various affiliated bodies by means of a ballot, as follows:

- (a) Are you in favor of an amendment to the constitution providing for conferences being called less frequently than once a year?
- (b) In the event of your organization voting in the affirmative, which of the following proposals does it favor? Record vote by number in the order of preference:
 1. A biennial conference with the executive functioning as at present; that is to say, the executive meetings to be held at biennial conferences only and all other business between the executive members carried on by mail.
 2. A biennial conference with semi-annual meetings of the executive.
 3. A biennial conference and an executive meeting in the intervening year.
 4. A biennial conference, with Eastern and Western Sectional Conferences in the intervening year.

Mr. Robertson moved that the ballot be sent to the various provincial organizations, together with a covering letter which should be left to the delegates from Manitoba to prepare and submit to the President and Secretary for approval. This was agreed upon.

2. **Teachers' Exchange:** Resolved, that this conference approves of the extension of the exchange of teachers with other parts of Canada and of the Empire, and recommends its extension to other countries;

And, further, that the C.T.F. request provincial secretaries to assist in the matter of inter-provincial exchange by forwarding word of any position in their province open for such exchange to the provincial secretary or editor of the official organ of the province where exchange is desired, for publication of the fact.

3. **Official Representation:** Resolved that this conference recommend to affiliated organizations that, wherever possible, they further the policy of obtaining official representation on all bodies functioning in matters affecting status, curricula, etc., such representation being effected by selection or nomination by the teachers' organization.

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4. Resolved, that notice of motion be given that the constitution be amended in such a manner as to provide that Ontario be allowed three members on the executive of the C.T.F., but that the province continue to exercise one vote only.

Resolutions 2 and 3 were submitted for information and co-operation of executive members.

Resolutions 1 and 4 were submitted in order that thought and preliminary discussion may be given to them, so that later we may be in a position to deal with them.

EASTER CONVENTION

Report of Committee on Arrangements for Easter Convention

Mr. President, Ladies and Gentlemen:

On Monday last, October 28th, one of the best committee meetings ever held by the Federation took place at the Federation office. There was almost a full attendance and the business was carried through in splendid fashion. As a result, I am able to report the following recommendations:

1. The convention shall be held in Vancouver.
2. The dates shall be:
Monday, April 21st: Executive meeting (evening).
Tuesday, April 22nd: General Convention Session (morning).
Sectional meetings (afternoon).
Public meeting (evening).
Wednesday, April 23rd: General Convention Session (morning).
Sectional meetings (afternoon).
Social functions (evening).
Thursday, April 24th: Federation Annual Meeting.
3. All meetings, except the public meeting, shall be held in the Kitsilano High and Junior High School.
4. The public meeting shall be held, if possible, in St. Andrew's or Wesley Church.
5. The main speaker shall be Sir John Adams.
6. Other general speakers shall be:
Minister of Education.
Dr. S. J. Willis.
Dr. G. G. Sedgwick.
Mr. P. H. Sheffield on a subject such as "The Education of the Foreign Born."
7. It was also suggested that an effort should be made to secure a speaker, not connected with education, who would deal with some subject of interest in an expert way.

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8. Addresses of welcome from:
 The Mayor.
 Chairman of School Board.
 President of Trustees' Association.
 President of Parent-Teacher Federation.
 Reply to addresses by Mr. I. Dilworth.

Convention Committee Convenors:

General Convener.....	Mr. C. G. Brown
High School:	
General	Mr. T. H. Calder
Classics	Miss McNiven
Commercial	Mr. A. A. Webster
English and History.....	Mr. E. H. Lock
Mathematics.....	Mr. W. McDougall
Moderns.....	Mr. C. D. Smith
Science.....	Mr. D. L. Shaw
Technical.....	Mr. H. A. Jones
Art.....	Mr. L. W. L. Manuel
Home Economics.....	Miss C. S. Black
Manual Training.....	Mr. I. J. Sanford
Junior High School.....	Mr. J. Sanford
Elementary Schools:	
Principals.....	Mr. H. E. Patterson
Vice-Principals and Senior Grade.....	Mr. S. J. Bryant
Intermediate Grade.....	Mr. G. T. Jamieson
Junior Grade.....	Miss F. M. White
Primary.....	Miss J. E. R. Fisher
	(or successors as Chairmen of V.T.A. Sections.)
Rural Schools.....	Mr. Harold L. Campbell

Annual Meeting Suggestions

- (a) Special efforts to obtain full representation.
- (b) Federation luncheon (or dinner) to officers of Local Associations, Presidents, Vice-Presidents, Secretaries, Treasurers.
- (c) Delegates' cards, signed by General Secretary, to be issued by Local Associations to those duly appointed to represent them.
- (d) Proxy votes allowed only on cards actually held and assigned by the Official Delegate named thereon.
- (e) Appointment of Committee Convenors:
 1. Registration.....Mr. C. G. Brown
 2. Pooling and Transportation.....Mr. W. F. Houston
 3. Social.....Mr. W. F. Houston

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4. Resolutions.....Mr. T. H. Calder
5. Standard Certificates.....Miss M. N. McKillican
6. Accommodation (section rooms).....Mr. H. Charlesworth
7. Reception.....President G. S. Ford and Mr. J. G. Lister

Salary Committee

After a discussion on the question of salaries as paid in different parts of the province, it was decided to appoint a Special Salary Committee to gather data and to report upon this matter.

Textbook Committee

It was also decided to appoint a Special Committee of the Federation to go fully into the matter of textbooks, considering every possible angle of the subject, so that we might be in a position to have accurate and detailed information available for purposes of conference with the Department of Education.

Respectfully submitted,

H. CHARLESWORTH, *General Secretary.*

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Vancouver, B. C.

CHRISTMAS ADVERTISERS

To the advertisers who have been represented in our pages during the past year, the B. C. Teacher wishes a very Merry Christmas and a Prosperous New Year.

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Lisle Fraser—1020 is more than a number, it's an education!
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Ramblings of Paidagogos

The Pupil.

IT IS a rather widespread axiom of the school that children are preternaturally dull, congenitally lazy, and filled with the modern psychological euphemism for original sin. Delightfully antithetical is the attitude of the home, which regards children as of startling intellectual brilliancy—come by honestly enough—and of such ethereal purity of motive as would bring an envious blush to the cheek of Gabriel himself. The paradox is that though the parent sees his own child as a bird of paradise, he will frequently exaggerate the viewpoint of the school with regard to the less colorful progeny of others; and will roundly condemn these babes of Belial for every error of diction and conduct which invades the sanctity of his home. To what harrowing tales have we listened concerning the evil ways, the dissolute speech, and the unrelieved depravity of one Richard Roe, aetat 7 years, who has ruined the soul of some angelic suckling?

It is a well-established and generally accepted belief that the pupil comes to school to learn, and we have constructed a very satisfactory philosophy upon this foundation. On Saturdays and Sundays the schoolman is thus enabled to conjure up from his imagination the picture of some forty eager and well-soaped faces, whose owners hang in ecstasy upon his every word, and for whose welfare he must render an account upon the day of judgment. This is a beautiful thought and may be pursued with great ease into the sphere of the transcendental—for which, indeed, it has a peculiar affinity. But with the arrival of Monday these thoughts are somewhat dissipated. When the school man stands before his class he bids farewell to the week-end phantasmagoria of sentiment and comes down to the hard facts of life—which is just as well, for otherwise his saintly and idealistic services would be dispensed with on the first available date.

As a matter of fact, the pupil comes to school because the whole of society is leagued against him to this end. He does not understand that the school is the chief agent of socialization, nor does he realize that there is any need for improving his present barbarous state. To suppose that there is a small flame of intellectual purpose burning in his soul is to suppose a very charming and misleading abstraction. His presence at school is entirely due to the exigencies of a civilization whose complexities demand some formal analysis.

Laying aside the philosophical side, let us see what manner of being sits before us in the classroom, awaiting, with what patience he can muster, the final bell that summons him to freedom and peace. Granted that he is a barbarian and that he lives for present satisfactions, there are yet some aspects of his character which postulate a considerable sophistication. Regard his superficial earnestness, his simulated mirth, and the sensitive finger which he places on the gauge of your smoldering wrath. In these developments of self-preservation he is as old as the primordial germ, as wily as that first

man who dodged behind a tree. Within a week of your arrival he knows your reactions to a hair, has catalogued your weaknesses, and has assigned to you a suitable name. This latter may be neither euphonious nor commensurate with your dignity, but it will nevertheless be the exact soubriquet which has been awaiting you from your birth. It may refer crudely to the shape of your nose or to the peculiarities of your intellect, but it will assuredly combine those prime desiderata of the stylist: adequacy, brevity and force.

The subtlety of the pupil is also manifested in his ability to make the very most of a small joke. It is a human weakness to regard one's self as a potential wit, or at least as one who can inject an occasional sparkle into the flat beer of classroom responses. Even the most forbidding master must, at long intervals, permit a glint of expression to light up the normal bleakness of his aspect. But this moment is precisely the one which the pupil has been awaiting—a moment in which his enemy has been delivered into his hands! Note now the inexorable cunning with which he pursues his childish ends. Should the master be a bluff and hearty man, of a sensitiveness not too delicate, the whole class, with one accord, bursts into a roar of Falstaffian laughter; but should he appear different and guarded about this his first step within the dangerous area of humor, a polite glow of admiration suffuses each eye, and smiles of intelligent understanding wreath each countenance. And so the hook is baited with succulent worm or dainty fly, to accord with the appetite of the fish.

But the pupil is really in his element with that priceless gift from the gods, the man who at some stage of his life has received one deeply marked impression. Not a boy particularly cares whether this illuminating experience had to do with archaeological research or with the yearnings of the lesser Swedish poets; his only concern is to make the most of it. I recall the case of an unfortunate man who had once visited Holyrood Palace, and who, in a weak moment, had expatiated upon its antique charm with considerable emotion. From that day the subject of Holyrood was insidiously woven into the fabric of every recitation, until it became as ubiquitous as King Charles' head. For a few months the master carried on a losing struggle, but his reserves were soon exhausted, and, eventually, broken and embittered, he sought the peace of another occupation.

If, therefore, you have visited Yarrow, or spent a day or two in the Ford factory, lock up the hideous fact in your own bosom. Give forth no hint that you are an ardent Baconian; consign to oblivion your personal observation of a calf with five legs; forget utterly your ascent of the Great Pyramid—for assuredly pride goeth before a fall.

Let us, however, part with the pupil upon honorable terms, for it is possible that we sometimes supply him with a diet of unsavory crusts, for which he must necessarily provide his own sauce. While it is true that his mental processes arouse in us only the most "watery" form of Platonic esteem, yet he is rich in other qualities, and for the matter of that, he is the very breath of our nostrils.

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Sketches of Canadian Authors

By M. C. COWIE, *Aberdeen School, Vancouver, B. C.*

C. H. J. Snider

C. H. J. SNIDER, writer, editor, and lover of good ships, was born in Sherwood, Ontario. His ancestors had come from Pennsylvania in 1797, and had been among the pioneer farmers of York County.

His interest in ships was manifest at the rather early age of three, when he used to beg everyone with whom he came in contact to draw pictures of vessels for him. His mother had lived on the shores of Lake Ontario before her marriage, and many a tale she told the eager wee lad about the lake schooners; and she told him, too, a most exciting story of a battle between the "Shannon" and the "Chesapeake."

The family moved to Kleinberg, twenty miles from Toronto, and there small "Jerry" began his school life. He had never seen a ship, but he was forever trying to draw one; but when he was eleven years old his people moved to Toronto, where the waterfront charmed the boy, whose great-great-grandfather had been a Scottish sea captain. "Jerry" had determined to be one, too.

He attended the Jarvis Street Collegiate, but lived so far from it that he could not go home for lunch. So he spent the noon hours on the wharves or in the old Public Reference Library, where he discovered a certain old Naval History which thrilled him.

During this time he made the acquaintance of John Ross Robertson, editor of the "Evening Telegram." Young Snider finally submitted to this gentleman an account (illustrated by drawings) he had written of an old "stone-hooker" called the "Barque Swallow," an ancient lake vessel which the boy had investigated. Robertson took the article, and published it as one of a series, "Landmarks of Toronto," and thus planted in its author's breast a desire to work for the "Telegram." In 1897 he got a chance, covering the police court news. Two years later, when the America's Cup races took place, the astonished "Telegram" discovered that the only man on its staff who could interpret the official despatches on the race was the police court cub. The paper made use of his specialized knowledge in future.

In 1913 Mr. Snider wrote "In the Wake of the Eighteen-Twelvers," an account of the fresh-water battles of the War of 1812 which could hardly fail to thrill any British citizen. Later he produced "The Glorious Shannon's Old Blue Duster," which, in addition to the story of the fight between the "Shannon" and the "Chesapeake," contains many other tales of heroic deeds at sea. This volume is profusely illustrated, and one picture, on page 92, is guaranteed to produce shrieks of glee from any Canadian who reads the text and examines the picture carefully. Mr. Snider's latest book is "Under the Red Jack," quite as fascinating as its predecessors.

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Chance brought to his notice an old reference to the schooner "Nancy," sunk in the Nottawasaga River during the war of 1812. He set to work to learn her history, and the record he preserved for us in "The Story of the 'Nancy'," ought to be a source of pride to every Canadian. Having obtained the story, Mr. Snider visited the Nottawasaga, and searched for the "Nancy's" hulk. Buried so deeply that the people of the vicinity had supposed it to be just a small island, he found it. And due to his efforts, the famous old hull has been raised, and will be preserved.

Mr. Snider is now one of the editors of the "Telegram," and has travelled in the West Indies, South America, Ireland, Great Britain and Egypt for his paper. His real hobby is not travel, but sailing. He has reported most international races of importance since 1899. He is a personal friend of Captain Angus Walters of the famous fishing schooner "Bluenose," and has sailed in the little Lunenburg flyer twelve times, and has acted as Canadian official observer in two of the races. There is in Vancouver at least one copy of a picture (snapped without his knowledge) of Mr. Snider at the wheel of the speedy pride of Nova Scotia.

Ethel Hume Bennett

MOST of us have had experience of indignant girls who declare that "except for the 'Anne' books," they don't like girls' stories. Most of us have sympathized with them, and have recommended a good "book for boys," thereby gaining the gratitude of the disgruntled damsels.

However, the average girl seems to be delighted to read the works of a little Canadian author, Ethel Hume Bennett. She doesn't look very far from being a school-girl herself, this small, brown-eyed lady with the friendly smile and the extraordinary good memory for other people's little fancies.

Ethel Patterson was born in Toronto, and received her education in the public and private schools of that city. She carried off a gold medal in Modern Languages from the University of Toronto. For two years she taught in the provincial high schools, and followed this with seven years in Havergal College.

For several years she was a member of the Dominion Council of the Y. W. C. A. She belongs to the University Women's Club, and to the Toronto Women's Press Club.

In 1916 she married John S. Bennett, and after her marriage devoted more time to literary work.

In 1922 she published "Judy of York Hill," a girls' school story, in which her experience in Havergal served her well. A year later a sequel, "Camp Ken-jockey," appeared, and, by this time, "Judy" and her mates of York Hill were firmly established in the hearts of many Canadian girls. "Judy's Perfect Year" followed; and Mrs. Bennett, who evidently knows beautiful Muskoka as well as she does her home city, has since written "Camp Conqueror," whose scenes, like those of "Camp Ken-jockey," are laid in the campers' paradise of lovely lakes and streams. Some of the characters of the three earlier books appear again in "Camp Conqueror," which is likely to make a particular appeal to Girl Guides.

The Teachers' Bookshelf

By W. M. ARMSTRONG

"The Immigrants," Marie Zibett Colman. (Ryerson Press, Toronto, 50 cents).

A little chap-book containing a dozen poems, all touched by a wistful sympathy with the stranger within a strange but free land. There is a strength, a vigor in these lines akin to the strong emotional depths which surge in the hearts of the immigrants from the soil of alien lands.

Miss Colman is a teacher in one of the Vancouver schools; Victoria is her native city. She studied in Switzerland and at the U. of B. C. "Tearless," one of the above poems, was awarded the MacDougall Prize of 1929.

"The Roll Call of Honor," Arthur Quiller Couch. (Nelson, \$1.55).

The heroes and heroines whose life stories are here recounted in Sir Arthur's limpid prose have been chosen by means of rigid tests set forth in his introduction: all are eminent for self-devotion; they lived careers of sustained heroism; this heroic devotion was deliberate and conscious of its purpose; its object was an idea, not a person or a group of persons; the heroism was eminent, or at least important in result. These successive tests, in any century, only a few of the choicest spirits could pass, and the author confines himself to the nineteenth century. Regretfully he omits a few names—Nelson, Yoshida-Torajiro, Tolstoi—giving us Bolivar, John Brown, Abraham Lincoln, Garibaldi, David Livingstone, Florence Nightingale, Pasteur, Gordon, Father Damien.

The print is large and well spaced (an important point too often overlooked in the purchase of books), the illustrations of the realistic fashion which appeals to children. It is a book which one recommends without hesitation for the school library or for the private bookshelf.—M.E.C.

"The Shining Ship and Other Verse," Isabel Ecclestone Mackay. (McClelland and Stewart, Toronto. \$2.00).

This is a new edition of Mrs. Mackay's verses for children which will meet with a warm and well-merited welcome from teachers, parents and children, especially in view of the fact that it has been out of print for so long. Besides the delightful poems of the original edition, some thirty have been added. These maintain the same high standard of charm as the first verses. Few children's poems are as

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truly lovely as some of these: "When I come Singing," "Someone Abroad," and "Nobody Knows," while the humour of "The Tiger," "The Explorer," and "Manners" is delightful indeed. This is not just another book in the "Milne manner," but a charming and original collection of verses as truly Canadian in spirit as Mr. Milne's are English. The pretty end papers and illustrations by Elsie Deane add greatly to the attractiveness of a book which should be on every school library shelf (no, not on the shelf, it will never be there!)—M.E.C.

Henry the Eighth, Frances Hackett. (Horace Liveright, New York, \$3.00).

The world has waited long for an adequate biography of Henry VIII., and in this volume by Francis Hackett we at last have one that must be termed adequate and something more than adequate.

Probably no figure in history has more intrigued the mind and the imagination than has this same Henry VIII. of England. If the average boy or girl were to be canvassed as to what name had most impressed itself on his or her mind in the study of English history, it is safe to conjecture what that name would be. Never was pupil so unimaginative, so immune to all dramatic sense that he has not gasped, wide-eyed, at the tale of this unbelievable man. His story has the fascination of the horrible—this Bluebeard who was not a fantasy, but an indubitable reality.

Yet in studying the life of Henry, most of us have felt a sense of puzzlement. He began so well, this handsome youth—this patron of the Renaissance—this hope of all the scholars in Europe. We have searched in vain for the cause of his transformation into the ruthless and bloody monster of history. Surely, we have said to ourselves, there must have been something—some overwhelming disappointment, some cruel deception, to effect the change.

But after reading Mr. Hackett's book, with its searching analysis and its relentless marshalling of facts, we are forced to conclude that there was no such upheaval. The change in Henry was only the mastery of the brute nature over the spiritual, of the stronger traits over the weaker. He came to realize that his power need only be measured by his desire. The Reformation, the events in Europe during the early years of his reign, strengthened this development. As Mr. Hackett points out, the medieval mind was released from fear, in the fifteenth century, before it had been prepared for charity. That, really, is the true explanation of Henry.

Yet, from Mr. Hackett's account, we must more than ever see Wolsey as the evil genius of Henry. Wolsey himself, drunk with limitless ambition and thirst for power, was the very man to show Henry that he need be kept back by no scruples whatever. Had Henry met with a different adviser at that particular time, his mind, ever open to the latest counsel, might have been itself in a different direction.

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As is natural, Mr. Hackett's narrative divides itself according to the history of the six wives. They are all there: the conscientiously cold Catharine of Aragon; brilliant, ambitious Anne Boleyn; poor sickly Jane Seymour; that thrice unfortunate little flapper, Kathryn Howard; ugly, good-natured Anne of Cleves; and the motherly Katharine Parr. They all suffered—the ones who were beheaded perhaps the least. And as we go from one to the other, our destitution of Henry grows. Love, gratitude, benevolence—the words had no meaning for him. A prodigy of bestiality and selfishness, who after all defeated himself in his desires—that is the picture which Mr. Hackett presents of him.

Hackett's style, as befits his subject and the brilliant vital times of which he writes, is colorful to the point of exuberance. The characters that live in his pages have all the richness of Holbein portraits. His is a return to the style of De Quincey and Hazlitt, and is indeed a relief after the frantic efforts for simplicity with which we are becoming so very wearied.

A truly wonderful book this—wonderful in its erudition, its wealth of research, its richness of information. It is difficult to imagine a book more valuable to the earnest student or teacher of British history.—(Saskatchewan Teacher).

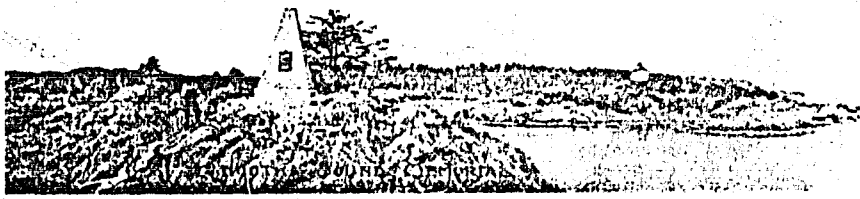
Dr. Albert Mansbridge and Adult Education

A REALLY wonderful movement is represented by a conference recently held at Cambridge. The World Conference on Adult Education is the creation of the last ten years, and it has grown out of the ideas and personality of a working man. Dr. Mansbridge, as he is now, founded the Workers' Educational Association in England over a quarter of a century ago. He made Oxford take notice of the cry among the workers for education long after they have left school, and Oxford became much interested. He influenced the extra mural educational system of our older universities more than any other man, and Oxford became so pleased with his work and influence that it began to honour him. When this working man was given the honorary degree of M.A. by our most aristocratic university the educational world stood aglath, but never was the honour more richly deserved, and never has it been more worthily held. Since that time many universities have delighted to honour him. When he had got the Workers' Educational Association well on its way, he began to look for other worlds to conquer and established similar organizations, first, in Australia, and then in other countries. This conference is the first "world" conference on adult education that has been held, and it is fitting that Dr. Mansbridge should be its president.

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Historical Spots in B. C.



BY COURTESY NATIONAL PARKS OF CANADA, OTTAWA.

Nootka Sound, B. C.

THIS is the spot in British Columbia where the foot of white man first trod. That was in March, 1778, when the great Captain James Cook in the ships *Resolution* and *Discovery* anchored in Resolution Cove, Nootka Sound. The great navigator was on his third and last voyage—seeking a passage from the Pacific to the Atlantic. He remained about a month, refitting his ships. During that time his crew traded with the Indians for furs, especially the fur of the sea-otter. Out of this visit came the world's first knowledge of the Northwest Coast and its fur riches.

The Spaniards had, however, preceded Cook by nearly four years. In 1774 Juan Perez in the *Santiago* had anchored near Cape Estevan. He only remained about twelve hours. He did not land; and no publicity was given to his voyage. Consequently, Captain Cook has been regarded as the discoverer of the British Columbian coast. Claiming sovereignty of the region, Spain, in June, 1789, took possession at Nootka and established a settlement.

Nootka was the Mecca of the early maritime traders—1785-89. Spain regarding them as interlopers in her territory, captured, in 1789, four British vessels owned by John Meares and his associates. This action brought the title of Spain to the touchstone. At one time war was imminent. Britain mobilized her fleet in "the Spanish Armament of 1790"—the greatest display of her maritime power that the world had ever seen. War was averted by the Nootka Sound Convention, 1790. This settled two principles: That the Pacific Ocean was not a closed sea, as claimed by Spain, but a highway of the world, free to every flag that floats; and that mere discovery only gives an inchoate title which, to become complete, must be followed by actual possession.

Owing to delay in settling some small questions which Captain Vancouver was sent out to adjust, the Spanish village existed until March, 1795, when the Spanish flag was lowered, never to rise again over Nootka Sound.

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Mackenzie's Rock

"I now mixed up some vermilion in melted grease and inscribed in large characters, on the southeast face of the rock on which we had slept last night, this brief memorial—'Alexander Mackenzie, from Canada, by land, the twenty-second of July, one thousand seven hundred and ninety-three'."—Mackenzie's *Voyages*, 1801 edition, page 349.

WHEN Alexander Mackenzie wrote his now famous memorial, on his equally famous rock, he little thought that, nearly two hundred years later, the nation whose sovereignty he thus helped to establish would consider its exact location of such importance that it would instruct a trained surveyor to go over the course recorded by the explorer, in an attempt to locate definitely the exact point at which his historic journey ended. Yet this is what the Land Department of the Government of



BY COURTESY NATIONAL PARKS OF CANADA, OTTAWA.

British Columbia did in the year 1923, when it commissioned Captain R. P. Bishop to make an effort to locate the rock referred to by Mackenzie in his *Voyages*. The result of Captain Bishop's efforts is regarded by the Historic Sites and Monuments Board of Canada as one of the most important identifications that has been made in connection with the story of Western Canada, and the record of his achievement has been published in a little pamphlet issued by the Department of Interior at Ottawa. This is a very readable little book, and, since, it may be obtained free of charge by writing to the Department, no British Columbia school should be without it.

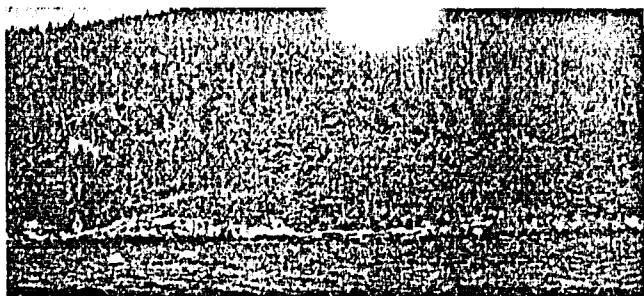
The author of the pamphlet, Captain Bishop, gives two reasons for emphasizing the importance of such an apparently trivial matter. One is that it marks the first crossing of the continent, a feat which has already been widely attributed to the American explorers, Lewis and Clark, whose expedition really reached the Columbia twelve years after Mackenzie reached tide-water at Bella Coola. The second is that it marks the end

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of a journey, which is the cause of Canada's having an outlet on the Pacific today, since, subsequent to the Nootka Convention, this part of the Pacific coast was left as a sort of "no man's land," to which title could be acquired by entering into possession and exercising dominion over it. As a result of Mackenzie's voyage the North-West Company "entered into possession and exercised such dominion," the outcome being that the coast became Canadian territory.

In carrying out his commission, Captain Bishop followed the track recorded by Mackenzie from Bella Coola, through North Bentinck Arm, Labouchere Channel, and Dean Channel, to a rock which meets the requirements of that described by the captain. These requirements are: an abandoned village site nearby; a rock suitable for defence and with



BY COURTESY NATIONAL PARKS OF CANADA, OTTAWA.

a sheer face on the southeast side; near an inlet on which is another old Indian village; a southerly exposure for at least three miles; and with a cove lying northeast about three miles distant. The account of how the track was followed, the difficulties encountered in using Mackenzie's rather rough calculations, and the final search for a rock fulfilling the necessary conditions makes very interesting reading indeed. Of course, no traces of the original inscription were to be found, but no one, after reading Bishop's account, can doubt that the actual rock has been found.

Since the accompanying cuts were made the Department of the Interior has erected a large memorial shaft on top of the mound shown in the first picture. Such monuments are being erected on numerous historic sites throughout Canada, but none will be of more interest to British Columbians than this one, which marks the first crossing of our province by a white man.

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A New Treatment of Geography in the Public Schools

By J. McDERMID

1. Beginning Geography

GEOGRAPHY is sometimes defined as "the study of the earth in its relation to man and life." This is a highly compressed definition indeed, and if one were to set about the preparation of a course of study in geography with nothing more for guidance than these few barren words he would probably find himself involved in a problem of baffling complexity. Lean as it is, however, it offers safe guidance, provided the latter part, "in its relation to man and life," is treated with something akin to the respect usually accorded the senior partner in a firm of two. Obviously, a course of geography instruction that minimizes the importance of the relationship between life and its environment must have little intrinsic geographical value. For only inasmuch as the physical world brings influences to bear on life is the study of the earth vitally helpful in equipping the elementary student to grapple with the problems he must eventually face. What profit is it to us to know that the southwest monsoon bursts upon Southern India annually in May or June unless we are appreciatively conscious of its significance as a factor in replenishing the larders of thousands of natives through its constancy and generosity?

It would seem logical to postulate that the planning of a course of geography should begin with the question, "What does the course aim to provide for the student for whom it is planned?" To attempt to lay the keel of any course without having clearly determined its aims beforehand would be a fatally short-sighted procedure surely. Nor can one dispose of this question and get on with the work by jauntily answering, "The course aims to provide for a study of the earth in its relation to man and life." Something fuller and more analytical is required.

Perhaps some of its aims might be summarized as follows:

- (1) To arouse the student's curiosity and to propagate the spirit of enquiry concerning ourselves and the things that contribute to our lives.
- (2) To direct the awakened spirit of enquiry into such channels as will most richly rewards its industry.
- (3) To lead the student to see that the trend of life and human industry is determined and directed largely by geographical conditions, rather than by any fortuitous circumstances of race, creed or government.
- (4) To provide him with the basic geographical tools (mastery of map language, to mention one), which, with the aid of

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such reasoning powers as he may have, together with some natural or acquired willingness to read, should enable him to secure independently the geographical knowledge he needs, too much of which he now gets supinely out of the mouths of the oracles that preside over his classroom.

Now, the pedagogical soundness of that well-known dictum, "from the known to the related unknown," as applied to the learning process, I suppose has never been seriously challenged, and perhaps never will be. It should be applicable to the learning process in geography as it indisputably is to that of other subjects. Are we justified then in expecting, or do we actually expect to arouse, an early enthusiasm for geography by plunging immature minds precipitately into the abyss of "talks on the earth as a whole"? This is the earliest work prescribed for grade IV. pupils in formal geography, though under the caption, "Nature Study," we find orphaned in grade III. a sort of adopted child of the genus geography, namely, "Land and Water Formations," etc. It is questionable indeed whether either of these prescriptions offers a medium through which we may confidently hope to arouse the young students' curiosity and propagate the spirit of enquiry concerning ourselves and the things that contribute to our lives.

In commencing the study of geography (and it should be kept in mind that an auspicious beginning is itself a mighty stride toward developing the right attitude of keen expectancy) we should endeavor to get our bearings from the dual aim, (1) of nurturing a healthy spirit of enquiry, and (2) of progressing from the known to the related unknown. The objection may be raised that, to begin with, there is no "known," and since a start must be made somehow an immediate plunge into the vast unknown is inevitable. This objection, however, will be found on further consideration to be quite untenable. Every child, on reaching the age at which the study of geography usually commences, has a fund of informal local information in which the tree of geographical knowledge may be successfully rooted, to flourish or wither according to the methods of cultivation followed thereafter.

What has come to be known, for lack of a better term, as Home Geography, seems to afford the best medium of approach to "the study of the earth in its relation to man and life." It would be difficult indeed exactly to define the term Home Geography. Its substance must vary as local conditions vary in different localities. It might include, however, investigation of simple things in common use, articles of food and clothing, for instance, how they are obtained and where; industry and occupations of the people of the neighborhood, and incidental explorations of such land and water features as may be within convenient reach. This is a very sketchy summary of what might usefully be included in home geography study, but even this material, organized and intelligently exploited, will help to prepare the youthful geographer to visualize the geographical conditions of remote and strange lands he will study later.

Suppose we introduce the study of geography with an informal

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chat about bread. Every youngster is pleasantly familiar with this all-important foodstuff and will probably tell, hear and ask about it with greater interest than he will evince for a ceremonious "lesson" on capes, islands or such traditional geographical paraphernalia of the salad days. Even though breadmaking may be a lost art in many households, an average grade three child will likely be able to inform us that flour is the chief ingredient of bread. But what is flour? Where it is obtained? How is it obtained? We may or may not be fortunate enough to be able to visit a flour mill where we may observe at first hand the milling process. If we can, so much the better. If we cannot, we may at least procure some wheat and discover experimentally that it contains flour.

Now, our investigations with bread have brought us to the consideration of wheat. We are approaching an interesting source. Another step and we are examining the wheat-growing industry with its multiple ramifications that in one way or another are interwoven with almost every phase of human activity hereabout. We shall discover that wheat requires certain conditions of soil and climate for satisfactory growth; that these conditions normally obtain here; that where such conditions do not obtain wheat cannot be produced in quantity; that the wheat used in these regions is, or may, be purchased from us; that we must have means of transporting our wheat to them, and so on with a multiplicity of other details, all of which will be utilized in preparing our groundwork for formal geography.

Let us now consider some well-known article not produced here, say the banana, source of so much gustatory satisfaction to the average child that he will require no artificial stimulus to encourage him to investigate its habitat. We find it doesn't appreciate our "Winds from Thule," so we must perforce journey to its native haunts if we would know it. We have already learned something of the need of organized systems of transportation. What is more natural now than the desire to travel on them? It isn't necessary to know that the earth is of near-globular shape to make a successful journey. But we shall be on the qui vive, nevertheless, for useful geographical information as we travel. We need not anticipate mountains, rivers, plains or oceans, but we shall not spurn their acquaintance when we reach them, for then such knowledge is both interesting and useful to us.

And what is our young voyager to learn of the banana? Will it interest him to know that it grows on a tree, that it grows in great bunches, hanging apparently upsidedown, that it grows only in warm countries, or must his life and future happiness depend on his knowing that it grows in Guiana or Guatemala? Unless we propose to repudiate our earliest aim, the awakening of the urge to know, we shall be in no hurry to hamper the young enthusiast with any perfunctory economic statistics concerning the world banana trade.

But when do we really begin to study formal geography; that is, the time-hallowed stock-in-trade of text-book and course-of-study

geography, to wit: zones, day and night, rotation of the earth, latitude and longitude, etc.? All in good time, but certainly not before the need of their closer acquaintance is recognized. Careful study of them is logical, justifiable and necessary. But it cannot be arbitrarily specified that the facts relating to earth's rotation or latitude and longitude must be taught in any particular age-grade, opinions of courses of study and text-books to the contrary notwithstanding. After all, too many of our text-books and courses of study are created in the image of too many other text-books and courses of study. Instead of ploughing new furrows, all too frequently they merely back-set the old.

The earliest work, then, should consist of a series of excursions, actual and imaginary, to establish at once the essential relationship between man and his earthly surroundings. These will be no mere bootless errands, but carefully thought-out, purposeful itineraries. Each will have as its objective the pursuit of needed information. While unfortunately we may be precluded in our real excursions from getting beyond the local precincts, the sky is the limit as far as our imaginary travels are concerned. What with books, pictures, newspapers, advertisements, railway folders, lantern slides, and what not, we may tour the whole wide world. And when we have learned what an entrancing kaleidoscope life really is, we shall be ready and perhaps not unwilling to begin to study the Science of Geography that will help us to know, not only what conditions of life obtain the world over, but also how these conditions came into being.

—Saskatchewan Teacher.

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By Professor S. A. Cudmore, M.A., F.R.C.S.,

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Tenth Assembly of League of Nations

THE tenth session of the League of Nations Assembly has, by common consent, been one of the most fruitful and promising ever held. It benefited by the fact that, with the evacuation of the Rhineland and the settlement of reparations decided upon at The Hague Conference, a great step was taken toward liquidating the results of the war in Europe and making possible a degree of co-operation hitherto considered Utopian; while, on the other hand, the coming in force of the Kellogg Peace Pact and the prospect of a successful conclusion of the Anglo-American naval negotiations created an atmosphere in which the members of the League found they could grapple more resolutely than ever before with the great world problem of consolidating peace to which the civilized nations have set their hands since the lesson of the great war.

The Assembly found that a number of questions had ripened to a point where government decisions could be taken, for during the last few years various technical committees had been threshing out technical problems and producing plans which have taken the form of conventions or other texts that merely required to be approved and adopted. Thus, in the general debate, the French prime minister, M. Briand, spoke of the possibility of a United States of Europe, which was warmly approved by the German foreign minister, Dr. Stresemann, who had himself at The Hague confessed his belief in the possibility of a single tariff and single currency for Europe; the British prime minister, Mr. Ramsay MacDonald, raised the whole issue of disarmament and the peaceful settlement of all disputes; Mr. W. Graham, the British president of the Board of Trade, proposed a world tariff truce and a conference on the coal industry; Mr. C. C. Wu, minister for China at Washington, and head of the Chinese delegation, moved a resolution on Article 19 of the Covenant that gave rise to prolonged discussions; Sir Mohammed Habibullah, for India, and other overseas delegates, emphasized the interest of the League for their countries and its character as a world-wide and not merely European association of States.

The Assembly witnessed a striking extension of the compulsory jurisdiction of the Court and in the acceptance of the Treaty for the Peaceful Settlement of all disputes known as the General Act; thoroughly discussed the question of disarmament, with special reference to the outstanding points before the Preparatory Commission for the Disarmament Conference; prepared the far-reaching subjects of amending the Covenant to bring it into line with the Kellogg Peace Pact, the conversion of the so-called Model Treaty for strengthening means to prevent war into a general convention, and the drafting of a final text for the Treaty on Financial Assistance, for reference to expert committees which are to report to the next Assembly. In this way these important subjects can be thoroughly discussed during the coming year, public opinion can become informed about the issues at stake, and governments will have time to make their views known and decide on their policy so that the necessary amendments to the Covenant and conventions and treaties

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can be adopted by the 1930 Assembly, with the prospect of speedy and general ratification.

In the constitutional field the revised Court Statute was adopted, as well as the protocol for the accession of the United States. The Assembly, at the instance of China, described the procedure for raising the question of the reconsideration of treaties under Article 19 of the Covenant. A committee was elected by the Assembly to report in 1930 on the reorganization of the Secretariat.

In the economic field, the Assembly decided upon a conference to take in hand the idea of a two years' tariff truce, during which period measures should be prepared for a general and gradual lowering of tariffs, and conferences held on the coal and sugar industries and the question of ensuring for foreigners and foreign enterprises the freedom and security necessary to exercise every form of economic activity. On the important question of the traffic in opium and dangerous drugs, the almost revolutionary step was taken of deciding upon a conference of all the manufacturing and some of the consuming countries to frame an agreement for reducing the manufacture of narcotic drugs to the amounts required for medical and scientific purposes. The Assembly voted the supplementary credits required by the Health Organization to enable it to comply with the requests of the Chinese and Bolivian Governments for technical assistance in the reorganization of their public health services.

Last, but not least, the foundation stone of the permanent League buildings, to be completed within the next four years, was laid during the Assembly with appropriate ceremony, and the League—by the decision of the Assembly—is to possess not only its headquarters but its own wireless station and aeroplane service for direct and speedy communications with States members.

India's Ambassadors of Goodwill

THIS year brought two of the most important ambassadors of goodwill to this continent. While Sir Rabindranath Tagore paid a visit to Canada, Mrs. Sarojini Naidu, the great poetess of modern India, who has written all her work in English and is reputed to be one of the finest orators in the English language, paid a visit to the United States, where she delivered some two hundred addresses. She visited Montreal and some points in Eastern Canada also. The "Montreal Star," in a long editorial, said the following about Mrs. Naidu:

"Mrs. Sarojini Naidu, who has been lecturing in Montreal, is an Indian lady of great ability and force of character. Though she has made all Western learning her province, she has not forgotten her own inheritance of Eastern culture and wisdom."

Mrs. Naidu is one of the past presidents of the Indian National Congress, and is playing a very important role in the national life of modern India. Mrs. Naidu has just reached home, and we are glad to note that Dr. Nag, of Calcutta, the secretary of the Greater India Society and one of the cultural leaders of modern Bengal, will be shortly visiting America.

—India and Canada.

THE B. C. TEACHER

The Amulet of Love

By SAROJINI NAIDU (*The Nightingale of India*)

Beloved, take my eyes with you
Jewel-wise, and set
Their beauty on your heart to be
Your living amulet.

They shall be your torch to slay
The dark with steadfast beams,
They shall be your stars to keep
Vigil o'er your dreams.

They shall be your harvesters,
And reap for your delight
The amaranth meadows of the morn,
The hyacinth fields of night.

My eyes shall be your questing-birds,
Proudly to wander forth
For tidings from the rich, red South,
And from the fierce, grey North.


They shall be our sheathless swords
With Freedom's rune enscrolled,
Your pure and flaming crucible
To test your spirit's gold.

They shall burn like beacon fires
To guard your battle camps,
And light your secret sanctuaries
With quenchless altar lamps.

Beloved, take my eyes with you
Jewel-wise, and set
Their beauty on your heart to be
Your living amulet.

—From "India and Canada."

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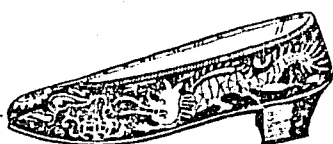
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