

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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VANCOUVER, B. C.

Editorial

Superannuation Progress.

IN ORDER that all teachers may be kept fully informed of the progress made in regard to superannuation, we give the following summary of the various things which have been done since the last report of the Superannuation Committee was published.

(a) The day following the appointment of Mr. Joshua Hinchliffe as Minister of Education, the General Secretary and the Federation Solicitor waited upon him at Victoria. As he was engaged at a function which took up his entire afternoon, he very kindly consented to meet them in the evening at his private office in the city, for he had, at that time, no office at the Parliament Buildings.

For almost two hours the questions of Superannuation and other allied matters were discussed, and he stated that the resolution passed by the House at the last session, was full authority for the preparation of a Superannuation Bill, for presentation at the next session. He also suggested that the Federation should draft such a bill at the earliest possible moment, that the services of the Civil Service Commissioner, Legislative Counsel, and the Department of Education would be available at any time for co-operation.

(b) As soon as schools reassembled, a special meeting of the Superannuation Committee, under the chairmanship of Mr. G. W. Clark, was called at the Federation Office, and the basic points as submitted in our last suggestions were reconsidered. It was felt that we were now in a position to go ahead with more definite arrangements on the lines of a permanent and definite superannuation scheme, and the various principles to be incorporated were agreed upon.

(c) The Federation Solicitor and the General Secretary then met for afternoon and evening sessions to draft the detailed bill, and on

the first day of these meetings, the Chairman of the Superannuation Committee was also present.

(d) The complete suggested bill was next considered at a special meeting at which the President of the Federation, the Chairman and members of the Superannuation Committee and the General Secretary were present, and the final draft was decided upon.

(e) The Federation Solicitor and the General Secretary then visited Victoria, and went over the suggested bill in detail with the Superintendent and Assistant Superintendent of Education, both of whom were in complete agreement with our proposals. They also consulted the Civil Service Commissioner on some of the administrative details.

(f) As the Minister was leaving for the Interior, travelling by the afternoon boat to Vancouver, the suggestion was made, and readily agreed to, that our delegation should take this opportunity of spending the time on the boat, discussing the scheme with him. This was done, and several hours were given to a close and detailed study of our outlined scheme. Very excellent progress was made, and the Minister made many valuable suggestions, which were noted for inclusion in the final draft. He was distinctly sympathetic to the whole question of superannuation, but naturally desired time to consider and consult with others concerning the important financial obligations involved in our proposals, and accordingly it was arranged that the discussion should be continued on October 23rd.

Our general scheme depends upon the acceptance of certain definite policies, and contains, of course, definite obligations which will have to be borne by the Provincial Government. If these obligations are such as can be accepted (and that is our hope), then our scheme will be possible of adoption. In the negotiations with the Minister, however, there may have to be changes which would necessitate modification of some of the clauses now contained in our draft. Hence, until these conferences are completed, it is impossible to publish details, for in the event of changes having to be made, there would naturally arise much confusion and misunderstanding.

The intention of the Committee, and the Federation, however, is that every teacher shall have an opportunity of seeing the final draft just as soon as it is completed, and that there shall be ample time for full discussion in all schools, and at all Association meetings. There will be plenty of time for this, for the Legislature will not sit until after Christmas.

The Federation has already asked that every school name a special Federation representative, to act as a direct medium between the staff of the school, and the Federation Office. The purpose of such a request is mainly that Superannuation, and other Federation questions, might be the subject of staff discussions, and that the Federation might be kept in direct touch with the opinions and suggestions of the various staffs. Information concerning these questions will be sent to all schools direct from the Federation Office. The response to this request to date has not been such as we have a right to expect,

and we hope this will serve as a reminder to all of those schools who have not yet named such a representative. There are almost 200 Principals of the larger schools who have not yet responded to our special letter.

We are sometimes told that "it is difficult to keep teachers interested in the Federation because they know so little of the work that is being accomplished." To meet this situation, the Federation's adopted plan is, "Name a real live representative, and we will send accounts of Federation work direct to your school, and through such accounts, every member of the staff may be kept acquainted with the progress of events. Further, through such a representative, the Federation may itself receive directly the constructive suggestions, ideas, and the valuable co-operation of the teachers of each and every staff."

If this plan is persisted in until it actually and really functions efficiently, it will mark the greatest advance yet made in Federation activities and will ensure progress beyond anything yet accomplished.

On behalf of the Federation, and the Superannuation Committee,

HARRY CHARLESWORTH,
General Secretary.

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The English Teacher and the Peace Movement

By FRANK A. HOARE, *Assistant Secretary of the Education Department of the National Union of Teachers*

THE greatest issue before the peoples of the world is the problem of universal and perpetual peace. Reduction and limitation of armaments are under frequent discussion; plans and devices for the total or partial abolition of armies, navies, airfleets and munitions are being produced, only to be met with devastating criticism and early demise. While recognizing that the establishment of machinery for the settlement of international disputes without recourse to war must inevitably be a slow process, it is perhaps more clear to teachers, who watch the new generations of children developing, that those who have suffered the clash of arms to a greater degree of destruction than any other generation must find the solution of this problem before it is too late. For the truth is that a new generation is arising, to whom the glamor and romance of war may cloak its hideous ugliness and hide the terror and ruin which it brings in its train. So alive is the English teacher to the dangers that individually through his work in the schools and classrooms, and collectively through his great national organization, he seeks to bring nearer the day when the schools shall become ever stronger as agencies making for the peace of the world and for humanity.

It may justly be claimed that the ideals propounded in this great international organization of teachers are being worked out in the classrooms of English schools by teachers who desire to see, in their generation, the achievement of a purpose common to educationists throughout the world.

During the past seven years the chief agency in Great Britain for providing facilities for teachers to acquaint themselves with world movements towards peace has been the League of Nations Union. Upon its Education Committee are representatives of the teachers' organizations, education authorities and associations for adult education, together with recognized experts in the teaching of history and geography and in the general theory and practice of education. Through the activities of this committee several hundreds of teachers' meetings have been held at which addresses were given on the work of the League of Nations; conferences on methods of teaching are held; summer schools are arranged annually at Geneva and either at Oxford or Cambridge, which are attended by large numbers of teachers; film displays are arranged depicting the work of the league, and in many other ways the union seeks to assist teachers to provide instruction in the aims and achievements of the League of Nations. Teachers take a prominent part in the formation of Junior or School branches of the League of Nations Union, whose activities include the holding of Model Assemblies, pageants, debates, lectures and the interchange of correspondence with pupils in foreign lands.

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Perhaps the most striking example of the keen interest which the cause of world peace is arousing in educational circles is shown by the convening of a conference of the local education authorities of Great Britain and Northern Ireland by the Minister of Education in June, 1927, when some 600 representatives unanimously agreed as to the wisdom of utilizing the league to this end. A joint committee of teachers and administrators has been set up and is now actively at work investigating the whole question of the methods by which instruction in the movement towards world peace through the League of Nations may be properly assimilated into the main body of teaching given in the schools in such a way as to produce a state of mind which regards war as "one of the picturesque irrationalities of the past."

Last year, too, the teachers of England published a document setting forth their views upon these matters, entitled "A Declaration on the Schools of Great Britain and the Peace of the World." An addendum urged the necessity of including reference to the work of the International Labor Organization so that young people may come to realize how social, industrial and economic conditions affect the problem of international peace.

It has been said by one of our wisest administrators that teachers should "saturate the teaching of nearly every subject with teaching about the League of Nations," and that very largely sums up our attitude to this problem. We recognize that in the study of history and geography the most favorable opportunities arise.

It is recognized in this country that the teachers should exercise a considerable measure of freedom in the choice of school subjects and the manner of teaching them. The "Declaration" above referred to affirms that "instruction in the aims and work of the league may be given so as to serve some of the chief purposes of education. Thus it may increase the architectural consistency of the curriculum and help to build up a coherent body of knowledge—the 'single wide interest'—on which strength of character largely depends." And again, "the study of international co-operation in the modern world should develop from those studies of modern history and geography which form part of the general school education of every boy and girl. We do not, however, recommend a separate place in the timetable for it. We prefer to see it tangentially connected with the existing studies of schools of all types."

The English teacher is becoming increasingly alive to a realization that the narrow nationalism which has loomed so largely in the past must give way to a wider conception of the interdependence of nations. This admission postulates the desirability of inculcating through education, and notably through the teaching of World History, a patriotism which evokes loyalty to humanity even before loyalty to one's own country. There can be no reason why the building of larger loyalties out of present patriotisms should not keep pace with the widening of individual human interests to cover the whole shrinking world. Disloyalty to the whole involves disloyalty to every part, including one's own state. Says a writer: "To

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teach children that their country is beautiful, that it is the inheritor of a great tradition, the guardian of its past, and the architect of the future, is ennobling. To teach them that it is in all ways so far above all other countries that it is only by military valor and a policy of belittlement that its supremacy can be maintained, is trumpery and despicable." If the alternative be the tragedy of the war years, teachers all over the world will do well to do all they can to help in this great task of substituting an impartial tribunal for the sword as a means of settling international misunderstanding.

Report of the Winnipeg Convention of the Canadian Teachers' Federation

(By W. H. MORROW.)

THE Ninth Annual Meeting of the Canadian Teachers' Federation opened in the Parliament Buildings, Winnipeg, Manitoba, on Tuesday morning, July 24th, 1928, at 9 o'clock, and continued until Thursday evening, July 26th. General sessions were held each morning and afternoon, while Wednesday evening until a late hour was spent in meetings of the three standing committees. Other committee meetings had to be worked in between general sessions, and as all Winnipeg seemed anxious to entertain the delegates, the time was very full.

It was evident from the outset that the Manitoba teachers have established in the minds of the public men and public bodies of their Province a clear idea of the part to be taken in the life of the Province by the organized teaching profession. It is a tribute, too, to the Manitoba Teachers' Federation that in every case speakers from outside the profession showed real appreciation of the spirit in which the Federation has worked. In such an atmosphere the convention could not have been anything but a success.

Like all such gatherings, this one might have been better. The programme was so full that it was impossible to do justice to everything. But those who planned the programme showed a very broad vision of the work of the Federation, and future conventions will benefit largely from the experiences of the 1928 meetings.

There was a full representation of three delegates from each Province, making, with the three officers, a full attendance of thirty. The programme included presentation and discussion of the reports of Provincial organizations, reports of special committees, and reports of the three standing committees on Constitution and Policy, Finance, and Resolutions. Every delegate serves on one committee, and it is in committee that a great deal of the constructive work is done.

Special committees, each appointed from a Provincial organization, presented reports on Overcrowded Classes and Classrooms, Survey of Tenure Conditions, Professional Training and Teachers' Certification.

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tificates, Interchange of Teachers, Examinations, Relation of High School to University, Educational Costs, and Superannuation. A special feature of the programme was the presence of Dean Russell, of Teachers' College, Columbia University, who gave two addresses, one on "The Training of Teachers," and one on "Educational Research." These reports make up a fair-sized volume, and each year their value is growing. They will be available for study throughout the Dominion in the "Year Book," which will be published this fall, and of which further announcement will be made.

One interesting result of such committee reports in the past was to be seen. Very often a convention will content itself with passing resolutions on certain subjects. It was one of the hopeful signs of the future value of the Canadian Teachers' Federation to the cause of education in the Provinces and the Dominion that this year, when a resolution had been passed pledging the Federation to the development of Canadian literature, art, and music, a special committee was appointed to report on the best method of aiding in such development. In at least one other case, where it was proposed that the convention "go on record as favoring" a certain policy, it was decided rather to refer the whole matter to another Provincial Committee for study and report.

Extracts from Provincial reports are given in this issue, partly to give some idea of the outstanding features of the work of the Provincial organizations, partly to indicate the similarity of many of our problems, and partly also because in some we shall find suggestions for work that we in British Columbia might well undertake. The more important resolutions are also given, and it should be emphasized again that where these imply action or investigation they have been referred to the executive or to Provincial committees.

The election of officers for the coming year resulted as follows:

President—Mr. C. W. Laidlaw, Manitoba.
Vice-President—Mr. C. B. Jelly, Prince Edward Island.
Secretary-Treasurer—Mr. M. J. Coldwell, Saskatchewan.
B. C. Member of Executive—Mr. Harry Charlesworth.

For the place of meeting for the 1929 convention, Quebec City was chosen, the time to be in the early part of July, so that it might be possible for delegates to the Canadian Teachers' Federation to attend the gathering of the World Federation of Education Associations in Geneva, Switzerland, later in the summer.

No account of the Winnipeg convention would be complete without a reference to the splendid work done by the retiring President, Dr. E. A. Hardy, who, both in handling the difficult position of presiding officer at the general sessions and in the public addresses required of such an officer at banquets and other gatherings of the convention, performed his duties in a way that gave universal satisfaction. A tribute is due, too, to the Secretary-Treasurer, Mr. Coldwell, whose work for the year and at the convention was recognized

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by unanimous re-election to the same arduous duties for the coming year.

Looking back over the last three conventions, the writer feels that this report should discuss, briefly, the values and possibilities of the Canadian Teachers' Federation. It is, beyond a doubt, developing a real spirit of co-operation among the teachers' organizations of Canada. It has reached a point where all the Provinces are included, and where it may claim to represent the teachers of the Dominion. Whatever its claims, it is being recognized by press and public organizations as the voice of the Canadian teachers. It is helping to establish teaching as a profession in the eyes of the public.

Through the annual conventions, through the publication of a year book, and through the system of magazine exchange, whereby each year, at the expense of the Canadian Teachers' Federation, each Provincial magazine is being sent to some ten representative teachers in every other Province, machinery is being put into operation which is making for real co-operation in the interests not only of organization work but of education in general.

Perhaps one of the strongest arguments why we should support the Canadian Teachers' Federation is that in such a body there lies one of the greatest potential forces for the development of a genuine national spirit in Canada. Such a spirit is growing in the convention itself, and each year finds it stronger. There is a recognition of this among the national organizations of teachers in other countries, and we can all feel proud of the standing that our Federation has already reached in their eyes.

The greatest weakness lies in the fact that so few of us are in touch with what is going on. So very few can attend the annual meetings, and reports of delegates can give little real impression of the spirit of those meetings. The magazine exchange idea has been a real forward step; speakers from other Provinces at Provincial conventions can do a great deal, and there will be improvement year by year. There is no doubt in my mind of one fact, that the Canadian Teachers' Federation is an organization to which we owe every possible support, and of whose record in the past and of whose prospects in the future we may well be proud.

An Impression

I WENT to Winnipeg feeling much as a little boy might feel on his first day at school, knowing little of what was going to happen, but that there would be something big about it. The possibility of meeting, and discussing school problems with the educational giants of the Dominion was a little disturbing; but the delegates were very human humans; the giant part was to appear later.

There could be no more inspiring setting for a conference than the Legislative Buildings of Manitoba. It must be seen to be fully appreciated. In one of its beautiful rooms we went to work.

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I use the word work because there is no other that serves quite as well. Business was begun on time and every minute was filled with vitality. The delegates were there with one object in view—the accomplishing of as much work as time permitted.

It was readily seen that many of those around the table were thoroughly familiar with the most minute details of the business to be transacted. They were there to see that the very best interests of the Federation were to be carefully guarded.

One point that impressed itself rather forcibly was that these men and women were able to forget themselves and their own immediate surroundings in the development of a broader and better understanding for teachers throughout Canada.

One difficulty arose, in that there was insufficient time to do all that was needed to be done. When one considers that the Executive of the Canadian Teachers' Federation, an association of over twenty thousand teachers, meets once a year for three days, one can readily see that a mass of work is to be done. The remarkable fact is that so much is done so well.

I have wished many time that more of us could catch the spirit of the thirty who sat around that long table in Winnipeg. They had come a long way from widely scattered districts, but the viewpoint was one—the working together toward that day when all the teachers of Canada may stand up and say, "Ours is a real Profession and we are going to get behind it."

W. F. HOUSTON.

Chief Resolutions

Among the resolutions passed were the following:

"That the C. T. F. approach the Research Council of Canada with a suggestion of their making provision in their estimates for a grant for research in Educational Psychology."

"That the C. T. F. appoint a special committee to consider and report upon the question of the formation of a Dominion Bureau of Education."

"Whereas: It is the policy of many Provincial Departments of Education to admit for training as many students as reach academic standing for admission to normal without regard to the demand for qualified teachers:

"And Whereas, such action affects adversely the cause of education in the following respects:

"(a) Unnecessary expenditure of money in training of teachers for whom there is no demand;

"(b) Over supply of teachers, and consequent exit of experienced teachers;

"Be It Resolved: That this Canadian Teachers' Federation go on record as advocating strongly a selection of students for entrance, having regard to:

"(a) Academic standing of those applying;

"(b) Personal adaptability for the work of teaching;

"(c) Prospects of continuing in the work."

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"That this C. T. F. records its commendation of the action of the Ontario Department of Education in requiring a two years' period of professional training for its teachers, and, further, that it recommends the provincial organizations to endeavor to induce their respective Departments of Education to adopt a similar term of training."

"That we favor the policy that whenever teachers are asked to undertake the work of critic teachers by the Normal Schools, the government provide for the remuneration of the teachers thus engaged for this work."

(a) "That wherever a Province is carrying on special research work which it considers would be of interest and value to the teachers of the other Provinces, it be asked to submit its findings to the C. T. F."

(b) "That Alberta be especially asked to do this in regard to the standardization of tests and forms of tests for the various courses of study in the public school."

"That the C. T. F. pledge itself to the development of Canadian Literature, Art and Music, and appoint a special committee to report on the best method of aiding in such development."

"That the problems arising from the frequent moving of pupils from Province to Province be made a subject for study and report at the next meeting of the C. T. F."

Extracts From Provincial Reports

Prince Edward Island Teachers' Federation

WE HAVE now four hundred and fifty active members in good standing, one associate member, and fifty-five who are engaged in teaching for the first year. This brings our total membership to 506, a little more than eighty-four per cent of our teachers.

A couple of months ago a delegation from the P. E. I. Teachers' Federation waited upon the government and requested an increase in salary, showing that we are the lowest-paid teachers in Canada. The government did not grant any increase, and consequently the Federation have appointed a strong Salary Campaign Committee, who, during the ensuing year, are making a drive to secure a one hundred per cent. membership for the Federation, so that before the Legislature meets next spring we shall be in a position to approach the government with a united front and enforce our demands.

It is pleasing to report that the Department of Education and the Federation are working harmoniously together for the advancement of education in this Province.

New Brunswick Teachers' Association

In the matter of salaries some progress has been made. The School Board of the city of Moncton, co-operating with the officers

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of the Association, has put in force this year a sliding scale of salaries, with automatic increases for services, which is one of the best schedules of the sort in the Maritime Provinces. A similar schedule is being worked out in the city of Fredericton, and it is hoped before long to have the practice extended to many of the larger centres where, in too many cases, the teachers receive no advances before the minima mentioned in our salary schedule. The members of the executive of the Association have been much pleased with the courteous treatment accorded them by School Trustees in working out these schedules.

Next school year will see the most sweeping changes in textbooks and in the course of instruction that have been made in forty years. One of the objects is to bring about uniformity between the three Maritime Provinces.

Nova Scotia Teachers' Union

This session we can again report a year of growth and development. In many ways the past year may be considered the most remarkable one in our history.

Not the least among the events of the year was the acceptance of our application for affiliation with the Canadian Teachers' Federation. It gave us the opportunity of making ourselves familiar with the educational work in other Provinces of the Dominion. It broadens our outlook upon education and emphasizes the importance of maintaining a live teachers' association in our own Province.

Second only to the trained teacher in point of importance is a sound system of school administration and finance. Adequate provision for salaries and professional training will in time produce the type of teacher required. The supply will never respond to the demand until there is a fair economic recompense in sight for those willing to enter the profession.

In closing, may I add that we feel that the past year has been one of growth, that we feel that our organization is better fitted than ever to render important service to education. There is evidence of an increased professional interest, and while there are, without question, many and serious problems still facing us, yet we are looking ahead with every confidence to the future.

Provincial Association of Protestant Teachers of Quebec

The Association membership is drawn from the whole Province and the greater part of the fees are due and collected at our annual convention held in Montreal each autumn. The Provincial law allows two days' holiday to each member with full salary if he or she attends this convention. This regulation insures a large attendance each year, but it does not compel teachers to join the Association; it is only their loyalty to our cause that keeps the membership so high.

The aim of this convention is to create a better understanding on the part of the teacher, of the difficulties he meets with in the

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classroom, and of his duties and obligations to the profession to which he belongs, and at the same time to encourage closer co-operation, which will lead to the betterment of education as a whole and in the Province in particular.

Federation of Women Teachers' Associations of Ontario

The drastic step of raising our fee from one to three dollars, while causing a decrease in membership for this one year, has proved a real blessing. Fifty cents of each fee is left with the local organization, and fifty cents with the District organization. This, together with the new system of District organization, has stimulated local and district officers to hold social affairs during the year and create much more interest in the Federation, so that we have been able to organize new locals in districts where before it was said of them, "There is no use trying."

In past years it was thought that members in the rural districts had to be secured on one of the two convention days, and failure then meant waiting another year. Now, with local and district fees to help them, officers are finding that by frequent group meetings in small centres they can do very much better.

We are being recognized as the voice of the teachers as never before. Department officials have sent us information unsolicited. In more than one case boards have called Federation officers into consultation, and where we have asked for interviews it has been our experience that, while in a few cases board members showed resentment in the first place at what they chose to call the Federation's interference, they invariably ended by saying, "Well, I certainly didn't understand before that the Federation was doing all that—I'm glad you came."

Our Provincial organization, as well as many of our local organizations, have taken corporate membership in the Canadian society of the League, and it was urged that our members take an active part in the drive for membership on April 17th, because we feel that this is a direct aid to the cause of education as well as to world peace.

Ontario Secondary School Teachers' Federation

Last year, as a result of a telegraphic poll of the executive, our Federation assisted in the conduct of the Canadian and International Oratory Contests in Ontario. This year we have again done so, but this time by direct instruction from the annual meeting of the Federation. The final contest was held this month (May), when 10,000 people in Arena Gardens, and countless others by radio, heard five outstanding secondary school students from five different Provinces give orations, any one of which would have been a credit to parliament at Ottawa. Those who heard these contests can have little doubt that the Federation, by assisting in them, is "promoting the cause of education in Ontario."

Manitoba Teachers' Federation

The past year with the Manitoba Teachers' Federation has been

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one of slow growth in membership, but steady development in the demands made upon the organization for educational services. The demand upon the Federation for public services is becoming so serious that the executive is sometimes concerned about the matter because purely organization work must be neglected to look after these other responsibilities. The Federation is now quite generally looked upon as a very important educational factor, and as such it must be prepared to assume a large portion of the responsibilities in the educational affairs of the Province.

Coupled with this widening of our sphere of action is the development of the spirit of conciliation and good-will. It is quite a regular thing now for members of the Tenure Committee to sit in with School Boards and advise in connection with school matters. There is a danger in this connection that the officials of the Federation may become linked up so closely with administrative affairs that the rank and file will be too far removed from the officials of the Federation to receive that consideration which is so essential. It is evident that some boards would be ready to allow teachers' organizations to undertake a great deal of public service. School Boards, too, are asking for assistance in many matters of educational administration. This affords an opportunity that cannot very well be ignored. In this connection we might very well refer to the action of one School Board, Brooklands, which at a regularly called meeting passed the following resolution:

"Whereas, the Trustees of the Brooklands School District believe it will be in the best interest of all concerned if all teachers are members of the Manitoba Teachers' Federation; be it therefore resolved, that all teachers employed by the Brooklands School District be asked to become members of their respective local."

A problem causing us much concern is what best to do with our locals. Frequently the work of the local depends upon one or two "key" men or women, and if they should move from the district the local about goes to pieces. Further, a number of these locals find it difficult to continue regular meetings unless some particular need or problem is before them. We must endeavor to work out some means whereby they can keep themselves busy in connection with some live piece of work. Our Research Committee has this under consideration at the present time, and will be prepared to turn over a number of important problems to various locals for consideration next year. It is recognized that this will develop leadership among our teachers.

Much of the work of the Federation is now of the nature of routine; it has ceased to be new, and of course loses the thrill of adventure. Our concern, then, is to make what might remain drab and unattractive bright, new, compelling, ever venturesome.

Saskatchewan Teachers' Alliance

In the opening paragraph of this, my first, report, I would like to draw your attention to the concluding paragraph of our last
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year's report as given by Mr. Robert Henderson, Secretary at that time. His words were as follows:

"Let me express the hope that when the next report is due we shall have made sufficient advancement that it may be written by a full-time Secretary, for at present the sheer impossibility of covering all the work for which we see need is the greatest of all our drawbacks."

It is a pleasure to be able to report that Mr. Henderson's wish has come true, and that the Saskatchewan Teachers' Alliance has finally taken the important step of opening a central office and employing a full-time General Secretary.

The feature of which we are possibly proudest, in connection with our increase in membership, is the corresponding number of increase in locals. We have at this time 50 live organizations who are pledged to secure 100 per cent. membership in their district. Many of them have done so already.

The Public School section of our Alliance has for some time maintained a professional library of some 122 volumes for the use of its members. This year 38 new books were purchased and the sum of \$100 was expended upon maintenance. During the year the circulation increased one-third over 1927. Eighty-one per cent. of the books borrowed were taken out by teachers in rural districts. It is our intention to develop and extend this branch of our work because without doubt it is supplying an important service to many of our members.

Alberta Teachers' Alliance

There seems to be a tendency throughout the Dominion to provide accommodation to as many students as desire to attend normal school, regardless of the number actually required. Our body submits the opinion that this is unsound educationally and economically, and further, that it is deleterious to the economic status of the profession; we hold that it is just as logical for the military or naval estimates to be increased or decreased according to the evidences of desire on the part of a large or small number of men desirous of entering the naval or military services.

A number of new Alliance activities were projected by the annual general meeting for the coming year. One of these results from the adoption of the report of the Publicity Committee recommending that one week in October in each year, to be known as Educational Week, be set apart for special consideration to the claims of education as a matter of public concern. It is proposed that during this week more especially every available means will be utilized to bring the cause of education before the public. These means include the pulpit, the press, the public platform and the schools themselves, to say nothing of the personal influence of the individual teachers.

In addition to this task the Publicity Committee is arranging to "syndicate" material for insertion in the press and other publications, and in every other way to ensure that the claims of education be constantly before the reading public.

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Ramblings of Paidagogos

"Life, Liberty, and the Pursuit of Happiness"

IT IS interesting to note the manifestations of a great democracy devoted to these "inalienable rights," and to meditate upon the felicities from which we, by the very nature of our imperial birthright, are ineluctably debarred.

Consider for a moment the tender consideration of the Superintendent of Schools for such teachers as are employed in Norman, a city which may be found in the sovereign state of Oklahoma. So careful is this worthy man of the morals and the physical efficiency of his staff, that he has laid an interdict on dancing, card-playing, and car-riding, and has furthermore indicated that teachers must content themselves with "one date a week." This latter clause intrigues me no little, as a clear evidence of the growing educational impatience with dates.

I am lost in admiration of this man's exalted courage. It takes a real hero to be an exponent of the ascetic philosophy in these latter days, and he has doubtless sold all his possessions in the interests of the poor. One can see him walking sturdily home after the proclamation of the edict, with a devoted look in his steely eyes, and afterwards settling down in his cheerless domicile to spend a moral evening in the company of Samuel Smiles or John Bunyan.

But one is puzzled to know why he stopped where he did,—unless he is proceeding painlessly, like the compassionate surgeon who cut off the Irishman's leg an inch at a time. Surely he intends to have the Norman teachers pursue happiness to its ultimate abiding place! To this end let them be housed in state barracks under the baleful eye of a superannuated top-sergeant or a "weather-beaten old she-dragon" with impeccable morals. Let them mortify the flesh with camel-hair garments and a Spartan diet. In deed there is no limit to this thing, for did not Job himself increase in spiritual stature when groaning under a grievous affliction of boils?

As a final comment, it is interesting to note that in the majority of States, the School Superintendent is still elected by popular vote, and that his chief qualifications are citizenship, adulthood, and such political magnetism as will render him victorious at the polls.

The Franklin Experiment

No spectator of educational affairs in British Columbia can view work of this nature with anything less than enthusiasm. Appreciation, as well as charity, should sometimes begin at home.

In the welter of monographs and treatises on subjects of pedagogical research which daily emanate from other countries, we are apt to become obsessed with the idea that such activities are the prerogative of scholarly foreigners whose labors are endowed by some great foundation. Over them is cast the enchanting aura of distance, and we are prone to accept their findings under the influence of a reverent hypnosis.

Any critical estimate of Mr. Reid's splendid effort would be out
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of place in this column, but I may at least assure him that he is not without honor in his own country.

Promotion to High School

Far be it from me to pose as an authority upon this obscure subject, but an article in the Comox Argus of August 9th demands consideration by reason of its unusual point of view, and may therefore, in part, be quoted here:

"1. Vancouver Public School passed 11 pupils only, 6 of whom wrote for medals. Several were promoted.

"2. North Vancouver has 94 promotions, yet had only 14 passes, the same as Cumberland. Cumberland promoted 22, passed 14.

"3. We find some places with many promotions and no passes—Ladysmith is an example. How the selection committee in Ladysmith could be absolutely positive that those who were promoted would all pass, and that those who were not, would not pass, is beyond me."

And again: "Some teachers were forced to work along till the very end with a big number of candidates, while others only had to worry about a few."

Omitting lesser points, such as the curious vagueness of "several" in paragraph 1, there are two really important questions propounded by the article. First, how accurately can an experienced teacher judge a pupil's proficiency in any year's work? And, second, should recommended and unrecommended pupils be given different teaching in the last months of the term?

As to the former proposition, there appears to be no sound reason for denying the reliability of the teacher's judgment, especially when one realizes that in the modern school intelligence quotients are relatively known, achievement tests in all subjects are frequent, and the pupil's whole school history has been recorded. It would rightly seem that the passing of any unrecommended pupil is either a fluke, or a reflection upon the recommending authority.

To the second proposition I can see no answer but a negative. If "worrying" is to be done—a euphemism for thorough teaching, I suppose—why should this be limited to candidates?

But surely Argus must have been winking one of his thousand eyes.

FOOTBALL ..

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THE B. C. TEACHER

The Trap of Habit

By WILLIAM LOWE BRYAN, *Bloomington, Indiana*

President, Indiana University, in the "Washington Education Journal"

NEARLY all the living things in the world are compelled to work hard in order to survive. There are some exceptions. There are a few parasites among plants, animals and men. But the infinite millions of living things are compelled to struggle with all their might in order to get food, to escape their enemies, to escape death.

This hard work develops in these living beings the habits and in the long run the organs by which they live. But this is a world of change and when the world changes it is often impossible for living things to change with it. And so they die—caught in the trap of the very habits by which they were living.

I suppose this is the explanation of an extinct species. Every one of the thousands of extinct species of plants or of animals was once a success. For thousands of years millions of individuals got food, escaped their enemies, reproduced themselves. The species had the organs and the habits necessary to survive. Then there was a change. The individuals of that species could not change sufficiently. They could not escape from themselves. They were caught and killed in the trap of their own habits.

The same thing is true in the case of banished races and types of men. Take the case of Daniel Boone and the men who came with him across the mountains into Kentucky in the middle of the eighteenth century. These men were wonderfully adapted to their environment. They were more cunning than the wolves or than the Indians. They could snuff a candle at one hundred yards with a rifle bullet. They could kill with one shot. They were masters of their difficult environment. Presently, following their success, hundreds and thousands of others followed them across the mountains, bringing the beginnings of civilization, including courts and laws. Many of the first pioneers were not able to adjust themselves to these new conditions. They were able to fight the Indian—not the lawyers. Daniel Boone himself found that he was not the legal owner of the lands which he supposed were his. He went down the Mississippi in what was then the foreign country of Louisiana and got other lands and lost those and died a poor man in 1820. He was caught in the trap of the habits by which he had won success.

The same thing is illustrated again and again in industrial and economic history, especially in recent generations. Some years ago a school superintendent told me a story concerning the establishment of the Tin Plate Mills at Elwood, Indiana, in 1896. He said that skilled workmen were brought from Wales to do the more difficult parts of the work. These men were paid high wages, some of them twenty dollars a day. Presently, the mill introduced a machine by which a man and a boy could do the work of twenty men. This displaced many of the skilled Welshmen. My friend asked the super-

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intendent what would become of the displaced men. He said, "We can give them other work if they will learn to do it." My friend said that very few of them did adjust themselves to the new situation and that you would find one of them a year later perhaps working in a livery stable at \$1.25 per day. These men were caught in the trap of the habits by which they had been living.

A few years ago I talked with the president of a company which manufactures stoves in the northern part of Indiana. He told me that he had developed short-cut methods by which a given amount of work could be done with a smaller number of movements and in a shorter time. He had found that many of the workmen and the foremen of middle age either could not or would not learn the short-cut methods. So, said he, "I threw them out and put in high school graduates and college graduates who did not know anything. They did not know anything, but they could and they did learn to do what we wanted them to do. I made good with the directors and stockholders, for within a short time we were able to cut down the length of the day by an hour and make more stoves than before." "Yes," said I, "you were able to make good with the directors and stockholders, but how about the workmen and foremen in middle life who were thrown out upon the rubbish heap, caught and killed in the trap of their own habits?"

We are having a nation-wide and world-wide movement toward what is called vocational education, meaning thereby for the most part trade education. I believe in that. No man more so. I believe in the immediately utilitarian types of education for two reasons. First, because they are necessary. We could not have won the war without them. We could not have won industrially after the war without them. Our government found it necessary to train one-half million drafted men for the trades necessary in the army and navy. Second, I believe in universal education in the handicrafts because I believe that this is a necessary part of human culture. I revere Plato as one of the immortal prophets but I do not believe with Plato that contact with the earth or with earthly work degrades. On the contrary, I believe with William Morris and with other modern prophets that mankind is to be saved partly by its contact with the earth in every lowly form of labor.

Nevertheless, I am deeply concerned lest our vocational education may not accomplish what it should. Incidentally, as the matter now stands, it fails in innumerable cases for lack of adequately prepared teachers. Every friend of vocational education realizes this deplorable fact. But our vocational education in many instances is open to another equally grave peril. A friend of mine visited the trade school in a Massachusetts city which makes shoes. In the trade school maintained by the city, the boys and girls were preparing to work in the shoe factories. They were learning the routines which would make it possible for them presently to go into the factories and earn a dollar a day. It is an epoch in a boy's life when he is able to do work that is worth a dollar a day. This is far better than something worse. But in the public schools of that city do nothing in the way

of trade education for a boy except to teach him how to work at a certain machine so that he can earn a dollar a day then the public school system of Massachusetts is sending that boy straight into a physiological and economic trap like that of the Tin Plate man at Elwood and the stove men at Kokomo.

We have essentially the same problem in professional education. Whoever confines his study of any profession to the surface routines which are necessary in order to make a beginning in it, is headed straight for a psychological and economic trap.

I find in the schools of engineering that many of the students and some of the professors have the idea that a student should hurry through to a paying job. The boy wishes to escape as soon as possible from the underlying sciences--physics, mechanics, mathematics, chemistry. He wishes to work as soon as possible and as much as possible with the machines and processes now in use. He wishes to hurry through to a hundred dollars a month. It is, as I suggested above, an epoch in a young man's life when his work is worth a hundred dollars a month. But his haste is dangerous. There never was a time when machines and processes were changing so fast. Not simply in details but in fundamentals. The young engineer who has left unmastered the sciences which underlie engineering, the sciences which reveal more and more profoundly the laws of the ocean of force in which we live and with which we have to do, will find in twenty years that he can not comprehend the engineering of that day. If it is my boy and I think he has brains enough, I want him not to hurry over fast.

I happen to know personally one of the highest paid engineers in the world. He has lately retired from the position of chief engineer of one of the great mining companies to accept a position in the United States army. I happen to know that he did not study engineering at all when he was in college. What did he study? For one thing he had a generous course in the liberal arts, which he has never found to his disadvantage and which will surely not be to his disadvantage in his contacts with the officers of France and of England and of Italy. Besides that he studied the sciences which underlie engineering--mathematics, mechanics, physics, chemistry. He began his technical study of engineering after his graduation. As a matter of course the success of such a man depends upon other things he has taken, but a great part of the reason why he was early in life at the head of a great company directing the work of large numbers of engineers in two continents was because from his more fundamental education he knew how to meet not only the routine problems but the new problems which were constantly confronting him.

We have far too narrow a definition of the word "practical." Let me illustrate with a story in three chapters. In the middle of the last century there was in Cambridge University, England, a great mathematician named Maxwell. In the course of his theoretical studies he discovered a hitherto unforeseen connection between light

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and electricity. Only a few men of science knew anything of this discovery. The vast majority of the world, if they had heard of it, would have thought it remote from any practical concern of mankind. That is the first chapter.

Some years later, a German physicist named Hertz was able to demonstrate Maxwell's results experimentally in the laboratory. Still the world, aside from a few scientists, knew nothing of it and cared nothing for it. That is the second chapter.

All the world heard of the next chapter. This was the discovery of the X-ray by Professor Roentgen. The whole civilized world is made to realize everyday the enormous values in many fields, including surgery, of this discovery. What our hard-headed American man should understand is that his debt goes back one step to Roentgen, two steps to Hertz and three steps to Clark Maxwell, pure mathematician.

In the fall of 1752 Benjamin Franklin went out in a time of a rising storm with a kite and a string and bottle in order to catch lightning. He says that he avoided letting the public know anything about his experiment. He knew that he was likely to be called a fool. Later there were sermons preached against him as a blasphemer for interfering with the affairs of heaven. Franklin was once asked, "What is the use of science?" He replied by another question: "What is the use of a baby? It is of no use at all, but it will grow." The fire that came down his kite string would bake no bread then. It does now. We live in an ocean of force. Whoever discovers anything whatever concerning it has done something which may presently prove practical.

I find the same short-sightedness about what is practical in many of the students and some of the professors of medicine. I find that many of the boys are anxious to get away as soon as possible from the underlying sciences and to get as quickly as possible into the clinics where they can learn the routines of medicine and surgery so as presently to make a living in the practice of medicine.

Not long ago a boy came into my office to say that he had failed in organic chemistry, that his professor would not allow him to go on with physiological chemistry until he had passed in organic chemistry, that he was anxious to get on with his medical course in a practical way and that he wished me to come in to set aside the rule and to allow him to go on with the advanced work. I tried to tell him the essential place which chemistry has as a foundation of medicine and I finally said to him that if his request were granted he would presently be a physician who knew nothing of chemistry except the fact that he had had it once and made 60. I tried to make him see what the underlying sciences have done for the practice of medicine within our generation. I told him of my own memories of the yellow-fever plague in New Orleans, of how through centuries past men battled with this plague of ignorance and in their ignorance died and how then a few men of science had mastered the plague and stopped it in mid-career. I said to him what I have said to you

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today that if it were my son and I thought he had brains enough I should want him not to hurry through to a licence to practice medicine but to be one of these who would share in this most beneficent war—science against the plague.

Let me put this whole matter in another way. Bergson has said that living things may be graded by these two tests. First, how much energy has the living being in question at its disposition? Second, how many different things can the living being in question do with the energy at its disposition for its own advantage and the advantage of its species? The variety of things which it can do, according to Bergson, is the chief advantage which the animal has over the plant. The enormously greater variety of things which he can do, he holds, is the chief advantage of the superior over the inferior man.

It may be said that every living being must end in a smaller or in a larger trap. We all must act. We all therefore develop habits and in all of us these habits constitute some kind of trap. Wordsworth finds that this is true even of poets. "Shades of the prison-house begin to close upon the growing boy," and "Full soon thy Soul shall have her earthly freight, and custom lie upon thee with a weight, heavy as frost and deep almost as life." This seems to be true if we consider the short run but not if we consider the long run. Bergson says "life is a wave which mounts." Everything else fails. Life mounts. There was a long period in the history of the world when the highest form of life on this planet was plant life. If one could have visited the world then, he would not have imagined the possibility that out of these forms of life there would arise others that could run and swim and fly. But that miracle happened. There was another long period in which the highest form of life here was animal life. If one could have visited the world then, he would not have imagined the possibility that out of life there would arise a being that could use tools and with those tools work out a higher and higher intelligence. But that miracle happened.

The evolution of life on this planet from its first beginnings until this day may be viewed as on the one hand the creation of the organs and the habits which are found to be temporarily useful and then an escape out of the traps of those organs and of those habits into greater and greater freedom.

Meanwhile what can I do in the course of my short individual life to escape the traps which lie in wait for me? There are two things that I can do; one less important, one more important. The less important way is to spend a certain part of my energy year by year in acts which lie outside my bread-winning occupation. This is the defense for play in all its healthful forms, from the play of little children to the high forms of play which we call art. This is the defense for the study of liberal arts in high schools and colleges. This is the defense for the study of Latin and Greek by those who will not use either professionally. Work makes us old physiologically, psychologically. Play in all its forms tends to keep us young.

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tends to keep us plastic, helps us to escape from occupational traps. It is a fundamental misfortune for a man to have no interest outside his bread-winning occupation.

There is, however, a far more fundamental way of escaping from the trap of my occupation. That is by a deeper mastery of the occupation itself. Carlyle has said that the most insignificant thing may be "a window through which the seeing eye may look into the infinite." In like manner there is no occupation through which a man may not come to grips with the infinite.

One of the greatest and wisest persons whom I have ever known was a woman who for fifty years was concerned with the teaching of little children. Kipling has said that teaching is a belittling business. She did not find it so because, as it was said of her, she could walk and she could fly. She could walk with the little children in their round of daily tasks. She could fly to the world of great philosophers, the great poets, the great prophets, and she could bring from them the wisdom to guide those little children toward all that is possible for a man. There is no trap for such a spirit.

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THE B. C. TEACHER

Oral and Written Composition

Its Claim to a Larger Share of Attention and Time in Our Schools

(W. C. R. ANDERSON, M.A., *William Dawson School, Montreal*)

If you were asked, "What is the most vitally important subject in the curriculum of the Elementary School?", what would be your reply? Is there any such subject? Would there be any degree of unanimity in the answers you would give to such a query?

Whether there would be or not I am not sure, but that there is such a subject a very authoritative committee of English educationists appointed by the President of the Board of Education has very positively stated in the following terms: "One of the most obvious facts of which we have to take account is that education in English is, for all Englishmen, a matter of the most vital concern and one which must by its very nature take precedence of all other branches of learning." "It is," they say, "the one indispensable preliminary and foundation to all the rest."

But in considering English as a subject of the Elementary School Curriculum, which of its various phases is the more important? Is it Reading? Is it English Literature? Is it Composition? Or is it Grammar?

If we were to judge by the proportionate time given to them in Montreal as determined by averages in several typical schools, the answer would be for the Junior School—Grades 1-3, Reading; for the Senior School—Grades 4-7, Grammar. It was found that in Grade 3 Grammar had 61 minutes, Composition 57 minutes, per week; that in Grades 4 and 5, on the average, Grammar took 144 minutes; Composition, 61 minutes; while in Grades 6 and 7, Composition had but 60 minutes out of 180 minutes per week, while Grammar was given 120 minutes.

Is this the right emphasis? In Montreal, where hundreds leave school before the fifth year, is it the best use to make of all too few hours of instruction to spend in Grade III 61 minutes per week in striving to teach parts of speech and inflections and classifications of parts of speech, etc., and but 57 minutes in oral and written composition? In Grades IV and V, two and a third times, and in Grades VI and VII, twice as much time on Grammar as on Composition? Such, at any rate, is an approximation of the comparative time it takes to cover the course of the textbooks in English Grammar and English Composition.

For this situation, either the course, viz., the text, is responsible or else teachers find the teaching of English Grammar to be a task requiring so much less personal effort in preparation, teaching ability and time spent out of class hours, than is needed for effective work in Composition. More time than is necessary is spent on the one to the neglect of the other.

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I do not claim to be an authority in the matter, one whose opinions should carry weight and determine procedure. With a profound conviction that the emphasis as indicated previously is wrong, what shall I do to arrest your attention, secure your consideration, convince you that this is not the best use of your time; as teachers of English, have you determined to give it your thought, and, when convinced, bend your best efforts to remedy the situation so far as you are able?

Plainly I must try to set before you authorities that you will recognize, those whose opinions you will respect, whose words you will heed?

But, that there may be no misapprehension, let me pause to explain what is meant in this paper by the term Composition. It is the art of composing and communicating thought both orally and in writing. As a school subject it embraces such instruction and practice as leads to correctness in, clearness, nicety in spoken and written language.

For all Britons, I suppose the most authoritative pronouncement on the teaching of English is the Report by the Departmental Committee already referred to and entitled, "Report on the Teaching of English in England," published in 1924. Here we read, "We reiterate the fundamental necessity of English for the full development of the mind and character of English children; and, second, the fundamental truth that the use of English does not come to all by nature, but is a fine art, and must be taught as a fine art." Page 71—"We wish, therefore, very strongly to insist that training in continuous oral expression should be brought to the front as the most indispensable part of the school course." "Oral work is, we are convinced, the foundation upon which proficiency in the art of writing English must be based." "Speech training (page 68) is intimately connected with and indeed included in training in oral expression." "To speak well is, for the great majority of men, much more important than writing; oral exercises are, therefore, more important than written ones" (p. 70). P. 71—"Our witnesses emphasize the great importance of the writing of English, or 'Composition,' as the climax of the school work. They agree in making a claim for it which puts it in a new place as a factor in education." P. 72—"Composition cannot be regarded merely as a school subject. It is the measure of all that has been truly learnt, and of the habits of mind that have been formed. In fact, the capacity for self-expression is essentially the measure of the success or failure of a school, at any rate on the intellectual side."

So much for Composition, but what of Grammar?

Mr. P. B. Ballard, D.Litt., Inspector of Schools, London, Eng., speaking as an educationist psychologist before the committee, declared: "I have convinced myself by an extensive inquiry that in the elementary school formal grammar (a) fails to provide a general mental training; (b) does not enable the teachers to eradicate sole-

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cisms, (c) does not aid in composition, and (d) takes up time that could much more profitably be devoted to literature."

In his own "Teaching the Mother Tongue," Mr. Ballard in dealing with the teaching of Grammar writes: "Let us bear clearly in mind the real points at issue. They are two only. The first is when should grammar be taught?" The second does not concern us at this juncture. His answer is: "Careful observation and experiment point to the beginning of adolescence, that is, about the age of twelve, as the stage previous to which grammar makes no appeal whatever. Before the age of twelve the study of grammar is demonstrably premature. Between the ages of twelve and fourteen the study of the subject is possible, but scantily productive." "The young pupil fails to understand it. The only excuse for forcing it upon him at all is its supposed influence upon the language he uses. But the supposition has been shown to be groundless." "There is no more reason for thinking that the ability to identify parts of speech affects a child's English than there is for thinking that the ability to identify molars affects the mastication of his food." Again, "The usefulness of grammar is in every case limited by the fact that it requires a more mature intelligence to grasp the grammar than to learn the language." Or again, quoting now from the report, "Yet, as we say, an increasing number of them (English teachers) are ceasing to believe that grammar exercises a beneficial influence upon the speech or written composition of their pupils. And such skeptics continue to teach it because they are expected to do so by an old-fashioned headmaster, by a visiting inspector with an enthusiasm for 'mental discipline,' or by a local authority which has neglected to revise its syllabuses, or again simply because it is an examination subject."

Let us turn now to another source of information and learn by examination of a number of modern courses of study—courses that have been thoroughly overhauled within the past ten or fifteen years—what they tell us of the value placed on these two phases of training in English.

The study of Composition in the schools everywhere begins with the first year. In Philadelphia, such grammar as is taught begins in the second half of the fourth year. In this grade, recognition of subject and predicate is required. In grade V, noun, pronoun, verb, singular, plural, modifier. But they state, "The grammatical terms are to be treated from the point of view of convenience in composition," teaching rather than from the standpoint of technical grammar itself. "It should not contain any set definitions—a recognition knowledge alone is required. In general the teacher's method should consist in leading children to realize the need for a particular term; she should not present it till that need is conscious." "Children are to become familiar with the terms and their meaning so that the teacher may refer to them in the course of her lessons in oral and written English."

In Baltimore, Grammar begins with the fifth year of the course. In Pittsburgh it is deferred to the sixth year. So it is in Indian-

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apolis. In Boston it apparently begins with the seventh year.

In all these cities elaborate courses have been prepared in Composition. The work in Grammar in all instances occupies a minor place and is subservient to the needs of Composition. To quote from the Introduction to the Course in Grammar in the Boston Syllabus for Grade VII, "Grammar as an unrelated subject of the curriculum, supposedly of great value in mental development, has not functioned, because it has been taught analytically. . . . To be effective it must be closely and immediately connected with oral and written Composition. Only when it can be applied as a means to an end is it of use." These are the courses in American cities that I have been able to put my hand on—you note where they place the emphasis.

Let us now turn to Canada. Here, too, courses recently overhauled are of like tenor. The more extreme view is that in the Alberta course. The introductory paragraph of the syllabus in grammar in that Province is interesting, and I take the liberty to quote it in full. It runs thus: "It is very generally agreed that the time spent in the public schools upon the teaching of Grammar has not been justified by the results. The study of Grammar seems to have little effect upon the speech and writing of the mother tongue. Pupils who have been faithfully taught still use incorrect forms freely while others without grammatical instruction speak and write correctly. During the primary and intermediate school years the important thing (grammatically) is to develop correct habits of speech. This can be most effectively done by the careful example and constant correction of the teacher, by the reading of good literature and the practice of oral and written composition. Moreover the study of grammar beyond the barest terminology demands the use of reason and experience shows that intermediate grade pupils, lacking power to reason, either memorize grammatical rules or simply let their minds avoid them. For these reasons the study of grammar has been delayed till Grade VII, when the reason begins to be active and when explanations of forms, already fixed habits of speech, may prove interesting and helpful." In Saskatchewan, Grammar begins with the fifth year, though I notice that Regina delays its introduction to Grade 6. The formal Grammar taken in these years consisting largely of part of what we attempt in Grade 3, while a great deal more than with us is required in the matter of Composition. In the schools in Regina, Composition is given Grade 6, 70%; Grade 7, 63%; Grade 8, 56%, of the time allotted to both subjects. In the syllabus of the Philadelphia schools there appears this item, "In the treatment of formal grammar the Course may seem to many to have taken a radical step. It is, however, at this point that it is most closely in harmony with the trend of educational thought throughout the country. Progressive courses of study agree in recognizing grammar as having value for the elementary school largely, if not solely, to the degree in which it functions in the teaching of composition, oral and written."

Is not our evidence sufficient to justify the statement that when we as teachers are using two or three times as many minutes per

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week in teaching Grammar as we do in teaching Composition we are making a much less valuable use of our time than if the emphasis were the other way about?

But what are we, principals and teachers, going to do about it? Are we going to put the entire responsibility for this position upon the course? We cannot rid ourselves of all responsibility quite so easily. Some teachers cover the work in Grammar in from a third to a half the time taken by other teachers, so devoting more time to Composition. Principals can, if they will, help to create the conviction of the superior value of Composition and see that it gets reasonable time on the programmes submitted to them. Both can help to create a demand for a revised course in the subject.

(Continued next issue)

Local Associations

(The Editorial Board would be pleased to have communications from Associations, giving such details of annual meetings, programs, etc., as are likely to be of general interest. These should be sent addressed to the "B. C. Teacher").

Nanaimo

THE annual meeting of the Nanaimo and District Association was held on Tuesday evening, September 25th, when a large number gathered for the election of officers and the other regular business of such a meeting. It had been expected that Mr. Woodhead, President of the British Columbia Teachers' Federation, would be present to address the meeting. Owing to sickness he was unable to get to Nanaimo, but his place was taken by the Past President, Mr. Morrow, who outlined the program of the Federation for the coming year.

After some discussion and questions, chiefly about Superannuation and the Summer School, refreshments and a general chat brought a very successful meeting to a close. Appreciation was heartily expressed of the work done by last year's officers, and prospects are bright for the coming year. The new officers are:

President—Miss Blanche Macdonald.

Vice-President—Mr. Cyril Michell.

Treasurer—Miss M. Pauline Haarer.

Secretary—Miss Mary E. Tippet.

Other members of Executive—Miss E. Dickson, Miss D. Devlin, Mr. J. Waugh, Mr. B. Bailey, Mr. A. H. Webb.

High School Teachers' Association of the Lower Mainland

The tenth annual meeting of the High School Teachers' Association of the Lower Mainland was held in the Aztec room of the Georgia Hotel, September 27, 1928. Following the usual dinner greatly appreciated vocal solos were sung by Mrs. Richmond Wright and F. M. Watts. Mrs. McTavish accompanied the singers. New members were introduced, the reports heard and officers elected.

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The reports of the secretary and treasurer showed that the association experienced a busy and successful year both in point of membership and progress. Seven general meetings were held and in each case their proceedings were enlivened by the work of the music committee under the capable chairmanship of F. M. Watts of Magee.

The year book committee published a book containing the constitution of the association and much valuable data regarding its membership. Mr. W. M. Armstrong convened this committee.

C. G. Brown of Burnaby South handled the resolution committee, co-operating with the High School section of the British Columbia Teachers' Federation, and assisted in the presentation of the resolutions to the Department of Education.

A very important committee still in action at the time of the annual meeting, was instructed to carry on in order to cope with situations arising out of amalgamation.

The election of officers placed Mr. T. Calder, Duke of Connaught High School, in the chair, with Miss MacKenzie, South Vancouver, and W. M. Armstrong, Magee, as first and second vice-presidents, respectively. P. N. Whitley was elected Recording Secretary, and A. Webster, High School of Commerce, Corresponding Secretary. Mr. Spurr was the unanimous choice of the meeting for the Treasurer's duties, work for which he is admirably suited. Mr. W. Ross Smith, the Past President, and representatives from the various schools complete the executive. Mr. L. W. Taylor was appointed auditor.

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Twenty-eight

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THE B. C. TEACHER

Here and There

AT the annual meeting of the Manitoba Teachers' Federation, last Easter, the Minister of Education for the Province, in an address, presented the arguments for organization in words that are well worth spreading broadcast among teachers everywhere. This is part of his address:

"I want to put it this way: an unorganized group of men without any representation at the centre of things, that cannot be called into conference in the stress and strain and struggle of modern life, are apt to be overlooked. I am convinced that not until the teachers of this Province—and I know of no more important profession—not until they can send into conference men and women, or both, to take part in the conference, sustained by the knowledge that they speak for every teacher in the Province, not until that day will you win the recognition to which you are undoubtedly entitled, and obtain for the teaching profession a status equal to the status enjoyed by members of other professions."

Turning from words to actions, we find Manitoba again to the front. In June, Inspector Dunlop visited in two weeks schools which otherwise would have taken six weeks to get around, this great saving of time being due to the use of an aeroplane. By this arrangement Inspector Dunlop was able not only to save much time, but also to give these outlying schools more than usual attention.

Those who have been in touch with the development of the Canadian Teachers' Federation will hear with much regret of the death of Past President R. E. Howe of Westmount, Quebec, which occurred in Hamilton, Bermuda, on September 14th. Dr. Howe had been Principal of Westmount High School since the present school was organized, but had been on leave of absence in Bermuda because of poor health. He was a delegate to the Canadian Teachers' Federation Convention in Victoria, as well as to several others, and was President during the year 1925-26. In August, 1926, when the Canadian Teachers' Federation first met in the Maritime Provinces, Acadia University conferred on him the degree of LL.D. The sympathy of teachers throughout Canada will be extended to Mrs. Howe in her bereavement.

The World Federation of Education Associations has announced that ten persons have agreed to serve on the Board of Trustees of the World Federation. Among the ten are Sir Robert Borden of Canada, Rt. Hon. J. Ramsay MacDonald of Scotland, and Viscount Cecil of England. Further acceptances are expected soon.

Throughout the United States the week of November 5th to 11th is being observed as "Education Week." A great deal of work has been done by the National Education Association in this connection, and a very general observance of the week seems assured. Each day

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in the week is appropriately named, and different aspects of the relationship between the schools and the community in general are thus emphasized. A reference to a similar "week" in Alberta will be found in the extracts from the reports to the Canadian Teachers' Federation annual meeting.

Largely as the result of efforts made by the New South Wales Teachers' Federation, September 2nd, the anniversary of Henry Lawson, has been established as "Australian Authors' Day," and it is expected that increasing attention to the literature of Australia in the schools will result.

Teachers' organizations in some countries are encouraging competitions of different sorts among their members. In the "School-master and Woman Teachers' Chronicle," organ of the National Union of Teachers of England and Wales, prizes are offered for photographs under three heads: (i) Landscape or seascape, (ii) figure and incident, (iii) architecture, and also for sketches. Photographs must have been taken during the summer holidays of the current year, and sketches must have been made also during the holidays. The competitions are, of course, open only to members of the Union.

In Sydney, N. S. W., this month, is being held the eighth Annual Spring Show of the Teachers' Federation Horticultural Society. The prize list is very imposing.

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Exchange

IN the Washington Education Journal for September the president of the Washington Education Association gives a message to her fellow-teachers that is worthwhile for all of us. Part of it follows:

"As I search back through my experience and my associations with teachers certain ethical problems come to mind. Two of these seem to stand out from the others. One relates to our attitude towards the teacher who last year instructed the pupils we now have, and the other, our attitude towards the school from which we receive transfers. It seems to me that these everyday matters often put our professional ethics to a severe test.

"As regards our attitude toward our predecessor: We are taking children back into the schoolroom after three months' vacation. These children were promoted to the grade in which we receive them. We find in a few days that there is much factual material of the preceding grade of which they seem entirely ignorant—information which one finishing the preceding grade should really know, according to our present theory of schooling.

"It is when such a lack is discovered that we are apt to do the unprofessional and unkind thing—criticize the teacher of the previous year. Often the only teachers who are safe from criticism are those who have more than one grade and accept their own promotions in the fall. If there is not, there should be one great commandment for us in the school work, and that should read, 'Thou shalt not criticize thy predecessor.' What we are apt to forget is that during the carefree and school-free summer days children have many other things about which to think, of vastly more apparent importance to them than what we have taught them in school. Their recall of these latter things is weak. In the vernacular we might say—they have forgotten. One of the secrets of our learning is continuous review at repeated intervals. This is what is missing in the summer, and no teacher is to blame. During the vacation months, one of the conditions of learning is missing. It would not be natural if the children did remember.

"Many teachers realize this as a fundamental truth of learning, and so plan their work that the first three or four weeks are spent in reviewing. This process is constructive.

"Then, too, there is that other case, in which children transfer from one school to another. In the first fall month of school we have many such. Have you, dear teacher, ever heard such remarks as, 'I wonder what kind of a school they have over there at—?' I have two boys who have just come from there, and they don't know anything. They can't begin to keep up with my class."

"One year I kept an account of such remarks that I heard as I went about from school to school. Indeed, I kept a cross-reference index of the criticisms. And in practically every case each of the schools criticizing was being criticized in turn by some other school. I never put one of the 'come-back items,' as I called them, down.

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that I did not half chuckle to myself. But with the chuckle of amusement there was always a serious questioning of why.

"The trouble is that we forget the adjustment that is always necessary in such a transfer. The child is becoming acquainted with his new surroundings, which for the time being is more important than we usually realize. I know that I am not touching the underlying cause of the trouble, as those opposed to 'factual training' would see, but I am asking for a little more kindly feeling toward the other school, a little more practical use of the golden rule.

"Wouldn't it be fine if this fall nowhere in our state could be heard an unkind critical remark of the other teacher who did her best the year before or of the other school? Let us do unto the other teacher and school as if we were that other teacher and her school."

In "The School" for September we find an old problem in Mathematics which has already been circulated somewhat in British Columbia. It is, as "The School" says, a gem. Here it is:

"Five ladies accompanied each by her daughter purchased cloth at the same shop. Each of the ten bought as many feet of cloth as she paid farthings per foot. Each mother spent 8 shillings, 5 1-4 pence more than her daughter. Mrs. Robinson spent 6s. more than Mrs. Evans, who spent most of all. Mrs. Brown bought 21 yards more than did Bessie, one of the girls, while of the other girls Annie bought 16 yards more than Mary and spent £3, 0s. 8d. more than Emily. The other girl's Christian name was Ada. What was her surname?"

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The G. A. Fergusson Memorial Fund

IN RESPONSE to requests for information concerning the particulars of the plans adopted by the Federation, for the G. A. Fergusson Memorial Fund, we give the following reprint from the April issue of the B. C. Teacher.

We would ask all teachers to give early consideration to this matter, for we are anxious to reach our objective at the earliest possible date. As indicated, the actual amount received to date is \$469.50.

At the Annual General Meeting of the B. C. Teachers' Federation it was unanimously decided to establish a Special Fund, from which scholarships or prizes would be awarded from year to year as a fitting memorial to the late G. A. Fergusson.

The following suggestions were agreed upon as the basis of the plan:

1. That a Special Fund be established by the Federation, to be known as the G. A. Fergusson Memorial Fund.

2. That the amount of \$100.00 from the proceeds of the Dean Quainton lecture be paid over as the nucleus of this fund.

3. That other amounts be obtained by subscription from those desirous of contributing.

4. That the permanent fund be invested by the Finance Committee of the Federation in guaranteed bonds or securities.

5. That three trustees be elected at the 1928 Annual Meeting, one for three years, one for two years, and one for one year, and that thereafter one be elected each year for a three-year term.

6. That the General Secretary of the Federation shall act as Secretary to the Board of Trustees.

7. That the interest from the fund be used to provide scholarships or prizes, to be awarded as the Trustees may from year to year decide, provided that the award be made in recognition of outstanding work or ability along educational lines by members or Member Associations of the B. C. Teachers' Federation.

In making the award consideration shall be given to such fields of effort as:

- (a) Research work in education;

- (b) Summer school work;

- (c) Special contributions to educational progress in the province.

8. Payments from the interest accruing from the fund, as provided for in Section 7, shall be made by the Treasurer of the Federation upon resolution of the Memorial Fund Trustees.

Personnel of the Board of Trustees

NOTE: The trustees chosen at the Annual Meeting were:

Mr. J. E. Brown, Vancouver, 3-year term;

Mr. E. H. Lock, New Westminster, 2-year term;

Mr. J. M. Ewing, North Vancouver, 1-year term.

Secretary to the Board: Harry Charlesworth, 614-616 Credit-Foncier Building, Hastings Street, Vancouver, B. C.

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Particulars re. Subscription List

At a meeting of the Consultative Committee held on Saturday, April 21st, 1928, at the Federation Office, the following arrangements were decided upon for the opening of the subscription list:

1. Details of the Fund and the particulars re. subscriptions should be printed in the April issue of *The B.C. Teacher*, which is sent to every teacher in the province.

2. Subscriptions will be gratefully accepted from anyone wishing to honour the memory of the late Mr. G. A. Fergusson, for there are many outside of the Federation who will desire to share in the Memorial.

3. Every subscription received each month will be acknowledged only in the current issue of *The B.C. Teacher*, and we ask all subscribers to accept such list as receipt for their contribution. This will simplify the collection of the fund.

4. Every cent contributed will go directly to the fund. The comparatively negligible cost of collection, and investment, etc., will be borne from Federation general funds.

5. Payment may be made immediately, or at any assigned date previous to January 1st, 1929, or may be paid in part now, and part at a later date; but in any case notification of payments is desired at the earliest possible time. Post-dated cheques may be used, if desired. (See subscription form).

6. The Federation is anxious for all to have the opportunity of sharing in the fund, and feels that its primary object of honouring the memory of our former colleague will be accomplished better by many contributions of smaller amounts than by fewer contributions of larger amounts. For this reason also, the committee felt it wiser at the present time to concentrate on individual personal subscriptions rather than on contributions from the funds of member associations.

7. In sending in contributions, please use the attached form (or a copy of it).

8. Make all monies payable to "The G. A. Fergusson Memorial Fund."

THE G. A. FERGUSSON MEMORIAL FUND

Amounts received to October 8th, 1928:

Previously acknowledged	\$393.00
Douglas Road School, Burnaby	5.00
New Westminster Teachers' Association	25.00
Nelson Avenue School, Burnaby	8.50
High School of Commerce, Vancouver	8.00
Nanaimo and District Teachers' Association.....	15.00
J. M. Ewing (North Vancouver).....	5.00
North Vancouver District Teachers' Association.....	10.00

Total to date \$469.50

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THE B. C. TEACHER

FORM

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I desire to contribute to the above fund the sum of.....

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Of Mutual Assistance

VOCABULARY BUILDING IN FRENCH

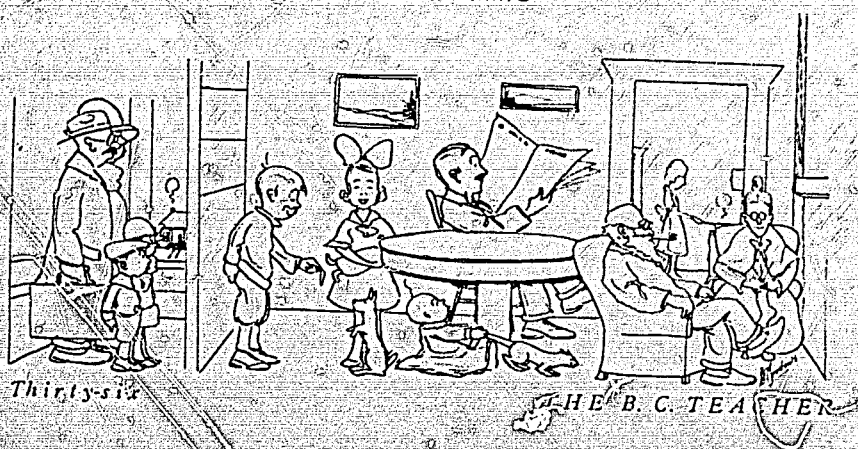
(As worked out at Lord Byng High School, Point Grey, by
S. McEWAN and L. E. MEADOWS.)

IT has been found very difficult to reconcile the vocabulary in French required by the Department with the vocabulary of the textbooks in current use. So much time is spent in covering the work in the textbook that very little is left for the required vocabulary, which is rushed in towards the end of the term, and consequently suffers.

A good beginning in vocabulary is usually made with the objects around the classroom and school, but when this material is finished, it is difficult to know how to introduce the remainder of the vocabulary required. The idea of teaching vocabulary by means of pictures is not new. It has been used successfully for many years, and wall-pictures may be obtained for many of the textbooks in use. To bring this idea in line with the prescribed vocabulary, however, it was necessary to have a new set of pictures. At first these pictures were drawn full size on the blackboard, where they remained until their usefulness was exhausted, when they disappeared. They could be replaced only at the expense of a great deal of time and labor.

The accompanying drawing shows the form which the drawings have now taken. As many copies as were necessary were easily obtained by mimeographing, and a copy was given to each pupil. The work now centred round the picture in the pupil's hands. Here, in this picture, we find illustrated the names of the various members of a family group—la père, la mère, l'oncle, la tante, etc. To make the work more interesting, names were given to the various characters. For example, when we pointed to the gentleman seated at the table and said, "Voici Monsieur Charles Chevalier," and then to the gentleman at the door and said, "Voici Monsieur Jean Chevalier," the pupils readily understood the sentence, "Charles est le frère

Voici La Famille



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de Jean." Similarly, "Jules est le frère de Marie." "Marie est la sœur de Jules." In this way all the words in the group "La Famille" were established. There was, of course, a danger that the lesson would develop into a mere catalogue of words. Care was taken, however, that each new word was developed by means of complete sentences, and several days were spent in developing the vocabulary. A great variety of questions were asked and answered, introducing words formerly taught, for example: "En quoi sont les bas de Madame?" "De quelle couleur sont les cheveux de Marie?" etc. The pupils noted and wrote down several times each new word presented and repeated it in chorus. The complete sentence introducing the new word was repeated. Answers were taken singly and in chorus.

At this point it was thought advisable to introduce the grammatical forms "de la," "du," "de l'," and "des." Many examples were given, such as "Les cheveux du grand-père sont gris," "Le pantalon du garçon est court," "Le pantalon de l'homme est long," etc. The required forms were thus established after lots of practice, and questions such as "Comment est la tête de l'oncle?" "Comment est le chapeau de la tante?" were asked, and the answers of course contained the required grammatical forms. All grammatical forms were firmly established by oral work before any written work was attempted.

By borrowing the best types of exercises from the textbooks in use, it is possible to mimeograph exercises on the grammar taught, using the prescribed vocabulary. A great deal more drill in grammatical forms is made possible in this way. There is no repetition of grammatical rules.

It was found that students were more keenly interested in the work than before and that the vocabulary became part of their real working vocabulary and not a mere list of words.

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OCTOBER, 1928

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Book Reviews

The Intelligent Woman's Guide to Socialism and Capitalism
Bernard Shaw

(English and American Editions, 1928)

THE reader without a background of Political Science need not hesitate to attack these four hundred odd pages. They are infinitely easier to read than the average problem novel. Every page bristles with sheer entertainment if nothing else. To those who have not enjoyed an Arts Course in Economics, or its equivalent, it will prove the most delightful of text-books. To those who have enjoyed this advantage it will prove an adequate stimulus for the resurrection of an academic subject long buried and forgotten.

From the title to the concluding sentence it is delightfully Shavian. Possibly the women of both the old and new worlds are reading the book, but there is no doubt about the male readers; they are legion! Such is the will of Bernard! There is much in the book about Capitalism and Socialism, but there is much more besides. It is a commentary on a hundred and one things. All the ear-marks of the Shavian preface are here.

Socialism for Shaw means just two things: Equality of Income, and, Communism. And one learns with some surprise how many arguments there are for both. When the reader meets the first of these he calls up a hundred and one objections, and wonders what Shaw would say to such and such. And the remarkable thing is that Shaw meets every one of them. The impossible become the possible. Communism is an ugly word, especially if it comes from Russia, but as part of a Tory programme it becomes quite respectable. And Shaw finds it in such programmes. He but wants more Communism.

The whole gamut of life comes under the review of this arch-Fabian. Has a classic in Economics appeared? Time alone will prove that. But it looks as if "The Guide" has a fighting chance.

W. M. ARMSTRONG.

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Thirty-eight

THE B. C. TEACHER

The Kellogg Peace Pact

(The signing of the treaty for the renunciation of war promises to be one more step along the road to a better day of international co-operation. Many teachers will be glad, we believe, to have the full text of such an important historic document, and we are giving it herewith as printed in the London Times.)

(Pacte Generale de Renonciation a la Guerre)

THE President of the United States of America, the President of the French Republic, his Majesty the King of the Belgians, the President of the Czechoslovak Republic, his Majesty the King of Great Britain, Ireland, and the British Dominions beyond the Seas, Emperor of India, the President of the German Reich, his Majesty the King of Italy, his Majesty the Emperor of Japan, the President of the Republic of Poland,

Deeply sensible of their solemn duty to promote the welfare of mankind; persuaded that the time has come when a frank renunciation of war as an instrument of national policy should be made, to the end that the peaceful and friendly relations now existing between their peoples may be perpetuated;

Convinced that all changes in their relations with one another should be sought only by pacific means and be the result of a peaceful and orderly process, and that any signatory Power which shall hereafter seek to promote its national interests by resort to war should be denied the benefits furnished by this Treaty;

Hopeful that, encouraged by their example, all the other nations of the world will join in this humane endeavor and, by adhering to the present Treaty as soon as it comes into force, bring their peoples within the scope of its beneficent provisions, thus uniting the civilized nations of the world in a common renunciation of war as an instrument of their national policy;

Have decided to enter into a treaty, and for that purpose have appointed as their respective plenipotentiaries: Who, having communicated to one another their full powers, found in good and due form, have agreed upon the following articles:—

ARTICLE I

The High Contracting Parties solemnly declare, in the names of their respective peoples, that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

ARTICLE II

The High Contracting Parties agree that the settlement or solution of all disputes or conflicts, of whatever nature or of whatever origin they may be, which arise among them, shall never be sought except by pacific means.

ARTICLE III

The present Treaty shall be ratified by the High Contracting Parties named in the preamble in accordance with their respective

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constitutional requirements, and shall take effect as between them as soon as all their several instruments of ratification shall have been deposited at

This Treaty shall, when it has come into effect as prescribed in the preceding paragraph, remain open as long as may be necessary for adherence by all the other Powers of the world. Every instrument evidencing the adherence of a Power shall be deposited at and the Treaty shall, immediately upon such deposit, become effective as between the Power thus adhering and the other Powers parties thereto.

It shall be the duty of the Government of to furnish each Government named in the preamble, and every Government subsequently adhering to this Treaty, with a certified copy of the Treaty, and of every instrument of ratification or adherence. It shall also be the duty of the Government of telegraphically to notify such Governments immediately upon the deposit with it of each instrument of ratification or adherence.

In faith whereof the respective plenipotentiaries have signed this Treaty in the French and English languages, both texts having equal force, and hereunto affixed their seals.

Done at (Paris) the (27th) day of (August) in the Year of Our Lord, one thousand nine hundred and twenty (eight).

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Forty

THE B. C. TEACHER

International Education

(An Interview with Prof. Mack Eastman.)

(W. S. in *The Manitoba Teacher*.)

IN the midst of a strenuous week-end in Winnipeg, during which he addressed three meetings, Dr. Mack Eastman—formerly professor of History at the University of British Columbia, and for the last three years attached to the International Labor Office at Geneva—found time to spend an hour at the office of the Manitoba Teachers' Federation. With the utmost cordiality he answered some questions regarding the present status and the possibilities of education along international lines.

The International Mind

"Is there not a danger that fundamental mental differences between races will make the development of the international mind impossible?" "Hope of success in international education depends upon the initial acceptance of essential unity in human minds. If one believes that the variations in expression of human minds arise out of differing environments, geographical, topographical, historical, etc., then there is a probability that international educational methods may lead to an increase of interest and sympathy among neighboring nations through mutual comparison of each other's background."

Human Nature Uniform

"Do you really believe that environment plays so large a part in the variations which appear to exist in human nature?" With the earnestness of sincere conviction and with emphatic and eloquent gestures, which showed the influence of continental environment upon one Canadian, Prof. Eastman asserted: "It is my own firm conviction, arising out of historical studies, long residence in foreign countries and three years' observation of the works of the International Institute at Geneva, that, fundamentally, human nature is uniform throughout the world. However much it may differ in, let us say, forms of poetical and emotional expression, yet with regard to all basic factors in life and especially with regard to mutual interests, the human mind is like unto itself in all countries."

Opportunities for Teachers

"What opportunities exist at Geneva for the international education of teachers?" "In Geneva during the summer there is a great wealth of educational opportunity at the disposal of teachers, journalists, clergy, university students, from all lands. Let me mention first the Geneva School of International Studies, conducted by Professor Alfred Zimmern, from early in July until late in September. Students in this school receive intensive courses in contemporary political and economic problems both in French and English, not only from many eminent scholars but also from several leading statesmen of various countries. During the Assembly, Professor Zimmern himself interprets daily for the whole school the proceed-

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ings of the previous day, whether in the Assembly or the Council. A summer spent under these conditions ought to prove immensely stimulating to the intellectual life of visitors from abroad, especially from the more distant countries."

Knowledge of French

"Is it necessary for such students to have an intimate knowledge of French?" "It is desirable but not absolutely essential. Besides this long summer school there are two or three institutions meeting for briefer periods though for similar objects. The British League of Nations University and the American Non-partizan Association have united under the leadership of Professor Manly O. Hudson, of Harvard, to organize the Geneva Institute of International Relations. This is attended largely by League workers from English-speaking countries."

Non-Anglo-Saxon Nations

"What about visitors from other nations?" "A similar Summer Session of a fortnight is now held under the auspices of the International Federation of the League of Nations Unions. Its work is conducted largely in French and German and is intended to reach nationalities to which the Geneva Institute does not minister."

Advanced Courses

"You have mentioned only short summer courses. Are there any facilities for advanced students carrying on work for longer periods?" "Apart from these Summer Sessions, which are primarily intended to spread knowledge of the League among teachers and writers and speakers of many nations, there are scientific institutes at Geneva conducted all the year round dealing with psychological and pedagogical problems. Among these I might mention the Jean-Jacques-Rousseau, whose Principal is Professor Claparede. In close harmony with this institute works the Bureau International d'Education, commonly known as the B.I.E. Among its leaders are Professor Pierre Bovet and Miss Marie Butts. The Bureau is devoted to new methods in education generally and to a comparative study of the various national methods. It plays a leading part in Teachers' Conventions and stimulates a movement for the revision of school readers and history textbooks which have been written in a nationalistic spirit, without the objectivity and detachment which should characterize scientific work. Upon the B.I.E. will devolve the chief responsibility for the organization of the next Congress of the World Federation of Education Associations in Geneva."

Revision of History Texts

"Would it be possible for educational authorities to submit proposed history texts to the B.I.E. for their consideration and criticism?" Dr. Eastman expressed himself as quite sure the Bureau would welcome such an opportunity of international co-operation.

Forlytwo

THE B. C. TEACHER

Children of League Officials

"Is anything being done for the children of officials of the League at Geneva?" "An experiment in practical education in Geneva is being undertaken by the International School, founded recently for the benefit specially of the children of officials of the League Secretariat and of the International Labor Office. Instruction is given by several remarkable teachers imbued with the international spirit. The classes are conducted in French and English, and they are attended not only by French and English children but by the children of officials of many other nationalities. The work is still in its trial period, but in a great many cases remarkably gratifying results have already been obtained. The Laura-Spellman-Rockefeller Foundation has followed the experiment with the closest attention and has lent its tentative support."

Post-Graduate Research Work

"I should imagine that many students of history would wish to do post-graduate research work at Geneva, leading to a doctor's degree. Has that side of international education been developed?" "A still more recent experiment, which nevertheless has already justified itself beyond question, is the foundation in 1927, jointly by the Rockefeller and Swiss authorities, of the Post-Graduate Institute of International Studies, 5 Promenade du Pin. The Director of the Post-Graduate Institute is the famous historian Paul Mantoux, Confidential Secretary of the Supreme Council and of the Big Four, and later director of the Political Section of the League. I had the good fortune to be assigned by the I.L.O. to Professor Mantoux for the initial year of this enterprise. Our work began the third week of October and ended at the beginning of July. At our first session we had 35 post-graduate students, most of them in the Ph.D. stage, from twelve different countries. At the end of a year of successful work they are entitled to a Diploma in International Study, but several of them have elected to continue towards a Doctorate in Political Science (International Studies), which for the present is conferred by the University of Geneva upon recommendation of the Institute. While the regular courses are given by six or seven resident professors, both in English and French, yet possibly the main attraction for many advanced students is the opportunity to follow the short courses offered by the scholars and statesmen of the first rank."

Eligibility of Canadian Teachers

"What qualifications would Canadian teachers require before being eligible to enter the Institute of International Studies?" "Canadian teachers who have at least an M.A. degree in History or Economics would be eligible for enrolment as regular students, and others would be free to attend courses. Information may always be obtained from the Secretary at the above Geneva address. The advan-

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tage of the Post-Graduate Institute over similar institutions founded elsewhere is that it affords the unique opportunity of studying on the spot the working of the great international organization of the League."

Other European Courses

"Are all such courses confined to Geneva?" "No, there are groups of men and women studying various phases of international affairs in all the great centres of Europe. Let me say a word or two about an event which will one day, doubtless, be considered epoch-making in the history of education. Last March a meeting was held in Berlin under the auspices of the Deutsche Hochschule fur Politik of all Institutes doing similar International studies. Among others there were represented the British Royal Institute for Foreign Relations and the American Commission of Foreign Affairs. In all there were 22 delegates at this unprecedented gathering. The utmost harmony and a fine spirit of helpful co-operation was immediately established among these men, many of them ripe in years, and some of them formerly distinguished by a very strong nationalist bias which has now happily disappeared. Arrangements were made for circulating a Bulletin designed to keep all members abreast with the progress of affairs. A cordial invitation from Professor Arnold J. Toynbee on behalf of the British Royal Institute was gratefully accepted and the next rally of Professors of Advanced International Studies will take place in London next winter."

World Peace

"What, in your opinion, will be the ultimate effect of all the projects you have outlined upon the cause of world peace? Are the advocates of international education really practical men and not sentimental visionaries?" The reply left no room for doubt as to Dr. Eastman's opinion of the matter. "I am firmly convinced that new educational forces are already in operation which will prove of immense value to the rising generation. The leaders are not only idealists, but also practical men, and the movement will facilitate the great work of organizing peace among the nations."

Important Notice

The Federation has arranged to reprint the Franklin Reasoning Test, and the Conduct Form from the September issue of the magazine. The cost, inclusive of mailing, will be:

Franklin Reasoning Test, 5 cents per copy, with answers, instructions, and possible norms.

Conduct Rating Card, 2 cents per copy.

Many orders have already been received and others desiring them should apply at once, so that the number to be reprinted may be determined and orders filed immediately.

Applications should be forwarded to the Federation Office.

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THE B. C. TEACHER

Financial Report, Toronto Convention, 1927

SOME idea of the magnitude of the task accomplished by the Canadian Teachers' Federation in handling the Toronto Convention of the World Federation of Education Associations may be gathered from the statement of the Treasurer of the Canadian Committee of Arrangements, included in the final report of the committee as presented at Winnipeg. Receipts were as follows:

Ontario:

Secondary Teachers' Federation.....	\$5,117.66
Women Teachers' Federation.....	2,468.50
Men Teachers' Federation.....	365.25
Toronto Teachers' Council.....	2,404.97
Inspectors	160.00
Normal Schools	70.00
Teachers' Institutes of Ontario.....	542.00
Head Office and Sundry Others.....	1,443.75
	<hr/>

\$12,572.13

Quebec Province	1,000.00
Quebec Teachers	1,000.00
Nova Scotia	441.25
New Brunswick	368.80
Prince Edward Island.....	150.00

Manitoba	1,373.00
Saskatchewan	1,133.94
Alberta	1,000.00
British Columbia	1,000.00
Secretary C. H. Williams.....	1,500.00
Proceeds of Bonds sold.....	1,067.40
Various Refunds	341.67
	<hr/>

Total Receipts \$22,948.19

Expenditures totalled \$22,794.41, leaving a balance on June 15, 1928, of \$153.78. In addition to these amounts, which were actually handled by the treasurer, the City of Toronto expended \$883 for a garden party and the Toronto Board of Education \$1,157.71 for a luncheon for the delegates, while the Province of Ontario took the convention to Niagara Falls for a day at a cost of \$5,283.83. No accurate account can be given of the various amounts spent by other provincial and local organizations in entertaining visiting parties of delegates en route to or from Toronto.

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Co-operation

DURING the past two months we have been making a special effort to interest the advertisers of our own Province in using the advertising space in our magazine. We feel that we can give them real service and that we are quite safe in assuring them that those who advertise with us will be well repaid, for, we obtain advertising from only those who have goods which teachers as a body are interested in. In short, we can and do support our advertisers, but can we make them feel that we do?

One advertiser handed me a letter on his desk and said, "See this! Here is evidence of a direct result of an ad." It was a letter of enquiry and the advertiser felt he was getting somewhere. Now is it not possible for us at least to make enquiries? I know we do, but let us do so as teachers and let our advertisers feel that we are behind them and their goods.

We do not have to buy unless the goods are right, but we can give our advertisers an opportunity to prove that they are right.

We do not accept advertisements from men who feel they are making a donation. It is business or not at all. It is good business only when there are results. The following firms feel they are getting results:

LIST OF ADVERTISERS

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Canadian National Railways.
Vancouver Motors, Ltd., Vancouver.
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J. W. Kelly Piano Co., Vancouver.
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Kelway's Cafe, Victoria.
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McLenn's Magazine.
J. M. Dent & Sons, Publishers.
Isaac Pitman & Sons, Toronto.
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MACLEAN'S NATIONAL ESSAY CONTEST

November 11th will be the tenth anniversary of the Armistice which ended the greatest war in history. The boys and girls of today were then infants, unable to grasp the significance of the colossal struggle which had waged for four years. The publishers and editors of Maclean's Magazine, appreciating the importance of having Canadian youth realize the fullness and greatness of the contribution and sacrifice made by Canada and Canadians in the Great War, have decided to offer prizes to the total cash value of more than \$1,000 for the best ten essays submitted by Canadian school children on the subject.

"What the Story of Canada's War Effort Has Taught Me"

That story now is being told by Maclean's. In the July 1 issue, Major George A. Drew, in "The Truth About the War," told of the mighty achievement of the British Empire. In the October 1st issue, Major Drew tells part of the story of Canada's amazing contribution, and in the October 15 issue of Maclean's that story will be concluded. These articles will provide the material on which the essays must be based.

FOR TEACHERS TOO

The suggestion is made to teachers that they draw the attention of their pupils to Major Drew's articles and to this contest; that they encourage their pupils to write essays, and that they co-operate by selecting the best essay or essays written in their classes and submitting them in the contest.

Some one pupil and his or her school will receive \$350 in cash between them, as well as great honor for the class and school they represent.

THE PRIZES

A total of \$1,025 in cash is offered by the Editors of Maclean's Magazine, to be divided as follows:—

PRIZES FOR PUPILS

In each of the ten provincial divisions of Canada (because of the density of its population Ontario is divided into two sections) the pupil whose essay is adjudged the best will be awarded a cash prize of \$50. The ten winning essays will then be rejudged and the pupil who in the opinion of the judges has submitted the best entry from all Canada, will receive the Grand Prize of \$250 in cash, instead of one of the Provincial Prizes.

PRIZES FOR SCHOOLS

In addition to the above prizes, the school whose pupil wins a Provincial Prize, will receive a cheque for \$25 to be used for the purchase of Canadian books for the School Library or for the purchase of School Equipment. There will be one of these school prizes awarded in each division. The School whose pupil wins the Grand Canadian Prize, will receive a cheque for \$100 (instead of the provincial cheque for \$25) this amount to be used for the purchase of Canadian books for the School Library, or for the purchase of School Equipment.

WHO MAY COMPETE

Any Canadian boy or girl up to the age of sixteen (that is any who, on November 1, will have not reached his or her seventeenth birthday), and who is attending any school, may compete. Boys and girls not attending school may not compete.

THE RULES

(1)—Essays may be of any length up to 1,000 words. They must not be longer than 1,000 words. They do not have to be that long.

(2)—Essays must be based on the articles by Major Drew appearing in Maclean's July 1, October 1 and October 15 issues.

(3)—Essays must be written by hand on one side of the paper only.

(4)—Competitors should keep a copy of their essays, as the publishers cannot undertake to return any of the entries.

(5)—Essays must be mailed not later than November 5th. Essays post marked after that date will not be considered. The last article on which the essays are based will appear in Maclean's October 15, on sale on that date. This allows three weeks for the preparation and mailing of entries.

(6)—The awards will be announced as soon as possible after December 1st.

(7)—The judging of the essays will be done by a committee of outstanding men under the chairmanship of Dr. E. A. Hardy, Immediate Past President of the Canadian Teachers' Federation.

(8)—No discussion can be entered into by correspondence, telephone or otherwise regarding Maclean's National Essay Contest. All Entrants are understood by the fact of their Entry to agree to accept the judge's decision as final.

(9)—All entries must have the following information on the reverse side of the last sheet of the entry:—

(a) Pupil's name in full along with date of birth and Post Office address.

(b) Name and address of school and grade of the pupil.

(c) Signature and school address of teacher, who thus certifies that the essay is the original work of the pupil.

WHERE TO GET COPIES

Copies of Maclean's Magazine may be purchased from your local newsdealer at 10c per copy, so that any pupil or teacher interested may read the articles should they not already be subscribers to Maclean's. If your local newsdealer has not got copies of Maclean's on hand, ask him why and order from us direct. Every newsdealer in Canada has been informed of this offer and should have a supply on hand to fill your order.

PROVINCIAL DIVISIONS

Nova Scotia; New Brunswick; Prince Edward Island; Quebec; Eastern Ontario, including Toronto; Western Ontario (West and Northwest of Toronto); Manitoba; Saskatchewan; Alberta; British Columbia, (including Yukon Territory).

Address All Entries to

National Essay Contest Editor

Maclean's Magazine, 153 University Avenue, Toronto

Write "MACLEAN'S MAGAZINE—TORONTO" for a copy of "The Truth About the War"—if you have not already received one.

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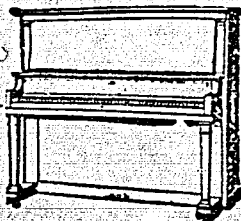
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