

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

EDITORIAL BOARD

T. W. Woodhead (Chairman), Vancouver Mary W. Hamilton - - - Victoria
President, W. H. Morrow - Point Grey May Cameron - - - Vancouver
W. F. Houston - - - Vancouver L. A. Elliott - - - Vancouver

Managing Editor - HARRY CHARLESWORTH

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 & Co. Printing Company, Limited

VOL. VII.—NO. 6

FEBRUARY, 1928

VANCOUVER, B. C.

The Convention Programme

The convention programme is rapidly nearing completion and will be published in the March issue of "The Teacher." The presence of Sir John Adams will ensure the success of our general meetings, for all who remember his splendid addresses at our convention three years ago have been insistent that we should secure his services again at the earliest possible date, and will doubtless be out in large numbers to hear him.

Sir John has kept in touch with our Federation work since his last visit and has always shown a lively interest in our progress. As a matter of fact, he has written and spoken in many countries since of the pleasure it gave him to be in our Province, and has given high commendation to the remarkable contribution which British Columbia teachers, through our organization, have made to educational progress.

He has asked specifically that we shall make as much use of him as we can, so as to make worth while his long journey north, which, however, he says "I do not grudge, as it brings me again for however short a time under the good old flag." He has sent the following topics, from which we are to select as many as possible, and a glance at them will show that no matter what choice we make we shall be assured of a real "professional refresher course." His suggestions are:

"The New Education."

"The New Individual."

"The Solidarity of the Teaching Craft."

FUR COATS

On Special Terms to Teachers

LADIES who are members of the teaching profession will find it very convenient to take advantage of our special terms when purchasing a fur coat. Having a steady income each month, they are easily able to take care of the payments under our extended credit system. The coat is theirs to wear as soon as an initial payment is made. Only furs of high quality are handled here; nevertheless, we have French seal coats from \$79.50, muskrat coats from \$169.50, Hudson seals from \$225.00. We also have a splendid stock of fur scarves, and are well equipped to carry out alterations to your own fur garments.

FAMOUS

623 Hastings Street West
Vancouver, B. C.

- "World Education."
- "Temptations of the Clever Teacher."
- "That Sacred Word 'Psychology'."
- "The Teacher as Actor."
- "The Teacher as Cobbler."
- "Contrast Between the English and the American Teacher."
- "Dangers of Self-Expression."
- "The Psychology of Boredom in School and in Life."
- "The Teacher's Imperfections and How to Deal With Them."
- "The Case for Day-dreaming in School and Out."
- "The Robot Pupil."
- "Errors in School."

We are again to be favored by an address from Dr. S. J. Willis who will open the programme with one of these practical common-sense talks which always make an appeal to the teachers. Arrangements are also under way by which we hope to have an address from Mr. Lester, who is now conducting a survey of the library situation of British Columbia under the Provincial Library Commission. Mr. Lester is a recognized authority on all library matters, having charge of the libraries of the State of Wisconsin, with a staff of 33 assistants under his direction. If he can be present he will deal particularly with School Libraries.

The sectional meetings will be particularly strong with practical programmes and ample time for discussion. The Vice-Principals and Senior Grade, by their special request, are combining with a Junior High School Section, and the programme will deal with the Junior High School course and its influence on Senior Grades even where the Junior High School is not in operation.

Finally, we should state that we are not overcrowding the programme, as has usually been done. We are leaving ample time for sightseeing, shopping, theatres, and visits to friends. For this purpose both morning and afternoon sessions will be of two hours' duration.

We are hoping for a record attendance and are making all our plans with that object in view. The convention sessions will be held in the new Kitsilano Junior High School, which will give added interest, as the building will be open to inspection.

Annual Meeting

II. The Annual Meeting of the B. C. Teachers' Federation

The annual meeting of the Federation will be held in Kitsilano High School, Vancouver, on Thursday, April 12th, at 9:30 a.m.
The following sections of the Constitution should be noted:

Delegates:

We are hoping for a full attendance of official delegates, and also for a large number of general members for **the meeting is open to any member of the Federation.**

The following sections of the Constitution should be noted:

"The voting body at an annual General or Special General Meeting shall consist of the Executive Committee, and delegates from each Member-Association. Each Member-Association shall have the right to representation in the meeting in the proportion of one delegate to each ten of its members, and where the membership is in excess of an exact multiple of ten, one additional delegate shall be added. When unattached members are present they are hereby empowered to select delegates to represent them in like proportion."

"Absentee Voting: Members of the Executive and delegates to the Annual General or Special General Meeting shall be entitled to vote by proxy on all questions."

Note:—Local Associations are asked to send in to the General Secretary the names of their delegates as early as possible, choosing the full number to which they are entitled.

A delegate's card will then be made out for each one, and in case any are unable to attend, they can hand their card to the person they desire to vote by proxy for them. Proxy votes will not be allowed unless this card is held.

Business:

The business of the Annual General Meeting will be:

- (1) Amendments to Constitution and By-Laws.
- (2) Receipt of Reports.
- (3) Receipt of Financial Statement.
- (b) Nomination of Officers.
- (5) Election of Officers.
- (6) Election of Auditors.
- (7) General Business.

Note:—Local Associations or unattached members having any suggestions for amendments to the Constitution and By-Laws, or any resolutions for the Annual Meeting, are asked to forward same

to the General Secretary on or before March 7th, if possible, in order that they may be considered by the Constitution and By-Laws Committee before the Federation Executive meeting to be held on March 10th.

Pooling of Transportation Expenses

In connection with the Easter Convention, we would ask all members and all Associations to give full consideration to the following facts:

1. It has always been recognized that the Federation Convention is a **Provincial Convention**, and that therefore, every effort should be made so that it would be possible for teachers from all parts of the Province to attend. It is perfectly obvious that members in the locality where the convention is held can attend and get all the benefits for little or no cost, while those from far-away points are put to the cost of transportation, berths, meals, and hotel accommodation, involving heavy expenditures in many cases. To meet this situation several plans have been tried to raise a pooling fund, without, however, giving us the success we desire.

First—We had a compulsory levy on all members of the Federation, whether in attendance at the convention or not. This plan raised many objections, and was not repeated.

Secondly—We tried voluntary contributions from all members of the Federation. This was successful in the first year, but not afterwards.

Thirdly—We tried the plan of asking for a definite contribution of a percentage (25%) of their fare from all participating in the refunds, with a voluntary contribution from others. This again failed to give us the required amount.

Fourthly—We tried the plan of dividing the total cost equally amongst those attending the convention. This was quite a failure.

All of these failures left the Federation in the position of having to make up the deficiencies from its regular funds, a course which was authorized by vote of the annual meetings. Such a payment, however, constitutes a heavy drain on the regular budget of the Federation, and, hence, should be avoided if at all possible.

At last year's convention a special committee investigated the whole question and brought in a recommendation which was unanimously adopted by the delegates at the annual meeting and which will go into effect this year.

This plan is as follows:

(a) In order that the convention should, as far as possible, pay for itself, a registration fee of \$2.00 is to be charged all Federation members in attendance, and a fee of \$3.00 for all non-Federation members.

(b) From this fund there will be paid **single fare** (transportation only) to all Federation members attending the convention. It should be noted that such members will themselves have to pay the return fare (special rate of one-half single fare), cost of berths, meals enroute, and hotel and meals while at the convention.

(c) In previous years there was a charge of \$1.00 on all members attending the Federation social function, and last year there was a charge on all who attended the opening public meeting. This year the registration fee will include the cost of ticket (50c) for the public meeting, while the ticket for the social function (\$1.00) will be available for those registered for 50 cents.

The Federation is very confident that the programme this year will be of such excellence that no one attending will object to the payment of the registration fee, for the benefits obtained will be worth very much more than the amount paid, particularly when it is remembered that by this method the teachers of the Lower Mainland, in return for the advantage of having the convention in their locality, will be able to assist in some measure in the attendance of teachers from distant points, whose presence we so much desire. Again, we should remember that in the old Institute days, all attending very willingly paid one dollar registration fee.

Geographical Representatives Nominations

The attention of all Federation members is requested to the following particulars concerning nomination of Geographical Representatives:

For this purpose, the Province is divided into the twelve districts here named.

- *1. Vancouver.
2. South Vancouver and Point Grey.
3. Burnaby and New Westminster.
4. North Vancouver (including North Vancouver City, North Vancouver District, and West Vancouver).
5. Central Mainland.
6. Fraser Valley.
- *7. Okanagan Valley.
8. West Kootenay.
9. East Kootenay.
10. Northern British Columbia.
11. Northern Vancouver Island.
12. Southern Vancouver Island.

Any member of the Federation in good standing may nominate a candidate for his or her own district. Such candidate, however, must be a Federation member in good standing, and must be teaching in the district for which he or she is nominated.

Nominations must be in the hands of the General Secretary not later than March 3rd, 1928.

The following form may be used (or nomination may be made by letter giving the same information):

Nomination Form The General Secretary, B. C. Teachers' Federation, 614-616 Credit Foncier Building, Vancouver, B. C. Dear Sir:— I beg to nominate..... of..... School, in the City (or Municipality) of....., as Executive representative for the Geographical District of..... Signed..... Address.....	Geographical Representative Date.....1928
---	---

(Nominations must be received at the Federation Office, 614-616 Credit Foncier Building, Hastings Street West, Vancouver, B. C., not later than Saturday, March 3rd, 1928).

NOTE: No nominations are required for Vancouver and Okanagan Valley, where the President of the District Association is given the nomination ex-officio, by resolution of such Association.

Federation Membership

The Membership Committee of the Federation desires to make a special appeal to all members who have not yet forwarded their fee for the present year to do so at the earliest opportunity. The Federation financial year ends on February 29th, and if all those now carried on our rolls renew, we shall pass all former totals.

The assistance of principals and staff representatives has been asked, and a list of outstanding members in each school has been forwarded to the principal.

Next Year's Fees:

Members are reminded that the Federation financial year has

been changed to coincide with the school year, namely, July 1st to June 30th. This leaves a short period of four months from March 1st to June 30th this year, and the last year's annual meeting decided that the fees for this intervening period should be four-tenths of the annual fee, and that payments may be made as outlined in (a) and (b), or in one payment as in (c).

(a) From March 1st, 1928, to June 30th, 1928, four-tenths of annual fee:

For Salary \$1000 and under.....	\$ 2.00
1000—\$1250.....	2.80
1250— 1500.....	3.20
1501— 2000.....	3.60
2001— 2500.....	4.00
2501— 3000.....	4.40
3001 and over.....	4.80

(b) From July 1st, 1928, to June 30th, 1929, full year's fee:

For Salary \$1000 and under.....	\$ 5.00
1001—\$1250.....	7.00
1251— 1500.....	8.00
1501— 2000.....	9.00
2011— 2500.....	10.00
2501— 3000.....	11.00
3001 and over.....	12.00

(c) From March 1st, 1928, to June 30th, 1929, fourteen-tenths of the annual fee as follows:

For Salary \$1000 and under.....	\$ 7.00
1001—\$1250.....	9.80
1251— 1500.....	11.20
1501— 2000.....	12.60
2001— 2500.....	14.00
2501— 3000.....	15.40
3001 and over.....	16.80

UNIVERSITY SUMMER SCHOOL Room and Board

Union College, on the University Campus, will be open with accommodation for men; thirty single rooms and three double, with hot and cold water, showers, etc. Excellent dining room. Apply for rates to

The Principal, Union College - - - Vancouver, B. C.



SIR JOHN ADAMS, M.A., B.Sc., L.L.D.

WE ARE singularly fortunate in being able to arrange for Sir John Adams to be with us again at our Easter Convention, for all who heard his fine addresses on his last visit, have always cherished happy memories of his gracious personality, his profound knowledge of education, and his keen and subtle wit, a combination which makes him an ideal speaker. The following brief account of his brilliant career will be of interest:

Sir John Adams was born in Glasgow, and attended St. David's Parish School. He became a pupil teacher and a student at the School of Art, at the Normal Training College, and later, at the University, all in his native city. He graduated with the degrees of M.A. and B.Sc., taking first class honours in Mental and Moral Science, and being the first man of his year in English.

He then occupied the following positions in succession: Assistant master in a Board School in Glasgow; lecturer in the Aberdeen Free Church Training College; headmaster of a Board School of nearly 800 pupils in Port Glasgow; rector of the Grammar School of Camp-

belltown; principal of the Free Church Training College, Aberdeen; principal of the Glasgow Free Church Training College, and lecturer in Education in the University of Glasgow.

In 1897 he was elected to the presidency of the Educational Institute of Scotland, and was later made an honorary fellow of the Institute, a rather jealously guarded honour. In 1902, he was appointed First Professor in the University of London, and at the same time to the post (held along with it) of principal of the London Day Training College, an institution after the pattern of Teacher's College, Columbia, but on a much smaller scale.

In 1902, he was brought out to Canada by McGill University, to report on the Protestant schools of the Province of Quebec; his report being published.

He has been in the United States lecturing in various universities on five different occasions.

In 1911, he received the honorary degree of LL.D. from the University of St. Andrews. He is also a Fellow of the Royal Society of the latter at the present time. Three years ago he was elected an Honorary Life Member of The B. C. Teachers' Federation.

Among his many books are the following:

- "Herbartian Psychology Applied to Education."
- "Exposition and Illustration."
- "A Primer in Teaching."
- "The Evolution of Educational Theory."
- "The Student's Guide."
- "The New Education."
- "Modern Developments in Educational Practice."
- "The New Teacher."
- "Errors in School."

He also edited the Self-Educator series, and wrote several volumes in it. He contributes to the English Educational Journals and to many of the general journals.

Since he was with us three years ago, Sir John has visited New Zealand and the various States of Australia, where he delivered many addresses to the Universities and to the Teachers' Associations, and last year he returned for a while to England. He has been engaged as special lecturer at Harvard University, the University of California, and the University of Southern California, Los Angeles, where he is at the present time.

Two years ago Sir John received the honour of Knighthood in recognition of his distinguished services to the cause of education.

P.T.A. Goodwill Exhibition

THE Goodwill Committee of the Provincial Parent-Teacher Federation plan to hold their Exhibition of Dolls and Boats again this year. An added feature to the Boats exhibition will be Aeroplanes. The exhibition will be held on Thursday, Friday and Saturday, May 17, 18 and 19, in the David Spencer store, Vancouver. Exhibits will be received at the store on May 14th and 15th; judging will take place Wednesday, May 16th. This year, in the Dolls' Contest, prizes will be given to the best costume of each nation. Schools may send any number of dolls of all nations. Special prizes will be given for the largest entry from any one school. The Goodwill Committee will donate dolls for dressing in Canadian costume to schools sending other exhibits. As there is only a limited number of these dolls for free distribution, requests for same will be supplied in the order which they are received. Special prizes will also be given for group efforts, *i.e.*, where several children share the work on any one exhibit. Special prizes will also be given for representations of international groups, *i.e.*, groups representing international activities, such as Red Cross, Girl Guides, Boy Scouts, etc.

In the Boats contest classification will include: (1) Launches; (2) Canoes; (3) Rowboats; (4) Sailing yachts; (5) Sailing vessels, square-rigged; (6) Steamboats; (7) The ancient types of ships; (8) Aeroplanes.

It is hoped that arrangements will be made for special contest among high school students. The committee is hoping for a bigger and better exhibition than last year.

Copies of the printed rules may be had on application to Mrs. A. E. Delmage, 1201 Eighth Avenue West, Vancouver, B. C., Goodwill Secretary.

OUTSTANDING FEATURES OF OUR SERVICE TO SCHOOLS

BRADLEY'S PRIMARY MATERIALS:

For teaching the younger children, an almost unlimited variety of aids will be found in this unequalled line. It embodies a wide range of individual seat work as well as items for Teacher's use. Every School should be provided with adequate supplies for the Kindergarten or Primary grades.

Large stocks are maintained at our Toronto warehouse. This assures prompt delivery of requirements.

Complete information on the Bradley line is given in our new Catalogue, No. 91, which will be mailed promptly upon request.

THE GEO. M. HENDRY Co. LTD.

129 ADELAIDE ST. W. EDUCATIONAL SUPPLIES TORONTO 2

In Lighter Vein

Classroom Austerity.

ONE of the more recently listed instincts is that of laughter, which differs from the great primary instincts in that it does not tend to produce any change in the exterior situation. We are told that laughter quickens the respiration and the pulse, and tones up the general well-being of the organism. It is accompanied by a spasmodic action of the diaphragm, and an interrupted closure of the glottis, so that a peculiar exclamation results.

By means of laughter we escape from sympathetic pain induced by witnessing the minor mishaps of others; and humor may be defined as an ability to laugh at our own misfortunes and foibles. It is worthy of note in passing, that the Scots are the most humorous people in the world,—with the Ford company a close second.

A common belief that man may be described as "the animal that laughs," has been thoroughly exploded by Dr. Yerkes in his experiments with chimpanzees. These intelligent animals, if approached playfully and tickled, will respond with a species of cacophony which is adjudged to be a rudimentary form of laughter.

All of which goes to show that laughter has a genuine place in the classroom as a producer of euphoria or well-being, and its moderate use may be justified upon the highest psychological grounds.

This important discovery will be sincerely welcomed by many teachers who have been in the habit of indulging in small classroom jokes, and who have hitherto been compelled to vindicate their lack of austerity by using some form of rationalization.

And this is simply another proof that scientific knowledge is gradually catching up with the empirical wisdom of the race.

Falling Back on "Punch"

The writing of this column is invariably postponed to the last available moment, and is then ground out with an agony of concentrated labor out of all proportion to the result. Up to the present this procedure has at least been productive of a certain number of words,—idle words no doubt, but of comfortable space-filling value and therefore soothing to the editorial sense of quantitative security.

However, as everyone quotes "Punch" to the satisfaction—simulated or otherwise, according to mentality—of everyone else, I can't see why I shouldn't do the same. So prepare to smile, or confess yourself witless!

"According to Professor W. McClelland, Scottish children begin to excel London children in proficiency in the fundamental rules of arithmetic at the age of nine. At that age, therefore, London children

should begin to exercise caution in transactions that involve rapid reckoning in terms of the bawbee."

It will be noted that this piece of humor is entirely in line with the program of Scottish propaganda.

To make an unusually serious suggestion, could not some bright psychological mind devise a scale for the measurement of humor? Such a scale might start out with a few of the clumsy efforts of the comic papers, and rise by easy gradations to the classic and eternal. I would be glad to further the project by supplying half-a-dozen of my choicest classroom utterances as criteria for the upper reaches of the scale.

The Apotheosis of Teaching.

An interesting experiment conducted to a successful issue in Brainville, Alabama, augurs the arrival of a new era in the school. This is nothing less than the ultimate elimination of the teacher and the saving of a quite extraordinary number of dollars.

Even in the time of Napoleon, the world was staggered by the appearance of a chess-playing automaton, which moved the pieces with such amazing accuracy as to reduce that great monarch to a state of rage at his own ineptitude.

It is therefore not altogether unexpected that modern science should have evolved the Teaching Robot, and that this amazing mechanism should be capable of responding perfectly to the most delicate adjustments.

I understand that the invention is to be credited to a mere handful of men, three of them being physicists, one a biologist, and the other three being representative of the final word in behavioristic psychology. This Robot is therefore the supreme contribution of the stimulus-response school, and may be regarded as "Watsonian twitchism" at its finest and best.

Unfortunately, I have only had time for a hasty perusal of the monograph, but I gather—to put the matter briefly—that the stimuli to which the Robot responds so perfectly, are derived in toto from the social and physical environment of the classroom; and that responses may—if necessary—be modified by a distinguished educator, who keeps in touch with one hundred and seven Robots, chiefly by means of radio and television.

The learned inventors add (on the second to the last page of the monograph), that they are now about to turn their attention to pupils, and that very soon those imperfect mechanisms known unscientifically as human beings, will become quite unessential to the progress of civilization.

I infer, however, that a limited and highly select breed of behaviorists will be maintained in existence, purely upon the grounds of prudence.

PAIDAGOGOS.

National Union of Teachers Has Record Year

THE following extracts from the report of the recent executive meeting of the National Union of Teachers are of great interest to all teachers. The history of the organization has been one of which its members are justifiably proud, and its accomplishments on behalf of the welfare of teachers, and the advancement of education have been phenomenal. It has developed a splendid loyalty on the part of the great majority of teachers, who support it year after year, without any thought of personal benefit, although such is always available if required. Such teachers recognize that in joining their union they are simply acting professionally, and are doing their bit to weld the whole of the teaching service into one united and efficiently functioning body.

The financial statement shows the power which the union has attained in many spheres of useful activity and demonstrates in a very tangible way what is possible when so many have the vision to co-operate for the common good.

We, in British Columbia, extend our heartiest congratulations to the National Union of Teachers on their magnificent record and wish them a continuation of their present prosperous condition. At the same time, we can obtain for ourselves inestimable good if we all determine to emulate the spirit of loyalty and solidarity which has brought them such outstanding success.

Union Membership

Submitting the report of the Organization Committee Mr. Lloyd Pierce said he ought not to let pass the opportunity of drawing attention to the membership which for 1927 far exceeded that of any previous year in the Union's history. It showed conclusively that the teachers of the country had complete confidence in the Union, and that although there were opposing associations trying to detract from its good work, the teachers were loyal at heart to the Union. It gave him great pleasure as Vice-Chairman of the Committee to report the fact that the membership now exceeded 124,000.

Union Funds

The Treasurer submitted the financial statements for the month ending December 6, showing income amounting to £35,475 and an expenditure of £37,195, which included the purchase of £30,000 Kenya 5 per cent stock.

He was glad to be in the happy position of stating that at the end of the year all funds showed credit balances and that the finances of the Union were in a very healthy condition. Sixty-three thousand pounds had been invested during 1927 and all these stocks showed considerable appreciation in value. He desired to congratulate the

Finance Department on the eminently successful termination of its year's work.

The total funds stood at nearly £749,500 and, with the appreciation in value of the stocks held were worth over three-quarters of a million pounds. The increase over 1926 was more than £73,000.

The cash balances in the funds were as follows: Sustentation Fund, £37,097 6s. 10d.; General Fund, £753 11s. 10d.; Pension Fund, £382 11s. 3d.; Exams. Board, £120 3s 11d.; Total £38,353 12s 10d.

The President said he desired to associate himself heartily with the Treasurer's tribute to the work of the department.

ENGLAND RECOGNIZES OVERSEAS TEACHING SERVICE

FOR a considerable time the Union has been endeavouring to improve the conditions governing the recognition of teaching service rendered Overseas. A memorandum on the subject was submitted to the Imperial Education Conference last summer. The Conference recommended that the Burnham Committee should consider the matter. We are glad now to be able to announce that the outcome of that consideration is embodied in an amendment to the committee's third report. The paragraph which is now superseded gave recognition under certain conditions to Overseas service rendered before October 7, 1921. The amendment removes the restrictions and makes it possible for local education authorities to consider all Overseas service anywhere in the British Empire, and to pay increments on as much of it as the board are prepared, after due enquiry, to recognize for grant purposes. Service coming under the terms of the amendment may be taken into account in salary payments in respect of period subsequent to March 31, 1928. For payments in respect of periods up to and including that date the arrangements hitherto in force will continue to apply. This means that the salaries paid to teachers with Overseas service may be calculated on the new basis as from April 1, 1928, but that no arrears may be claimed.

CANADIAN TEACHERS INVITED TO VISIT EUROPE UNDER GUIDANCE OF N. U. T. TRAVEL BUREAU

MISS SPENCE of the English National Union of Teachers' Travel Bureau is in Canada and the United States, arranging for teachers in Europe and North America. She is anxious to secure the co-operation of our affiliated bodies in arranging these tours. Canadian teachers visiting Europe would be conducted by members of the N. U. T. and are assured of the very best and most thoughtful arrangements by the N. U. T., which has been conducting similar tours for its own members for many years. On this side our officers are assisting in making local arrangements. Miss Spence is writing or interviewing officers of organizations in each province.

The French Language Problem

(MR. LOFTUS H. REID, *Chairman of the Board of Education, Toronto*)

THE committee, appointed by the Minister of Education, which has during the past two years, conducted a very exhaustive and painstaking survey of the primary schools of the province attended by pupils who speak the French language, have recently submitted their report to the Minister, who has accepted their findings and approved of their recommendations. It is an unanimous deliverance and this significant feature removes any ground for doubt as to the facts and the actual condition of these schools. After a personal and rigid investigation the committee declare, in brief, among other things:

- (1) That the famous "Regulation" 17 has not proved an adequate solution of the trouble it was intended, and expected, to cure.
- (2) That the principle of this regulation was, and is, nevertheless, **sound** and ought to be maintained and continued.
- (3) That more direct and effective machinery should be set up to secure its objective.

It will be remembered that the main purpose of the regulation, at the time of its promulgation in 1912, was to ensure adequate instruction in the English language to all pupils of elementary schools supported by the province, and it was the confident belief of Sir James Whitney and the educational authorities of the time that the process when authorized would, eventually and within a reasonable time, lead to its adoption as the spoken tongue for the purpose of instruction and communication in these schools. Others were not quite so sanguine as Sir James, in his "great expectations," but endeavoured to share his hopes, and, with considerable misgiving, accepted his plan as evidence of a sincere attempt by him to cope with a difficult situation, which preceding administrations for thirty years had, through laxity or design, permitted to creep in and spread in violation of the School Law.

Sir James Whitney, no doubt, based his hopeful forecast upon the assumption that the rule would meet with a sympathetic response from all concerned. In passing, it may be opportune here to declare that the province of Ontario is not now, and never has been, a bi-lingual province. Its prevailing language has always been the English language. That is the language of business, society and the street. The Elementary Schools were established, and have, since their inception, been operated with one dominating purpose, viz., to familiarize every child attending these schools with the English language. Years, however, before Regulation 17 was thought of, the Public School Act, taking cognizance of the influx, in considerable numbers, in communities from foreign countries in complete ignor-

ance of the English language, provided an exception to the general declaration that English should be the language of instruction and communication, which applied to conditions "where such was impracticable by reason of the pupils not understanding English." In such contingencies the dominant purpose was to be accomplished by some modification of the general rule by means of a limited use of the mother tongue of the pupil. It will be noted that the exception referred to no foreign language specially but was applicable equally to any mother tongue other than English. The exception inured to the benefit of Germans, Italians, Hebrews, Greeks, etc., as well as French-Canadians. All these people enter the English-speaking province of Ontario with the initial handicap of a foreign, though perhaps modern tongue. It is an interesting study in psychology to observe the attitude of these several nationalities towards the acquisition of the English language in this province and their absorption into its general citizenship.

The Crux of the Matter

A careful survey of these details will reveal the crux of the subject matter of this address and may perhaps, shed some additional light upon the present controversy. It will be found, as a general proposition, that in the two particulars suggested, there is a distinct line of demarcation between the French-Canadians and all others. With regard to the latter it will be apparent to anyone with first-hand knowledge, that, having migrated to and selected Ontario as their adopted home, they immediately set out to pursue a well defined objective. They settle in English-speaking communities and embrace every opportunity for themselves and their children to acquire the English language. They aim to "get on" in association with, and in competition with, the settled population of the province. With regard to their native tongue, they take care of that themselves and do not seek to exploit it in the government-operated schools. The result is that the Department of Education has never had trouble with any of these overseas settlers in the matter of language. They have accepted the general requirements and have waived any claim to special treatment on account of their ignorance of English. From these the French-Canadian incomers differ in two outstanding respects. Firstly, they do not, as a rule, locate in English-speaking centres, but seem to prefer to settle in segregated communities under an apparently definite policy of colonization. Under such conditions, contact with English-speaking people is apt to be casual, rather than constant, and association is not likely to become intimate. This creates at the outset a difficulty in acquiring a familiarity with the English language because, however capable and assiduous the teacher may be, her instruction in the school requires to be followed up by persistent practice outside of it and it is greatly aided by the opportunity for conversation. Educationists agree that an important indication of proficiency in any language is the extent of one's vocabulary and this is necessarily limited in the schoolroom. Contact and conversation, therefore, are essential elements in the language requirement. The second distinguishing characteristic of French-Canadian idiosyncrasy is the persistency with which they cling to

their mother tongue to the exclusion of every other. They do not subscribe to the generally accepted maxim, "In Rome do as the Romans do." Nothing is nearer and dearer to them than the French language. It is brought in as part of the settler's effects, and, irrespective of any school policy of the province, the French language has, in their estimation, an outstanding and essential place in the education of their children and they insist that it should receive due prominence in any schools they may attend. This attitude creates an actual condition with which the province has, for years, been confronted, which still exists, and which in the future will, perhaps, require increasing attention. As has been stated, the disposition of all the other nationalities, although enjoying equal language rights with the French, presents no complications in carrying out the general school policy. The French situation, however, must be reckoned with. From a national standpoint it would have been ideal had Canada been able to establish a one-language law such as exists in the United States, the latter country, however, was never trammelled with a dual language population. It had a perfectly free hand to set its public or national schools upon a permanently uniform basis, both as to language and character. In this country our difficulty starts with the Constitution itself. English is an official language in all parts of the Dominion but the British North America Act singles out the French as a distinct element of our population and dignifies their language to the extent that it is made an official language in Quebec and in certain federal institutions operating in the Dominion capital. It is quite true that the French-Canadians have no special language rights in Ontario and that their language has no official status therein and that it would be quite competent for the province, having exclusive jurisdiction over its educational affairs, to restrict the language to be used in its Elementary Schools to the English tongue. Such a drastic move, at this belated juncture, would hardly receive any substantial degree of popular support. It must be admitted that the general public do not show any special keenness of interest in the details of education and is only aroused, and usually to indignation, when anything revolutionary is proposed. It must be recognized, too, that French-Canadians are part of our British population, that they are not restricted to an occupancy of any particular area but are joint tenants of the whole territory, in the sense that they are free to locate where they please. They have entered, and will continue to enter, Ontario in large numbers and with their exclusive disposition and reluctant tendency to assimilate, as part of this English province, they present a phase of citizenship which, in the early preparation of the children, demands careful and, perhaps, exceptional handling.

Regulation 17 Has Not Measured Up

This digression from the main purport of this address is intended to invite consideration to features which have a real bearing upon the question of French instruction and are not commonly kept in mind, but which are helpful to its solution. As previously remarked, Regulation 17 was regarded by some with a doubtful belief in its

efficacy but with approval of its declared objective, viz., to ensure adequate English instruction to all pupils attending the Primary Schools. The committee has reported that it has not measured up to expectation. It is natural that such a disclosure should cause keen disappointment and it is not unnatural, perhaps, at the first glance, that some authority should be called to account for its deficiency. There is an inclination to blame all governments in office since 1912 for delinquency in this regard. Before such strictures are imposed it is only fair to carefully examine the school committee's report upon their investigation and see if some responsibility does not rest upon the people themselves. It is found that in the counties of Essex and Kent the regulation has, in substance, been adhered to with fairly satisfactory results. The French people there are not altogether newcomers but are largely the descendants of early settlers and who, true to form, have retained their own language. They are distributed throughout the southwestern English "belt" of the province and, with this opportunity for association and willingness on their own part to comply with the requirements of the School Law, it has been demonstrated that the objective sought in the rule is capable of being realized. The same result has been obtained under favourable conditions in parts of New Ontario with little aid, however, in the way of English contact. The substitute for this has been the liberal amount of time devoted by the teacher to English conversation in the school. The chief obstacle to progress has been discovered in the schools in Ottawa and the counties of Prescott and Russell, where the erroneous impression was implanted by the French leaders in the minds of their people that the regulation was intended to eliminate their language in Ontario. These schools refused from the outset to recognize the regulation or to permit inspection and placed themselves outside the pale of the Department of Education. In these localities enforcement was therefore impossible. In addition to this the committee found that, in view of the diversified types of schools and the varying local conditions, a set rule fixing a standard time limit for the use of a language in instruction and communication was unworkable, and, further, that more effective machinery should be set up to carry out the original design. The committee were also of the opinion, as a result of their observations, that there was no reason, if the main purpose were achieved, viz., an English education for all, why the pupils from French families should not be given facilities for proper instruction in their own tongue. It must be remembered that the localities in which these schools exist are largely French and that such is the only language that these pupils hear at home or generally in the neighbourhood.

The Extent of the Problem

Briefly summarized, the whole scope and purpose of the committee's report were a series of recommendations which would effectively compel every pupil to learn English and, subject thereto, permit the French pupils to learn French. In other words, English shall, in all Elementary Schools, be a compulsory subject of study. What is the extent of the problem? It concerns, as previously stated,

only those schools which are attended by French-speaking pupils. Of these there are 450 with an enrolment of 30,688 pupils. Of this number 28,413, or .926 per cent., are French, and 2,275, or .074 per cent., English. The latter represent a scattering population spread over a wide area who find themselves, from various circumstances, within the limits of these school areas. It is not intended by any proposed change that any of these English-speaking pupils shall be obliged to learn French if they do not so wish. The duty of the director of English instruction will be to keep in daily touch with these schools and see that the English requirements are fully lived up to. The director of French instruction will be expected to see that, subject to adequate English tuition, the pupils whose mother tongue is French receive such instruction in that language as the time of the school will permit. The hope of success in the new venture lies in the evidently changed attitude in the heretofore recalcitrant localities. There is no doubt in success with real co-operation and such is now being generally promised. The outstanding example in Ontario of the value of contact and a willing attitude in aid of the school endeavour is the McFadden Public School at Sault Ste. Marie, a nine-room building operated exclusively for the education of Italian children who enter in complete ignorance of the English language, and in this school no language other than English has ever been used. With the same disposition on the part of the French people there is the strongest ground for belief that under the new system an adequate knowledge of English will be imparted to every pupil and if that is accomplished the duty of the State will have been achieved. The situation to be handled and the difficulties which it presents are not apt to be properly appreciated by anyone who has not been inside any of these schools. Want of first-hand knowledge is a handicap and it is apt to lead to distorted notions and needless alarm. In this matter therefore, if people will, in a calm unprejudiced way, ascertain just what is involved in this French question and ignore the "herring" which some are so fond, at the slightest provocation, of drawing across the trail, they will realize that the "sounding of the tocsin" is ill-conceived and that many of the alleged causes for alarm have no foundation in fact.

As a matter of actual fact, while Regulation 17 has been so remodelled as to disappear in name, its spirit still lives and it will continue to underlie the new plan which, if given a fair trial, has every prospect of rendering effective the Minister's determination to spread the knowledge of the English language throughout this province.

Pitman Business College

Vancouver's Leading Business College
INDIVIDUAL ATTENTION DAY AND NIGHT SCHOOL

Night School five nights each week.
Three Months, \$15.00; Six Months, \$25.00

422 RICHARDS STREET, VANCOUVER, B. C.

Corner Hastings Street

Phone Seymour 9135

Education in England and Scotland

(The Duchess of Atholl's Address to the North of England Educational Conference)

THE Duchess of Atholl's address, read in her absence (through the illness of the Duke of Atholl) by the Recorder of Scarborough, was devoted to the history of the education systems in England and Scotland. It was an exceedingly interesting resume of the common foundations succeeding divergencies and present convergence of the two systems by one who "is both a member for a Scottish constituency (Kinross and West Perth) and Parliamentary Secretary of an English Board of Education."

A Common Origin

In both countries, said the President, education owes its origin to the church: first in monastic schools, and in the Middle Ages to schools connected with cathedrals and abbeys for the training of readers and choristers. These, in so far as they taught the understanding as well as the reading of Latin or "Grammar," were the ancestors of the Grammar School of today. There was another type that associated with a church served by a corporate body ("college") of clergy or laymen, who administered school, almshouse or infirmary as part of their work. On this model William of Wykeham founded Winchester, the origin of the Public School.

Elementary education could be traced in both countries to the "song schools," which, limited at first to "music, manners (manners) and ver-tew," included English, writing and arithmetic. Others than choristers were admitted. Some English "chantries," which were primarily founded for religious and philanthropic purposes, also had schools attached. Chantries were, however, abolished in 1547. Scotland, too, had outlying schools in parishes assigned to abbeys of which the teachers were members.

The Private Benefactor

The English "chantries" were the first example in the English system of a lay interest in education. The founders were the first "private benefactors," who reappeared with the foundation of Oxford and Cambridge Universities as the endowers of residential hostels or "colleges" for necessitous scholars. William of Wykeham's foundation was remarkable in that, taking the collegiate church as model, its prime purpose was nevertheless educational not ecclesiastical, and sons of leading families from all over the country might be admitted.

The foundation of Winchester for the first time brought them into the same classroom with the boy who was intending to be notary or cleric—a notable step in the breaking down of vocational barriers.

The Genesis of Bursaries

In Scotland, less wealthy than England, the private benefactor was more rare. But the layman wanted education. In the early fourteenth century a Scots college was founded in Paris for Scottish students, grants to whom were made under privy seal—the genesis of the bursary system. In 1410 teaching on University lines was begun at St. Andrews, papal authority being given two years later. St. Andrews developed residential colleges and was followed by the end of the century by Universities at Glasgow and Aberdeen. At the latter competitive bursaries were brought into being prior to the Reformation. In 1418 the appointment of a master or "rector" by the Aberdeen Town Council for the local Grammar School was an instance of the desire of bodies making grants to cathedral and abbey schools to have some share in their control. Another example occurred at Peebles in 1464, and by the end of the century every important town in Scotland had its "grammar" school in which the town council had an interest. In 1496, in fact, in order to secure a supply of educated men to serve as sheriffs and judges, a Scottish Act of Parliament was passed by which barons and freeholders "of substance" were required to send their eldest sons or heirs to grammar schools.

The Church and Education

The hold of the Church on education remained after the Reformation. In England a bishop's licence to teach was still required, and Acts of Uniformity restricted the ranks of would-be teachers. The Renaissance led, however, to the founding of many grammar schools, and five public schools were established between 1552 and 1608. In Elizabeth's reign "petty" schools were attached to grammar schools. These were followed by private venture, "lecture" and "dance" schools, and in the eighteenth century by the "charity" schools of the Society for the Propagation of the Gospel. Lancaster and Bell marked the cleavage in religious opinion and the two-fold stream led to the retention by the Church of England of her schools when the Education Act was passed in 1870. The large number of endowed grammar schools and the fears of State uniformity in education held both by Churchmen and Nonconformists made it impossible for that Act to include more than elementary education, with the result that the organization of secondary education on a national basis had only been possible since the Act of 1902.

A Definite Objective in Scotland

The Reformation brought to education in Scotland a definite objective and a new and valuable machinery. The influence of Knox's scheme is still felt there. Government by General Assembly, Synod and Presbytery caused the dissemination of the Church's interest in education into every parish. Even after the changes of 1560 and 1692, whether bishop or presbytery were in power, the Church claimed control of all appointments and, until 1861, under Presbyterian rule, every schoolmaster had to subscribe to the Westminster Confession. In 1616 the first step towards a national system of primary education was taken by a Privy Council decree.

which obliged the "heritors" wherever possible to set up a school in every parish. Boys of ability were to have the opportunity of learning Latin whereby a link between parish school and burgh school and university was formed. Edinburgh University also came into being.

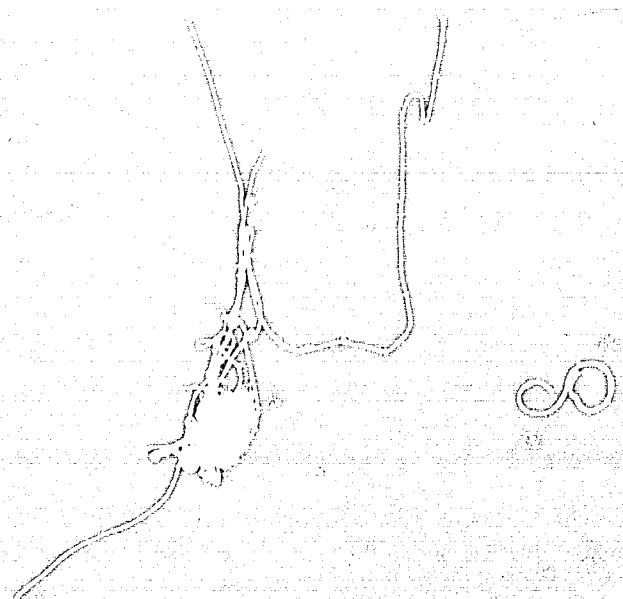
The religious trouble of the eighteenth century did not lead to a cleavage in education as in England. After the Disruption in 1843, a neighbouring Free Church School and a Parish School still had the same religious teaching, but the burden on the churches was so great that in 1872, when School Boards were set up, the schools were handed over. The Act prescribed religious instruction "according to use and wont," which meant the teaching of the Bible and the Shorter Catechism, and the continuance of the time-honoured "formulary" of Presbyterianism. On this fact was based, in 1918, the claim of the Episcopal and Roman Catholic Churches to be relieved of any financial responsibility for their schools, while their denominational character was to be preserved. Twenty years ago Scottish Presbyterians, Episcopalians and Methodists agreed on a "school catechism" based mainly on the Ten Commandments and the Lord's Prayer, which was gradually replacing the Shorter Catechism in Scottish Primary Schools.

"This agreement on a difficult question seems to me one of the most convincing proofs possible of a growing spirit of Christian unity and of the extent to which co-operation between various denominations is possible in regard to religious education."

Secondary Education

The taking over of the Cathedral and Abbey schools by the town councils and the establishment of new Burgh schools, as well as the scarcity of private endowed schools, ensured that the Education Act of 1872 gave powers not restricted, as in England, to elementary education. Most of the secondary schools were now controlled by the authorities, and the provision was today wider than that in England and Wales. The road from secondary to university was both broad and crowded.

The development in England—from 44,500 pupils in State-aided secondary schools in 1902-3 to 384,965 in October, 1927—was not so wide, but contained greater variety of type and more possibility of experiment than in Scotland. Practical instruction had been obligatory in English secondary schools since 1912, but not in Scotland. England also had full-time junior technical schools and, since 1911, central schools, which combined sane practical instruction with a good general education. It was easier in England to centralise instruction, by reason of greater density of population. The only parallel to these in Scotland was the "Advanced Division," instituted in 1923, which might have a vocational bias, and where a foreign language was optional. Further, it was in England that the movement to provide, for girls, secondary education worthy of the name first took definite shape. Queen's College, London, dates from 1848, Cheltenham from 1853, but St. Leonard's (St. Andrew's) was not founded until 1877. It was easier also in England to provide separate schools for girls and boys.



Educational Machinery

The differences in educational machinery were again due to historical origins. Slow to discard the parochial system, and refusing the statutory committee of a county council, Scotland now had *ad hoc* authorities, some of great extent. Only four "counties of cities," Edinburgh, Glasgow, Aberdeen and Dundee, administered their own education. The Duchess agreed that more time might thus be given to the consideration of education and the members be more interested in it, but disagreed that they were more closely in touch with the electorate and therefore more representative. The system of proportional representation over wide areas and the odium of causing a contested election gave the victory more to an organisation than to an individual, with the result, for example, that candidates stood as representing the various churches, although sectarian differences had rarely entered the schools. The system, too, did not make easy the inclusion of women, there was no co-option, and women were slow to stand for election. That the number of uncertificated teachers was negligible was, she thought, due to the control of the authorities over appointments in denominational as well as "board" schools. She noted, also, that since 1924, men teachers had been obliged to graduate in Scotland, but expressed doubts as to the extension of this obligation to women needed in infant and junior classrooms.

Summary

"Scotland," concluded Her Grace, "has behind her centuries of wide-spread interest in education on the part of church and people, of universities accessible to the poor but hard-working student—no ecclesiastical differences have retarded the work of her schools: England, on the other hand, has seen her schools suffer from ecclesiastical divisions, and she has to wait until recent times for a development of civic interest. Many and generous though her private benefactors have been, they have been unable to completely fill the gap. But they have left her a rich legacy of varied type—ancient universities occupying a unique position in the eyes of scholars; the residential college in a university, to the value of which tribute is now paid by the establishment of residential hostels in Scottish universities; and last, but not least, they have given her the old public school. Though these last-named institutions may seem to stand outside our national system in that they receive no aid from public funds, and though for long they were slow to adapt their curriculum to modern needs, yet as schools for the training of men their reputation is world-wide. Scotland, as we have seen, in the last century has shown recognition of their value, and both English and Scottish public schools are making a real contribution to the national schools through the extent to which their "system" is being adopted in them. As we know, it is now general in secondary schools, and is increasing steadily in elementary ones. All therefore that is best in the educational history of both countries is being gathered up and brought together in order to make something better and richer than we have yet known."

(*The School Master and Women Teachers' Chronicle*)

What is More Convincing than Achievement?

THE results obtained by teachers with a typing book prove more than all the theories that have been expounded since Sholes invented the "Type-writer." When these results are obtained by teachers scattered throughout Canada and the United States, with students of varying capacities, and under varying conditions, the achievements are all the more significant.

In the Provincial, State, and School Typewriting Contests of the last dozen years, Rational trained students have won twice as many events as all the other methods collectively. The last World's School Championship Contest is typical.

Proof of Outstanding Superiority

1. The World's School Novice Typewriting Championship Contest, New York City, October, 1927, was won by Mr. Chester Soucek, a Rational trained student, who began the study of typewriting in September, 1926. Mr. Soucek's net speed was 81 words a minute—**RATIONAL TRAINING PRODUCES SPEED.**

2. Second place was won by a Rational trained student, Miss Lucille Coulombe, with a net speed of 80 words a minute, and with but five errors—**THE MOST ACCURATE RECORD MADE IN THE CONTEST.**

3. The four most accurate records were made by Rational trained students. **RATIONAL TYPISTS WRITE ACCURATELY.**

4. Sixteen of the first 22 places were won by Rational trained students. Rational training insures the maximum percentage of successes.

5. Twenty-nine, or 76.3 per cent. of the 38 competing Provincial and State Champions were Rational trained.

The strength of a typing method is shown by mass results. A few isolated successes mean little. The test of a method is its achievement in open competition with other methods. By this, or any other test of efficiency, Rational Typewriting is away out in front of the procession.

Rational Training Means Accuracy, Speed, Success

Send for an examination copy of

New Rational Typewriting, Canadian Edition. Revised in 1927 for use in Canadian schools by A. S. H. Hankinson, Commercial High School, Montreal.

The Gregg Publishing Company

57 BLOOR STREET WEST

TORONTO

From Behind a School Teacher's Desk

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

THE TEACHER AND THE COMMUNITY

IV.

"I am of the opinion that my life belongs to the whole community and as long as I live it is my privilege to do for it whatever I can."

THE ideal of service to the community is as old at least as the question, "Who is my neighbour?" and the parable of The Good Samaritan. At first individualistic and remedial in nature, this ideal has become socialized and constructive with the development of society. Owing to the restricted view of education which limited its work for the masses to the teaching of the tool subjects, and to the acquisition of knowledge for the privileged classes, the school was isolated from the community. Teachers were accustomed to think of their work as confined within the four walls of the classroom, where they reigned supreme. Not even the parents were supposed to invade this domain, except on the days of public examination, when the school was thrown open to parents and trustees.

In rural districts the teacher's contribution to the life of the community was limited to social contacts. Aside from visits in the homes of parents desirous of becoming acquainted with the teachers of their children, there were various forms of entertainment not considered complete without the presence of the district school-teacher. The lady teacher was popular at church *soirees*, at the district picnic, the apple-paring bee, and the barn-raising, as also at the dance on the newly-laid barn floor. Her social status was assured. Indeed, considerable mental balance was necessary to keep plumb amidst the general adulation. Fortunately for some of them, they moved on to a different environment at the close of a few years.

The teacher's status in the provincial town was very different. There, the school and the teacher occupied a place of minor importance. The lady teachers were frequently regarded merely as self-supporting women who were probably being paid more than they were entitled to, especially if their salaries were equal to those of the men on the staff. Useful in the Sunday School, they were welcomed in church circles, but generally not included in the social life, where women outnumbered men. The men in the profession, no doubt, felt their social inequality because they were not supposed to avail themselves to the full of their privileges of citizenship. Seldom have they been known to hold or even to be candidates for municipal or legislative offices. These conditions will account partially for the generally accepted opinion that the teaching profession has not received due social recognition.

After all, why should teachers not assume that they can give as well as receive social recognition? Owing to their number, teachers in cities

are in a position to create their own social standards, in harmony with their profession, and form their own social circle, entrance into which might be considered just as desirable as into any other. This presupposes a professional solidarity which does not always exist. It presupposes likewise an entire freedom from the inferiority complex, due to a conviction of the dignity of the profession, a conviction so deep-seated that it demands that social intercourse be based on equality and not on patronage.

More than thirty years ago the principal of a well-known Collegiate Institute in the province of Ontario bridged the gap between the school and the community by organizing annually a series of high-class concerts and lectures which were held in the school auditorium and patronized by the town *en masse*. Under the leadership of this advanced educationist, the school became the centre of culture for the adult portion as well as for the youth of the community, and incidentally the teacher's status was substantially raised. This voluntary contribution made by the school to community life was unusual in those days. The following quotation from a recent editorial in the *Rural School Bulletin* of Nova Scotia will show that community leadership is today considered one requisite of an efficient teacher:

"More and more the public demand is for community leaders, but there are too few teachers to supply the demand. . . . There are now excellent openings throughout Nova Scotia for teachers who will serve the community instead of merely teaching school subjects."

It is quite evident that the school and the community are acting and reacting one on the other because of that larger conception which interprets education as a training for citizenship. In addition to the mental, it includes the physical element or health education, on the one hand, and the moral element or character education, on the other. The school nurse, the doctor and the dentist have invaded the sacred precincts and enlisted the co-operation of every progressive teacher. The teacher at times forsakes the classroom and takes the pupils to the public museum, the educational movie or to the great world of nature. Through the introduction of Arts and Crafts, the classroom has been transformed into a workshop of human activities and the school itself has become a little community of child citizenship, foreshadowing the larger citizenship in the years to come.

THE ROYAL TYPEWRITER

The Easy Running Typewriter

THE ROYAL PORTABLE

FOUR BANK STANDARD KEYBOARD—CAN BE HAD IN
FOUR COLOURS—BLACK, RED, GREEN AND BLUE
SPECIAL TERMS TO TEACHERS AND STUDENTS

T. J. Byrnes & Co., 312 Pender St., West
VANCOUVER BRITISH COLUMBIA

Principles of Examination

(By S. OSWALD HARRIES, *Port Alberni*)

CARLYLE, in "Sartor Resartus," expresses wonder that there exists no Science of Clothes, meaning thereby no philosophy or science of the clothing of ideas in manifest form. But is it not even more surprising, considering the amount of mental ingenuity exercised for centuries on examinations, that there exist no defined principles of examination?

An article published in the November, 1926, issue was an excellent introduction to the subject. Entitled "Tests: Their Use and Abuse," it should appeal in its sound common sense to every teacher. In a plea for the more extensive use of the informal objective test, the writer of that article enunciated clearly two or more principles, fundamental to all general tests.

(1) The test to be of real value must measure the content of the prescribed course of study and must measure *all* that content and *nothing else*.

(2) Test only with a *definite* purpose in view.

(3) The test must be of *high validity*.

Glance over Entrance examination papers for the last few years and observe what important changes would have to be made in order to comply with just these three rules. Do we not find papers that test only the more obscure or difficult portions of a syllabus; other tests that are "off" the syllabus, tests that have any other aim than that of finding what the pupil *knows* or can *do*; tests of low validity, conflicting with the results of any reasonable test based on the set syllabus.

But these principles could be extended. Is there a general consensus of opinion on the subject? Should Entrance examinations and Grade examinations conform to certain principles or not? If so, what are those principles or rules?

Some may argue that an Entrance examination is obsolete. This may be so, but any teacher may be given short notice that all may have to take the examinations. No teacher should fear this if the validity of Entrance examination results were high, but how often is heard the remark, "One can never tell." The results are too uncertain. Yet if the examinations were set according to definite principles no properly prepared pupil should fear the result and every recommended pupil should be able to pass.

Unfortunately some of the best pupils fail. Would it be possible to produce higher validity by defining principles of examination? Though the Entrance examination be abolished—and it should be—the same rules would apply to term and grading tests.

How many of the following principles are useful guides? Which should be discarded and what rules could be added?

- (1) The examinations should be based on a definite syllabus.
- (2) It should cover the syllabus broadly rather than a small part thereof.
- (3) It should be a scale test where possible.
- (4) The test should be of the usual rather than the unusual, of the rule not the exception.
- (5) It should be within the comprehension of the average child of the grade being tested.
- (6) Papers should be marked according to uniform standards and preferably by a teacher of the grade and subject.
- (7) The average pupil should be able to score between 60 and 90 marks out of a possible 100.
- (8) Marked papers should be returned to pupils.
- (9) Pupils who fail should not be compelled to repeat subjects in which they passed.
- (10) The average mark from three tests is better than one test only. Where only one test is given the result should be compared with grade marks and intelligence quotient and, where wide variation occurs, retesting should be the rule.

The need of a definite syllabus is generally acknowledged yet the limits of some subjects are very vague. The examination, for example, sets no limit to the complexity of sentences for analysis. The syllabus states that complicated sentences or involved sentences should be avoided. It would be difficult, without prolonged search, to find sentences as complicated as some of those set in Entrance examinations. For example:

- (1) He that imagines that he hath knowledge enough hath none.
- (2) "Same words of flattery as he had used to myself."
- (3) The last stanza of "To a Waterfowl."
- (4) The unusual adverbial clause in the somewhat ungrammatical first sentence in the last test, and the very unusual use of "little thought" and "very wolf" in the second sentence.

Are these tricky sentences and exceptional uses of words really meant to test the child's knowledge or are they tricks to puzzle the pupils?

The limits of some other subjects are as undefined as in the case of grammar.

With the intention of being more practical in purpose and effect, spelling lists were devised. But the words "and derived words" were

added. In the last test several pupils state that they wrote "deviltry" instead of the right word, "devotee." Now "devotee" is derived from a list word, "devote," but it is an unusual word, and many children would have no power of association or apperception in the case. As one pupil said when told "but deviltry would have no meaning in that sentence," "Well, he called deviltry three times so I wrote it."

Would the children be expected to write "recipient," etc., derived from "received." Are the derived words to be taught to be those in common use, or is there any limit?

Just what is the course expected to cover in punctuation lessons? Again, the geography syllabus emphasizes "The British Empire" but some of the tests almost ignore the Empire and teachers find it advisable to drill on every country, including the unessential fact that "Napoleon was born in Corsica."

The first requisite is a clearly defined syllabus, a definite basis of work.

The tests are becoming broader in scope. The last paper set in Canadian History was probably the best ever set and the same remark could probably be applied to most of the Geography paper. But even in recent years the Arithmetic paper may ignore the greater part of the defined syllabus and consist of puzzles on a limited part of the work or work that has not been defined in the syllabus. The same remark applies to spelling, as sometimes only the more difficult portion of the syllabus is used for testing, a method which may give little or no credit for what is known.

The test should be a scale test. Do not hurry away from this remark. Is a test for the purpose of finding what the child knows or for the purpose of trying to fail the pupil? If the former, then every test, if possible, should be a scale test. Too many pupils are failed in arithmetic, and in grammar, because some difficult, tricky material is tackled first. The last Arithmetic paper was a big improvement in this respect, the tricks, if any, being kept to the second half of the paper. But the grammar paper leaves much to be desired. So called intelligence tests or McCall's Spelling Tests give an idea of what should be done. The test is graded. The children commence with work that is easy to do and gradually tackle harder work. This method of testing is psychologically correct. Why not, then, give ten or more graded sentences for analysis or dissection instead of two tricky sentences? The grammar paper usually begins with a complexity and for the greater part of its length is a conglomeration of clotted nonsense, ending in a hushed request for a natural composition worth a small percentage of the marks.

A scale test in analysis and in synthesis would be better.

What is the value of exceptionally used plurals, genders, gerunds, errors, and formation of sentences using unusual words like "mettle," "counsel," "assent," "peal," as a test of command of English language? A scale test in this subject is a better method. To what extent can the

Overseas Education League

Hon. President.....H. E. The Rt. Hon. Viscount Willingdon
 President.....The Most Rev. S. P. Matheson, Primate of all Canada
 Honorary Organizer.....Major F. J. Ney, M.C.

1928--Summer Arrangements--1928

for Teachers, Graduates and Undergraduates

13th ANNUAL VISIT OF TEACHERS FROM CANADA, NEWFOUNDLAND, AUSTRALIA AND NEW ZEALAND TO GREAT BRITAIN

(Eleven Days in London)

thence by Orient Line S.S. Orama (First Class Saloon) to Naples, via
 Gibraltar and Toulon. Other places to be visited: Pompeii, Capri, Rome,
 Florence, Sienna, Pisa, Genoa, Mentone, Nice, Cannes, Monte Carlo—
 Shores of the Mediterranean—Marseilles, Avignon, Lyons, Paris, etc.
 Eastbound sailings, June 20 from Montreal to Glasgow, per S.S. Meta-
 gama, and July 4 from Quebec to Southampton and Cherbourg, per
 S.S. Empress of Australia, returning August 25.

SIXTY DAYS, \$515

Round trip ocean passage, all expenses of rail and other travel during
 trip, Baggage Transfer, Ocean and Rail Gratuities, Meals and Hotel
 Accommodation included in the above cost.

5th ANNUAL VISIT OF UNDERGRADUATES

Including Graduates of 1926 and 1927, of the Universities of Canada.

TO GREAT BRITAIN, FRANCE AND BELGIUM

sailing from Montreal, June 20, per S.S. Metagama.

SEVENTY-THREE DAYS, \$485

Round trip ocean passage, rail and other travel expenses during trip,
 meals and hotel accommodation, baggage transfer, gratuities and cost of
 travelling incidentals throughout included in the above cost.

2nd ANNUAL HOLIDAY SUMMER SCHOOL IN FRENCH

Owing to the success of the Summer School in French, organized and held
 by the Overseas Education League during the Summer of 1927, it has been
 decided to continue the school during the Summer of 1928. For this pur-
 pose the Lycee Victor Duruy, Boulevard des Invalides, Paris, has been
 placed at the disposal of the League by the French Ministry of Education.
 The term will be from July 17th to August 25th, 1928, preceded by a five-
 day visit in London. Steamship arrangements are as follows: Eastbound,
 by the Empress of Australia, July 4, Westbound, by the
 Empress of Scotland, August 25th.

COSTS

Round trip ocean passage, rail and other travel expenses during trip,
 gratuities, government tax, baggage transfer and full board and residence
 at the Lycee Victor Duruy, and five days in London.

\$305

Tuition and staff fees will be divided per capita and will not, it is esti-
 mated, exceed \$25 additional.

For all further information, descriptive illustrated circulars relating to
 any of the above visits, alternative transportation arrangements
 and application forms, apply to

HONORARY ORGANIZER, OVERSEAS EDUCATION LEAGUE,
 BOYD BUILDING, WINNIPEG

child use grammar and composition should be the question, not "Can you do this stunt?"

The other statements call for little comment except perhaps the last.

The question is sometimes asked: "Is it right to compel a capable pupil, who has good knowledge of Grade 8 work, to repeat the year's work because the pupil failed in Entrance examination?" The same question is possible regarding promotion from or to any grade.

A very clever pupil from a city school was selected to compete for the medal. Her average grade mark throughout the year was over 85 per cent. Yet she failed the examination. This was attributed to nervousness. She gained little, if any, benefit from the repeat year. In this case several much inferior pupils from the same school passed with good marks.

Another interesting experiment was tried in one school. The spelling of the Grade 8 pupils had been very good, so the teacher wished to try an experiment as a check-off. An outsider was asked to give two tests as difficult as possible, but on the set syllabus. The average mark of the two tests was recorded. The pupils took the Entrance examination spelling tests as well. The marks of three of the best pupils are given. The first mark is the grade mark or average mark for the year. The second is the average of two difficult tests on the syllabus, and the third is the Entrance. The three pupils had excellent writing and were good in punctuation:

Pupil A	92	96	69
Pupil B	92	96	83
Pupil C	91	100	47

It will be observed that there is a close relation between the marks in the first two columns, but the third is too variable.

What could be done to bring the results of grade tests, term tests, and Entrance examination tests more into accord? Should pupils who have wide variants be retested?



The B.A. Course for Teachers

Extra-Mural and Summer School Study

FOR the past forty years teachers actively engaged have been assisted to higher academic qualifications through the service of Queen's University. The extra-mural and summer school courses offered are the result of a long period of adaptation and progress. Last year over 800 teachers from all parts of Canada were registered for extra-mural work during the winter and 500 were in attendance at summer school. Among the graduating class at every Spring and Fall Convocation appear the names of many teachers to whom the Bachelor's Degree would have been an impossibility had it not been for Queen's Summer School and Extension Department.

Registration for the next extra-mural term may be made any time before April 10. The Summer School, which forms a part of the summer extra-mural term, is held for six weeks during July and August. Examinations are the same as for intra-mural students and are held about the first week of September.

For further information write to the British Columbia representative of the Queen's Summer School Students' Association—K. B. Woodward, 1450 Jones Avenue, North Vancouver, B. C., or to A. H. Carr, B.A., Director, Department of Extension, Queen's University.

QUEEN'S UNIVERSITY, KINGSTON, ONTARIO

A 60 Per Cent. Increase!

TRIBE, CLARKE, PAINTER, DARTON & CO. BALFOUR HOUSE,
Chartered Accountants, 119-125,
London, Rochester, Bristol and Swansea. Finsbury Pavement,
London, E.C. 2

3rd August, 1927.

CERTIFICATE

This is to certify that we have examined the invoices and sales records of the principal Shorthand text books issued by the Publishers of Pitman's Shorthand, and find that in the year 1926 the sales of such text books exceeded by 60.3 per cent. the sales in the year 1922.

(Signed) TRIBE, CLARKE, PAINTER, DARTON & CO.,
Chartered Accountants.

A facsimile of the original certificate may be obtained from the Canadian office of Sir Isaac Pitman & Sons, Ltd., located at 70 Bond Street Toronto.

The Dominion Primer

An excellent simple supplementary Primary Reader to parallel the authorized texts.

PRIMARY reading must be the centre of enthusiasm, discovery, interest, and mental activity for every child. The **Dominion Primer** provides sense-training, story-telling, dramatization, games, and all forms of thought-expression essential to the general development of children. Eighty pages, beautifully illustrated in colour. Full cloth bound, stiff board cover, printed on thin, tough paper, small and light and easily handled by little children. **PRICE, 35 CENTS, POSTPAID.**

PUBLIC SCHOOL GEOGRAPHY

—by—
ROBERT M. STEVENSON, B.A.,

Principal, Normal School, Dauphin, Manitoba.

—and—
FRED D. BARAGAR, B.A.

St. John's Technical High School, Winnipeg, Manitoba.

336 pages, 32 coloured physical and political maps, 12 black and white maps, and 40 diagrams. **PRICE, \$1.40, POSTAGE PREPAID**

The new Public School Geography by Stevenson and Baragar contains the very latest available information about not only Canada but also about all the countries of the world. It is prepared largely along regional lines, but this plan is departed from when necessary. Special attention is paid to Canada and to the British Empire, stress being laid upon the industrial conditions and inter-trade relations.

The book is indispensable to the teacher and student of Geography.

W. J. Gage & Co., Ltd.

Toronto

The Junior Red Cross

I SHOULD like to write a few words of appreciation for the fine work the Junior Red Cross is doing for those schools that have started clubs.

I was teaching a one-room school in a rather isolated district: a little community where there was little recreation to be had for either adults or children. There was not even a community hall where sports or theatrical pursuits might be indulged.

While anxiously wondering what could be done, I happened to read an article on the Junior Red Cross in an Ontario educational magazine. I wrote to the Victoria branch asking particulars and was generously supplied with information in the way of posters, pamphlets, etc.

My next problem was how to broach the subject best calculated to catch the interest of the pupils. A short talk on the unfortunate crippled children and their need of help and also the method of conducting our business meetings like the adult organizations, fired the children's enthusiasm.

That Monday they went home full of new ideas to tell their parents and were eager to start the next day. All that week they spent in thinking up a suitable name for their club and earning the necessary 25c membership fee. Some could only earn it at five cents a week, but all received their badges. Even the smallest wanted to join although they did not take part in the meetings.

Voting for the position of president, etc., was followed with the greatest excitement and the honours divided evenly among boys and girls. At the first meeting the children had not many ideas but with my help beforehand we had a very creditable meeting.

Our school walls were unpainted wood and the grounds only partly cleared and these opened up a fine avenue of endeavor. Along this line we were able to decorate our walls with helpful posters and willing neighbours filled our window boxes and school garden with bulbs.

The children made their own punishments by staying in at recess or writing out lines for dropping food from their lunches on the floor or school grounds and leaving untidy desks. Scraps from the lunches were put in a special box for the birds. Personal cleanliness greatly improved.

From an educational standpoint the meetings and self-made rules taught them self-government and a chance to learn how to conduct themselves properly at a public meeting.

However, this was not all, as we had a portfolio to prepare in exchange for one received from New Brunswick and not till then did

we realize all there was to learn about **our** district. Groups gathered information about such topics as lumbering, fishing, weather conditions, population, maps and snapshots. Compositions were written by the senior members and the best portions taken for the portfolio.

When our ideas failed us, I wrote to Victoria asking if it would be possible for our Director to come and visit us. This request was taken up and one Friday afternoon, to the children's great excitement and pride over having a visitor, we had the pleasure of a helpful and encouraging address from the Director, who gave our little club renewed interest and redoubled effort in this work.

There was little doubt that the work they did for others in the way of raising funds, sewing, selling seals, making scrap-books, appealed most of all to the children, which is the practical way of carrying out the Christian ideal of "Love thy neighbour as thyself." Also the correspondence with other countries opens up the children's sympathy and understanding, which is what we need to fulfil our hope of "world peace."
—A. S. M.

IN MEMORIAM

MISS A. F. GARDINER

THE teachers of the Province generally, and of Victoria particularly, have suffered a great loss in the recent passing of Miss Abbie Frances Gardiner, who was a native daughter of the Capital City, being born there on May 13, 1867.

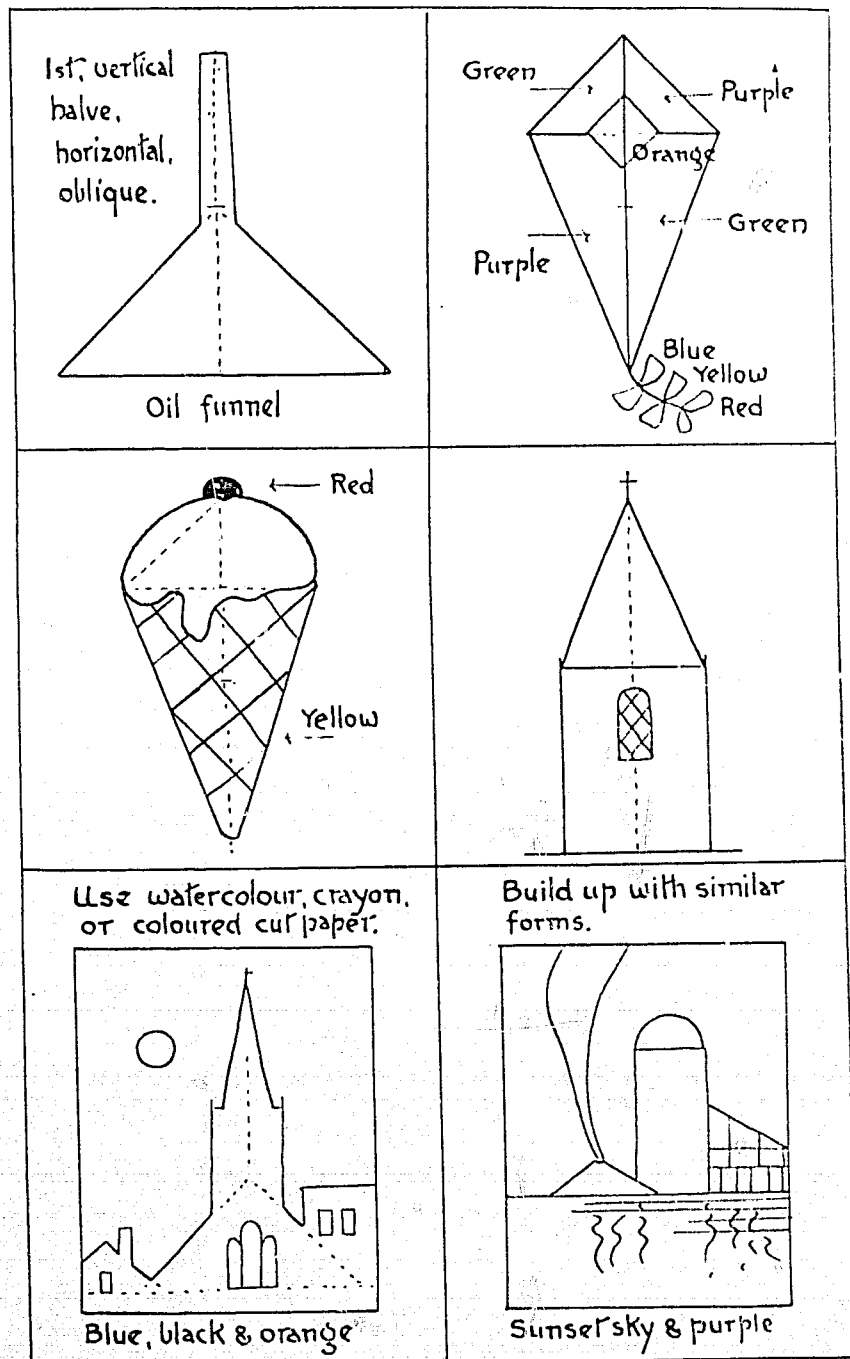
Her father was the late Captain John Allan Gardiner of steamship "California," the "Gussie Telfair" and the "Enterprise" and both he and his wife are still remembered with affection by those remaining pioneers whose memories can recall the old "Crown Colony days."

Miss Gardiner's education was obtained in Victoria and while at the High School she gained Lord Lansdowne's silver medal for general proficiency.

From 1887 to 1892 she was Principal of Nanaimo Girls' School. Later she returned to Victoria, teaching at Victoria West, Margaret Jenkins, George Jay, and Quadra Street schools.

By her scholarship, her ripe experience and her kindness, Miss Gardiner won for herself a warm place in the hearts of all her pupils and her colleagues, and she will long be held in affectionate remembrance by those who were privileged to come in contact with her. She has exerted a lasting and ennobling influence on the boys and girls of her native city, and she will be mourned by many who have, by her passing, lost a "real, true friend."

We tender, on behalf of the teachers of British Columbia, our deepest sympathy to her relatives in their sad bereavement.



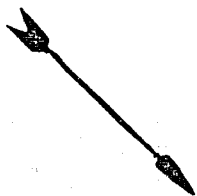
(See Page 36 for explanation)

INTEREST IN LINE AND CURVE

(N.B.—This is the second of a short series of such helps contributed to this department of the B. C. TEACHER by Mr. S. P. Judge, Supervisor of Drawing, Vancouver.)

THE drawings on the preceding page are suggestions for progressive helps to the syllabus for Grades II, III, IV, or, in fact, any grade, showing how, starting with vertical, horizontal and oblique lines, then dividing, subdividing or adding we can build up simple geometric shapes such as the triangle, rectangle, semi-circle, etc., which again can be combined to form illustrations such as we need for history, geography, posters or pictures. In planning or composing the illustration try for interesting, not commonplace, divisions and arrangements.—S. P. J.

PRINTING?



Phone
Seymour
33 and
3825

**WRIGLEY PRINTING
COMPANY, LIMITED**

426 HOMER ST., VANCOUVER, B. C.

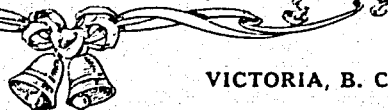
WHEN IN VICTORIA VISIT

KELWAY'S CAFE

Our "Specials" have given us a reputation as

THE HOUSE THAT CHIMES WITH QUALITY

1111 DOUGLAS ST.
(Near Fort Street)



VICTORIA, B. C.

"Of Mutual Assistance"

Grade VI History Dramatization

(By I. L. G.)

THE work in history for Grade VI children is intended not so much to give them a well organized knowledge of fact as to awaken an interest in the people and customs of the Britain of earlier days. The provincial course of study suggests dramatization as an aid to this making of the stories chosen into really living material. There can surely be no better way of vitalizing the study than to allow the pupils actually to enter into the character of Boadicea, Alfred or Harold by taking part in some little dramatization after pictures, stories and poems have been used to develop the atmosphere of the time. Many ready-made one-act plays are available. The new *Dent's Canadian History Reader* (Dickie) contains some material available for Grade V topics, and Book IV of *Plays from History* by J. R. Crossland (Nelson), will provide good British history material.

Why not, however, allow the children to write, as well as act, their little plays? After a thorough discussion of the more usually read stories of Alfred the Great one Grade VI class dramatized, first, a scene or two taken from a well known tale of Alfred's life, and telling the story of the young Alfred's earning the illustrated parchment which aroused his early desire for learning. The children then decided that they would write for themselves a little play dealing with Alfred as king. They agreed to

Sight-Singing and Choral Classes

A TEN WEEKS' COURSE, open to Men and Women, is being arranged by
R. ETHEL BASSIN, L.R.A.M.,

"Recognized" Specialist Teacher of Music (Singing) under Chapter VI of Scottish Education Department's Regulations for the Training of Teachers. Recently Musical Adviser for Schools in Skye, Scotland, under Inverness County Education Authority.

The Course will include Voice Production, Sight-singing and Ear-training, and the study of Unison and Part Songs. Class will meet on Wednesday evenings in the Women's Building, 752 Thurlow Street.

Opening date, January 25

Graded Classes for Juniors, aged 10-16, will be held on Saturday mornings, commencing January 28.

For descriptive leaflet and Enrolment Form apply Women's Building, 752 Thurlow St., Kent Piano Co., 339 Hastings St. W., or Miss R. E. Bassin, 1348 Robson St., Vancouver, B. C.

**SPROTT
SHAW
SCHOOLS**

COURSES

Commercial Stenography, High School Subjects, Line Telegraphy, Wireless Telegraphy

ALL OVER B. C.

Nanaimo, New Westminster, Victoria and Vancouver

E. J. SPROTT, Manager.

take the story of the King, disguised as a minstrel, obtaining the information from the camp of Guthrum which led to the successful attack at Edington. It was decided that a number of scenes might well be acted, the first indicating the almost hopeless situation of the men of Wessex at that time. The whole class wrote such a first scene. The results varied very greatly, of course. One or two failed to grasp the idea that everything was to be indicated through the medium of conversation. A considerable number seemed to have exhausted the subject in about six or seven lines. However, discussing what had been written and reading aloud one or two of the best efforts made everyone ready for a second attempt. We simply scrapped what had been done and each pupil rewrote his scene. A number wrote the scene over and over again of their own free will, as each, of course, wished to have his own production dramatized. There was more real work done in composition improvement than the pupils realized and certainly Alfred became to each one something more than a name. The more capable followed up the development of the

Remington Portable Typewriter

THE POPULAR TYPEWRITER WITH B. C. TEACHERS

SPECIAL prices to Teachers and Students. Terms as low as \$5 down and \$5 per month. Particulars of this wonderful little typewriter will be gladly furnished upon request.



Remington Typewriters, Ltd.

556 Seymour Street
Vancouver, B. C.

614 View Street
Victoria, B. C.

Story Writing and Story Telling

are two distinct Home Study Courses given by The SHAW SCHOOLS, Toronto, which are interesting many teachers throughout the Dominion. "Creative Test" and full particulars mailed on request.

Write DEPT. B. T., Bay and Charles Streets, Toronto
Archie McKishnie, Chief Instructor

story and wrote other scenes, although it was clearly understood that the class could not afford too much expenditure of time on the one topic.

I append one scene produced by a pupil without any assistance other than the general class discussions. Others were not so good but every single pupil benefited as a result of the thorough motivation of the work.

ALFRED IN HIDING

SCENE I.

PLACE: Alfred and some of his thanes in hiding on the Isle of Athelney in the south of England. They are on a marshy bit of ground completely surrounded by trees, where they will not be found by their enemies. Alfred's men are sad and down-hearted from being defeated. Alfred has not lost hope and tries to think of some way to defeat the Danes.

CHARACTERS: Alfred, Ethelred, Cedric, Harold, Hereward, some of the soldiers, and a page.

HAROLD: What is the use of fighting now? We are beaten.

CEDRIC: That is right. Every time we fight a little more of our country is lost to the Danes.

ALFRED: Thou speakest foolish words. I have not lost hope.

ETHELRED: 'Tis a mystery to me how you still have hope of defeating the Danes.

ALFRED: Hark! What is that?

Herald comes crashing through the trees and falls exhausted some yards from Alfred and his men.

ALFRED: Come hither, knave. What tidings dost thou bring? Speak.

HERALD: O King. The Danes! They have captured two towns and killed all the people in them. Guthrum's men have plundered and stolen in the north.

ALFRED: Something must be done and done quickly.

ETHELRED: What can be done? Nothing, nothing at all. We are beaten, badly beaten.

ALFRED: Thou art foolish to get down-hearted so soon. We still have a chance. 'Tis a slender chance, I know, but, still it is a chance.

CEDRIC: Chance? What chance have we 'gainst those men? They can't be beaten.

ALFRED: 'Tis foolish of you to talk so. If they can't be beaten why should we?

HEREWARD: There is no chance at all. Our men are scattered. Even



(Dominion Photo Co.)

Stanley Park—Lost Lagoon

(Courtesy Welgley Printing Co.)

if they were together they could not fight, they have no means of defending themselves.

ALFRED (*getting angry*): My men could be gathered together. They are trained; they know how to make weapons of their own.

CEDRIC: Even that, O King, would be of no use. There is but one way to succeed. That is to get the plans of Guthrum. That is, of course, impossible!

ALFRED (*to Cedric*): You say it is impossible! Come aside and I will tell you a way to get Guthrum's plans.

Alfred and Cedric move beyond hearing of the other men.

ALFRED (*to Cedric*): I will clothe myself as a wand'ring minstrel and play in the camp of Guthrum. I will listen to what they say and find out their plans.

CEDRIC (*to Alfred*): That is indeed a good plan, but far too dangerous for you. What if Guthrum or his men were to dis—?

ALFRED: Silence. I know my plans will succeed. I will see if my men know me in minstrel's garb. Go. Say not one word that I have spoken.

Dr. Henry Suzzallo has been selected by the Carnegie Foundation to interpret American ideals in education for the students of several leading universities of Central Europe, serving as visiting professor of international relations.

WE HANDLE A COMPLETE STOCK OF
Football, Basketball, Badminton Goods, etc.

SPECIAL PRICES TO ALL SCHOOLS. MAIL ORDERS FILLED.

A. G. Spalding & Bros. of Canada, Ltd.

424 Hastings Street West

Vancouver, B. C.

VANCOUVER SCHOOL OF LITERATURE

727 Standard Bank Building, Vancouver, B.C.

TWO COURSES

1. Short Story Writing.
2. Photoplay Construction.

NOW is the psychological time to prepare for British Films.

Write for FREE descriptive literature and "Aptitude Test."

M. Robertson, Principal, Author of "Plot Psychology," "Tangled Webs," etc.

**COMBINE A BUSINESS COLLEGE COURSE WITH A
TRAINING IN THE NORMAL SCHOOL**

PITMAN GRADUATES ARE ALWAYS IN DEMAND

Pitman Shorthand Business College, Limited

Phone Sey. 9135

422 Richards St., Vancouver

Intermediate Language

(MARY A. FORD, Brock School, South Vancouver)

I HAVE found Ideal Language Cards a very practical and effective means of training children in the correct use of everyday English. Correct speech is based upon the habitual use of proper words and forms in oral and written language. In the one hundred cards comprising Sets One and Two, most of the common errors of speech have been covered in practical usable sentences. At the top of each card, simple instructions for the use of given forms are given for filling in the blanks of ten sentences.

My plan of procedure is varied by means of oral exercises and games, involving use of forms given. I write lesson on the blackboard, teach use of new form, have oral sentences from class, then written exercise. The simpler forms may be given, without much teaching, as seat-work simply by having children follow the instructions given on the card. The teacher can, with the more difficult forms, enlarge upon the drills in many ways.

Persistent regular work of this kind is necessary to overcome the effects of the incorrect expressions commonly used on the street and in many homes. If we can make a child feel that the right form of talking is to his advantage and so gain his interest, much can be done with the help of these cards. I have oral lessons frequently so as to accustom the child's ear to the right form.

EXAMPLES—No. 1, SET 2

Their, there, they're.

Their shows to whom a thing belongs.

There tells where a person or thing is.

They're means *they are*.

There is sometimes simply used to begin a sentence.

No. 12, SET 2

Little, few.

Little, less, least are used in speaking of quantity.

Few, fewer, fewest are used in speaking of number.

No. 19, SET 2

In each sentence select the better word to fill the blank.

Do you (mean, intend) to go tomorrow?

Verb Forms

Do, does, did, done, shall, will.

The Ideal Language Cards are excellent for Grades III, IV, V, and VI.

Making Use of The Study Period

THERE are occasions when we are puzzled. "What to do with our boys and girls!" A "study period" is toward and possibly our class or school library is not overly well-stocked, our reference books are at a minimum. What then? Shall we detail a chapter in History, certain questions in Arithmetic, or just "give them something to do?"

This question of "seat work" or "study period" often worries the conscientious teacher, particularly in schools not fully graded.

The following may be of some assistance:


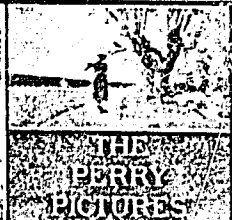

Recently I asked my class (Grade 8) to take one chapter of Canadian History each, study it and make a list of ten questions on said chapter. (If very long two pupils were given a half chapter each). They also prepared the answers, where possible, "one-word." The questions were written on one side of the paper, the answers on the other. These I had collected and typed.

Result—a complete set of five or ten-minute papers on the whole of Canadian History, available for use at any time.

At present we are working on a set of British History papers and also of Geography and Arithmetic.

The PERRY PICTURES

*

Reproductions of the World's Great Paintings.

Perry Pictures speak a Universal language.

*

Send 50 cents for 25 Art subjects, or for 25 for Children, or 25 Historical subjects, or for 25 of Washington, Lincoln, Longfellow, Lowell, Dickens, their homes, etc. Size 5 1/2 x 8.

Bird Pictures in Natural Colors. Also Flowers, Insects, Minerals, etc. Size 7x9. **Three Cents Each** for 15 or more.

Send **\$1.00** for 33 Common Birds with a very brief description of each.

End of Day, Adan. Baby Stuart, Van Dyck.

One Cent Size. 3x5 1/2. For 50 or more.
Two Cent Size. 5 1/2 x 8. For 25 or more.

Large Pictures for Framing. Artotypes, 22x28 inches including the margin. **\$1.00 each** for two or more; **\$1.25** for one.

Send **\$2.00** for any two of the above pictures. Hand colored, same size, two for \$3.

CATALOGUE 64 pages, 1600 Miniature Illustrations. It costs only 15 cents in coin or stamps.

The Perry Pictures Co

Box 707, Maiden, Mass.

The applications of above scheme should suggest themselves—

- (a) Help out "study period."
- (b) Home-work (particularly in Arithmetic).
- (c) Something to do for those "ahead of the class."
- (d) Ambitious pupils in lower grades may tackle work in grades above.
- (e) Testing of pupils transferred from other schools.

If desired, the papers may be mounted on construction paper or thin cardboard, to ensure greater permanency.

In using, let the pupils make 100 per cent. on one paper before proceeding to the next, each keeping his own record of progress.

As this is but a recent innovation, I have had no opportunity of judging fully of its merits or demerits. I should like to hear from others who may care to make a trial of the scheme.

The following a sample paper as made out by a Grade 8 pupil:

CANADIAN HISTORY, CHAP. 6, FIRST HALF

- (1) In 1583 was sent out by Sir Walter Raleigh to form a settlement on the eastern coast of the continent.
- (2) The colony of was established in America in 1607.
- (3) A band of landed at New Plymouth in
- (4) When Louis XIV ended the Hundred Associates he placed the government of Canada in the hands of three officials, and and
- (5) They had a to advise and assist them.
- (6) The nobles or had large areas of land which they divided amongst the farmers or
- (7) Who was the first Intendant?
- (8) Who was the first Governor?
- (9) Who was the first Bishop?
- (10) In, the King recalled both Governor and Intendant.

—"POINT GREY."

The present library movement in British Columbia, fathered by the Public Library Commission, is a movement to increase by every possible means the accessibility of books, to stimulate their reading and to create a demand for the best. Help it along!