

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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VANCOUVER, B. C.

Editorial

The Vacation

WE take this opportunity of extending to the teachers of the Province our heartiest good wishes for a pleasant and profitable vacation.

Federation Office

THE Federation office will be open during the month of July—but will be closed, in accordance with the decision of the annual meeting, during August. During the latter month, arrangements will be made for all mail to be attended to, and teachers requiring any assistance in any matter will be able to get in touch with the President, or other designated officer.

We shall be delighted to receive visits from any of our members, and particularly from those from outside points who may be in Vancouver for the holiday. Come and see your own headquarters, and let us have the pleasure of making or renewing your personal acquaintance.

Membership

WE invite attention to our membership statement appearing in this issue. This shows our present paid-up members as numbering 1272. Of these, well over 300 are new members for the intervening period, March 1st to June 30th, which is most satisfactory. There are still, however, 692 members on our roll who have not yet forwarded a fee for this same period, and upon these rests the success of our enrolment as it will appear on June 30th. If we receive all of these renewals, then our enrolment (including student members) will be over 2,200, the highest in our history. We therefore make an urgent appeal to all to forward the four-tenths (or fourteen-tenths fee to June 30th, 1929) during the present month, if at all possible. The end of the school year is the time for clearing off all arrears and accumulations of work. May we ask all of our

members who have not yet paid their fee to make a memo. of this fact, and to give us and themselves the pleasure of having the matter all cleared up before they leave for their vacation. The amount of the individual four-tenths fees is small—for any one person to meet—but the total amount of the 692 concerned is an amount of considerable proportion, which the Federation depends upon as a part of its budget, and any loss of such revenue brings about added difficulties in the proper financing of our Federation activities and objectives.

IN MEMORIAM

TEACHERS throughout the Province learned with deep regret of the passing of Dr. Robert A. Little, of New Westminster, one of the best-known and most highly regarded members of the profession in British Columbia. He was a man of outstanding character and ability, and had a wide and rich experience as a teacher.

He was born in Ontario, sixty-nine years ago, and after a most successful academic career he entered the teaching profession in that province. For twenty-six years he was head of the Collegiate Institute, London, Ontario. Upon coming to British Columbia, he served one year at King Edward High School, Vancouver, afterwards becoming Principal of the Duke of Connaught High School, New Westminster, a position he filled with distinction for twelve years. In 1925 he was obliged, through ill-health, to relinquish this post, but, after several months, he was sufficiently recovered to again take up active work. He then joined the staff of Columbian College in the Royal City. Last Christmas, however, he was again taken ill, and three months ago was removed to Tranquille Sanitarium, where he died on June 12th.

Dr. Little will be missed by his colleagues, and the many students who came under his care and guidance during his long period of service.

He was a familiar figure at many Provincial Conventions, and took a leading part in the old Institute days. Upon the formation of the Federation, he became an ardent supporter, and was a most valued member of the New Westminster Teachers' Local Association until his retirement from the Principalship of the High School.

Dr. Little's memory will long be held in reverence by those who were privileged to know and to be associated with him, while his conscientious devotion to his chosen profession for so many years will serve as an inspiration to all.

On behalf of the Federation, we desire to extend to his three sons, and to his brother, our most sincere sympathy.

THE G. A. FERGUSON MEMORIAL FUND

Amounts Received to June 19th, 1928

Previously acknowledged	\$140.00
Burnaby South High School Staff	41.00
E. H. Lock (New Westminster)	5.00
Mrs. F. M. S. Howard (Vancouver)	2.00
High School Teachers' Association of the Lower Mainland	200.00
W. H. Morrow (Point Grey)	5.00

Total to date \$393.00

Notes

- (a) Subscriptions may be forwarded immediately—or at any assigned date previous to January 1st, 1929—or payments may be made in part now, and part at a later date. In any case, early notification from those who intend to share in the raising of the fund would be highly appreciated. Post-dated cheques may be used, if desired.
- (b) Make all monies payable to "The G. A. Ferguson Memorial Fund."
- (c) In sending in contributions please use form—or give same particulars in letter. (See Subscription Form on Page 42)

B. C. T. F. EXECUTIVE MEETING

A MEETING of the Executive Committee of the British Columbia Teachers' Federation was held in the Hotel Georgia, Vancouver, on Saturday, June 9th, 1928, with President T. W. Woodhead in the chair.

Among the correspondence, the following will no doubt be of general interest to all members of the Federation:

(a) From His Excellency Viscount Willingdon:

Governor-General's Train,

Dear Sir:

April 19th, 1928.

I beg to acknowledge the receipt of your letter of April 16th, and am desired by His Excellency to convey to the British Columbia Teachers' Federation his sincere thanks for the honour they have done him in electing him an Honorary Member of the Federation.

His Excellency further desires me to express to the Federation his appreciation of the resolution adopted at the Annual Meeting, and to say how glad he was to have an opportunity of addressing the teachers of British Columbia.

Yours faithfully,

E. C. MIEVILLE,

Secretary to the Governor-General.

Harry Charlesworth, Esq.,
General Secretary,
B. C. Teachers' Federation,

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(b) From the Hon. J. D. MacLean, Premier and Minister of Education:

Victoria,
April 17th, 1928.

Mr. Harry Charlesworth,
General Secretary,
B. C. Teachers' Federation,
Vancouver, B. C.

Dear Mr. Charlesworth:

I am in receipt of yours of the 16th instant, advising me of my election as an honorary member of the B. C. Teachers' Federation.

I assure you I appreciate the honour, and trust that in educational matters and other walks of life I shall so conduct myself that the Federation will have no cause to regret their action.

Yours faithfully,
J. D. MacLEAN,
Minister.

(c) From Dr. S. J. Willis, Superintendent of Education:

Victoria,
April 19th, 1928.

Harry Charlesworth, Esq.,
General Secretary,
B. C. Teachers' Federation,
Vancouver, B. C.

Dear Mr. Charlesworth:

Your kind letter of the 17th inst. is very much appreciated. From many sources I learn that the Convention was a great success, and I congratulate your executive on that result. When one considers that more than nine hundred teachers turned out to meetings for self-improvement during the Easter holidays, and in many cases with no little inconvenience to themselves, I feel that the heart of the teaching profession is sound and that we can look forward with justifiable confidence to the future of educational effort in British Columbia.

Yours very truly,
S. J. WILLIS,
Superintendent of Education.

(d) From Colonel A. Graham, Municipal Inspector and Secretary:

Harry Charlesworth, Esq.,
General Secretary,
Vancouver, B. C.

South Vancouver,
April 18th, 1928.

Dear Sir:

May I thank your Federation, and you personally, for

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your kind invitation to be present at the sessions of the Teachers' Convention, held April 10th and 11th.

I feel that the convention was one of the very best I have ever had the privilege of attending.

Yours sincerely,

ALEX. GRAHAM,
Municipal Inspector and Secretary.

(") From James Blackwood, Chairman Vancouver School Board:
Vancouver,

25th April, 1928.

Harry Charlesworth, Esq.,
General Secretary,
Vancouver, B. C.

Dear Mr. Charlesworth:

I am very pleased to receive your letter of the 17th inst., expressing the appreciation of your Federation for the co-operation which it has been my very great pleasure to give to your body, and can assure you that your work tending to the improvement of the Teaching profession will always receive my most hearty support.

I wish your Federation every success in the future.

Yours sincerely,
JAMES BLACKWOOD,
Chairman Vancouver School Board.

These letters are very tangible evidence of the fine spirit of co-operation and good-will which exists among those connected with education in our Province, and the expressed appreciation of the efforts of our Executive in arranging for such a successful Convention was very gratifying.

Resolutions

THE following resolutions were passed after full discussion of the matters contained therein:

- (1) **Federation Library:** That the books on education now on hand in the B. C. Teachers' Federation office be made available for students at this year's University Summer School.
- (2) **Library Service to Members:** That the President appoint a committee to consider the matter of Library Service to Federation members, in co-operation with the Library Commission, and to report to the next Executive meeting.

The following were named as such committee:

Mr. W. H. Morrow (Convenor),
Mr. J. B. Bennett,
Miss Charlotte Black.

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- (3) **Teachers' Travel Bureau:** That the matter of co-operation with the National Union of Teachers' Travel Bureau, and also travel arrangements for the C. T. F. Convention, be left to the Consultative Committee.
- (4) **Music Credits:** That a committee consisting of Mr. W. H. Morrow, Mr. C. G. Brown and Mr. H. Charlesworth be appointed to confer with the Music Teachers' Association to consider the matter of Music Credits, and to report to the next Executive meeting.
- (5) **Fall Convention Attendance:** That the Federation approach the Department with the request that a teacher desirous of attending a District Fall Convention should be granted the right to close his or her division for a day, or such period as is reasonable, without loss of salary, subject to the provision that he or she obtain a certificate of attendance at such convention to attach to the monthly report submitted to the Department.
- (6) **Fall Convention Programmes:** That a committee be appointed to investigate ways in which the Federation could be of practical assistance to Local Committees in making arrangements for Fall Conventions.
The committee was named as follows:
Mr. A. H. Webb (Convener),
Mr. H. A. Eckhardt,
Mr. J. B. Bennett.
- (7) **Group Insurance:** That a committee be appointed to investigate the whole question of Group Insurance, and to make recommendations to the Executive for consideration and action.
The following were named as a committee, with power to add to their numbers:
Mr. J. G. Lister (Convener),
Mr. W. F. Houston,
Mr. D. P. McCallum.
- (8) **Publication of Names of Members and Non-Members:** In connection with the resolution of the Annual General Meeting, which called for the publication of the names of both members and non-members, the matter was discussed from all angles, and it was finally decided:
That this question be referred to a committee consisting of the Consultative Committee, with the addition of Mr. W. J. Williams, President New Westminster Teachers' Association, for action.

Reports of Delegations to Education Department

In connection with the resolutions adopted at the Annual General Meeting, it was reported by the General Secretary that the Superintendent of Education had met delegations at four different times

in Vancouver, and that most satisfactory interviews had resulted.

Every resolution was fully considered, and those responsible for the presentation of each had been in close touch with the matters contained therein, and could therefore give detailed information.

In almost every case, Dr. S. J. Willis asked for the co-operation of the groups represented, and indicated that the suggestions made were in harmony with the ideas and plans of the Department. He indicated that a complete revision of the High School Curriculum was under way.

In connection with the suggestions for a Council to take charge of the granting of Certificates for Technical and Manual Training Teachers, Dr. Willis was emphatic that the granting of certificates was a Departmental responsibility, and would remain so. He was fully prepared, however, to consider any recommendations for improvement which might be made, and promised to discuss the matter further with representatives of the Provincial Technical and Manual Training Teachers' Associations.

Those who appeared on the various delegations were: President T. W. Woodhead, Mr. C. G. Brown, Dr. N. F. Black, Mr. T. H. Calder (Provincial High School Section), Mr. Steeves (Library), Mr. Evans, Mr. Webster, Mr. Halstead, Miss Williamson (Commer-

(Continued on page 44)

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Japanese School Children

By J. E. BROWN

Principal, Strathcona School, Vancouver

IN MY capacity as Principal of Strathcona School, which enrolls over 550 Japanese children as well as many Chinese and whites of many extractions, I am often asked how the various groups compare and in what way any one group is superior to or inferior to another.

This question comes perhaps most frequently from Japanese parents and social leaders who are undoubtedly most solicitous in regard to the welfare of their children.

While comparisons are sometimes odious, especially when made to satisfy idle curiosity or to bolster up an argument derogatory to any person or group, I feel that a frank answer to this question is likely to redound to the benefit of the children themselves and to encourage co-operation between the home and the school.

Dr. Peter Sandiford, in the School Survey of 1925, page 509, makes the statement that "The Japanese in British Columbia are probably the most intelligent of all the racial groups which make up the total Canadian population" and suggests that the superiority is due to selection. While few would probably be disposed to doubt the general truth of this statement, viz., that the Japanese are an excellent selection of immigrants, yet it would impress many as rather a sweeping conclusion to draw on the basis of the evidence. Dr. Sandiford tested 155 Chinese and 150 Japanese school children with the Pintner-Patterson Scale of Performance Tests. The Median scores made were 107.9 for the Chinese and 113 for the Japanese. No white children were tested but it was assumed that the theoretical Median score of 100 was correct for the whites of British Columbia. Further, it should be pointed out that the validity of the performance test to measure all aspects of intelligence is very much questioned. It is probably strongly weighed on the side of manual dexterity and it is very doubtful if it does justice to the mental or thinking type of pupil.

We might go a step further and enquire:

- (a) How the scores made by the Japanese children compare with those made by white children on another type of Intelligence Test.
- (b) How the Japanese and whites compare in school progress.
- (c) How they compare in the quality of school work done.
- (d) In what subjects and school exercises each group excels.
- (e) How they compare in size and weight.
- (f) How they compare in athletic ability.
- (g) How they compare in social conduct.

For complete and satisfactory answers to these questions it is probable that we should apply to the Bureau of Measurements, Vancouver School Board, which department has no doubt by this time collected sufficient data to enable it to give fairly scientific and final conclusions. How-

ever, I can present the results of the records on file in this school as an introduction to the questions and in doing so I would urge that they be taken merely as suggestive and in no case regarded as final.

On October 5th, 1927, we had all the children from Grades 5 to 8 given two types of examination. The first, the National Intelligence Tests consists of five distinct sections or individual tests.

This test was given and marked by Mr. Straight of the Bureau of Measurements. The other was the Stanford Achievement Examination consisting of nine tests or sections including three types of Silent Reading, Arithmetic Computations, Arithmetic Reasoning (problems), Nature Study, History and Literature, Language and Spelling and Dictation.

This examination was given by the writer and marked by the several classroom teachers. It will be seen that both examinations required an adequate command of the English language. On each examination the place and date of birth were given.

For purposes of comparison I have selected total scores on the N. I. T. and total Reading scores, scores in Arithmetic (mechanics), Reasoning scores, and Spelling scores as well as total scores on the entire examination from the Stanford Achievement Examination. So far as the N. I. T. is concerned it might have been worth while to have examined scores on each section of the test as well.

I have not included the separate scores on the Literature and History and Natural Science because I felt that they were the least reliable of the tests and in any case to a great extent tests of language.

The study is based upon 80 Japanese and 120 white pupils all chosen from Grades 6, 7 and 8 and ranging in age from 11 to 16 years. Nine foreign born Japanese and 14 foreign born whites were included but all recent arrivals and children with an obvious handicap were excluded from both groups. The Japanese pupils were in the proportion of 50 boys to 30 girls, while the whites were evenly divided into 60 of each sex. A very

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small proportion of the whites were of Anglo-Saxon stock. The whites were chosen indiscriminately but Italians and Jews predominated.

The results are shown in the following tables:

Tract or Ability	White Children (120 cases)		Japanese Children (80 cases)	
	Average	Range	Average	Range
Age (yrs. & mos.)	13 yrs. 1 mo.	10½-15	13 yrs. 6 mos.	10½-16 yrs.
Intelligence (I.Q.)	105	80-135	95.3	70-130
Reading score.....	180.7	100-260	146	100-210
Reading age.....	13 yrs. 8 mos.	10/6-18/6	11 yrs. 11 m	10/6-15/6
Arith. score (Computation)....	134.4	70-170	145.5	80-180
Arith. age (Computation)....	14 yrs. 11 m	10/4 to 18	16 yrs. 3 mos.	10/9 to 18/6
Arith. reasoning score.....	85	55-120	85.8	50-130
Reasoning age.....	13 yrs. 7 m	11/5 to 16/8	13 yrs. 8 mos.	11/1-17/4
Spelling, Dictation	151.9	90-200	138.6	100-200
Spelling (age).....	14 yrs. 2 mos.	11/2 to 17/11	13 yrs. 5 mos.	11/7 to 17/11
Educ. age on whole examination	13 yrs. 7 m	11 to 17 yrs.	13 yrs. 1 mo.	10½-16 yrs.
Height (in inches)	59.36"	50-68	58.26"	48" to 64"
Weight (in lbs.)....	91.6 lbs.	50-140 lbs.	84.3 lbs.	50 lbs-140 lbs

An examination of the results shows the Japanese children to be five months older than the white children on the average. In their intelligence quotient and in reading and all the other subjects requiring a knowledge of the English language they are inferior to the white children, while in the mechanical operations of arithmetic they are distinctly superior, having an arithmetic age one year and four months higher than that of the white children. In the average educational age they are six months behind the white children. From these results one seems forced to the conclusion (tentatively) that the Japanese children are inferior or superior to the white children in ability but that they are laboring under a distinctly greater handicap in learning the English language. This may be due to the fact that many of them attend Japanese schools and strive to retain the use of the Japanese language, to the stronger influence of the Japanese home upon their children and to the fact of the greater difference between the Japanese and English languages, than between many European languages and English.

The figures on height and weight speak for themselves. The white children are slightly over an inch taller and over seven pounds heavier although they are not quite so old. In both cases the girls are taller and heavier than the boys at this age and the larger number of white girls slightly affects the average.

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I am sorry that I cannot offer any objective data with regard to athletic ability, but from nine years' experience I am strongly of the opinion that the Japanese boys are more enthusiastic and energetic on the playfield than are the white boys. At least they play their part splendidly in this branch of school activity.

So far as deportment in the school and classrooms is concerned, I checked up the report cards of the children concerned and found that the Japanese children had somewhat the higher scores. Teachers mark this trait by the letter method, using "A" for excellent, "B" for good, "C" for fair, and "D" for poor. The median score given to the Japanese pupils was "A" or excellent.

In conclusion I cannot do better than quote the school nurse, who in response to my enquiries has this to say:

"The Japanese have co-operated with us in having physical defects remedied better this year than ever before. Perhaps it has been because Mr. Sato has acted as interpreter and they have been made to understand better what was needed. The Japanese parents always want to do what is best for their children if they realize what should be done. These children, too, are always so clean in person and clothing it is a pleasure to work with them."

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JUNE, 1928

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Canadian Literature as a Nation Builder

A. M. STEPHEN

WITH an Imperial conference just passed, we are reminded that the most vital question of the day in Canada is the task of nation-building. Never since Confederation have we faced a more important crisis in the growth and development of our Dominion. Surely, at such a time, it behooves all thinking men and women to consider gravely the problem before us and to endeavor to lay foundations for the future upon broad and permanent bases which will be practical as well as an embodiment of our ideals. It is not too much to say that, during the next quarter of a century, the ultimate fate of Canada may be decided. Whether that event will be the drawing closer of the bond existent between ourselves and the Motherland, the complete autonomy of our country, independent of all others, or absorption into the republic to the south of the boundary line must depend entirely upon the tendency of our efforts in the meantime. Apathy or a luke-warm Canadianism will not secure for us that national status which, at present, is being outlined upon paper nor can any Conference make us a nation until there is born within us the soul and spirit which will preserve our individuality in the stress of circumstances.

Nothing can be gained by minimizing the difficulties which confront us in bringing into being a united people, with a distinctive nationality. The countries of Europe, inhabited by races which differed in language and even in physical characteristics, found little to do in the matter of making themselves separate peoples. Geographical boundaries of mountain ranges and water assisted in the task of keeping men apart until they had completely developed the differences which gave them individuality. Now, we do not readily mistake a German for a Frenchman. However, it is not uncommon for a Canadian to be taken for an American. Nature has not defined a Canadian type which is radically different from that of our southern cousins nor does there exist between us the barrier of language which is one of the most separative factors in the growth of nations. Nor do all our difficulties lie without ourselves. Internally there are still divergent interests in the various parts of our widely scattered communities. We have not, economically, reached the happy day when "East is West" in spite of the fact that we have the greatest railway system in the world to bind together our far-flung provinces and cities. Then, again, we must not overlook the ever-present fact that we have, within our borders, two members of the Canadian family who are still looking at each other as strangers who have been accidentally thrown together during a long journey. Race and religion have sometimes, in the past, blinded English-Canadians to the splendid virtues of their French-Canadian compatriots who have,

on the whole, a more firmly-rooted sense of Canadian nationality than any other people in our Dominion.

I have here hinted at some of the difficulties which lie before us in order to emphasize the need for strenuous effort on the part of all Canadian citizens who desire to see their country fitted to make an individual contribution to world progress. We must consider ways and means by which we may bring into existence the Canada which inspired the dreams of the Fathers of Confederation and it is because I have given some study to one phase of the problem that I am emboldened to offer suggestions as to what may be done.

It is almost trite to say that the soul of a nation is embodied in its art and literature. The temples of India have decayed; the "glory which was Greece and the grandeur which was Rome" have passed away, but there remains to us the imperishable embodiment of the spirit which made their greatness in the form of the poems and dramas which are still models for the modern world of letters. It would seem that the eternal verities must be the chosen foundations if we would build a State and these necessary truths and ideals are to be found in the writings of those who have seen beyond politics and science. Even in the consideration of our own age of history, we find that it was the great writers of the Golden Age of Elizabeth who inspired the British people to found an Empire whereby tolerance and freedom were to be extended to the farthest corners of the earth. It is the England which Shakespeare loved which has made its ineffaceable mark upon the centuries. Altogether, if we are to learn from the past, we cannot over-estimate the importance of the creative artist in our task of nation-building.

We may then conclude that if we have not a heritage of literature which we may justly call our own, we may well despair of making citizens who will possess a patriotism worthy of the name. However, we are not in any such unhappy predicament but are most fortunate in having poetry and prose which adequately represents the spirit of our country. In this fact lies our greatest asset and our hope for the future. It is my conviction that, since 1867, we have produced poetry in Canada which compares favorably with that written by any other English-speaking people during the same period of time. This is all the more remarkable when we consider that we have been engaged in the arduous task of pioneering in a new country and have therefore had little time for the pursuit of culture and the refinements of life. It is a unique fact that the growth of really fine poetry in Canada has been complementary to our material achievements. Yet this phenomenon should not be too surprising in view of other features of our growth and development. In modern history, can we point to any other instance of a nation, sixty years from its birth, placing an army of half a million men in the field and taking an important part in world politics? Canada has done this and we should not be astonished because the mighty driving force behind our progress has resulted in some vigorous and noteworthy literature.

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**A. C. LEWIS, M.A., B.Paed., 8 ENDERBY ROAD
TORONTO 3**

I am quite well aware that there are many Canadian critics—aye, and professors of English in our universities—who are still under the spell of European culture to such an extent that they are unable to appreciate what we have done to give expression to the Canadian spirit. They approach our native literature firmly convinced that great poetry ceased with the late Victorian giants and are also persuaded that anything produced in Canada must inevitably be inferior because of our lack of the cultural background possessed by the older lands. Yet, if I am not mistaken, neither Shakespeare nor Whitman were products of academic culture nor were they dependent upon their day and age for their inherent greatness. There exists no reason why we should not give birth to great poets upon this continent. We have a history teeming with epic deeds of heroism, and a past with mythologies, legends, folk-lore and religious ideas quite as wonderful as those of any European country and we live in a land whose natural beauty and grandeur are not surpassed upon earth. Yet there are some Canadians who are doubtful as to whether we possess the material for great literature!

Our great drawback is not the absence of material for literature nor is it the lack of worthy works of prose and poetry but rather it is the lamentable fact that we do not know of the treasures which exist in our midst. Our preceptors, indifferent or misguided as ourselves, did not help us in our youthful days to obtain a knowledge of Canadian writers. Our school courses gave us Sir Walter Scott, Lord Tennyson, Wordsworth and other British poets to study and admire (or dislike if our teachers happened to be the old-fashioned taskmasters) but they did not tell us that Roberts, Carman, Lampman and others were in existence. I do not deprecate the fact that we learned to know the names which have made Britain great. I believe that we shall not found a Canadian culture worth while unless it is based upon the broadest possible appreciation of what has been done in other countries in the past. Nevertheless it remains true that we are grievously defrauded if we have been given no opportunity to know our own Canadian artists, for it is in their work that we shall see reflected the beauty of our own seasons, the magic of our own native fields, woods, streams and mountains together with the aspirations and ideals of our own people. As an Englishman's eye lights with pride at the mention of Shakespeare or a Scotsman's at the name of Burns, a Canadian should hold his head a little higher than usual when his own greatest poets are the subject of conversation. However, under present methods of teaching in most of our provinces, when a young Canadian hears it stated that his country has produced no literature to compare with that of other lands, he usually admits his inferiority or confesses his ignorance of the matter. He either does not know or has been taught to consider it presumptuous to think that Canada is superior in this department of life. He knows that she has the greatest railway mileage in the world—and is pre-eminent in other material ways—but of her really permanent achievements, he remains doubtful.

It is apparent that there has been a defect in the making of

Canadian citizens. This is a tremendous responsibility devolving upon our educators at this moment of our history when we are just emerging into the full status of nationhood. All academic arguments and aesthetic hair-splittings must give way before the immediate necessity of developing a flaming and even aggressive patriotism in Canadians in order to prevent them from drifting along the path of least resistance and finally succumbing to the almighty dollar which glitters so near to their borders.

Nor do we need to fear that our children will have their literary standards lowered by the study of their own writers although it has been alleged that the best Canadian poetry is not of the high quality which marks the work of the masters of the art. However, if the selection be made by those who are not merely teachers but who are also artists endowed with perception, we shall be presented with a goodly number of Canadian poems which may be placed beside the best in the same *genre* produced in any other country. It is a mistake to think that great poetry is beyond the grasp of youthful minds. I believe that the manner in which it is presented will determine whether students will be stimulated or not by the study of a given selection. There are teachers who contend that only the more concrete verse—narrative or descriptive—can be assimilated by the average pupil. However, I feel persuaded that those who make this statement are confessing their own limitations. It has been my experience that the intangible quality of beauty in authentic poetry, lyric or epic, may be conveyed to children between the ages of twelve and eighteen provided that the teacher responds to the inner message of the work and interprets it with his voice. Many of us who are not possessed of a knowledge of musical technique do nevertheless enjoy hearing Bach and Beethoven and who can say that we are not more greatly benefited than if we were compelled to listen to popular songs and ragtime which are more simple in theme and concrete in their presentation of ideas.

Very definitely, we can commence the work of Canadian citizens by acquainting them with the poetry in which there is voiced the love of our country or which is imbued with the spirit which emanates from Canadian soil. In Roberts' "O Child of Nations, Giant-limbed," in Marjorie Pickthall's "Star of the North," in Carmen's "Scarlet Hunter," we have a direct and adequate expression of the fervor of patriotic feeling which lays the foundations of nationhood. I quote from Miss Pickthall's poem because it is not so well known as the others mentioned:

"Ask of the seas what our white frontiers dare,
Ask of the skies where our young banners fly
Like stars unloosened from the hair
Of wild-winged victory.
God's thunder only wakening thrills
The rampart of our hills.
Star of the North,
No foe shall stain
What France has loved, where Britain's dead have lain!"

Although her muse is, in this instance, bound by a chosen theme which is national and not universal, we have here the exquisite craftsmanship and the delicate touch which marks the work of this poet who learned to love Canada as her native land. There are others who have given us worthy and good verse of a patriotic nature and most assuredly our children have a right to this heritage of enthusiasm for their own beloved country.

However, it is not only in the directly patriotic poem that the Canadian will find echoed his thoughts and feelings aroused by the beauty and strength of his homeland. When Archibald Lampman tells us that—

"The glittering roofs are still with frost; each worn
Black chimney-builds into the quiet sky
Its curling pile to crumble silently."

or Peter McArthur notes that—

"Last night we marked the twinkling stars,
This morn no dew revived the grass,
And oft across the parching fields
We see the dusty eddies pass,"

or C. G. D. Roberts reminds us of how—

"The frogs, cool-fluting ministers of dream,
Make shrill the slow brook's borders; pasture bars
Down clatter, and the cattle wander through,"

we are brought, in imagination, close to the earth from which we have sprung and the old familiar sights, fraught with memories of childhood when we saw more clearly the magic in trees and streams and the over-arching skies, come poignantly back to tell us that Canada is our home.

Thus by directly stimulating our senses poetry can strengthen the bonds which attach us to a particular soil but, in the task of building a nation, there are question of life and conduct which must enter into the process. To dominate other peoples or races by weight of iron and brawn was a dream of the Teuton and, indeed, a dream which we trust may not trouble us again. To gain supremacy in the realm of the intellect and the spirit is most assuredly a more worthy objective to set before Canadians and one which will ensure their lasting influence throughout ages to come. That the latter ambition may be realized and furthermore that the line of demarcation may be drawn between ourselves and other nations who are striving for merely material ascendancy, it is necessary that high ideals be instilled into the plastic minds of our youth. Quite as potent as the scriptures and often more subtle in its influence is the power of poetry to strengthen us in noble ways of living and to lead us in pursuit of the things which are of deepest import. Citizenship must be founded upon right conduct and this, in turn, must be based upon ideals. Nowhere do we find beauty, greatness and truth more clearly

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expressed in memorable words than in the highest and best work of our poets. If for no other reason than that it is the best subject in the school courses through which to build character, we should see to it that our children be given the finest poems of our own native writers. Canadian poetry is indeed, rich in the quality which makes for the appreciation of greatness and nobility, high courage and unflinching adherence to ideals. Carmen's "Earth Voices" emphasizes the fact that "the life we give to Beauty returns to us again," Duncan Campbell Scott's splendid sonnet, "To the Heroic Soul," Roberts' "In the Wide Awe and Wisdom of the Night," are as worthy of being committed to memory as any other poems in the English language and every Canadian, young or old, should know the Lampman trilogy, "The Largest Life," even if they may never reach the academic halls wherein Virgil and Homer are crammed into unwilling minds. In the last sonnet in the Lampman series we are adjured:

"So to address our spirits to the height,
And so attune them to the valiant whole,
That the great light be clearer for our light,
And the great soul the stronger for our soul,"

and are further assured that—

"To have done this is to have lived, though fame
Remember us with no familiar name."

In conclusion, it is my belief that in order that our young men and women may develop a just pride in the fact that they are Canadians it is necessary that they be familiar with the work of the writers who have contributed to the making of our Dominion. Without displacing the literature of the older lands, we may be well-advised to give a reasonable proportion of space in our school courses to the subject of Canadian literature and also to see to it that the textbooks dealing with it are not merely supplementary reading, but are an integral part of the prescribed work. We, who have passed our adolescence, should read our own poets and authors of prose so that we may be better citizens and more adequately equipped for the task of nation-building.

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Physical Education

By W. J. NESBITT, Principal, Grandview School, Vancouver

THE problem before those in charge of this phase of the school programme is to determine the best methods for attaining definite educational results through the means at their command.

The aims upon which the whole physical education programme projects itself may be broadly classified as (1) Constructive educational aims, (2) Control of growth handicap aims, and (3) Aims for the teaching of efficient living.

The constructive educational aims have to do with the development of the organic mechanisms, the nervous system, intellectual powers, and moral character. Of these, organic development, or development of the heart, lungs, digestive system, heat regulating mechanisms and nutritive processes in general, is most fundamental and least understood. The stimulation necessary for sound and normal organic growth can only come through the use and exercise of the big-muscle group. The breaking down of tissues during exercise places the burden of supplying fresh building material upon the organic mechanisms. These develop and become strong in proportion to the demands made upon them. Hence any increase in the use of muscle structures is accompanied by increased activity of the organic structures with a consequent growth in their strength and efficiency. In a similar manner is the development of the nervous system dependent upon muscular exercise. Since every muscle group is controlled by a nerve centre, exercise of those muscles stimulates the growth of the controlling nerve centre with a corresponding increase of nervous vitality and power. Physical training then aims to develop, not muscular energy, but nervous energy, not muscular power but organic vigor.

Development of the intellect results from training and practice. In the learning of new movements and in the development of skill in these, the intellect functions.

No single phase of education offers quite the same opportunities for the cultivation of sound social attitudes. The playground and athletic field are laboratories of character training. Here the youth finds expression through the medium of his games and plays for those instinct tendencies and emotions, which lie at the foundation of character. As these are allowed to express themselves so will his character develop and the attitudes there fostered tend in a large measure to become the social attitudes of maturing youth and developed manhood.

The second phase of the programme is concerned with the correction or removal of those bodily or social impediments that may interfere with normal growth and development. Little can be accomplished toward the education of individuals, so handicapped

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by abnormal growth conditions, either physical or social, that they are unable to enter freely into the activities organized for their advantage.

The third phase aims at the establishment in the individual of a capacity for self-direction. This may be brought about through the presentation of acquired information regarding the laws of living, which will enable him, when thrown on his own resources, to maintain the developed power gained through the educational process.

To sum up one cannot do better than quote from "Organization and Administration of Physical Education" by Williams: "The objectives of physical education, therefore, are motor education that shall function in promoting physical vigor, and an awakening and expression of mental, moral and social feelings and states, that shall lead toward fine qualities of citizenship."

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Physical Education Advances

By DR. JAMES EDWARD ROGERS

*President of the Department of School Health and Physical Education of
the N. E. A. and Director of the National Physical Education
Service of the Parks and Playgrounds Association
of America*

DURING the past decade, no subject in the school curriculum has received more attention and support than physical education.

The National Education Association committee in proclaiming the seven cardinal principles of general education, gave first rank to sound health. The facts and statistics which follow forcefully demonstrate the appreciation by the general educator of the obligation of the school system to train our boys in health and neuro-muscular skills so that they may be prepared not only to make a living, but to live a life. We have come to appreciate the fact that we must learn to live as well as live to learn. Although the statements below show the rapid recognition and support which physical education has received since 1918, it must be remembered that physical education is one of the oldest subjects in the curriculum. To the Greeks it was the curriculum; gymnastics and rhythmic formed 90 per cent. of the subject matter and training of the Athenian youth.

To conduct a well developed and rounded program in health and physical education, including play, recreation and sports, adequate space and facilities must be provided. One of the outstanding facts during the past ten years is the growth in the size and number of playgrounds, athletic fields, gymnasiums, swimming pools and other indoor and outdoor facilities. Practically no junior or senior high school with an enrolment of 400 students or more is being erected without both a gymnasium and an athletic field.

(1) In Des Moines, Iowa, a city of about 150,000, the elementary school has a special gymnasium and large ample playground facilities.

(2) In Providence, R. I., the new elementary schools being built have two gymnasiums, one for the boys and one for the girls. Some of the old elementary schools are being remodelled with two gymnasiums.

(3) In the junior high schools of Des Moines there are two large gymnasiums, one for the boys and girls, and these may be divided into two parts, making four gymnasiums, this being necessary because in Des Moines every boy and girl in the junior high school has a 60-minute period of health and physical education, and the enrollment of the school usually is 1500. The cities that have unusually large gymnasiums and excellent bathing facilities in the junior high school are too numerous to mention.

Practically no senior high school of any size is being built without ample gymnasium facilities. However, special mention should be made of the senior high schools of Newton, Massachusetts, Harrisburg, Pa.,

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Los Angeles, California, Joliet, Illinois, and Detroit, Michigan. The gymnasiums of the Joliet township high school are finer in every detail than most of the facilities afforded by our large universities. One superintendent of schools in the east contemplates building seven gymnasiums for a high school enrollment of 5000; three separate small gymnasiums and one large gymnasium that can be divided into four parts.

Most of the junior and senior high schools of the country are being provided with up-to-date, well lighted, well ventilated shower and locker rooms with the best material. Many of them are also being provided with swimming pools. The junior high schools of Trenton, N. J., Des Moines, Iowa, Rochester, N. Y., have excellent pools.

A simple story to illustrate the phenomenal changes being made in regard to the development of outdoor facilities is what happened in Harrisburg, Pa. Less than five years ago in that city of a congested industrial state, the two high schools were located downtown in the congested area without a foot of play or athletic space. Today they are located out on the edge of Harrisburg one having 48 acres with a small lake for winter sports; the other 38 acres. This is typical of what is happening over the country. High schools are not being located in the centre of town where the land is exceedingly high and it is impossible to get play and sport areas. In Bay City, Michigan, years ago the Board of Education was wise when they moved their high school out to the edge of town where many acres were secured not only for the high school but for the athletic stadium. This was accomplished in spite of the fact that real estate and business men wanted it in the centre of town.

It can almost be said that the outdoor area standards laid down by Strayer and Engelhardt are rapidly being translated into realities. Those standards are:

- A one-room rural school should have a minimum of two acres.
- A two-room rural school should have a minimum of three acres.
- A three-room rural school should have a minimum of four acres.
- A consolidated school not less than ten acres.
- A junior high school, eight to twelve acres.
- A senior high school, twelve acres or more.

The N. E. A. recommendation of a minimum 150 square feet play area per child is almost a truism in many communities. In fact, numerous towns and cities have some schools with play areas of over 300 square feet per child. Provided with adequate and well equipped indoor and outdoor facilities, the next question is ample time to conduct a well rounded and balanced programme. Here real progress is seen. In Providence, R. I., and Des Moines, Iowa, and many other cities in the elementary schools, 30 minutes per day is being provided, this time allotment not including the 10 minutes of recess nor the 42-minute relief drills in the classroom. The average over the country is 20 minutes for health and physical education per day not counting recess nor play periods.

However, there are some cities that give more time to health and physical education in the elementary schools. For instance, Buffalo, N. Y., has four 50-minute periods, which is equal to 200 minutes per

week. Rochester, N. Y., has a high standard. Mr. H. H. Norton, Director of Health Education in Rochester, writes: "May I call your attention to the fact that in grades 4 to 8, inclusive, in the traditional schools, we have 245 minutes per week devoted to our programme. We run after-school recreational clubs for boys and girls in all elementary schools, and of course, for all children enrolled in these clubs, there will be a total of 335 minutes per week devoted to our programme."

Many junior high schools average four periods per week; three for activity programmes and one period per week for health and safety education. However, many cities give a daily 60-minute period.

The time allotment in senior high schools is steadily increasing. Some cities give four 60-minute periods; others three 75-minute periods; others five 45-minute periods.

It is interesting to know that the National Education Association Department of Superintendents Year Book for 1928 will have a report recommending a daily 60-minute period for both junior and senior high schools for health and physical education.

The personnel is both increasing and improving. In the last five years a number of states announced as high as 300 per cent. increase in the number of special teachers employed as health and physical educators. Massachusetts shows an increase in the teaching staff from 201 special teachers in 1922 to 490 special teachers in 1927. West Virginia's increase in personnel in the same years is over 400 per cent.

Not only has there been progress in facilities, in time allotment and in personnel, but teacher training has greatly improved. State teacher certification requirements are much higher. To teach physical education in the high schools of California means having a Master's Degree, five years of university training. The majority of the physical education teachers are receiving their academic degree. Normal schools are increasing their training departments from two to three and four year courses. Many of the teachers in physical education are returning to the universities and receiving their Master's Degree and Doctorate Degrees.

Space forbids a discussion of the improvement that has taken place in the programme of activities. They are better balanced and better organized.

Another unique and valuable suggestion is the practice in many cities now of having the students of the junior and senior high schools first fill out their physical and health education periods at each semester. After the required number of periods of physical education are first taken care of, the students fill in their other subjects. This accomplishes many splendid results. It permits the freshmen to compete with freshmen. A better grading of the classes is possible.

Thirty-five states have compulsory education laws, twenty-nine have state programmes with state syllabi, and nineteen have state departments with staff, programme and budget. No other subject in the curriculum has had such widespread legislative recognition.



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FORESTS AND RECREATION

THE Province of British Columbia presents a pageant of scenery unsurpassed in its charm and infinite variety, and its popularity as a recreation centre grows from year to year. Naturally, the increased volume of travel upon our highway and through our Forests brings with it an increased fire hazard, and while it is gratifying to note the greater use of the forests for recreational purposes, at the same time one cannot but feel alarmed at the frequency of fires caused simply by carelessness. It is unnecessary to labour the fact that our forests, in addition to being the mainspring of our prosperity, are also the basis of the many charms for which our Province is noted, and that without them it would be a much less interesting and pleasant place in which to live. Ordinary care—the same care as one exercises in one's own home—would have prevented quite seventy-five per cent. of the fires which ravaged our forests last year.

To bring about some reduction in the number of fires caused through careless camping in the forests, the Legislature of the Province last year passed a law under which it is necessary to have a permit from some forest officer before any camp fire may be set in any forest or woodland. Be sure to obtain your camp-fire permit; have it always with you, and pay strict attention to its instructions. The consciousness of doing the right thing will add materially to your pleasure.

To build a fire, select a place
On sand or earth or bare rock face.
But NOT against a stump, and NOT
Where trees or grasses may be caught.

And leave your camp site neat and clean
And show yourself a woodsman keen.
Burn up your garbage, and DO NOT
Leave rubbish round to spoil the spot.

Before you go, your fire put out
Beyond the vestige of a doubt.
Whatever else you do, DO NOT
Go off and leave the ashes hot.

Walking Aids Studies

Teachers Should Encourage Methodical Outdoor Walking Among Their Pupils

By Wm. M. SCHOLL, M.D.

(Dr. Wm. M. Scholl, noted hygienist and orthopedist, has travelled over the civilized world, and his experience on the benefits of walking is by no means confined to the United States. He believes that teachers should encourage the regular outdoor exercise that brings deep sleep and good digestion, steady nerves and abundant vitality. In this article he tells why).

THE press dispatches mention Charles P. Cole, a pupil at the Buxton, Maine, High School, who has walked six miles to school,—twelve miles daily,—for four years and in all that time missed only five days. They say that he will graduate as the head of his class and as valedictorian.

Without knowing any more than this I would say that a boy who exhibited such persistence would be apt to stand very high in his classes. I think it is fair to surmise that his good physical condition helped to give him an alert mind.

It was quite common for boys to walk long distances to school when I was a boy on a farm in Northern Illinois. We were expected to do considerable work on the farm, feeding the stock and bringing in stove wood before starting to school, which was five or six miles distant.

There are still many boys and girls in country districts who walk to school but the trend of the times is against it. The automobile, which has so greatly benefited American life, makes it more convenient to ride. In great cities it is becoming the exception that boys and girls walk long distances with regularity. This lack of regular walking is spreading to the urban districts. Although boys and girls will always exercise and play, they do not, as a rule, walk as much as their forefathers and mothers did when they were children.

I realize how strong is the temptation to ride. Often when I have been walking down a pleasant country road, men have stopped in their cars and asked if I would like a ride in their direction. When I told them I preferred to walk, they could not understand it.

In any school class there will be a certain number of boys and girls who are rather under par physically. They will be greatly benefited by methodical outdoor walking. Outdoor walking to be most beneficial should be practiced every day. An exhausting tramp on a Saturday with but little walking the rest of the week may be harmful to a child who is not strong.

A suggestion by the teacher that the pupils cultivate the habit of walking outdoors will do much to inspire the boys and girls. At the same time it would be well to instruct them as to correct poise while walking. The body should be held erect, shoulders back, abdomen in, chest out.

head up, feet straight forward. Walking should be brisk to stimulate the circulation; deep abdominal breathing should become a habit so that every part of the lungs receives the energizing fresh air.

There are a number of books on the posture of school children, relating to correct posture both at the school desk and while standing. Correct posture is of great importance, for unless one holds the body properly there is a useless expenditure of muscular and nervous energy in maintaining the balance. It is also important to hold the lungs in position to receive the fresh air and the body upright so that the vital organs are correctly held without interference to their functions.

It will not be difficult to inspire students to walk. In most cases they will gladly accept the suggestion of the teacher. The trying part is to keep them at it once the novelty has worn away, and to adopt and maintain a correct posture while continuing. This is difficult at first since a child who has carried himself incorrectly will when he adopts a correct poise, soon feel fatigue and slouch into old habits. The muscles must be toned up, the nerves invigorated, the body habituated to correct posture. To persist requires a real effort of the will.

I suggest that whenever possible the teacher suggest an objective for the walk. I believe that the teacher who encourages habitual, outdoor walking among her scholars will be more than repaid by the fact that some of them will improve in their studies and be more amenable to school discipline.

Walking strengthens the muscles of the legs and feet and renders them better able to resist strain. Several years ago an examination of children's feet was conducted in Minnesota. Of 1,235 children ranging in ages from six to sixteen, only 140 had normal feet. Two hundred and fifty-eight of the boys and 257 of the girls had weak longitudinal arches. Sixty-eight boys and 64 girls had pronated or broken down longitudinal arches. One hundred boys and 154 girls had weak ankles. Seventy-one boys and 95 girls had weak anterior arches, i.e., the crosswise arch at the forepart of the foot. One hundred and sixty-five boys and 374 girls wore short, narrow-toed shoes, restricting the free movements of the foot. The girls suffered most from improper shoes. A young girl may distort her feet with a single pair of high heeled binding shoes where complete ossification of the bones has not taken place, that is, where the hardening of the bones is not completed. Ossification of the tarsal or heel bones of the feet may not be completed until the sixteenth to eighteenth years. It is important, therefore, that children have sensible shoes to walk in.

I have emphasized walking for school children in this article. Walking,—methodical, daily, outdoor walking,—in the open air is a good habit to form in youth. But walking is beneficial for older people, particularly for men over forty, and women over thirty who lead sedentary lives. There are thousands of half-well people who are below par physically. Lack of fresh air, nervousness, insomnia, obesity, auto-intoxication, in short a host of ills, are the results of improperly regulated lives.

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For What are Teachers Paid?

THE question which serves as the title of these paragraphs is intended to direct attention to some of the things which count in determining a teacher's salary. By no means have all of them been systematically studied and very likely some of them never will be. A pretty face undoubtedly plays an important part in the salary question—at least until younger executives find how deceptive it is—but, since prettiness is scarcely measurable, its effect cannot easily be investigated. Whether a teacher lives at home or not probably has some effect upon salary although this effect is much more likely to be in evidence when securing a position than it is in influencing the salary paid in later years of service. The elusive thing we call personality—not by any means to be disparaged because of its elusiveness—rather defies accurate appraisal.

There are, however, a few things which are susceptible of fairly accurate measurement and which are thought to enter into the determination of both the pay of the individual and of the salary schedule. The chief of these are training, experience, and type of position. In many cities an attempt has been made to rule out the last and to establish salary schedules on the sole basis of training and experience.

We have lately completed a study of the effect of certain items on the salary of teachers and the report of this investigation, which appears as a special number of the *Educational Research Bulletin*, is written by J. A. Baer, research assistant in our Bureau of Education Research. This report shows that training has little bearing upon salary as long as a teacher remains in the same type of school. Training is specified as a condition for appointment to a type of service, but additional training is not required for continuance in it at increased salary. Training likewise has some bearing—though not a very pronounced one—upon promotion from one type of service to another.

We speak of promotion, for despite the attempt of some school districts to devise a salary schedule applicable to all types of service the fact remains true that salaries are higher in senior high schools than in junior high schools, and higher in junior high schools than in elementary schools. This appears to be true independently of either training or experience.

After a teacher has secured a given position and as long as he or she remains in it, "successful experience" is the necessary and sufficient basis for increase in salary. Nobody is making any serious attempt to pay teachers in accordance with the quality or amount of work they do. Mr. Baer shows, for example, that teaching load has nothing to do with salary. And as for quality of work, only a few rash executives have ever sought to apply it to the determination of salary in any but the most perfunctory way. It is true that rating systems abound; but as soon as anything depends upon them they cease to distinguish between good teachers and poor teachers. In a certain city the thought was entertained at one time that high school teachers should be entitled to a supersalary if they showed unusual ability. According to this plan if a teacher was

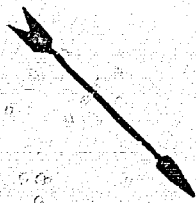
rated "fit and meritorious" he or she was entitled to the supersalary. Not long afterwards all the teachers became "fit and meritorious." It has already been pointed out in a number of instances that improvement in ability to teach does not advance with experience, especially during the first few years, and even then that the relationship is not close.

It appears, therefore, that we are paying teachers for things that have little to do with the field of their service. The sex of the teacher counts a great deal, yet it is doubtful if it has any real classroom significance. We pay more in the high school than we do in the elementary school, yet few people will argue that the high school service is either more exacting or more valuable. We require a certain amount of training for entrance upon the job, but we do not make its continuance a condition of advancement in salary. We permit the size and wealth of a district to effect salary, the pay in the country district being least, that in the small city intermediate, and that in the large city greatest; yet few people would be willing to argue that this is just. It is true that the cost of living has some bearing upon his matter, but the *standard* of living has considerably more to do with it. If we were content to live in the city as we would live in the country, the cost of living would not be much more. Finally, we exalt experience as a measure of preferment far beyond the importance of experience in determining the value of a teacher.

Sex, kind of school, and experience, these three, are the real determiners of salary. But the greatest of these is experience.

—B. R. B. in *Ohio State University Educational Research Bulletin*.

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JUNE, 1928

Page Twenty-nine

The Schools and World Peace

A SERIES of three articles appeared in the *Allgemeine Deutsche Lehrerzeitung* for April 12, 1928, outlining the attitude of the teachers of Britain, France and Switzerland, respectively, to the problem of World Peace. It is understood that these articles were the subject of considerable interest at the recent Conference of the Federation Internationale des Associations d'Instituteurs held in Berlin.

France

The case from the French teachers' point of view was put by M. Louis Dumas, of Paris, General Secretary of the International Federation of Teachers' Associations, who confined himself almost entirely to the personal aspect of the problem in his brilliant and forceful statement on behalf of the French teacher whose efforts in favour of international peace are, he said, "an unquestioned tradition of our country." He continued: "Now it may be boldly stated that the French teacher has in fact made known his firm determination to extend and to firmly establish real peace amongst the people of all nations." The problem of school books containing passages which pronounced in favour of war has been seriously tackled by French teachers, who, wrote M. Dumas, "have become a target for attack through their association with the movement in favour of the restriction of military strength in their own country." M. Dumas replied very forcibly to those who, he feels, would pillory the teachers for their efforts to establish an enlightened public opinion in regard to war, and who are inclined to misrepresent their activities, especially in regard to the removal of objectionable passages from textbooks. How largely the question of reconciliation between France and Germany is bound up with the teaching of history, free from prejudice and founded on truth, is apparent from the clear statement of M. Dumas, and from the activities of the International Association. He concluded, "Henceforth exists the necessity to fight against the power of discord. We have had enough of ruin, enough of destruction, enough of widows and orphans, enough of the sacrifice of death. We wish now to erect that structure of peace which mankind generally longs for."

Switzerland

The contribution from Switzerland is a delightful one, and was supplied by Fr. Rutishauser, Zurich, editor of the Swiss Teachers' Newspaper. From every point of view the Swiss teacher is particularly favoured in this matter of cultivating the international mind. His is the home of the League of Nations, the tourist land visited by millions of strangers from the whole world, a country so small that a few hours' journey brings one to the frontier, its business transacted frequently in the currency of foreign lands, its people speaking at least four different languages. No wonder the writer says "A Swiss may be regarded as one already marked out and ever ready to act as a defender of international co-operation."

Great Britain

The statement from the British teachers' point of view was supplied by Mr. F. A. Hoare, Assistant Secretary to the Union's Education Committees, and dealt very largely with the corporate activity of English teachers through the Union in affiliation with the World Federation of Education Associations, the International Association of Teachers' Organisations, and in co-operation with other teachers' organisations in this country on the Education Committee of the League of Nations Union. Reference was made to the Conference of Local Education Authorities of Great Britain and Northern Ireland, convened by the President of the Board of Education in June, 1927, and to the activities of the Joint Committee of Teachers and Administrators now investigating the whole question of the methods by which instruction in the movement towards world peace may be properly assimilated into the main body of teaching given in the schools. Mr. Hoare made considerable reference to the "Declaration on the Schools of Britain and the Peace of the World," issued by the League of Nations Union Education Committee last year. The article recognised that machinery and organisation can be of little value without personal enthusiasm and determination, and stated that happily there is abundant evidence of the interest English teachers are taking in this matter and of their consciousness of the urgency of creating through the schools new ideals of international understanding and amity.

Patriotism

The three papers provide useful material for investigating the more rational attitude adopted in modern times by reasonable people towards the question of patriotism. There are people in all countries who feel that an extension of personal loyalty and allegiance to the whole of humanity cannot be achieved without some reduction in the love and respect one has for one's own land. In point of fact the very reverse is the case, and it is interesting to observe that in the International Federation and in the World Federation of Education Associations stress has continually been laid upon this point. The teachers of Britain will not be less patriotic through having regard to the rights and privileges of foreigners. In this connection we quote the following from Mr. Hoare's article: "The English teacher is thoroughly alive to a realisation 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. 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 misunderstandings."

Our Swiss colleague wrote: "And we teachers. Before everything

JUNE, 1928

Page Thirty-one

ANNOUNCEMENT

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we are Swiss—our country calls for our first duty. We must have regard to the special needs of our people, dwelling as they do in the midst of foreign influences. While we have such a full opportunity of learning to know the stranger, while we can cordially appreciate the distinctive qualities of our neighbours in the North and in the South, yet above all must we prize those ideals which are peculiarly Swiss. We adhere to the precept of Gottfried Keller "Esteem every man's country but love your own." We do this without any idea of national superiority. We know our faults and our weaknesses, but we act with the conviction that in maintaining this, our own patriotism, we injure no one and place no obstacle to full co-operation with the people of other nations. In our Swiss schools the child of the stranger is treated with as much consideration and care as the child of one of our people. We instruct a scholar who speaks a foreign tongue with that same love, aye, indeed, with even greater care than that which we give to the child of one of our compatriots. We renounce all idea of national supremacy, and we believe that thereby we shall most truly serve the idea of international co-operation. The solution of international problems which means in the first place the removal of all misunderstanding, we regard as a primary duty. When that is accomplished we shall be able, strengthened by mutual trust, to devote ourselves to the common work. To attempt this with all our strength appears to us a holy duty of the educators of the young wherever they have to be trained to become worthy members of a citizen community."

M. Dumas deals with the same point though not quite so directly: "They will declare that the democratic constitution teaches the people to rule themselves, and that also they may learn from the League of Nations how the community may govern itself. The freedom of the individual will extend to the freedom of the nation, and will lift into yet higher regions existing trust and humanity. The teachers know well that far too often the people become the sacrifice of their evil-minded leaders. Dark, sinister might, whether through ignorance, envy or pride, may so flatter the evil instincts of human nature that the misled people, madly excited, fall on each other with murderous hand, tearing each other to pieces. Already has the teaching body given the answer to those who would perpetuate hate, who would poison the atmosphere of public opinion, who from the past will learn nothing; the teachers have by their own decision, by their own strength, in full freedom and independence, begun that bridge-building—they have called into being the International Federation of Teachers' Associations. Is there any further need for a declaration that we, the teachers in this much tried part of the world, will unite our forces in the work of better understanding, so that Europe may be freed from anxiety, from its present suspicions and its mistrust? In this universal determination are we firmly united."

(We are very much indebted to Sir Ernest Gray whose kindness in translating two of these papers from the German has enabled us to publish this summary).

—*The Schoolmaster and Woman Teachers' Chronicle.*

JUNE, 1923

Page Thirty-three

Education and Delinquency in London

By E. A. COCKER

DEFFECTIVE education and want of employment are but two of the many causes contributing to juvenile delinquency. Many children *begin* their school career with stunted intelligence and already corrupted minds; either through the fault of neglectful or degraded parents, or of the impossible conditions of their surroundings.

In London the Education Authority (the I.C.C.) works wholeheartedly with the Law to reduce the incidence of youthful crime. Co-ordination is remarkably complete. London is divided for administrative purposes into twelve divisions with officer and staff of about twenty-five school attendance officers, each of whom is responsible for a section of London containing about 3,000 children of the Elementary School class. The school attendance officer keeps a record of all children between the ages of 3 and 14 (16 in the case of Special Schools). He sees that all these children go to school regularly and that certain of the provisions of the Children's act are observed. During the course of his duties he obtains a very extensive knowledge of the people in his district and the conditions under which they live. In addition each district has a special officer for children's care work and a special officer for juvenile delinquency cases, both of whom are selected for their qualifications for progressive places, only 38 courts out of a total of 900 adopting this practice—and are in a particularly favourable position to offer suggestions and supply information to the magistrates, of whom there are nine presiding over children's courts in London. They sit at the table at which the magistrate is presiding and he is able to refer to them and confer with them, on any point bearing upon the case.

At the Children's Court

When the child is first brought before the Court, a remand of seven days is usually asked for (unless the offence is punishable by a fine only), in order that these officers may make all possible investigations. The school record is looked into, and the child's general character ascertained from the head teacher. Meanwhile he is taken to a Place of Detention, more commonly known as a Remand Home. The Council maintains two; one at Islington for eighty boys and one at Battersea for ninety girls and boys under 10. Here the child is clothed, fed, and educated, an Elementary School teacher being employed for the latter purpose. The discipline, though strict, is on school lines, with ample recreation, and there is no suggestion of prison about them. They serve the double purpose of providing for those awaiting trial and those convicted and sentenced to detention—though in practice very few children are so detained, the magistrate preferring to remand the child "in custody," and place him later on probation. At the adjourned hearing of the case, the school special officer submits his report, and a medical certificate is also furnished

by the doctor who has examined the child on admission to the Remand Home. If, in his opinion, a specialist's opinion as to mental or physical condition is desirable, that, too, is arranged, Dr. Cyril Burt being psychological expert to the Council. In this way all the factors in the child's life are put in possession of the magistrate, and help him to form a decision as to the course he shall take.

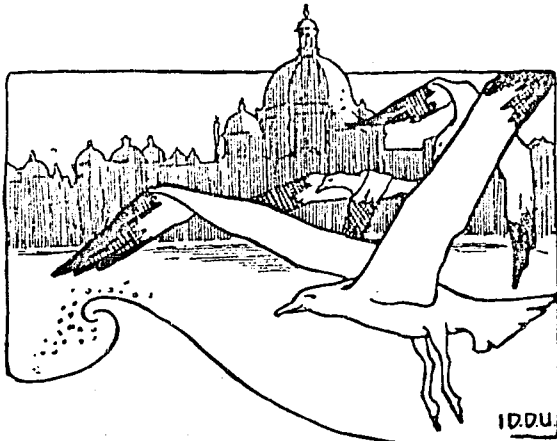
Delinquencies and Probation

The charges brought by the police fall broadly under the head of larceny (boys of 13 are particularly prone to larceny on account of insufficient pocket-money to cover their increasing desires, which others very little older than themselves, but out at work, are able to gratify), but include cases of gambling, disorderly behaviour and other street offences. School attendance officers bring cases of begging and wandering; parents charge their children with being out of control; railway companies for trespassing, gas companies for stealing from meters; and so on. By no means are all children brought before the courts delinquents; for in many cases this is done in order to legally rescue children of tender age who are found to be living in immoral circumstances, in conditions which may lead to crime, with drunken, depraved, or criminal parents or guardians; and to place them in safety under the jurisdiction of the law.

An ever increasing percentage of young offenders is released on their recognizances to be of good behaviour, when the trivial nature of the offence, the general good character of the culprit, or the extenuating circumstances under which the offence was committed, persuade the judge that this best meets the case. This recognizance may include, and generally does, a condition that the child shall remain under the supervision of a probation officer for a period not exceeding three years. Probation is not merely surveillance—it is more truly a "process of educational guidance through friendly supervision," an intimate personal relation dealing with all the factors of a child's life, particularly his home. The probation officers are trained and sympathetic men and women—and here lies a comparatively new but very desirable opening for the young well-educated woman with a bent for social service—and all but a few courts employ one or more, either as paid officers or as voluntary workers. The metropolitan magistrates make an ever-increasing call on their services, placing nearly half the youngsters on probation. Voluntary assistance is of peculiar value in keeping the paid officers in touch with local enterprises—scout-masters, club organizers, ministers of religion, officers of the N.S.P.C.C., teachers, secretaries of Y.M. and Y.W.C.A.'s, Salvation Army officers, and benevolent private persons interested in children. They may not have much time to spare, but are able to undertake the direct supervision of one or two cases. There is real need of kindly personal interest in the children, and such services relieve the pressure on the officers attached to the Courts. The child on probation attends the ordinary Elementary School, and the teacher becomes a co-worker for his reformation with his authority upheld and strengthened.

The magistrate may decide that probation will not make for suc-

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cess, and that committal to an Industrial School or Reformatory (Borstal if over 16) is in the best interests of the young offender. Children under 8 years of age, instead of being actually sent to a school, are placed out with foster parents. (Out of a total of 1,158 juvenile cases before the London Courts in 1922-3, there were 50 under 8 years of age, and 31 of 1,107 cases in 1923-4). There they remain throughout the whole of their school-life, going to school in the ordinary way and being treated as one of the family in the foster-parents' home. The latter are carefully chosen, and are allowed 6s. per week with a variable bonus (4s. 6d. in 1925) in respect to the child's maintenance, clothing and medical care being provided also, up to the age of 16, or until he or she goes to work, whichever is the earlier. A number of these "placed-out" children succeed in gaining scholarships and free places at the Secondary Schools, and boys who show special aptitude are apprenticed to a trade, the Council allowing up to £20 for this purpose. Payment to supplement wages is made where this is necessary, up to the age of 18, when the child passes from the legal care of the Council. This boarding-out system has proved highly successful, providing happy conditions with the home care and affection so necessary for such young children, some of whom are little more than babies in development as well as in age. It has the further advantage of costing less than half the amount required for institutional services.

After-Care

After-care of all young offenders is an important part of the system. Three months before the child is to leave the certified school, the Council obtains information from the headmaster or mistress as to the mental capacity, physical condition, conduct, educational attainments, and industrial training of the leavers. They also ask for suggestions as to the best method of "disposal," and whether or not the child should remain for a further term of education or training. If it is decided that the child is to be licensed from the school, he or she is placed in the employment or service of a *bona fide* master or mistress known to and approved by the school managers, and not merely sent home to parents or relations to be provided with work by them, unless the latter course is approved by the Council. An outfit is then provided, and the child goes to work, receiving his wages for his own use; or if a certain agreed sum is placed to his credit in a savings bank, the balance to be at his absolute disposal.

In this way the London Education Authority looks after its less fortunate children, returning to the community useful self-supporting citizens in place of the potential and actual criminals that would otherwise have been a burden upon the rates and a danger to society. A large majority of these children of the State make good, 80 per cent. of those from Industrial Schools and 74 per cent. from Reformatories, being reported in 1925 (the latest year in which figures are available) to be doing well.

—*The Schoolmaster and Woman Teachers' Chronicle*

JUNE, 1928

Page Thirty-seven

The City of London Vacation Course in Education

JULY 27-AUGUST 10, 1928

THE Seventh Annual Course of The City of London Vacation Course in Education opens at the Guildhall, July 27th. The Principal of this course is the Right Hon. H. A. L. Fisher, now warden of New College, Oxford, and formerly president of the Board of Education for England and Wales. The staff is made up of men and women of the highest standing in Great Britain. There is probably no finer group of professors associated with any vacation course in the world.

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THE B.C. TEACHER

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By V. Z. MANNING

Inspector of Schools, Cranbrook, B. C.

(Continued from May Issue)

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2. Charters Diagnostic Language Test.

Junior H. S.—

1. Charters Diagnostic Language and Grammar Test.
2. *Stanford Achievement Test.

High School—

1. *Wilson Language Error.
2. Starck English Grammar Test.
3. Starck Grammatical Scale A.

Languages (Foreign):

Latin—

1. *Henmon Latin Test.
2. Brown.
3. Almack-Kirby.
4. Stevenson Latin Vocabulary.
5. Starck.

Latin Comp.—

1. *Godsey Diagnostic Latin Comp. Test.

Latin Derivatives—

1. Steveson-Cox.

French—

1. Columbia College Placement (Meras-Roth).
2. *Henmon French.
3. Twigg.
4. *Hanoschen.
5. Starck.

German—

1. Betts, Hetts, Wendt, Wood.
2. Whipple.
3. Starck.

Spanish—

1. *Henschin Modern Language.

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Literary Appreciation:

Elementary—

1. *Stanford Achievement Test (Hist. and Lit. Inf.).

Junior H. S. and High School—

1. *Stanford Achievement Test (Hist. and Lit. Inf.).
2. Trabue Scales for Judging Poetry.

Mathematics:

Arithmetic Elem.—

1. *Stanford Achievement Test.
2. Buckingham Scale, for Problems in Arithmetic.
3. Woody Arithmetic Scales.

Junior H. S.—

1. *Stanford Achievement Test.

ALGEBRA:

High School—

1. Hotz Algebra Scales.
2. Douglas Diagnostic Tests in 1st Year Algebra.

Chemistry—

1. *Powers Chemistry Test.
2. Glenn-Belton New Type Chemistry Test.
3. Rich Chemistry.

Physics—

1. Glenn-Oburn.
2. Thurstone Voc. Guidance (Physics).
3. Camp.
4. Chapman.

GEOMETRY:

High School—

1. *Hawkes-Wood Piano Geometry Test.
2. Minnick Geometry Test.

College—

1. Hawkes-Wood.
2. Thurstone.

Mechanical Ability:

High School—

1. *Stenquist Mechanical Ability Test.

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Page Forty-two

THE B.C. TEACHER

(Fees Received to Date)

COMPARATIVE STATEMENT OF MEMBERSHIP

	1926-27	1927-28	1928-29 As at June 19th
Associate	3	3	1
B. C. Mainland Educational Handiwork Association.....	24	25	12
Burnaby	62	56	50
Chilliwack	15	11	5
Comox District	15	1	—
Courtenay	—	5	14
Cumberland	—	7	10
Cranbrook	5	5	2
Dewdney	2	4	2
Esquimalt	4	8	2
Fernie and District	16	15	14
Grand Forks	5	5	4
High School Teachers' Association, Lower Mainland.....	106	115	84
Kimberley	2	1	1
Ladysmith	—	8	4
Langley	16	7	18
Maple Ridge	—	4	4
Matsqui	—	4	5
Mission	15	17	20
Nanaimo and District	58	56	37
Nelson and District	6	4	10
New Westminster	85	72	69
Nicola Valley	13	4	2
Normal Graduates	120	112	—
North Vancouver City	44	48	31
North Vancouver District	16	19	14
Okanagan Valley	106	94	58
Parksville	—	3	6
Point Grey	100	84	51
Port Alberni	10	12	13
Prince Rupert	21	18	15
Revelstoke	3	4	3
Richmond	5	19	25
Salmon Arm	5	3	1
Skeena-Omineca	3	6	1
South Atlin	—	11	9
South Vancouver	162	145	138
Thompson Valley	33	30	25
Trail-Rossland	8	4	31
Unattached	225	178	99
Vancouver	305	287	256
Vancouver and District Home Economics Association....	12	18	9
Vancouver Island High School Teachers' Association.....	11	9	27
Victoria and District	118	109	70
West Vancouver	15	19	20
Total Fees received	1774	1669	1272
Life Members	3	2	2
Honorary Members	6	6	8
Fees Allowed	19	19	19
Student Members Education Class, U. B. C.	—	—	46
Student Members Victoria Normal School.....	—	—	138
Total	1802	1696	1485

JUNE, 1928

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(Continued from page 7)

cial Section), Mr. Lister, Mr. Darling, Mr. Jones (Technical Section), and H. Charlesworth (General Secretary).

Other Reports

President: Reported that the instructions of the Annual Meeting had been carried out, as far as possible, and that all matters were progressing well.

Finance: Mr. G. S. Ford (Chairman) presented proposed budget for period March 1st, 1928, to June 30th, 1929. This was passed.

Consultative: The General Secretary reported that this committee had met and had considered:

- (a) Convention Finances.
- (b) Convention Registrations.
- (c) Details for inaugurating G. A. Fergusson Memorial Fund.
- (d) Tenure Cases.

Membership: Mr. C. G. Brown submitted report showing paid-up membership of 1127. Some difficulties arising from the change of year were discussed. It was decided that the new Federation year would commence on July 1st, 1928, and that the period March 1st, 1928, to June 30th, 1928, would constitute a separate intervening period of four months, for which a separate statement would appear at the Annual Meeting. It was therefore urged that every effort should be made to collect the four-tenths fee for this period from all of last year's members, so that our membership on June 30th would reach the highest possible total.

Magazine Board: Mr. Morrow reported progress, and indicated lines upon which next year's magazine would be organized. On account of the heavy additional duties which had devolved upon the General Secretary during the past year in connection with advertising, the Executive authorized the appointment of an Advertising Manager on a commission basis. It was pointed out that the increased amount received from advertising during the past year had been sufficient to justify such an appointment.

General Secretary: The General Secretary gave a full report dealing with the activities of the Federation since the last Executive meeting, and indicated that matters were proceeding very successfully. He referred to the necessity of retain-

ing all last year's members, and pointed out that if this were done our enrolment on June 30th would be about 2200

He outlined the action of the Federation on several important tenure cases involving vital principles for teachers, and showed that the rights of the teachers had been safeguarded and satisfactory settlements reached.

He reported on the granting of retiring allowances to three additional teachers. He also had attended some court cases concerning teachers, and indicated how the success of such cases had benefitted members generally.

He outlined negotiations which he had carried on with several insurance companies concerning Group Insurance, and asked for a committee to be appointed to continue along the lines suggested. He stated that the matter had been first taken up by the companies themselves, and that his efforts had been confined to having all companies interested set down in writing what they were prepared to offer, and under what conditions. The subject had been, and was still, open for all companies, and all had been given the same information. The various agents were willing to meet any committee appointed, to give full details, and all realized that nothing could be done without the consent of the Federation members themselves, who would have to signify willingness to enter upon any scheme before it could become effective. The purpose of the committee would be to consider the proposition, and if favourable to further action, to draw up a report and Questionnaire for submission to the Federation Executive, and through them to the members generally.

He expressed great appreciation of the reception given to him by the University Education Class, and also by the staff and students of the Vancouver and Victoria Normal Schools, where he had spoken on the subject of the "School Law in Its Relation to the Individual Teacher." As a result of this visit, 46 student members had joined from the U.B.C. class, and 138 from the Victoria Normal School, these members approaching 100 per cent. in each case. The Vancouver Normal School returns had not yet come in.

He reported that two School Boards had taken the position that they could demand the resignations of all of their staff, and reappoint those whom they desired to retain. Such action was not in accordance with the School Law, and he suggested that he be empowered to take up the matter with the Provincial Trustees' Association, the Education Department, and the Boards in question. This action was agreed upon.

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Ramblings of Paidagogos

On the Heaviness of Being Lighter

HAVING labored these many issues under the burden of compulsory lightness, my spirit is weary of it. And although the new caption may to some pedantic souls be reminiscent of the Johnsonian "Rambler," whose meanderings were said to partake of an elephantine quality, I can at all events promise that my little fishes will not talk like big whales.

The beauty of the title lies in the fact that it postulates neither gaiety nor gravity, ignorance nor wisdom; and it may well enough provide shelter for the animadversions of one who views the educational world without awe and without fanaticism.

Manners and Morals

There is a sort of mental posturing just at present, which seeks to elevate manners at the expense of morals; though I understand that the more emergent of the moderns don't place much reliance upon either. An attack upon usage is quite the most effective way to call attention to one's self as a great mind,—especially if one has never entirely recovered from the onset of adolescence.

The argument for manners as against morals is based, like most spectacular arguments, upon a useful haziness in definition and a subsequent lack of analytic thinking. Because fundamentally both these aspects of conduct are one and the same thing. Behavior of the type that we call moral or mannerly is that behavior which is generally conceived to promote the welfare and to further the ideals of social living. Any difference between the words is one of degree only; it is merely a matter of social emphasis, and the manners of today may be the morals of tomorrow. To quote a great educational philosopher, "Manners are minor morals"; and no doubt the corollary "Morals are major manners" is equally true.

It seems needless to point out the classroom implications; but one may be permitted to take a fling at that paltry and misguided soul,—who dwells, let us hope, in the immemorial past,—the discourteous and sarcastic teacher.

The Advertising Teacher

Although the sublime egotist may be found in every walk of life, it is an unfortunate fact that when such a one chances to be a teacher, the virulence of the disease is frequently aggravated. Which is no doubt due to associating in a dogmatic capacity with the juvenile mind.

There is apparently no length to which the advertising teacher will not go. He has an affinity for the limelight; he is an office-seeker and an impresario combined; he addresses every organization that can be bamboozled into issuing an invitation; and as he stands screaming blatantly from the top of the third vowel, his proper cognizance is the sounding brass and the tinkling cymbal.

For a while he seems to hoodwink all except a few of the more

experienced. His high-pressure methods and super-salesmanship may for a time force upon the market a worthless and misrepresented product,—himself. Up to a point,—perhaps for a year or two,—the public may be fooled. Temporarily an artificial demand may be created. But there comes a moment when the consumer sits quietly down to estimate the value of the article; an unpleasant moment of appraisal and disgust.

At last the siren voice has lost its virtue. To continue the metaphor, the point of saturation for this particular commodity has been reached. An exploration of the imposing warehouse reveals a remarkable stock of "sound and fury, signifying," as Shakespeare so aptly puts it, "nothing."

Nature and Nurture

The latest year book of the National Society for the Study of Education, comprising two thick volumes heavily weighted with statistics, attempts to solve the age-old problem of heredity and environment in scientific fashion,—and the answer is not yet. At least this is the reaction of a commonplace mind which has been groping anxiously among the deviations.

We are further threatened with an exhaustive research into the mental structure and content of a pair of twin sisters who have been separated since infancy; and I suppose it is to be hoped that such an excursion into the field of companionate birth will yield some valuable returns.

Personally, I am rather sorry to witness this scientific encroachment upon one of the last areas of human speculation, because I see clearly that in another decade or so the average man's opinions will be entirely worthless. Even now the boundaries of conversation are narrow enough; one can hardly remark without some receptacle of erudition informing the company that the whole question was thoroughly investigated and finally formulated by Professor Dash-Blank in his monograph of 1927. In fact, the educated conversation of the future will doubtless consist in the exchange of documentary evidence, and of memoriter excerpts from the learned journals.

To refer to another phase of the matter: it has been my joyless task for lo! these many years, to conduct a small but intensive research into the labyrinthine reaches of the professorial mind. For quite obvious reasons it is not yet politic to publish the fruits of this investigation in any degree of detail, especially as the case method has been employed. One fact, however, may be stated, as it is of such general application that no exception has yet been observed: on no occasion will a member of the great hierarchy of learning lay down a personal dictum without surrounding it by a prickly hedge of reservations.

It would seem, therefore, that the ultimatum of learning—which, mark well, is only a distant cousin to the art of social living—reduces its possessors to the hapless position of having no opinions at all! But fortunately this is a disorder from which, according to the determinist hereditarians, most of us are congenitally immune.

Business and Professional Women Give Highest Office to Teacher



Miss A. Josephine Dauphinee

MEMBERS of the teaching profession will learn with decided pleasure of the unanimous election of Miss A. J. Dauphinee, Supervisor of special classes in Vancouver schools, to the Presidency of the Vancouver Business and Professional Women's Club.

The club includes in its membership nearly two hundred women, representing almost all the professions and a wide range of commercial activity. Her presidency has particular significance inasmuch as it is the first occasion the members have stepped outside the ranks of the business woman to find their president, and it therefore seems singularly appropriate that they should have chosen one who represents both the teaching and the nursing professions. Always a pioneer in women's work, Miss Dauphinee brings to the organization vision, enthusiasm and a magnetic personality. These rare qualities make her a leader in whatever sphere she finds herself, but "Jo," as she is affectionately called by her club friends, derives much of her popularity with the business women from the fact that she can dream dreams or build houses equally well.

Interesting new developments are looked for under her regime.