THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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Published on the 15th of each month, except July and August, by the B. C. Teachers' Federation.
614-616 Credit Foncier Building, Vancouver, B. C.

Annual Subscription - - - - $1.50 **Federation Members - - - - $1.00**

Printed by Wrigley Printing Company, Limited

VOL. VII.—NO. 5 JANUARY, 1928 VANCOUVER, B. C.

Editorial

The University Summer Courses

THROUGH the kind permission of President Klinck we are able to print, in this issue, the full report of the recommendations of the Senate's Committee on Summer Session as passed by the Senate on November 8th, 1927, and adopted by the Board of Governors, December 29th, 1927.

It will be read with general interest by all teachers of the province and with especial interest by those who have been in attendance at previous Summer Sessions.

Before commenting upon some of the matters contained in the report, we would first of all extend our sincerest thanks and appreciation to the members of the Senate's Committee, for the careful and thorough consideration they gave to the subject, and for the many hours of labour involved. The late Mr. Fergusson rendered yeoman service on this committee, and our deep obligation to him is recorded elsewhere. Through him we know of the many difficulties involved, and it is a pleasure to recall that he frequently expressed privately his appreciation of the "give and take" spirit exhibited by all the members of the committee, and his satisfaction at the many prejudices and traditions which they were all prepared to modify or abandon, as the work of the committee proceeded. To the members of the Senate and the Board of Governors we also wish to convey our thanks for their acceptance of the report.

There will doubtless be those, who, not realising the magnitude of some of the issues involved, will be disappointed that more has not been gained, but in general we believe there will be distinct satisfaction at the progress indicated in the recommendations. For those within reach of the University, we feel that great advantages have been granted, and our only regret is that such have not been possible for those in other parts

of the province. We realise, however, that at the present time the University authorities have not the facilities for further extension of the outlined programme, and hence we must await with patience the time when other developments may be possible. We believe that a big step forward has been taken, and that the success attending this move will be such as to lead to further extension in time, so that Interior and Coast teachers may be placed in the same position. In saying this we wish it to be understood that the Federation has not at any time asked for the privilege of obtaining degrees by extra-mural work alone, without attendance at the University, as some have stated. The Federation has recognised from the beginning that attendance at a certain number of Summer Sessions was essential, but that this number should not be so excessive as to constitute an almost hopeless task on the part of those seeking to graduate. It was felt that nine units each year should be possible by a combination of winter study, afternoon or evening classes, and summer school attendance.

As will be seen, this maximum can now be obtained by those fortunate enough to be able to attend at the University classes held after school, but others will still be called upon to proceed more slowly. We feel that the time must surely come when some form of tuition by correspondence lessons and assigned study will be provided and recognised for those in the distant parts of the province, in lieu of the after-school classes, in order that all might have the same opportunities. We are well aware, however, that this would involve many problems of University administration which can not be solved at present, with the crowded conditions now prevailing, but we are optimistic enough to believe that the future may bring some development in this regard.

It has always been our belief that while the major part of the University's work must always be carried on within its walls, yet in a province so large as ours, with the various communities so scattered, there must of necessity, be developed ultimately a full and well organised scheme of extension work which will carry the University to people in all parts. This is now done in several of the departments, such as Agriculture, with conspicuous success. Again, research work, in many fields of endeavour has been a conspicuous part of the University's contribution to the progress of the province. We hope that in the fertile field of education we

may in time see research work organised under University auspices. The teaching profession is ready and anxious to assist in this matter whenever called upon. It is a matter of just pride that, although the teachers of British Columbia as a group possess qualifications as high as those of any part of the Dominion, yet each year about one-quarter of the provincial teachers attend Summer Schools in order to raise their standards and increase their teaching efficiency. Teachers from other provinces are also being attracted to British Columbia during the summer for the combined purposes of a pleasant vacation and further study, and hence the University Summer School has great possibilities before it.

We wish to pay tribute to the enthusiasm of the Summer School Association and the good work they have done at all times in pressing the matter of increased facilities before the University authorities. Particularly would we mention in this regard the late Mr. G. P. Young, whose active interest in the Summer Session is well known to all. To Dean Coleman, Director of the Summer School, we also tender our sincere thanks for his consistent support. The Federation has, from the beginning, made "The Extension of Summer Courses" one of its major activities and has pursued a continuous and constructive policy in this connection. As in the case of many other Federation activities, it has not been possible to give publicity to the plans followed, for it has been chiefly in the nature of private conferences, backed throughout by the late Mr. Fergusson's most effective work in the Senate Committee and on the Senate itself, the details of which, again, could not be made public.

To President Klinck we also wish to express our appreciation for the never-failing courtesy he has at all times shown to us in the course of negotiations. While he made it quite clear in addressing the summer students eighteen months ago that he was not in favour of adopting the policy of extra-mural work, yet he was prepared to consider the question of increased facilities at the Summer School from every angle and to go as far as he deemed it possible to do so in view of the general problems of University administration for which he is responsible. He promised to keep the Federation officers informed of all developments, and this promise he has fulfilled personally to the letter—a courtesy and a confidnce which those concerned appreciated and respected very highly.

Then and Now

THOSE who have been privileged to attend international gatherings of teachers' associations have all been impressed by the similarity of the problems with which the organizations in all countries are faced. Seldom, however, have we seen a more exact parallel than that contained in the editorial extracts which follow, taken from the last issue of *The Scottish Educational Journal*, for if read with the substitutions of "B. C. Teachers' Federation" for "Educational Institute of Scotland" and "British Columbia" for "Scotland," no truer comment on our own situation could be penned.

Federation leaders, like all other human beings, have their moments of pessimism when they think how little the great work being carried on is really understood and appreciated, but when it is realized that the old

and venerable associations in places where the teachers' organization movement has been long established, have also trouble in getting full support, then they can take fresh heart and courage and face the future with renewed confidence, comforted by the knowledge that in this work, as in most other endeavours, the course of true progress is "slow but sure."

"One cannot mix freely among the teachers of Scotland without being struck by their ignorance not only of the present activities of the Educational Institute, but of its past achievements. Yet this knowledge is necessary if a live professional spirit is to be maintained and if young members are to be brought in to carry on the work in the future. No association can live upon its past, however great its successes may have been. But young members must be made to realise that they are reaping where others have sown; and that it is their duty and privilege to maintain the position gained and to carry on the good work.

"The weakness of the Institute therefore is in its publicity department. The leaders have been so busy getting things done that they have not always taken care to see that the profession generally is kept informed. In their modesty they prefer to let their deeds tell the story. But experience shows that this is not enough. A periodic campaign for the education of Scottish teachers in the aims and achievements of the Institute would do much to secure a one hundred per cent. membership. There is a fine story to tell, and it is one which teachers listen to with attention and interest.

"A slight survey of Institute history impresses clearly the lesson that only a united profession can achieve the highest results. The golden age of the Institute came when the teachers of Scotland decided to sink their differences and make common cause in a united body. This is in no way to disparage the useful work done by the three great bodies of teachers now incorporated in the reconstructed Institute. But none of them could speak for the whole profession; and to some extent they of necessity neutralised the efforts of one another.

"We must always remember that the profession is continually being recruited by young people who had no experience of the bad old days. The conditions they find they take for granted. But they readily respond when it is pointed out to them that the privileges they enjoy have been won, not granted; and they are ready then to bear their share in the work of consolidating the position and passing on to their successors the advantages they have received.

"It is not only among young teachers that we find this widespread ignorance of what the Institute has done and what it stands for. Many of our members live in isolated districts, and so are out of touch with the movement both in branches and at headquarters. Benefits, too, are easily forgotten, and present or prospective gains have a greater appeal than past achievements. Still there are those who fully realise what has been accomplished. It is no uncommon experience for Institute officials to meet teachers loud in their praises of the great things the Institute has done for them.

"Another subject on which teachers welcome information is the work of the Law and Tenure Committee. They follow with keen interest the

details of cases submitted to them. The work of this committee does much to promote a feeling of solidarity in the profession. Teachers are glad to feel that should professional difficulties arise for them, they have behind them the whole resources of a great and powerful organisation, able and willing to help them.

"But when all is said and done, the active efforts of the rank and file must be enlisted to secure that all teachers will be members of the Institute. Speakers at branch meetings, like ministers in church, are speaking to the converted. The members who hear must act as missionaries to those still outside. Recent political history shows how the enthusiasm of the members can build up a party and win recruits. Teachers have a cause as good, and with the same spirit can make the Institute synonymous with the teaching profession in Scotland. If they will only realise that they and not their leaders and officials are the Educational Institute of Scotland the battle will be won. And the gain both to the profession and to education will be enormous."

Federation Membership

THE last month of the Federation Year is now approaching and there are still many who have not yet renewed their fees. May we ask all who can possibly do so to forward fee at the end of January so that the month of February may be devoted to carrying out the vital work of the Federation in connection with Superannuation, preparation for the Easter Convention, and completion of our many committee activities.

Again we would remind members that the Federation Year will, after February 29th next, be changed so that it coincides with the School Year —July 1st to June 30th. In order to make this change the coming Federation Year will extend from March 1st, 1928, to June 30th, 1929, a period of fourteen teaching months. Fees may be paid in full for this time, i.e., fourteen-tenths of the present annual fee, or by two payments of four-tenths and ten-tenths.

In Memoriam

G. A. FERGUSSON

IN the tragically sudden passing of Mr. G. A. Fergusson, the teaching profession of British Columbia has suffered an irreparable loss. Since he arrived in the Province in 1913 his fine qualities have won for him an enviable position in the regard of his fellow-teachers, and he has long been looked upon as one of the most outstanding teachers the Province has ever had in its service.

He was a man of remarkably high ideals, which he exemplified in his every act. On all sides he was recognized as being broad-minded, sincere and conscientious, and was possessed of a wonderful genius for reducing all situations to a sound and practical common-sense basis. His judgments and opinions were always respected, and his obvious sense of fairmindedness won for him the absolute confidence of all with whom he came in contact.

His whole life was characterized by an unswerving devotion to the cardinal principles underlying the Golden Rule: "Service to others," and it is perhaps not without interest and significance to record that Elbert Hubbard's well-known adaptation, "Do unto others as though you were the others," was a motto which constantly occupied a prominent place in his office at the King Edward High School. It is not surprising, therefore, that Mr. Fergusson became deeply interested in the Teachers' Federation early in its career, for he saw in the teachers' organization movement an opportunity to serve his fellow-teachers. He was one of the first to catch the vision of a

united profession built upon the solid foundation of mutual helpfulness. This ideal he often expressed in his own apt way by saying: "Why should not those teachers who have been successful help 'the other fellow,' who is looking for guidance and assistance?" and his Federation work from the beginning to the very end was a continual effort to bring the ideal to realization.

Almost from the time of the inception of the Federation, Mr. Fergusson has been a member of the Executive. His colleagues, early recognizing his remarkable ability for leadership, have at all times been delighted to do him honour, and he has been called upon to occupy the highest positions within the gift of his fellow-teachers. It is no mere platitude, but a very literal truth, to say that the Federation members always felt that in honouring Mr. Fergusson they were honouring themselves, for his nobility of character, and his deservedly high reputation in the community brought distinction, not only to him, but through him to the whole of the profession of which he was so conspicuous a leader.

He was elected President of the Federation in 1923-24, and his year of office was eminently successful, while in 1926 he was accorded the distinction of election to life membership. In spite of persistent efforts to persuade him to continue for a second term as President, he felt that his many duties made it impossible for him to do so, but he undertook instead the Chairmanship of the Education Committee of the Federation. This committee did great work in connection with the Educational Survey of the Province, and was highly complimented by the Commissioners upon the excellence of the report which was submitted to them. Since that time the committee has functioned as a Research Committee, and Mr. Fergusson has always continued to guide its activities.

Three years ago he was most signally honoured by his colleagues of the Provincial High Schools by his election as their representative on the Senate of the University of British Columbia. In this position he has rendered yeoman service, for he has at all times voiced the opinion of the teachers, and has endeavoured to establish a closer connection and relationship between the University and the Public Schools. He was always persuaded of the imperative need for a broadening of the University regulations towards this end, and his efforts have been crowned with conspicuous success. He constantly pleaded for the recognition of Technical work and Home Economics in connection with matriculation, and recently had the satisfaction of seeing this accomplished.

Probably, however, his greatest contribution was in connection with the University Summer School, for he was one of the leaders of the movement to bring about such an extension of the courses, and conditions relating to credits, that would make it possible for teachers to obtain University degrees within a reasonable time without attending any winter sessions, and it became his task to press this matter before the Senate. Progress was slow and difficult, but finally a small committee of the Senate made a very exhaustive survey of the whole situation, and as a member of this committee

Mr. Fergusson served valiantly. Finally agreement was reached, and the Senate later passed the recommendations of the committee. Just the week before Mr. Fergusson's death the Board of Governors of the University approved the plans, and the new regulations will now become effective.

Those who were in close touch with Mr. Fergusson during the progress of this movement know how much of himself he gave to it, and how the final success achieved brought great joy to him. By a strange, though sad, coincidence, his last communication with the Federation office was a telephone oenversation on this subject. After being informed of the action of the Board of Governors, he spoke most enthusiastically of the new opportunities afforded, and closed with the words, "That's just fine, I am mighty pleased about that." It is also pleasing to recall that the night before he died a special delegation of two teachers from the Summer School Association waited on Mr. Fergusson to tender to him on behalf of the summer students their sincere thanks for and appreciation of his great efforts on their behalf.

All over the Province, and in many other parts of Canada, both by teachers and old pupils, Mr. Fergusson's name will long be held in affectionate remembrance. Those who have been closely associated with him as officers and executive members of the Federation will feel his loss keenly, not only as a colleague, but also as a true friend. We shall miss his genial personality, his droll wit, his wise leadership, and his sound and ripe judgment. His memory will long be cherished by us all, and, even though gone from us, we shall always be influenced from our close association with him. His life will be to us an inspiration tending to help us to give of our uttermost in order that the work which was so close to his heart may be carried on in the spirit in which he himself laboured.

No greater tribute could be paid to any citiz n than that which marked his funeral. A church crowded with his fellow-teachers from all parts of the Lower Mainland, the Superintendent of Education, and many Provincial Inspectors, the President of the University, Professors and Senators, the whole of the Vancouver School Board —all assembled to pay their last respects to one whose sterling worth they all recognized. Every one present was deeply moved, for each felt a sense of personal loss. The floral tributes were so many in number that special cars were necessary to convey them to the grave-side. As the funeral cortege passed his school, the staff and pupils lined the streets on both sides, with the school cadets in front, and it would be impossible to conceive of anything more impressive than this silent testimony of the unique place which he held in the affection and esteem of those who had been in his care and under his influence each day.

To Mrs. Fergusson, and to the young members of the family, we tender our most sincere and heartfelt sympathy in their sad and sudden bereavement. We know that no words can lessen the poignancy of their grief, but we know also that, both now and in the days to come, the recollection of the great and sincere tributes

of respect and sympathy paid by such a wide circle of friends and admirers of his sterling character will bring a measure of comfort to them in their time of sorrow.

THE following letter from Mr. James C. Brady, M.P., a former Vice-President of the Federation, is an eloquent tribute to the memory of Mr. G. A. Fergusson, and typifies in a remarkable way the unique position which our late colleague had attained in the hearts of his fellow teachers throughout the province, and the general admiration which his nobility of character, and his sterling services to education have always aroused in all who knew him.

Prince Rupert,
January 11th, 1928.

H. Charlesworth, Esq.,
Secretary, B. C. T. F.,
Vancouver, B. C.

Dear Mr. Charlesworth:

It was with deep feelings of sorrow and regret that I heard of the death of Mr. G. A. Fergusson, Principal of King Edward High School, Vancouver. To the members of the Teachers' Federation I extend my sympathy and regret at the unexpected loss of one of their most devoted and valued members.

Short as was his life, he has left behind him a record of noble service in the cause of education, and his services in advancing the status of the teaching profession were given unstintingly yet unobtrusively.

His kindly, genial ways made for him a host of friends among the teachers, and his untimely death will be mourned by all.

The early demise of the late Mr. Fergusson drives home the words of Virgil to us all:

"Stat sua cuique dies; breve et irreparabile tempus omnibus est vitae: sed famam extendere factis, hoc virtutis opus."

I am, Dear Mr. Charlesworth,
Very cordially yours. JAMES C. BRADY.

After the first shock of the news of the passing of our late colleague, Mr. G. A. Fergusson, the feeling came almost at once to many of us that something more than any formal expression of sorrow and of appreciation should be arranged for. We felt that Mr. Fergusson, in a comparatively short but very active career, had made possibly the finest contribution to the cause of education in this province of anyone of his generation. The feeling that such a contribution, and such a man, should be honored by some distinctive memorial, is widespread. It has not been possible as yet to take any definite steps in the matter, but at the next meeting of the Executive Committee of the British Columbia Teachers' Federation, to be held early in March, proposals for such a memorial will be presented. In the meantime, this brief notice will show that the matter is under consideration, and will, perhaps, make possible a more general participation in whatever memorial scheme may be arranged.

W. H. MORROW,
President, British Columbia Teachers' Federation.

G. P. YOUNG

THE late George P. Young was born in Thurso, Caithness-shire, Scotland, 53 years ago. He came to Vancouver in January, 1913, and served for some time on the staff of the Lord Nelson School. Later he assisted in the organization of a Pre-vocational School for the City Schools, and, shortly after the outbreak of war, joined the colours for overseas service in the Canadian and Imperial Army Medical Corps. After the Armistice he went into Germany with the army of occupation, and later worked as one of the instructors in the Khaki College. On his return to Vancouver, he became the Vice-Principal of the General Gordon School, until the reorganization of the City Schools gave him a similar position in the Florence Nightingale School.

Throughout his 15 years of service, George P. Young gave faithful attention to his work, and his influence was felt in all teacher activities. He was particularly interested in school sports, and hundreds of boys and girls learned to "play the game" under his tuition.

Mr. Young took a leading part in the activities of the Summer School of the University, and was, for several years, President of the Summer School Association. Two years ago the members of that association presented him with a gold watch as a token of their appreciation of his work in their behalf. He took a leading part in the movement to obtain an extension of the opportunities offered at the University of British Columbia Summer Courses, so that teachers might obtain degrees in a reasonable time without winter attendance, and it is pleasing to remember that a few days before he died he learned that the University authorities had granted in large measure the requests made by him and his associates in this connection.

Mr. Young was always a valuable member of the Federation. Though he was so active in all things pertaining to the welfare of teachers and was one of the hardest workers in every endeavour promoted for the advancement of education, yet he had a strong aversion to prominence and constantly refused executive positions with which his colleagues wished to honour him. He always preferred to serve in the ranks and whatever duty he undertook was always performed in full measure. This spirit of service was so often exemplified at the many social functions held by the teachers, when he delighted to act as "door-keeper" with a cheery word and pleasant smile for all who entered. No suggestion that he should take one of the various posts of honour could tempt him from the humble task from which he derived so much real pleasure and enjoyment.

Mr. Young will be missed by the profession, and throughout the province hundreds of teachers as well as former pupils will mourn the loss of a genial friend.

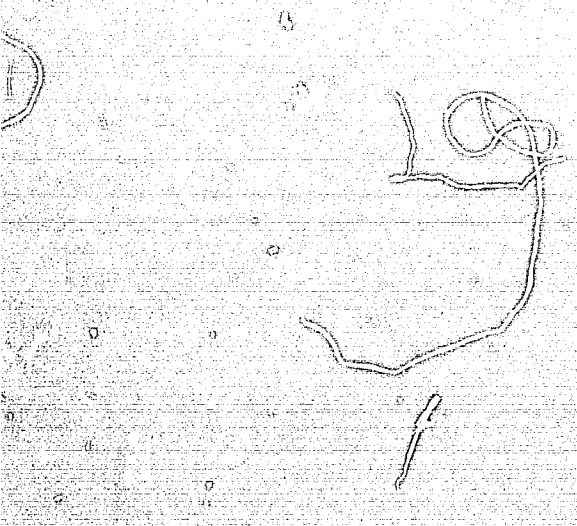
University of B. C. Summer School

Summary of Recommendations

October 21st, 1927.

(Passed by Senate, as amended, November 8th, 1927)
(Passed by Board of Governors, December 29th, 1927)

1. The standard of requirements for Summer Session work shall be equivalent in all respects to that of Winter Session work and no credit shall be given for courses not fully equal in value to those of the Winter Session.
2. Every undergraduate seeking a degree without attendance at a Winter Session in the Fourth Year shall be required to write, in addition to the examinations, in each course, one paper in each of the two departments in which his major work has been done. These papers will be on the whole of the undergraduate's Third and Fourth Year work in those departments.
3. The maximum credit for Summer Session work in any one calendar year shall be 6 units; and the maximum of credit for work other than that of the regular Summer Session and Winter Session shall be 3 units per year and 15 in all (subsequent to Senior Matriculation).
4. The Summer Session shall be seven weeks in length and shall provide for the same number of lectures per unit of credit as the Winter Session.
5. Preparatory work shall be provided from September to June prior to the Summer Session.
6. The nature of this work shall be determined by the department offering the course to which it is preparatory, and may range from prescribed reading to a preparatory correspondence course.
7. A candidate proposing to undertake this preparatory work shall register prior to October 1st (or subject to the penalties applying to late registration in the Winter Session between October 1st and January 1st).
8. A candidate who does not undertake this work may register at any time prior to the commencement of the Summer Session but may not register for more than 4½ units of work for credit.
9. The preparatory work shall be tested by a paper to be written in the first week of the Summer Session.
10. If a student does not write this paper, or fails in it, he shall be required to reduce his registration to 4½ units of work for credit.
11. Students seeking to remove supplementals or repeating a course in which they failed in the Winter Session, may register for 6 units of work for credit without undertaking the preliminary work.
12. Examinations on the courses of the Summer Session shall be held at the end of the Summer Session.



13. Supplementals and special examinations may be granted to students who have failed in Summer Session examinations in the same way as to students who fail in Winter Session examinations.
14. A regular date shall be set for these supplementals and no special examination shall be granted earlier than October 1st of the year in which the Summer Session was attended.
15. If a student fails in two supplementals (or special examinations) in respect of the same course no further supplemental or special examination shall be granted him in respect of that course.
16. Afternoon and evening classes are approved subject to the following conditions:
    (i) There shall be 70 lectures for 3 units of credit;
    (ii) The classes shall be open only to students who are at least 18 years of age and who have completed Senior Matriculation or First Year Arts;
    (iii) The classes shall be given at the University;
    (iv) The classes shall be self-supporting.
17. In testing students who have attended afternoon or evening classes the ordinary Winter Session examinations shall be used if convenient. Supplementals and special examinations may be granted on the principles laid down for Summer Session examinations.
18. Extra-mural instruction shall not be offered. (This rule is not to be understood as an obstacle to either preparatory correspondence course prior to a Summer Session or reading courses as described below):
19. No credit shall be granted for extra-mural work done at other universities in the same academic year in which Winter Session, Summer Session, afternoon and evening, or reading course work has been attempted at this University.
20. Extra-mural work done at other universities prior to registration at this university may be accepted if approved by the Faculty concerned, but shall not exceed the total number of units of credit obtainable here without attendance at Winter Session or Summer Session (i.e., 3 units per year and 15 units in all subsequent to Summer Matriculation).
21. If credit is granted for extra-mural work taken elsewhere, the total of work which the student concerned may take at this University without attendance at a Winter Session or Summer Session shall be correspondingly reduced.
22. Reading courses shall be open to Summer Session students in the same way as to Winter Session students (i.e., one course not exceeding 3 units in the Fourth Year subject to the approval of the department concerned). A Summer Session student shall be deemed to be in his Fourth Year when he has completed 15 units of credit in Third and Fourth Year courses.
23. Any extension of the number of units of credit offered to Winter Session students through reading courses shall apply to Summer Session students as well.

24. Reading courses shall not be open to students who are not proceeding to a B.A. degree by Winter Session or Summer Session work at this University (except, as at present, to M.A. candidates).
25. Summer Session, afternoon and evening classes and reading courses should be made financially self-supporting. Whether any expenditure is justifiable for courses not likely to prove self-supporting is for the Board of Governors to decide.
26. For the purpose of paragraph 25 the cost of these courses should be taken to include: the cost of instruction, any additional expense occasioned to the Library, any administrative cost which would not otherwise be incurred; any expense necessary to make good any teaching services withdrawn from Winter Session work.
27. The teaching staff should receive adequate compensation for the increased length of the Summer Session for any preparatory correspondence work; for additional examinations.
28. The teaching staff should not be required to undertake an amount of work which will prejudice research, etc., or which will impair the quality of Winter Session work.
29. Six units of credit towards a B.A. degree should be made available in the Department of Education.
30. (a) The Faculty of Arts and Science is invited to recommend a number of courses in education which may be offered in Winter Session or Summer Session, in Third or Fourth Year;
    (b) An undergraduate may take any two of these courses (six units) for credit towards the B. A. degree;
    (c) An undergraduate with special qualifications may (on the recommendation of Faculty) be allowed to substitute an advanced course in education (of similar content) for one of the courses mentioned in the two previous paragraphs.
31. Credit for courses in education taken in previous Summer Sessions should be given only if the courses correspond closely in content and standard with those proposed by the Faculty; and only if any prerequisites imposed in respect of those courses had been taken previously to the Summer Session course for which credit is sought. It will be for the Faculty to make recommendations in appropriate cases.
32. Winter Session students taking Summer Session courses not already attempted in the Winter Session shall be limited to 4½ units of credit.
33. Not more than 30 units of credit may be obtained in the two academic years subsequent to Junior Matriculation nor more than 15 in the academic year subsequent to Senior Matriculation.
34. Summer Session work shall not be used to shorten the course for Winter Session students to less than three years from Senior Matriculation or four years from Junior Matriculation.
35. The establishment of courses for students not seeking degree credits is approved, subject to those courses being financially self-supporting.
36. The general principles of this report shall apply to other Faculties

in the University of British Columbia, which may in future institute Summer Session courses or undertake extension work.

37. This report shall be referred to the Calendar Committee for action, and forwarded to the President and Board for information.
38. It is recommended that immediate effect be given to this report with a view to having its provisions adopted and in form for the session 1927-28, due allowance being made for any minor adjustments that may be necessary to secure prompt action.

A Message from the President, C.T.F.

E. A. HARDY, B.A., D.PAED.)

AS 1928 OPENS before us, we are all conscious of a feeling of pride in 1927 as one of the great years in Canda's history. In addition to our general pride as Canadians, we have a special pride as teachers in the fact that with the entrance of the Nova Scotia Teachers' Union, the Canadian Teachers' Federation became a completed circle embracing all our provincial teachers' organizations. The 1927 C. T. F. meeting at Toronto following the great World Conference is a happy memory which we shall all treasure.

We are planning now, as an Executive Committee, for the 1928 annual meeting of the Canadian Teachers' Federation. Winnipeg is to entertain us, and that spells hospitality. We should welcome any suggestion as to the programme from any province, for it is the purpose to make the programme of the greatest possible service. May I call your attention to the fact that while the C. T. F. is a strictly delegated body of 30 members, its meetings are open to all teachers. May we not see a considerable delegation, then, from your province at the Winnipeg Conference?

One of the policies of the C. T. F. is to ask each provincial association to contribute to the annual programme a study of some one phase of our professional problems. This intensive study by one association develops a high value in our annual programme and makes it worth the while of any teacher to be present at the Annual Conference. The personal contacts lend an added interest and value, so that all who have had the privilege of being with us have felt it to be an unusual privilege.

Looking ahead to 1929, you will be glad to keep in mind the Third Biennial Conference of the World Federation of Education Associations to be held in Geneva that year. Canada's contingent is likely to be very large. Already a good many teachers have begun to plan for it and some important travel announcements are expected shortly. We expect to have teachers from every province in Canada. Won't you plan to be among them? It is to be a great conference and scores of people are even now at work preparing its programme and local arrangements.

On behalf of the Canadian Teachers' Federation, I wish every member of your provincial association a New Year of happiness and progress.

World Federation of Educational Associations

(*By* WALTER R. SIDERS, *Field Representative*)

THE World Federation of Education Associations will shortly go into the field for a ten million dollar fund to put the work of the Federation on an enduring basis. One of its chief objectives will be the removal of illiteracy.

Sixty per cent. of the world is illiterate, dependent entirely for information upon what can be seen and heard in their immediate environment. Universal knowledge cannot be brought to these people until their illiteracy is removed. Literate men are open to an understanding of the viewpoint of other nations, and such men will ultimately acquire toleration. The Federation believes that universal education will result in world friendship and the settlement of international disputes by arbitration.

The Federation is an organization to further educational interests, to serve as a clearing house for the best educational thought of the world. The Toronto Conference, August 7-12, 1927, was attended by approximately seven thousand educators, sociologists, and others interested in human welfare. These came from all parts of the world.

The Proceedings of the conference will be ready for distribution about February 1, 1928. This volume is a valuable contribution to the educational and sociological problems of the world.

These Proceedings give the statements of ministers of education, of teachers actually engaged in instruction, of sociologists and investigators writing with a first hand knowledge of their respective countries. The Proceedings have, therefore, an unusual authority in that they represent the opinions of persons native to the countries of which they write.

For the purposes of reference, this volume will be needed in every library. Schools will find the material contained therein invaluable for their classes in history, sociology, current events, debating, etc.

The volume describes the social and educational conditions in China, Japan, India, Persia, Germany, Hungary, Czechoslovakia, Bulgaria, Greece, Denmark, England, Ireland, Scotland, Canada, United States and Mexico.

The Herman-Jordan Plan for World Friendship and the valuable work of its committees are fully set forth embracing (1) EDUCATION FOR PEACE *and the aims and methods of peace organizations;* (2) TEACHING OF HISTORY FOR WORLD TRUTH, *to inculcate loyalty and fidelity to one's country without hatred to others;* (3) TRAINING OF YOUTH IN WORLD AMITY, *methods and results;* (4) MILITARY TRAINING AND MILITARY PREPAREDNESS, *containing a valuable statistical survey;* (5) METHODS AND INSTRUMENTS TO SETTLE INTERNATIONAL DISPUTES WITHOUT RESORT TO WAR.

The volume will also contain a summation of world-wide studies in (1) HEALTH; (2) ILLITERACY, *a survey of conditions and national programs;* (3) THE BEHAVIOR-PROBLEM CHILD, AND ADOLESCENTS, *how to*

educate the exceptional child; (4) INTERNATIONAL EDUCATION EXCHANGE, *exchange of students and teachers;* (5) CHARACTER, MORAL, AND RELIGIOUS EDUCATION, *methods and viewpoints;* (6) PREPARATION OF TEACHERS FOR INTERNATIONAL CO-OPERATION AND GOODWILL, *aids and standards;* (7) PARENT-TEACHER, HOME AND SCHOOL ASSOCIATIONS, *home and school co-operation, the new international organization;* (8) INTERNATIONAL CORRESPONDENCE OF SCHOOL CHILDREN, *methods and results;* (9) INTERNATIONAL ASPECT OF LIBRARY SERVICE, EDUCATIONAL PERIODICALS AND EXCHANGE OF EDUCATIONAL NEWS; (10) TEACHER ASSOCIATIONS, AND THE INTERNATIONAL ASPECT OF SCHOOL ADMINISTRATION, *organization and objective of teacher associations throughout the world;* (11) SOCIAL ADJUSTMENT—THE RELATION OF THE SCHOOL TO THE COMMUNITY, *labor schools, corporation schools, relation of school to industry, education as a preparation for life;* (12) COUNTRY YOUTH AND COUNTRY SCHOOL, *the social and educational problems of rural communities;* (13) NURSERY, PRE-SCHOOL AND KINDERGARTEN EDUCATION, *education and training at the plastic age;* (14) HANDICAPPED CHILDREN AND WHAT IS BEING DONE FOR THEIR EDUCATION AND WELFARE, *the problem, methods and results;* (15) MOTION PICTURES, *development of visual education, its place in the general education of the people;* (16) INDUSTRIAL EDUCATION IN ELEMENTARY SCHOOLS, *the importance of handicraft in the school curriculum;* (17) COLLEGES AND UNIVERSITIES, *the unification of scientific terminology, the universities and international relations;* (18) HUMANE EDUCATION THROUGHOUT THE WORLD, *materials, methods, results;* (19) ADULT EDUCATION, *survey of world efforts;* (20) SECONDARY EDUCATION, *moral conduct and social ethics, extra curricular activities, international aspect of science, modern language, etc.;* (21) ELEMENTARY SCHOOLS, *psychological problems of childhood and youth and their relation to education;* (22) GEOGRAPHY, *modern concepts, how taught in various countries.*

The volume will be 6¼ by 9¼ inches, will contain from eight hundred ot one thousand pages, will be printed in ten point type, of good paper and letterpress, and bound in blue buckram. The price is $2.50, carriage prepaid. Address orders to Mr. Charles H. Williams, 101 Jesse Hall, University of Missouri, Columbia, Missouri.

Educators, sociologists, philanthropists, public libraries, school and college libraries, clubs and anyone interested in world welfare will find this volume fresh, inspiring and authoritative.

An Appreciation

During the summer vacation, an official party of the National Union of Teachers visited Vancouver and were entertained as outlined in the September issue of the magazine. To Mr. G. W. Clark and his Committee, to the Education Department, the Parent-Teacher Federation, the Vancouver School Trustees, the University and all others who assisted, we extend the thanks of the National Union of Teachers as expressed in the following letter received from the General Secretary, Mr. F. W. Goldstone.

Hamilton House,
Mabledon Place,
London, W.C. 1.

My Dear Charlesworth:

At the last meeting of the Executive, a report was received on the Toronto Conference, and cordial references were made by members of our party to the generous hospitality accorded to them at all places where they stayed during their tour. I was requested to thank you very sincerely for all you did to add to the enjoyment of our delegates, and I hope you will convey an expression of our deep appreciation to your professional colleagues, the Education Authorities, and others, who, with so much heartiness and goodwill, made such admirable plans for the entertainment of their visitors from the Old Country.

Looking back over events at Toronto, I am satisfied the Conference was worth all the trouble and expense involved in its preparation. The Canadian teachers excelled themselves in their efforts to ensure success and have put their colleagues in other lands under a deep debt of obligation to them for their unremitting zeal and unselfish devotion to our great project.

With all good wishes,
Yours faithfully,
(Signed) F. W. GOLDSTONE.
General Secretary.

Teacher Heads Vancouver Kiwanis Club

J. Roy Sanderson, M.A., Ph.D.

WE extend to Dr. Sanderson our heartiest congratulations on the signal honour conferred on him by his unanimous election as President of the Vancouver Kiwanis Club for the coming year. The Vancouver club, with a membership of over 200, is one of the leading Kiwanis Clubs on the continent and has a great record for the worthiness and success of its activities. In selecting Dr. Sanderson to lead its work for 1928 the Club, in addition to honouring him, has paid a much appreciated tribute to the teaching profession of the province of which he is so conspicuous a member. That his colleagues will be gratified is very certain, particularly when it is remembered that his entrance to the Kiwanis Club was the result of a suggestion made by the High School Trustees' Association of the Lower Mainland, several years ago, that it would be very fitting for one of their number to be associated with Kiwanis, and their choice of a representative fell upon Dr. Sanderson. That they chose wisely has been evident all along, but it has now been amply demonstrated by the enthusiasm with which the Vancouver club has accorded to him the greatest gift in their possession and the supreme confidence which they all have in his ability to carry out the duties and responsibilities involved in a worthy and fitting manner.

A Missouri mother practises Coueism in her daily life and teaches it to her children. One day she had considerable difficulty in getting her small son to take a spoonful of castor oil.

"Now Johnnie," she reminded him, "all you have to do is to keep on saying to yourself: 'this tastes good, this tastes good,' and you won't mind it at all."

Johnnie, still hesitating to take the dose, suddenly had an inspiration.

"Mother," he cried, "I'm going to say: 'I've already taken it, I've already taken it,' and then I won't need to take it at all!"

The Sources of Ethical Character

By JOY ELMER MORGAN

Editor, The Journal of the National Education Association

CHARACTER education comes first. It has always been first with the great teachers. Character comes first in business. Faith in fellowman is the foundation of the whole business structure. Character comes first in the home. Mutual trust and helpfulness are fast taking the place of cruelty and domination in home life. Character comes first in citizenship. Faithfulness to public trust is the cornerstone of modern government. Character comes first in learning. The world's great thinkers have loved truth and maintained their intellectual integrity. Character comes first in daily work. No workman is really effective who does not build into his task, however simple, his own spirit and honesty. Character comes first in leisure. It makes leisure a thing of beauty and a joy forever. The old doctrine that happiness belongs to youth alone is false. In the rightly lived life each year grows richer and fuller.

The emphasis on character education is slowly transforming the schools. It is making them child-centered, rather than knowledge-centered. It is exalting human nature above subject matter. It is helping teachers to realize that normal, wholesome child growth is more important than the petty accuracies. There is now a growing inclination to accept children as they are—to appreciate their limitation and their gifts, as suggested by William Hawley Smith in his excellent book, *All the Children of All the People*. This increasing knowledge of childhood is throwing light on the four great sources of character in the child—*health, experience, intelligence* and *ideals*.

Most authorities agree in putting health at the foundation of character development. A sound mind in a sound body is a fundamental of happiness. Good health heightens pleasure and diminishes pain. It gives tone to those delicate organs of sense by which we see, and hear, and smell, and taste, and touch. It is through these intricate sense mechanisms that we get our knowledge of the objective world.

Ill health and physical defects tend to fasten the attention of children on themselves to the exclusion of those broader interests which underlie the happy life. Health makes hard work a pleasure, and honesty and courage less difficult. Psychiatrists and criminologists are now discovering that much of the prevailing mental disease and crime is due to physical defects. However, science and education are getting in their work. This is reflected in the increasing average length of life. In the middle ages, plagues and wars kept the average at about 21 years; during the eighteenth century the average individual lived to 25 years; in 1825, 30 years; in 1850, 40 years; in 1900, 46 years; and now, in the United States, an average of 58.

Health—including both the mental and the physical—is a foundation of character growth. The aim in character culture is the greatest hap-

piness of the greatest number. Let us emphasize over and over again that in the rightly lived life each year should be happier and richer. In the campaign for ethical character, then, let us put first a reasonable program of physical and health education for every child with ample provision for parks, playgrounds, and classes out of doors.

Second among the sources of ethical character comes *experience*. Traditional educational practise tends to place undue reliance on the verbal side of education. Many teachers do not understand the difference between giving a child experience and mere description of experience. The old school taught character by giving the child a code. The new school teaches character by giving the child a task, knowing that his sense of character values grows naturally from his activities and relationships. The emphasis on words, rather than experience has been caused partly by the undertraining of teachers—by the notion that a teacher is a mere peddler of petty accuracies. Red-blooded children want more than petty accuracies. They want experience. It is not enough to tell the child that the magnet attracts iron. He must himself feel it pull. It is not enough to talk about cooperation. The child must take part in situations that call for cooperation and give him a firsthand sense of what it means to be loyal, and tolerant, and patient. Each of us who looks into his own growth knows that the greatest character development came during periods of large activity, amid stress and strain, with decisions to be made and things to be done. If the child is to grow in ethical character, there must be things to do that involve moral situations. Progress is not made by don'ts and quits and stops. Necessary as these may be at times, they are not the normal approach to growth, and joy, and power.

Let us then seek to create a school that is rich in freedom, fertile in responsibilities within the power of the child, generous in its provision for clubs and free activities, cooperating with organizations for boys and girls, built around a curriculum that is child-centered, rather than knowledge-centered.

The third source of ethical character is what Solomon meant when he said that wisdom is more precious than rubies. In education for a changing civilization, sheer *intelligence* must play a larger and larger part. By intelligence we mean here both knowledge and the inclination to seek knowledge. We mean those attitudes of mind and those habits of study and reflection which cause one to weigh all the factors in a situation. There are many people who are unteachable, who simply will not look at facts that seem to conflict with their established habits. The effort to be intelligent, to be fair minded is one of the noblest achievements of the human race. The long struggle that man has made to use the greatest gift that God has given him is an epic that should be written in simple language and taught to every child. In such books as Robinson's *The Mind in the Making*, Joseph K. Hart's *The Discovery of Intelligence*, and Everett Dean Martin's *The Meaning of a Liberal Education*, we have a picture of what man at his best is capable of being when he really learns to use his mind. It is a fascinating bit of history—this account of man's rise in thinking up through mere revery, crude practical decision, and rationalizing to creative and systematic thinking.

Modern life is so exacting in its demand for personal efficiency that it brings out the exceptions and breakdowns. Failures which would have been taken as a matter of course a few generations ago are now the subject of comment and discussion. It is easy to forget that for every breakdown there are many who made the grade, steep though it often is. If our moral standards seem to be in a state of anarchy, it is not youth that has failed, but the grown men and women to whom youth naturally looks for example and inspiration. Youth gets its ideals first, not from our nicely worded ethical systems, but from our daily lives. Our ethical systems are fairly simple. They represent the best practice of the best people. Our daily conduct is not so simple. It ranges through all degrees of rightness and excellence, from the highest to the lowest. As our final attack on ethical character, we need to set our standards of daily conduct as high as possible. We need then to make our ideals higher still and to guide young people in interpreting those ideals in terms of their own experience. They need to realize that the mighty current of our customs, laws, institutions, personal manners—our very words—has been built up, bit by bit, through the countless years. Ideals of fortitude, loyalty, honesty, purity, citizenship are older than our printed books or our monuments of stone. Buildings crumble, nations fall, races die, religions come and go, but the great ideals abide. They run like a golden stream through all the old customs and religions, ever finding new channels, ever purifying themselves in the bright sun of experience, ever reaching for the wider purpose, but eternally true to the original nature of man.

The trumpet call of a new age is here. It demands solid character, with its foundations laid deep in sound *health,* buttressed by *experience,* guided by persistent *thinking,* searching for the best *ideals.* This is an age of change, and educated men face the challenge to improve their ideals and perfect their institutions. The program of the National Education Association is built around the seven cardinal objectives of education. One might think of these seven centers of educational effort as a ladder, with ethical character at the top. Or again, he might visualize these great purposes as an arch, with ethical character as the keystone, uniting health, home, and learning on the one side, with citizenship, vocational service and leisure on the other. Or, better still, he might picture them as strands of precious metals, so woven into the cable of life that each adds strength to the others, and all together interwoven with other cables to make up the varied pattern of our modern society.

If man is to do right in the complicated situations that modern life forces upon him, he must first have intelligence enough to know what is right. Little faith can be placed in any morality that does not have its foundations in keen intelligence, abundant knowledge, and sound judgment. Let us, then, put into our schools more of that knowledge which touches conduct, more emphasis on social studies, and more opportunity for experience in the use of intelligence. There is tremendous moral significance in the desire to learn and the willingness to study that is reflected in the growth of American high schools and colleges. It is during this period that the fourth source of character—*ideals*—comes into its finest development.

For grownups, ideals tend to crystallize into laws and codes and platitudes. The infant is not blessed, or embarrassed, by such broad generalizations. He discovers his ideals, not in the words of his elders, but in their deeds. He thus develops a highly varied and concrete morality of situation. A child may be scrupulously honest in one subject and cheat like a pirate in another. Research in character education seems to show that there are no such general traits as honesty and bravery, although as grownups we create ideals of these qualities in human character. It is quite possible for a child to do perfect lip service to the rules of conduct and still to violate them all. If we really wish the child to have fine ideals, we must build these into the very atmosphere of the school, into the spirit of the home, into the quality of the child's reading, into the tone of his picture shows, into the character of his associates—these give to each child the standards that control behavior. If these conditions are right, knowledge of rules merely explains and fortifies what has already been built into attitude and habit.

As children grow rich in experience and approach the widening paths of adolescence, they examine the generalizations of their elders about conduct. It is then that they come to appreciate, if ever, the great ideals that lie back of conduct—an understanding of their importance to the happiness of man. This appreciation—this growth into a philosophy of life—is the fruit not of authority, but of critical and honest weighing of experience and values. Each generation *must* survey anew the problems of conduct. Were it possible to do so, no thinking man would wish to take the average of present moral practice and crystallize it into a fixed standard for the masses of men for all time. Any standard thus developed would be far too low for the needs of tomorrow.

There is a widespread and mischievous notion that the ideals of young people are lower than the standards of their parents. We believe that a reasonable examination of all the facts would show the exact opposite to be true. Why, then, this widespread misconception? Two reasons suggest themselves. First, youth is breaking away from certain customs of dress and speech and manners which an older generation took with intense seriousness, but which in reality are relatively unimportant. Second, we older folks too easily forget that standards of right living are higher than formerly.

In Lighter Vein

ON WITH THE NEW

LET it be known that Paidagogos is no mere editorial subteringe, but a man of wide sympathies, and the possessor of an even wider range of human failings. On such occasions as his choicest paragraph has been gently pruned away by an unfeeling editor, or his most happily selected expression has suffered eclipse at the hand of a callous printer, he has manifested a remarkable and varied gift of objurgation. Despite this blot upon his escutcheon he conceives himself to be an idealist, and is easily prevailed upon to tilt against the windmills of cant and sham which still beset the pedagogical path. And in these particulars he resembles at least ninety per cent of his fellow-teachers.

After which introductory remarks, and having established myself as a person of flesh and blood, I may be permitted to wish all readers of this magazine the best of health and happiness during 1928,—and even a modicum of wealth, "quantum sufficit." For after all, health and happiness are somewhat dependent upon an adequate financial background, and all three are essential to efficient service.

I have but one New Year's resolution to offer to the teachers of this province; not because I can't think of fifty others, but because this one is so basic and comprehensive that all the others will be added unto it. There is nothing particularly original about it, and nothing especially brilliant, since I have not yet been chosen as a vehicle of divine revelation, yet a faithful and intelligent adherence to it would do more for the teaching profession than has ever been accomplished by the logical discourses or the impassioned fulminations of our leaders. Therefore harken!

"Whereas the status of the teacher is not something granted to us by our fellow-men, but reflects the mental attitude of the teaching body itself;

"Be it resolved that I—John or Mary Doe—will henceforth derogate no jot nor tittle from the dignity of my profession; that I will regard myself as engaged in the highest service to the state that any individual can perform and that my proudest claim to respect shall be that I am a teacher."

The Salary Committee

My first paragraph is far too serious, and I am impelled to do something about it, under pain of losing my job—to say nothing about my princely journalistic emoluments. I therefore hasten to resume the cap and bells, and offer a few timely suggestions to salary committees.

In the past, associations have been altogether too prone to select meek and tactful individuals for this work, when it is apparent even to a mean intellect that these do not in the least approximate to the type required.

It is well known that boards are wholly composed of truculent and niggardly men, whose chief delight is to badger the unfortunate committee into a becoming state of penitence, and then to dole out a series of miserable pittances, upon which the teachers of the district are fain to subsist for another year.

Now there is an obvious remedy for this situation. Such a state of affairs cannot and must not be allowed to continue! In every association there is a man with a tremendous voice, a baleful eye, and a prognathous jaw; a man who, like the war-horse, sniffs the battle from afar; a man trained to combat, and devoid of fear—in a word, an Irishman.

Let us therefore groom our Irishman for the fray. He will, of course, disdain support, and will constitute that best of all agencies, a committee of one. Upon entering the board-room, he will transfix the chairman with a single glare; his jaw will be like unto a dominant among the recessives; and his basso profundo will shake the trustees to the uttermost depths of their being. Success will never be in doubt! Indeed, he will return to his fellows with such a salary schedule as will stagger their intelligence!

No scheme, however, is perfect; it is just possible that there may be an Irishman on the board.

What of Santa Claus?

While the psychologists are threshing out the status of the myth and the fairy-tale in education, the rest of us may be forgiven for a little idle speculation on the subject. I am quite aware that the quantitative method should invariably be employed in psychological research, but I have always been bothered to find a unit of measurement;—this, of course, is one of the handicaps of a very finite mind.

At all events, I have been making a series of investigations by the case method, and will give a couple of examples by way of helping things along:

No. 1. John Henry Jones: chronological age 5.21; mental age 9.32; social age 3.84; moral age zero; aesthetic age 13.76.

The subject was asked for his opinion of Santa Claus, and his answer was taken down verbatim:

"The mythus, as I understand it, and I flatter myself that I am endued with the true historical sense, has its real roots in the nature-worships of primitive peoples, and should in the ordinary way have been eradicated by the advance of scientific knowledge. It lingers on by reason of the hopeless ignorance and superstitution of the mass of mankind.

"I may, however, add that in the bosom of my family I have found it politic to simulate a belief in this crude legend; though with an equal, such as yourself, I would never lend myself to so transparent an artifice."

No. 2—"Buster"—apparently a semi-generic name—surname unknown; chronological age given as four and a half (an obviously rough approximation—; inquiry as to other ages only elicited unscientific chuckles and endless repetitions of "four and a half."

The subject was sitting on the cross-bar of a goal-post when interviewed; and on being asked whether he believed in Santa Claus, he waved his arms—to the grave risk of his equilibrium—and replied with much enthusiasm. "You bet your life, I do!"

PAIDAGOGOS.

From Behind a School Teacher's Desk

III.

Some Other Teachers Who Impressed Me

(*By* A. E. MARTY, M.A., LL.D.)

I CANNOT recall the time when I did not want to be a teacher. To be a rural school teacher, or a First, Second, or Third Book teacher was at one time my *summum bonum*. Only after I had passed into the High School did I realize the height to which a woman might climb in the profession, for in my first year in the High School I was taught by a woman deferentially designated by the community "the lady teacher," in preference to the official term of "female assistant." She had a First Class Certificate, which was a high academic standing in those days when universities were still closed to women. Tall and comely, vivacious and quick-witted, altogether a gracious personality, she was popular in school and out of school, and generally regarded as a good teacher. I know now that she was much more; as a teacher she was brilliant and typical of the best that our country had yet produced.

Unfortunately, this Canadian product did not appeal to the eccentric principal, who was a graduate of Trinity College, Dublin, and had come to try his fortune in the New World after having taught a considerable number of years in the Old Land. The equality of the sexes, the higher education of women and their entrance into professional life did not form part of his philosophy. Invested with old-world traditions, he did not believe in co-education, more particularly at the High School age, nor did he believe in "lady" assistants, however capable and clever they might be. The cleverer they were, the more offensive they were likely to become. Certainly this one overshadowed him as a teacher; an easy task at any time, for his gifts and aptitudes were few in number and not easy of recognition, since they lay below the surface, whilst his weaknesses were quite apparent.

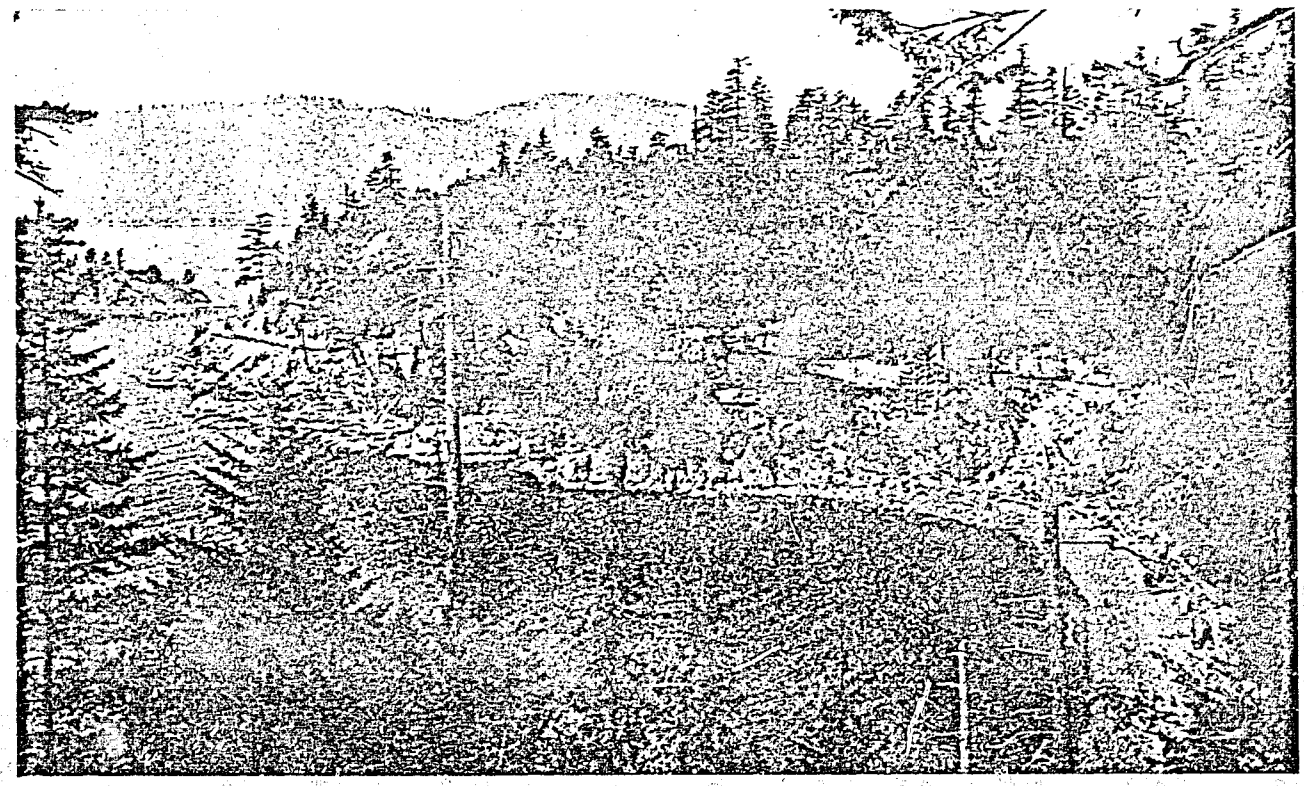
The principal and his assistant, representing respectively the old world and the new, the man's and the progressive woman's point of view, were too diverse in outlook to make a good working team. He laboured under the disadvantage of being as strange to us as we were to him. Curious glances followed this silent man as he went for long walks along the country roads. Everything about him was iron-grey in appearance; his hair, the stern set of his features, the clothes that he wore, even the atmosphere of aloofness that encased him like a coat of mail. Many were the conjectures as to what sort of principal he might be, for he was a type of schoolmaster unknown, up to that time, in the community. As an organizer and administrator of a two-room High School, he failed entirely; partly through his unwillingness to make the most of the outstanding ability of his assistant. He took entire charge of the Senior Class, leaving the Junior Class to the assistant, who had to work under the restrictions he imposed upon her. Being an Honours man in Classics, he taught Latin and Greek during a great portion of the day to the senior

boys. Girls were not admitted to the Latin class on the ground that they had not the ability to master the subject, which he regarded as an unnecessary part of their education. During the four years of his principalship, he made one exception, by admitting to the Latin class a girl whom he selected as having unusual ability. He refused to allow his assistant to teach French to the girls, and substituted Botany, Physiology and Book-keeping, all of which she taught with marked success. He left the school before I was promoted to the Senior Class, consequently I never had the opportunity of applying for admittance to the Latin class nor of finding out, incidentally, how high he rated my intelligence.

Whilst it cannot be urged for him that his failings leaned to virtue's side, it would be unjust not to recognize the contribution that this classical scholar made to education in that crude little provincial town. This reserved, almost taciturn man, who spoke the English language in all its purity, whose voice thrilled us as he read his favourite passages from the classics of English literature, which we, too, learned to love, was for us the embodiment of university culture which, to have once recognized, was never to forget. There is no doubt that the education of the girls of the school suffered seriously under his regime, and that the fine enthusiasm of the splendid woman who served under him was repeatedly blighted. The history of educational progress has, however, decided against him, for today the educational equality of women is well established and the influence of the woman who was the inspiration of that school still lives in those who have followed in her footsteps.

I have had many other teachers, good and not so good. But I have learned from all of them, even from their mistakes. My impressions would fill a volume. It gives me special satisfaction to be able to state that I had two outstanding teachers after I myself became a teacher. These were two of my Inspectors, whose influence abides with me to this day. To one I am indebted for laying the foundation of thoroughness, accuracy and definiteness in teaching; to the other for the many words of wisdom that fell from his lips whereby I learned some measure of "truth and God's own common sense, which is more than knowledge."

NOTE: The Federation desires a record membership. Are you a paid-up member for the present year? If not, your early re-enrolment would be greatly appreciated. Might we also ask all Local Associations to notify the office of changes of Officers and Executives, if any.



(*Leonard Frank*) *MARINE DRIVE—NORTH SHORE* (*Courtesy Wrigley Printing Co.*)

The Dunce

WHEN I was an assistant master my headmaster brought my new class into my room one morning. They trooped in, as pupils coming into a new environment will do, with a look of hopeful expectancy lighting up the faces of all without exception. Some, who had done well in their previous class, were buoyed up with the intention of producing a good impression on the new teacher at the very beginning and of reaching forward to further conquests later on in the session. Others had done badly with their last teacher, or had misunderstood him or had been misunderstood by him with the inevitable results—a loss of faith in themselves and a growing despair of ever making good. But today the lane has reached its turning, and, following round the bend, they enter new surroundings where there is at least the chance of cutting losses and making a new beginning.

It is a great moment for them, and for the teacher, but withal somewhat delicate. With careful handling it may be made the source of great happiness for both, the birth moment of a glad fellowship between teacher and pupil—understanding and understood by one another. But one false move, one stupid word, may go far to ruin all; a boy will forget much that he is taught, but the things that hurt remain.

A bull among china is less dangerous than a stupid teacher before the expectant hopefulness of a new set of pupils. And to my horror the bull was indeed among the china. I could hardly credit my senses, but these were the words that I heard coming from the lips of my headmaster as he pointed to one of the new-comers: "That's the dunce of the class."

I was appalled; dumb with amazement that any teacher of experience could be so stupid; dumb with regret that my great opportunity should be so ruthlessly dashed from my grasp.

I said nothing, but stood stock still until the headmaster had gone out and the door had swung to behind him. Then, turning to where the dunce sat, the light gone from his eyes and a look of settled gloom on his face, I said to him: "You are not the dunce of the class. Of that I am quite certain." The sequel was worth a fortune. His dull defeated hopeless eyes opened wide and filled with a wonderful light; his body relaxed from the tension that his despair had wrought, and he settled himself in his seat, contented and happy, with a sigh as of great relief. His new teacher had faith in him; that was enough.

I made no further reference to the incident, but from that hour to the end of his course with me we were one; bound by the mystic influence engendered by our mutual faith.

—D. G. R. in *The Scottish Educational Journal.*

"Of Mutual Assistance"

COMPOSITION

(*By* A. H. Webb,, *Nanaimo, B.C.*)

COMPOSITION is the practice of arranging words so as to clearly express interesting ideas. It is a cultural subject and an index of breeding, refinement, and even of character. Good language shows good mental development, while poor language shows either poor breeding or mental laziness. A command of composition will improve the attitude of society towards a man and will elevate his attitude towards society and towards himself, as well as tend to inspire him to more enthusiastic and spontaneous effort.

To teachers, composition used to mean, and often now does mean, drudgery. Like the farmer who sold his hogs to buy more land to grow more corn to raise more hogs, many poor teachers have pupils write long compositions so as to have plenty of work with red ink or blue pencil, which will necessitate the writing of still longer compositions, and so on, ad infinitum.

To the pupils, composition is a stumbling block. Can you not imagine the child's disgust at the fitting remarks of the teacher who, after a lesson on some hero who had followed his task to the 'bitter end,' had the following effort handed in?

"My dog ran after Mrs. Jones' cat and bit her end." Or, again, as per a recent copy of "The School," what were the feelings of the boy who was hauled into the office for poor attendance? This boy had recently removed from Glasgow to London. "Where have you been the past two days?" asked the master.

"Minding Maggie's wean, sir," answered the lad.

"And who's Maggie?" sternly said the master.

'Och, sir, she's fine, thenk ye," was the reply.

To employers, composition is a constant cause of complaint. They argue that, after from six to twelve years at school, a girl ought to be able to type out a decent paragraph, especially when it is dictated to her.

Composition has been slighted in the past. In the English Public or Grammar Schools Latin and French composition have a place far ahead of the mother tongue. Note also the care taken in Canada in appointing a teacher of Science, Mathematics or French, whereas for English almost any teacher will do.

Next to reading, composition is the most important subject on the curriculum. It means giving, not getting. Oral composition will always be dominant, as the gestures, tones, &c., which one uses when speaking give many qualities to the spoken word that are not obtainable by the written word.

Oral composition is needed:

(a) In conversation to communicate with each other.

(b) In relating a personal experience.
(c) In making reports of various observations made.
(d) In the art of persuasion.
(e) When making criticisms. Here one needs to be specially careful in the selection of the word that will give the exact shade of meaning one wishes to convey.
(f) In debates. Points are being made or lost here, and vaguely expressed ideas are of no use.

Hall-Quest, in a recent publication entitled "Supervised Study in the Elementary School," gives the following processes or series of mental activities involved in composition:

1. Accurate, acute and swift observation.
2. Rapid selection and evaluation of ideas.
3. Rapid and efficient co-ordination of brain and eye, or brain and tongue.
4. The ability to think clearly in a straight line.
5. The ability to keep to the main idea.
6. The ability to use the right word in the right place.
7. The ability to group smaller related ideas into larger divisions.
8. A power of imagination.
9. The ability to understand the audience.
10. And last, but not least, a message—for, without a message, why speak at all?

Three causes of failure in composition are: Vagueness of expression owing to lack of clear ideas; a meagre vocabulary, which indicates lack of means of expression, and lack of knowledge of the mechanics of composition.

The mechanics of composition consist of form, spelling, capitalization, punctuation, sentence structure and paragraphing.

A child's vocabulary may be said to include the vocabulary of the home ,that of the street, and that of the school (written and reading).

The home vocabulary has great influence on the pupil in the pre-school age. In the home the child gets its first impressions, its ideas regarding the teachers, the church, honesty, cleanliness, &c.

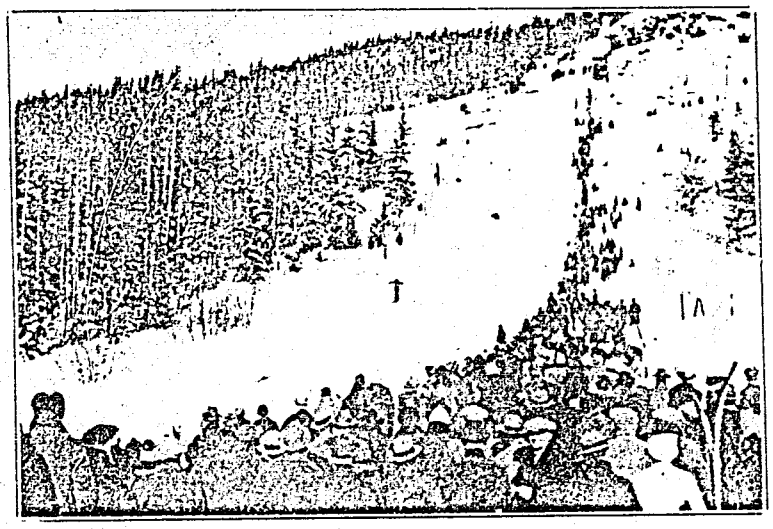
The vocabulary of the street is like the street, barren, cruel, cynical, selfish. One must remember that just below the street runs the sewer, and a vocabulary picked up on the street contains an amazing amount of filth.

The reading vocabulary is the largest, as the pupil is able to "get by" with many words that he could not attempt to use in written composition.

Aids to Composition:

1. More oral composition.
2. Try alternate pages. On one the pupil makes a first attempt. This is corrected by other pupils, and then the pupil writes the piece again on the opposite page, making the necessary corrections. This is the one read by the teacher. Why do what the pupils can do for you? They gain power and you reserve your power for something

BRITISH COLUMBIA CARNIVAL SCENE



—Courtesy Western Tribune

Revelstoke Ski Jump, Where Rocky Mountain Ski Carnival Will Be Held During February.

more worth while. Of course, common mistakes must be discussed in class and corrections suggested. This article, such as it is now, is not in its original form. That form rambled on, without any particular effort at an outline. Ideas were put on paper as they occurred. From that a draft was made and the whole thing rearranged in the form of notes suitable for use in making an address. Now these notes have been slightly rearranged again, some portions dropped and a little added, and the result is this article. Teachers do not allow the child the privilege they always use themselves, and then wonder why he cannot at the first attempt produce something almost perfect in the way of composition.

3. Have papers exchanged in all compositions so that the pupils may criticize and also praise each other's work.

4. Try an eight- or ten-sentence paragraph orally.

Have similar paragraph written. If correct as to form, spelling, punctuation and capitalization, mark "A," if not, mark "D."

This is a method that might be followed for an occasional time or two only, and the pupils must have explained to them the reason for the strict marking. The results will include a reduction in the use of the comma splice, greater accuracy on the part of the pupil, and an improvement in the handwriting. There is a definite attempt to attain an "A" standing, as it is either "A" or "D," and the reaction of the pupils to an occasional effort like this is wonderful.

5. Try the one-two-, or three-sentence games.

6. Try combinations of above. Always list common errors for immediate or future drill. Set a high standard for the mechanics of composition and accept no inferior work.

The pupil stands in the place of the bricklayer who wishes to erect a building. The ideas are the bricks and the mechanics the skill in making levels and perpendiculars. The one without the other is of little avail.

7. Give less formal grammar and more grammar of use. Give much oral practice in the use of correct English.

The Vocabulary:

What results in composition can one expect from a pupil whose only adjective for approval is either "jake," "swell," or "cute"; for disapproval, "punk" or "rotten"; whose words of assent are "You bet" or "I'll tell the world?" Such pupil has neither the ability nor the vocabulary to indicate fine shades of meaning, and can neither grasp nor express ideas clearly and concisely. The greatest aid to increasing the vocabulary is silent reading. Below are several plans of operation that have been found useful:

(a) Let the pupil read silently, and as they read they must underline every word they do not clearly understand. The meaning will be given later by the teacher. A variation is to allow the pupil to come to the teacher and ask the meaning at once. One advantage of the method is that the pupil does not even need to exert himself to hunt the meaning. No time is lost in the actual reading, and he is able to get along as fast as the others, even though one or two of the sentences may be rather hazy as to meaning. The point here

is to train the pupil to acknowledge that certain words are not understood and to let him get the habit of marking such words for reference. We must remember the pupil has many difficulties that loom large to him, and we need not grudge him the pleasure of getting a little help occasionally.

(b) Encourage the constant use of the dictionary. The last method was but a step to this desirable habit.

(c) Reading for pleasure is a useful aid. Allow pupils who have read an interesting book to either tell or read the portion that pleased them most. They delight in doing this, and will go to no end of work to be able to stand in the spotlight for a few minutes.

(d) After a portion has been read, give several oral questions requiring one-word or very short answers. Have papers exchanged and marked. Correct answers assure the teacher that the pupil has mastered the meaning of the words encountered, that he has been able to select the portions needed and disregard extraneous matter, and that he has some ability to select and evaluate. Alertness may be gained by occasionally giving a misleading question.

Clear and Concise Thinking:

The following three suggestions are useful:

1. Try to get definitions of common words and objects. The pupil must classify each one and also exclude others of the same class; for example: A noun is a word that is used as a name; an island is a piece of land surrounded by water; a window is an opening in a wall across which a substance called glass is placed; this glass excludes the passage of air but allows light to pass through it.

Don't try a lesson on this; just an odd word occasionally.

2. Allow one pupil to act as a stranger, stand up in a class, and ask the direction to some well-known place in the city. Another pupil answers orally. Later have such answers written out in full.

3. Take a paragraph in the reader and have pupils pick out a topic sentence. This must sum up the contents or give the main idea of the paragraph. Be sure to explain thoroughly "why" and "in what way" the sentence does this.

Don't get downhearted. Remember, the pupils do not always, in fact, rarely, move along as fast as you would expect. Constant effort, little by little and day by day, is the only solution for the composition difficulty.

Think of the teacher in a certain part of England who, after a lesson given with the express purpose of curing a habit that has existed for generations, of using "putten" instead of "put," was presented with the following. The pupils were working a special exercise to show they were cured. Billy Smith finished first, and, glancing across the aisle, he saw something that caused him to leap to his feet with the words: "Please, teacher, Johnny Jones has putten 'putten' where he oughter putten 'put.'"

The teacher's work resembles the falling of snow. One flake

falls, and in a few moments entirely disappears, leaving apparently no sign of its having ever existed. But more flakes follow, and the result can neither be mistaken nor overlooked.

Do your best to stimulate a love for plain spoken English and a desire to get at the meaning of the words used.

In practice it has been estimated that about fifty per cent. of the sentences used are simple sentences, and some thirty to thirty-five per cent. complex sentences. But note the complex sentences: "We were going quite fast, when all of a sudden we were nearly off the top of a high hill which, if you stood on top of, you could see for miles." Or one on candy making: "By knowing it is done, you can put it in a glass of cold water, and at the bottom, while dropping the mixture in, it will form a soft ball."

Other aids to composition are: Reproduction of stories: story completion; dramatization; detailed descriptions of special scenes: picture studies (Perry Pictures) letter writing; notices of meetings: writing of advertisements; writing of reports for the press; practice in synonyms, antonyms, &c.; a class paper with editor and staff; a class historian (change editor every month).

The writer has a system of marking for use in examinations about twice a year that may be of interest. It is as follows: Place the papers in several piles according to value of story only, taking absolutely no notice of writing, spelling, grammar, &c. Award marks out of a possible thirty-five. Then allow up to five marks for effort, as shown in a nicely-arranged, clean and fairly well-written paper. Lastly, read very carefully, scoring every mistake, whether form, capitalization, punctuation, spelling or grammar. The pupil has been instructed to count the number of words used and place the number on the paper. A percentage of mistakes can easily be obtained, and from two to five marks be deducted from the balance of sixty for each one per cent. of mistakes. This treats all papers on the same scale. A plain narrative might have four, while a much harder form might only require two points to be deducted for each one per cent.

The following outlines have worked well. Grade VIII. The Chase. (a) Ten minutes allowed to read poem. (b) Select groups: Stag, Fitz-James, the king's horse, the leading dog, a horse that dropped out of the race, a horseman that dropped. (c) Allow several minutes for pupils to re-read and think out a few points they would have to use if telling the story as it would be told by the one they represent. (d) Oral practice. At the next lesson have a written effort made, allowing ten minutes only. Have papers exchanged, criticized, &c. Collect common errors for drill. At another lesson have a third attempt for the teacher to mark.

Grade VII. The Battle of Hastings. Lesson taught properly. Groups picked out: William, Harold, a Saxon spearman, a wounded Norman knight, a horse owned by a Norman knight. Instruct carefully so that pupils have a good idea of what is expected. Allow a

few minutes for study and thought or notes. Then try orally. Assign for homework and have written reproductions (from notes if wished) at another lesson. Treat results as in the former case.

"The History of Coal Mining in Nanaimo," published in the November "School Days," was prepared in this way. Other projects could be similarly treated.

Teachers should remember that the mother-tongue is an inheritance that they need to guard and of which they should be proud. It is a privilege to enjoy the advantages it offers in the wealth of literature it contains. They should eagerly accept the assistance it affords for the furtherance of their ambitions. They should put forth every effort to aid the pupil to form the habit of expressing his ideas clearly and simply. This ability is based on clear, concise thinking. Good sentence structure will obtain just so far as the power to think clearly is developed.

A Journey in Numberland

(*By* E. W. Reid, *Franklin School, Vancouver*)

IT IS the first hour of the day, the solemn hour of Arithmetic. Like the Ghost of Christmas Past, let us flit from room to room while the teachers still have a hold on their plans for the day and the children a mild anticipation for what is to come.

In a Two-B room the teacher and pupils are gazing at 29 dressed in white. "What does the 9 stand for, Charlie?" "Units." "And the 2?" "Tens." She reverses the figures and the boy still knows his units and tens. A bright boy is Charlie, a source of pride both to his mother and teacher. Then the teacher, with a flash of inspiration, tries something that she never though of before and the results are startling; the tight thread of memory, to which the class has clung, is broken and they are grasping at little straws in the chilly waters of reasoning.

"Shut your eyes!" Twenty nine X's appear on the board thus:

X X X X X X X X X
X X X X X X X X X
X X X X X X X X X

"These X's are sheep. How many are in the flock?"

After many trials, the best pupils agree on 29. It occurs to us that this counting is very valuable work in training observation and in learning discrimination, as the children must differentiate the ones counted from those that are not. The teacher is distressed at their inaccuracy in counting, but she hopefully awaits the great climax. "Now we have 29 sheep. Charlie, put a fence around what the 9 stands for!" He encircles 9 X's. "Put a fence around what the 2 stands for!" And he fences in 2 X's!

The steps that we take are too long for short legs. We pass too hurriedly from the concrete to the abstract. To small children large numbers are names without meaning. An Entrance girl will judge the weight of a large horse as 200 pounds. A grade six child will estimate the population of Vancouver at two million and another the population of North America at fifty thousand.

In a Three-B class subtraction is being taught by keeping store. A display of drawings is being sold. One is marked 19 cents. A child is given a quarter from which to provide the right amount, which he does by changing the latter to two dimes and a nickel and then changing one dime to ten cents. He then takes 19 cents from the 25 cents for the purpose of buying. The teacher follows this concrete method the first week in teaching formal subtraction and only returns to it to solve an individual doubt.

A grade V class is being initiated into the mysteries of fractions. The teacher rules ten lines four inches apart and a yard long on the blackboard. By laying a plain ruler across these lines, the children take turns in finding such parts of the ruler as 5/6, 7/8, 3/4, 4/7; they prove that 1/7 is

(By R. F. Brown) *SUNSET AT SIWASH ROCK* (Courtesy Wrigley Printing Co.)

greater than 1/8, and that 2/3 equals 4/6, and 1/2 equals 3/6 or 4/8. In discovering how to use the rule the children demonstrate their intelligence in a very marked manner.

In a Seven-A class we happen upon a Concentration Test. Six hard addition questions are on the board and the pupils not only have to find the right answer to each but the correct sum of all the answers. As soon as a pupil has the right total, his name goes on the list and he takes up some other work. But those that have made mistakes stay with the task until the wrong is righted, even though it takes all day. When only a few are left another lesson may be taken with the others, but the careless adder stays with his work. For it is not the facts that a child learns at school in a day or a year that count, but the training he gets in developing his character. We need to be able to concentrate and to have perseverance. Those who succeed in life are not the clever people but the ones that stay with a task through thick and thin with all the persistence of a stoat. They may attempt and win the impossible because they have not even the astuteness to see the difficulties in the way. Why do the very clever children in school often fall by the wayside in life and the plodders succeed? The gospel of Carlyle must still be our gospel even in an age when labour is despised: "A man finds himself through work."

In a study of forty-one superior children in the United States it was found that they had certain characteristics in common:

Keen powers of observation;
Fine reasoning powers;
Keen sense of humour;
Unusual power of concentration.

Should not our teaching follow lines that would strengthen these powers? And should not a proper intelligence test gauge their performance rather than achievement in reading?

A good concentration test, and one which the children particularly like, is to rule a large square on the blackboard containing 81 small squares. Fill in the numbers as indicated below and cover with a map. The pupils rule the same figure on paper so that the large square is 4 1/2 inches. When the class is ready to begin the exercise, the map is raised and the pupils find each number in turn from 1 to 81 and place it in its proper square. A grade VIII pupil should complete the task in seventeen minutes.

A Good Concentration Test

1	17	25	41	7	47	22	50	3
36	60	73	12	69	30	62	53	80
23	48	79	65	78	76	72	46	16
61	77	40	32	2	56	42	24	37
68	51	9	75	15	52	49	33	8
38	10	63	70	29	66	4	57	13
5	11	58	18	55	45	26	43	31
14	27	34	6	21	39	59	19	28
20	44	74	67	71	64	35	54	81

Effort Chart

(*By* MARGUERITE JOHNSON, *Livingstone School, Vancouver*)

TO have pupils do their work willingly and be happy at it should be one of our greatest aims and this is really very difficult with pupils of Grades VII and VIII, where there is necessarily a considerable amount of homework.

I have found that the following Effort Chart has been very helpful and my main reasons for using it have been:

(1) The children enjoy it;
(2) It proves an incentive to work;
(3) It encourages initiative;
(4) It creates keen competition and promotes team work.

Arrange class according to merit:

(1) Mary
(2) Clara
(3) John
(4) Ruth
(5) Harry
(6) Jim
(7) Winona
(8) Bob.

Divide class into two teams or, still better, into four.

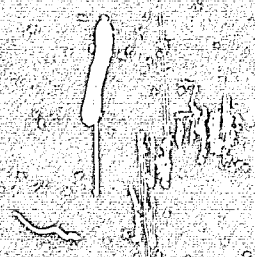
When the teams are named let each team vote on its own captain. This captain will take entire charge of his own chart, and the four captains will constitute the committee in charge of the Class Chart for month.

The Day's Work

"A"	M.	T.	W.	T.	F.	Total
Mary		AA	H	L		4
Ruth	L	H	G	H	S	5
Harry	HG	SHA	AS	G	MH	10
Bob	MAS	AA	G	AA	GS	10
Total for week						29

"B"	M.	T.	W.	T.	F.	Total
Clara	U					1
John	HG	SAG	GH	ML	AA	11
Jim	AA	HLM	LSA	GH	GL	12
Winona	MG	SA	A	GL	AA	9
Total for week						33

Pupils coming late put down L.
Pupils absent for session put down two A's.
Pupils having over one mistake in Spelling put down S.
Pupils having less than 60 per cent. of Arithmetic correct put down A.



History and Geography may be tested by a short Objective Test of four or five questions before lesson is taken in class and an H or G put down for those whose work is not satisfactory.

It is not necessary to take the results of each lesson every day but it is wise to check the subjects in which the class on the whole is weak.

The winning team may be rewarded in whatever way seems best for pupils and teacher.

It is surprising how hard the children will work to avoid getting demerits in order that their particular team will win and how willingly the brighter pupils will endeavor to help those who are responsible for lowering the average of their team. On Friday the captain of each team will report the individual scores to the teacher, who will keep the weekly record where the children can see it. At the end of the month the teacher will total the demerits, take *one* or *two* marks off (as she sees fit) and subtract from one hundred. Ex.: Pupil having a total of 10 demerits mark for month would be 80—if two marks were taken off for each. This will show each pupil's score and the results obtained by each team. It also gives a fairly accurate idea of the work being done.

I have found that the children take a keener interest in their Chart if they have some way of removing demerits, and I would suggest the following:

One demerit off on Friday for each day on which the pupil had no mistakes in (a) Spelling, (b) Arithmetic, (c) Memory, or any other subjects for which the results have been tabulated.

Teach Facts or Develop Abilities

DO your pupils know how to help themselves? Can they study independently? Are they able to use an indexed textbook, an atlas or an encyclopaedia so as to obtain quickly any particular piece of information? The early school years must give to the child a certain groundwork of actual knowledge—he must actually *know* that two and two make four—but always the greatest emphasis must be placed on *ability to find out things,* rather than on knowledge of definite facts.

In the teaching of primary reading we begin with sight words to give a preparatory stock-in-trade but we commence the teaching of phonics as early as possible so as to permit the child to find out for himself what those combinations of letters that we call words really mean. Similarly, a very large proportion of our instruction in reading in the succeeding grades has developed into assisting the child to obtain the power of getting from the printed page the thoughts, the ideas, the information contained thereon.

When we come to Grades V and VI we should begin to carry still further this idea of teaching the child to find out things. He has already

had some little instruction in using the dictionary to find out the meanings of words, but until he reaches Grade V the average child is probably not capable of making much selective use of this source of information. Early in this grade, however, definite lessons should be given in the use of the dictionary. Ability to utilize the keywords printed at the tops of pages, or to turn to the first and last words on a page, so as to find quickly on which page a word is to be found, comes to some pupils only after a great deal of directed practice. Giving this practice is time well spent. Young children should not be troubled with elaborate systems of indicating pronunciation, but they will easily learn to note the marking of accent and the simpler methods of showing vowel values. If all have the same simple school dictionary such teaching is much simplified.

Selecting the particular dictionary meaning which fits a given context requires special attention. How many children, if given the old assignment of writing down a list of words from a reader with meanings taken from their dictionaries, will write down the first meaning given? They must be taught to substitute the dictionary meanings for the word they are looking up so as to find which one makes the best sense in the sentence under perusal. Much oral work should be done along this line in the earlier stage.

Much of the value of the *problem* and *project* in our present-day teaching arises from the necessity under which the child finds himself of hunting up information. To do this he must know how to use table of contents and index, to turn up the necessary map in an atlas and to find quickly what he wants from the page or map to which he finds himself referred. Here again instruction is necessary. Time spent in practising such finding of information is among the most valuably spent time of the school day. The use of the letter-number cross reference to places in the Cornish atlas should certainly be understood by Grade V children. They begin to feel that they have in that atlas something more than a collection of peculiarly coloured pages when they learn to find, say, Aachen at the crossroads made by the intersection of G street and Fifth avenue on Map 33. Some of our textbooks are unfortunately not sufficiently well indexed. However, much can be done even with what we have, especially if the use of section and paragraph heading be pointed out or discovered.

It is, indeed, very necessary to help the pupil to obtain quickly from a page some particular piece of information, even after he has found the page containing that information. The ability to skim quickly over a page or paragraph to find a certain point submerged in an ocean of words not connected with that particular idea is one acquired only after much practice. The early practice should be directed by the teacher. How can a teacher of composition discuss the topic sentence without bringing out its value in helping us to decide whether to read a certain paragraph in search of information or to pass it over as probably having nothing to do with the idea sought?

A final suggestion, one with which some will undoubtedly disagree—why not include in your history, your literature and your geography tests some questions not designed to test your pupils' knowledge of facts already discussed, but requiring them to demonstrate their ability to find from the sources at their disposal something not already taught? —W.

Teachers and Testers

WE ARE prone to regard *testing* as a new art in education and *teaching* as the traditional function of the school. But perhaps the reverse would be nearer the truth. Certain instruments of testing are new, to be sure, and it seems quite probable that the value of modern means of measurement will quite revolutionize the testing practice in our schools, converting testing from an intuitive art to a scientific technique. Teaching, on the other hand, is very old. Ancient times produced a few marvellous teachers, such as Socrates and Jesus.

But "teaching," as we have commonly applied the term, is a misnomer; what we have called teaching has been mostly testing. The recitation, which has been the characteristic feature of the American school, has been what? Essentially a means by which the "teacher" could ascertain how much of the assigned lessons had been learned. And the examination, the second universal feature of school work, is obviously a testing device. It is only recently, in fact, that educationists' have become interested in the learning process—in its psychology and in the school's adaptation for advantageous learning Even in 1928 the "laws of learning" would be a foreign phrase to many so-called teachers, and "supervised study" to many would mean no more than disciplinary monitorship.

If teaching means anything—if it is to be distinguished from testing, and governing and administrating—if it is to be used in any narrower and specific sense,—it means the aid or direction given in the learning process—the complement of learning. If learning requires certain specific conditions, in the physical and social environment, in motivation, in collaboration, in interpretation, teaching is the provision of those essential needs. While teaching is an aid to learning, testing is in the main a hindrance. Testing arrests the learning process in order to measure and count. In common practice the testing process, both in examination and in recitation, blasts the tender sprouts of interest, crushes the feeble efforts to achieve, burdens the sensitive spirit with anxiety, and brands honorable defeat with the blight of disgrace.

Testing of the best sort is doubtless necessary, in order that teaching may be more intelligent and effective, as diagnosis must precede therapeusis, but let us not confuse our terms and processes and regard testing as teaching or as the major function of educational service. Let us improve our measuring techique as much as possible, but let us learn the vastly more difficult and more important task of *teaching*. In the words of the Great Teacher, "This ought ye do and not leave the other undone."

—*Washington Education Journal.*

PRELIMINARY NOTICE

THE ANNUAL CONVENTION AND GENERAL MEETING OF THE B. C. TEACHERS' FEDERATION

Will be Held at

VANCOUVER, B. C.

—on—

TUESDAY, WEDNESDAY, THURSDAY
APRIL 10th to 12th,

SPECIAL SPEAKER: SIR JOHN ADAMS, LL.D.

Formerly Professor of Education, University of London.
Special Lecturer, Harvard, Berkeley, and University of Southern California