

# THE B. C. TEACHER

*Official Organ of the B. C. Teachers' Federation*


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VANCOUVER, B. C.

## Convention Notes

THIS issue of the Magazine contains the programme for the Ninth Annual Convention and Annual General Meeting of the B. C. Teachers' Federation, and a study thereof will be ample proof of the fact that an excellent programme has been arranged. It was our intention to have this number mailed much earlier but regrettable and unavoidable circumstances made this impossible. The chief of these was that Sir John Adams, our chief speaker, has unfortunately been confined to his bed with an abscess in his foot and will be unable to travel for several weeks. This disappointing news reached us after our general programme was completed and the subjects of Sir John's addresses definitely arranged.

Those who are acquainted with the difficulties of obtaining speakers of the high calibre for which our conventions have been noted will realise just what a tremendous task faced us to secure a successor, and to complete all the necessary details of arrangement at short notice.

However, by persistent and persevering efforts, we were exceedingly fortunate in securing the services of Dr. Rufus B. von KleinSmid, President of the University of Southern California, Los Angeles, who is one of the most brilliant educationists of the present day. Besides being a scholar of high distinction, he is a remarkably fluent speaker. He has a charming personality, and radiates energy, vivacity and enthusiasm. He has had remarkable success in the administration of the large university over which he presides.

Dr. KleinSmid is well known to many engaged in educational work in this province. Four years ago he was a member of a small group called together in San Francisco by the Carnegie Foundation to consider

## 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.

the question of Adult Education. At this conference British Columbia was represented by President Klinck, Dr. S. J. Willis and Mr. Harry Charlesworth, all of whom were immensely impressed with the brilliant contributions made to the assembly by Dr. KleinSmid, and the wish was expressed at that time that we might be fortunate enough at some future date to have him address our convention. Dean Coleman and Dr. Wyman of the University of B. C., have also been connected with the University of Southern California, and both speak enthusiastically of his remarkable scholarship and work generally. He was also present at the Toronto Conference of the World Federation of Education Associations and served on one of its most important committees.

The brief biography printed in this number will be read with great interest, and will be ample proof of the assertion often made by his friends that he is an American citizen of outstanding repute, and deservedly ranks high in the esteem of educationalists everywhere.

#### Governor-General Will Attend Convention

Of unique interest this year is the announcement that His Excellency Viscount Willingdon will attend the Convention at the opening session and will address the assembly. This action on the part of His Excellency will be very highly appreciated and will be rightly interpreted as a gracious tribute to the teachers of the province, and a concrete evidence of his sympathetic interest in the work entrusted to our charge.

We have also been fortunate enough, through the courtesy of the Provincial Health Department and the Public Health Nursing Department of the University of British Columbia, to have on our programme Dr. Edith S. Bryan of the University of California. Dr. Bryan is in charge of the Public Health Department at Berkeley and has just completed a special course in Johns Hopkins University. She is a specialist on psychology, particularly with regard to Mental Hygiene, and is an excellent speaker.

Mrs. Cleverlee of Toronto, who is at present organising the Sight-saving Classes under the Vancouver School Board, will also give to the Convention a practical talk upon the important question of sight-saving

in the Public Schools. Mrs. Cleverlee is an exceptionally gifted teacher with a wonderful experience in Toronto with the inauguration of sight-saving classes, and those hearing her will get something of vital and practical value.

Prof. F. H. Soward of the University of British Columbia will give an address of great historical interest—dealing with Canada's new International status—and those who have heard him on similar themes know just how much practical information will be given in the time allotted to him.

We have also been favoured by the Library Commission of British Columbia, who have, at considerable expense, made it possible for us to have Mr. C. B. Lester of the State Library Commission of Wisconsin, at the Convention. Mr. Lester is at present carrying out a complete survey of the library situation in British Columbia, and will give us some practical details concerning the place of the library in our educational system.

Last, but by no means least, we are once again to be favoured with an address from Dr. S. J. Willis, whose contributions are always so acceptable, because of the sincere and sympathetic attitude he takes at all times to questions affecting the educational progress of the Province, and because of his full understanding and his practical assistance in the solving of the many problems affecting the teaching profession in British Columbia.

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#### Sectional Meetings.

The sectional programmes are exceptionally strong this year, and have been prepared with the definite objective of "The Improvement of Teaching." Those taking part are such as can speak with practical knowledge, and we are deeply indebted to them for the willingness to share their knowledge with fellow-members of their profession. It should be recorded that, it is only after overcoming many objections due to "modesty and a sincere desire to avoid the limelight" that we have persuaded them to appear on the programme.

This year we have arranged no "Rural School Section" for it was expressed by many teachers from such schools that they would prefer to be able to visit in other sections where topics of exceptional interest to them were under consideration.

#### Social Functions.

We have endeavoured to shorten all sessions this year in order to allow ample time for individuals to visit friends, shops, or theatres, or to indulge in golf, badminton or tennis. While no definite steps have been taken at present, it has been suggested that we might arrange some form of competition in several sports, and this probably will be done. At any rate, we suggest that all teachers come prepared in this connection.

## *Important Convention Notices*

1. Every person attending the Convention is required to fill in the registration form and to wear registration badge at all sessions.
2. By unanimous decision of the Annual Meeting of last year a registration fee of Two Dollars will be charged to all members of The B. C. Teachers' Federation attending, and of Three Dollars to all teachers who are not members of the Federation.

**Note:** Federation members also contribute to the Convention Funds through the Federation fee, part of which is used to defray Convention expenses.

Federation members here includes:

- (a) Those in good standing for the year ending February 29th, 1928; or
  - (b) Those now in good standing, having paid part or full fee for period March 1st, 1928 to June 30th, 1929.
3. Those registering will be entitled to one free ticket (value 50c) for public meeting, and one ticket covering admission and refreshments for social function at reduced price of 50 cents (regular price, \$1.00).
  4. **Transportation Refund:**

By unanimous resolution of last year's Annual Meeting, all members of the Federation registering at the Convention are guaranteed a refund of the amount of one-half single fare to Vancouver. Reduced Convention rates will enable all to purchase return tickets for half single fare upon presentation of validated standard certificates.

**Note:** This refund applies only to—

- (a) Members in good standing for the year ending February 29th, 1928; or
- (b) Members who have paid (or who complete payment at time of refund), full fourteen-tenths fee for period March 1st, 1928, to June 30th, 1929.

By means of the registration fee and the guaranteeing of refund of single fare, the Federation is making an earnest effort to adopt a system as fair to all members as is practically possible. It should be remembered that under this plan, members coming

from far-away points will still be called upon to bear individually the expense of half single fare, berths, meals and hotel expenses, while those in the Convention district have no such costs to meet.

Those desiring refunds must fill in form immediately upon arrival. (No forms will be received after 10 a.m., Wednesday, April 11th). They must also attend at the announced time for payment and must have attended more than half of the sessions of the Convention and the Annual Meeting. Those failing to observe these rules will have no claim upon the fund.

5. All persons attending the Convention should
  - (a) At time of booking ask for single fare to Vancouver;
  - (b) Obtain from booking clerk a correctly filled and signed Standard Certificate form;
  - (c) If clerk has no such form, then obtain a signed receipt from him of ticket issued and amount paid.
6. Standard Certificates should be handed in to Miss N. M. McKillican at the Standard Certificate Room at the High School immediately upon arrival.
7. Validated Standard Certificates should be obtained from Miss N. M. McKillican on Wednesday afternoon, April 11th, after 4:00 p.m.
8. These Validated Certificates should be presented at the booking office at least thirty minutes before time of departure of train or boat, when a return ticket will be issued for half single fare.

### 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

## 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 FPPE descriptive literature and "Aptitude Test."  
 M. Robertson, Principal, Author of "Plot Psychology," "Tangled Webs," etc.

## *Federation Annual Meeting*

Thursday, April 12th, at 9:30 a.m.

### **1. Nominations for President:**

In accordance with the Federation Constitution, a nominating committee was appointed by the Executive, to submit nominations for the office of President for the ensuing year. This committee nominated the following:

Mr. G. S. Ford, Duke of Connaught High School, New Westminster.  
Mr. A. H. Webb, Principal, Middle Ward School, Nanaimo.  
Mr. T. W. Woodhead, Principal, Kitsilano Public School, Vancouver.

Further nominations may be made from the floor of the Annual Meeting, if so desired.

### **2. Geographical Representations on the Federation Executive:**

The nominations for Geographical Representatives resulted as follows:

1. East Kootenay, Mr. E. S. Martin, Fernie.
2. Northern Vancouver Island, Mr. A. H. Webb, Nanaimo.
3. North Vancouver District, Mr. J. B. Bennett, North Vancouver; Mr. W. Gray, North Vancouver.
4. South Vancouver and Point Grey, President, South Vancouver Teachers' Association.
5. Southern Vancouver Island, Mr. Ira Dilworth, Victoria; Mr. W. H. Wilson, Victoria.
6. Vancouver, Mr. T. W. Woodhead, Vancouver.
7. Okanagan Valley, Mr. A. S. Macdonald, Summerland.
8. Central Mainland, Mr. R. K. Bell, Kamloops.
9. Northern British Columbia, Mr. John S. Wilson, Prince Rupert.
10. West Kootenay (no nomination), Mr. T. Grove Carter, Trail, recently appointed as representative.
11. Fraser Valley, Mr. H. E. Eckhardt, Mission City; Mrs. M. A. Bilton, Langley.
12. Burnaby and New Westminster, Mr. W. J. Williams.

### **3. Resolutions for the Annual General Meeting:**

Resolutions should be forwarded to the General Secretary by local associations as soon as possible so that they may be included on the agenda for the Annual Meeting.

### **4. Official Delegates:**

All local associations should appoint the full number of official delegates to the Annual Meeting, and send names to the General Secretary at the earliest possible date. Delegates' cards will then be made out and mailed to those appointed.

In case of the inability of any appointed delegate to attend, the delegate's card should be forwarded to the secretary of the association he represents. This card should then be given by the executive of that

association to an alternate delegate who shall be allowed to vote by proxy for the original appointee.

No proxy votes will be allowed unless the person voting actually holds the card for the delegate or delegates he is representing.

Note:—The following clause of the Constitution governs the appointment of delegates. (Section 27):

"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. Each association whose membership is less than ten shall be entitled to one delegate. When unattached members are present, they are hereby empowered to select delegates to represent them in like proportion."

HARRY CHARLESWORTH.  
General Secretary.

## *Resolutions to be Submitted at the Annual Meeting*

### **Nanaimo and District Teachers' Association**

"Be it resolved that the B. C. T. F. inform publishers of papers containing comic strips that it deplores the almost universal practice of employing in their comic strips, slang and mis-spelt words, thus to a large extent undoing much of the work the teachers have been endeavoring to do during the week; and that such publishers be requested to forward this protest to the syndicates concerned."

### **New Westminster Teachers' Association**

"Resolved that the British Columbia Teachers' Federation be yearly required to publish a list of teachers in each district showing those who are members of the Federation and those who are not."

"Whereas by Section 50, 1(a) of the school law it is the duty of the Board of School Trustees to provide school accommodation and tuition to all children in the district, between the age of six and sixteen years of age, (with exception as provided by the Act) and a principal must admit such children at any time during the school year: Therefore, be it resolved, that the Department of Education be requested to provide by regulation or amendment that such children need not be admitted to receiving class later than one month after date announced for the reception of new pupils."

**Port Alberni Teachers' Association**

1. "At present pupils of Grade VIII in schools of four or more rooms may be passed on recommendation or have just a few weeks' notice of taking the exams: As only five subjects are taken for Entrance Examination and three of those five entail much cram work, teachers who feel they have not had to cram their pupils for an exam., but grade them on the year's work often endeavor to make the work more purposeful and interesting whereas if they knew definitely that the pupils had to take the exams different methods would be used and different parts of the work emphasized: Hence there is a tendency to use different methods and possibly different content for the two different purposes.

"To make it fairer to pupils and teacher, moved that the B. C. T. F. try to get longer notice of the decision of the School Board to teachers in this matter: Suggested that School Boards acquaint the responsible teacher with a definite decision, recommendation, or all take the examination, not later than February 1."

2. "That the B. C. T. F. take up with the Department the question of abolition of monthly report cards and the substitution of two or three term report cards giving a more reliable grade mark than is possible every month."

3. "That such report cards be marked on some uniform system throughout the Province, preferably the number system

- 1 for 90 to 100.
- 2 for 75 to 90.
- 3 for 60 to 75.
- 4 for 45 to 60.
- 5 for below 45.

And that 1, 2, 3 be regarded as satisfactory marks."

**B. C. Teachers' Federation Library Committee**

Resolved:

1. "That the B. C. T. F., as a professional body deeply interested in educational progress in the Province, recognizes the fundamental character of all forms of library service as integral parts of any system of public education,"

2. "That it places on record its emphatic approval of the action of the Public Library Commission in inaugurating and bringing towards a conclusion a province-wide survey of all library activities, with a view to making adequate provision for a library service reaching all citizens of British Columbia,"

3. "That the Library Committee of the B. C. T. F. is hereby instructed to continue active co-operation with the Library Commission in the study of the needs and conditions of school libraries as one important part of the general field under investigation,"

4. "That this Federation is strongly of the opinion that every school in the Province should have as part of its educational equipment a satisfactory library service, but it finds that the present provision to meet this need is entirely inadequate."

5. "That this Federation records its appreciation of the services in the interests of school libraries in particular by the inspectors of schools and other officials of the Government, but is of the opinion that in relation to school libraries provision for more complete supervision, guidance and assistance is essential."

6. "That in the opinion of this Federation all public institutions receiving government grants and maintaining or requiring library service should, as regards such service, be placed under the supervision of the Provincial Library Commission."

7. "That, finally, this Federation, believing that all library activities are essentially educational, recommends that the Provincial Library Commission be made directly responsible to the Minister of Education."

### **Dr. Rufus B. von KleinSmid**

**President, University of Southern California**

The following synopsis of the biography of Dr. KleinSmid, who will give five addresses at the Convention, will be of interest:

Born, Sandwich, Illinois, June 27, 1875. Degrees: A.B., A.M., LL.D., Northwestern University; Sc.D., University of Arizona; J.D., National University of Mexico; M.D., Central University, Ecuador; Ph.D., University of Peru. Superintendent of Public Schools, Illinois, 1897-1901; Professor, Northwestern University, 1904-05; Professor of Education and Psychology, De Paul University, 1909-14; President, University of Arizona, 1914-1922; President, University of Southern California, 1922-; Associate Superintendent and Director of Department of Research (a modern system for intensive study and reformation of criminals), Indiana Reformatory, Jeffersonville, 1912-14; Consulting Psychologist to the same 1914-18; Member, Arizona State Board of Education, 1914-22; President, Arizona State Teachers' Association, 1914; Member, National Advisory Council for Preparation for Foreign Service; Hon. Vice-President, California Society for the Promotion of Medical Research; President, Drug Addiction Bureau; Director, Child Conservation League of California; President, California Council on International Relations; Lieut.-Colonel O. R. C., Fellow A. A. A. S., Am. Geographical Society; Member, National Committee on Prison Labour; Member, Arizona State Council of Defense 1917-18; Member, National War Work Council, Y. M. C. A.; Author of numerous monographs on education applied to psychology and criminology.

# The Convention Programme

## General Sessions

**TUESDAY, APRIL 10th**

### First Session (Auditorium)

- 8:30-9:30 a.m.—Registration: "A social hour to meet friends old and new."
- 9:30 a.m.—1. "O Canada."  
2. Invocation.
- 9:40 a.m.—3. Address, S. J. Willis, B.A., LL.D. (Superintendent of Education)
- 10:15 a.m.—4. Address, "Education in Flux," Rufus B. von Klein-Smid, M.A., D.Sc., M.D., Ph.D., LL.D. (President, University of Southern California, Los Angeles).
- 11:00 a.m.—5. Address, His Excellency the Right Honourable Viscount Willingdon, G.C.S.I., G.C.M.G., G.C.I.E., G.B.E.

### Second Session

2:00 p.m.—Sectional Meetings. (See Sectional Programmes).

### Third Session (Wesley United Church)

- 8:00 p.m.—1. "O Canada."
2. Addresses of Welcome—His Worship Mayor L. D. Taylor, Mr. Blackwood (Chairman, Vancouver School Board).
3. Reply to Address—Mr. Ira Dilworth (Principal Victoria High School).
4. Musical Programme.
5. Address—"The Driving Force of Social Need"—Dr. Rufus B. von Klein-Smid.

**WEDNESDAY, APRIL 11th**

### Fourth Session (Auditorium)

- 9:30-10:00 a.m.—Address—"Canada's New International Responsibility"—Prof. F. H. Soward (Univ. of B. C.).

- 10:00-10:15 a.m.—Presentation of Gavel to B. C. School Trustees' Association—Acceptance by President H. Manning, Revelstoke.
- 10:15-11:00 a.m.—Address—"The Library and the School"—Mr. C. B. Lester, Secretary Wisconsin Free Library Commission.
- 11:00-11:10 a.m.—Greetings from the Provincial Parent-Teacher Federation President.
- 11:10-12 a.m.—Address—"Education in World Peace"—Dr. KleinSmid (President, University of Southern California).

1:00 p.m.—HIGH SCHOOL TEACHERS' LUNCHEON (Georgia Hotel)—Guest of Honor, Dr. KleinSmid, who will speak on "Professionalizing a Calling."

#### Fifth Session

2:00 p.m.—Sectional Meetings (See Sectional Programmes).

6:00 p.m.—PRINCIPALS' DINNER (Georgia Hotel)—Guest of Honor, Dr. KleinSmid, who will speak on "Modern Youth's Heritage."

#### Sixth Session

9:00-12:00 p.m.—Special Social Function (Lonesome Club, Winter Gardens, English Bay). Cards, Dancing, Refreshments, &c. (Tickets \$1.00 each; 50c for those duly registered at convention.)

#### THURSDAY, APRIL 12th Seventh Session (Auditorium)

- 9:30 a.m.—
1. Minutes of 1927 Annual Meeting.
  2. Business arising from Minutes.
  3. Correspondence.
  4. Extraordinary Resolutions for the Amendment of the Constitution and By-Laws—as submitted by Constitution and By-Laws Committee.
  5. Receipt of Reports:
    - (a) President.
    - (b) General Secretary.
    - (c) Chairmen of Committees.
  6. Receipt of Financial Statement.
  7. Nomination of Officers.
  8. Election of Officers.

**Eighth Session (Auditorium)****2:30 p.m.—Annual Meeting (continued).**

9. Unfinished business from morning session.
10. Election of Auditors.
11. General Business:
  - (a) Resolutions from Executive.
  - (b) Resolutions from Local Associations.
  - (c) Resolutions from Convention.
12. Any other business.

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## *Sectional Programmes*

**PROVINCIAL HIGH SCHOOL GENERAL SECTION****Chairman—Mr. J. F. De Macedo (Nanaimo).****Secretary—Mr. H. B. Smith (Vancouver).****Tuesday, April 10th****2:00-2:30 p.m.—General Meeting High School Section.**

1. Minutes of 1926 Meeting.
2. Business arising from Minutes.
3. Reports.
4. Appointment of Committees:
  - (a) Resolution.
  - (b) Nominations, &c.

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**Wednesday, April 11th (Georgia Hotel)****1:00 p.m.—High School Luncheon** (arranged by High School Teachers' Association of Lower Mainland. Tickets, One Dollar each). Guest of Honour, **Dr. KleinSmid.****2:30 p.m.—General Meeting High School Section (Georgia Hotel).**

1. Reports of Committees.
2. Resolutions.
3. General Business.
4. Election of Officers.

## HIGH SCHOOL SUB-SECTIONAL MEETINGS

Tuesday, April 10th

**I.—ENGLISH AND HISTORY** (Room —). Chairman, Mr. C. G. Brown, (Burnaby).

2:30 p.m.—Round Table Conference on "Current Composition, Scales and English Tests."

The following will be reviewed:

- (1) Lewis English Composition Scales.
- (2) Van Wagenen Composition Scales.
- (3) Hudelson English Composition Scales.
- (4) Diagnostic Language Test.
- (5) Whipple's Vocabulary Test.
- (6) Columbia Research Bureau English Test.
- (7) Cross English Test.
- (8) Wilson Language Error Test.
- (9) Literature Appreciation Test.

**II.—SCIENCE** (Room —). Chairman, Mr. F. J. Mayers (Vancouver).

2:30 p.m.—(1) "Science Teaching in China"—Mr. R. Jenks (New Westminster).

- (2) "Botany in the High School"—Prof. J. Davidson (Univ. of B. C.) Discussion led by Mr. C. F. Connor (Vancouver).

**III.—MATHEMATICS** (Room —). Chairman, Mr. J. V. Macleod (North Vancouver).

2:30 p.m.—(1) "Matriculation Mathematics"—Dr. D. Buchanan (Professor of Mathematics, Univ. of B. C.) General discussion led by T. Pattison, W. Gray, H. N. MacCorkindale, W. Putman.

- (2) "Co-ordination of Junior High School and Senior High School Mathematics"—General discussion led by H. N. MacCorkindale, L. W. Heaslip, A. Bowles, R. E. Wilkinson.

**IV.—CLASSICS** (Room —). Chairman, Miss Edna B. Bell (Vancouver).

2:30 p.m.—"Some Ideas Gained from the American Classical Investigation Report with Reference to the Teaching of Latin in the High School"—Discussion under the following headings:

- (a) Aims or Objectives—Mr. Geo. P. Black.
  - (b) Content—Mr. K. E. Candy.
  - (c) Methods—Mr. T. H. Calder.
- General Discussion.

**V.—MODERNS** (Room ---). Chairman, Dr. N. F. Black (Vancouver); Secretary, Mr. F. J. Patterson (West Vancouver).

- 2:30 p.m.—(1) "Objectives in High School French in B. C."—Dr. N. F. Black. Discussion.
- (2) "Report of the Canadian Modern Language Survey"—Mr. W. J. Fee. Discussion.
- (3) "Practical Suggestions That Have Helped Me"—A symposium conducted by Mr. F. J. Patterson.
- (4) Resolutions and Election of Officers.

**VI.—COMMERCIAL** (Room —). Chairman, Mr. L. W. Taylor (Vancouver); Secretary, Miss M. Jones (Vancouver).

- 2:30 p.m.—(1) "Business English for Commercial Students"—Mr. A. Webster (Vancouver).
- (2) Round Table Discussion: "The Correlation of the Junior High School with the Senior High School Commercial Course"—Leader, Mr. F. H. Halstead.

A full exhibit of Pitman Text-books will be on hand.

**VII.—TECHNICAL SCHOOLS** (Room —). Chairman, Mr. W. J. Williams (New Westminster).

- 2:30 p.m.—"What Other Cities Are Doing in Technical Education" (an account of a recent visit to Canadian and United States centres)—Mr. J. G. Lister (Vancouver). Discussion.

**VIII.—SPECIAL SECTION ON GRADE XII PROBLEMS** (Room —). Chairman, Mr. Wm. Garner (Ladysmith).

- 2:30 p.m.—Round Table discussion on problems of Grade XII.

**IX.—ART** (Room —). Chairman, Mr. F. J. Simpson (New Westminster).

All teachers of Art will meet for general discussion of problems concerning Art teaching. This section will be open to High School, Junior High School and Elementary School teachers. Please bring questions or suggestions to the meeting.

**HOME ECONOMICS SECTION (Room —)****Tuesday and Wednesday, April 10th and 11th****Chairman, Miss Bessie S. Dickinson****Secretary, Miss Charlotte Black****Tuesday, April 10th**

**1:45 p.m.—(1) "Home Economics in the Junior High School"—Mrs. A. Cantiner** (Supervisor of Home Economics, Everett, Wash.).

**(2) "Demonstration Lesson in the Unit Kitchen of Kitsilano Junior High School"—Miss C. Black.**

**(3) "Round Table Discussion of Problems of the Junior High Home Economics."**

**(4) Exhibit of Samples of Clothing Work Made in Home Economics Classes.**

Grade VI., in charge of Miss J. F. G. Parkes.  
Grades VII., VIII., in charge of Miss M. Davidson.  
High School, in charge of Mrs. M. A. Cunningham and Miss E. Gibbard.

**4:30 p.m.—(5) Tea at Glencoe Lodge—**By the Vancouver and District Home Economics Association.

**Wednesday, April 11th**

**1:45 p.m.—(1) Miss U. F. Hall,** Art Instructor in King Edward High School, will give a talk on **"Posters."**

**(2) Miss A. B. Marcellus,** Teacher of Clothing in Pt. Grey High School, will give a talk on **"Note Books."**

**(3) Miss B. S. Dickinson,** Teacher of Clothing in Templeton Junior High School, will give a talk on **"Projects."**

**(4) Two Pupils of Miss V. M. Duncan,** Teacher of Clothing in Britannia High School, will show a Project prepared by them this term.

**(5) An Exhibit of Projects, Posters and Note Books—**with general discussion.

**(6) Business Meeting.**

**MANUAL TRAINING SECTION (Room —)****Chairman, Mr. D. P. McCallum****Tuesday, April 10th**

(Joint Meeting with Technical Section)

**2:30 p.m.—“What Other Cities Are Doing in Technical Education”**(An account of a recent visit to Canadian and United States centres;—**Mr. J. G. Lister** (Vancouver).  
Discussion.**Wednesday, April 11th****2:00 p.m.—“Vocational Guidance”—Mr. Robt. Straight** (Bureau of Measurements, Vancouver Schools).**“How Young Canadians Are Prepared for Vocational Life”—Mr. McHugh** (District Engineer, Department of Fisheries).**JUNIOR HIGH SCHOOL SECTION (Room —)****Tuesday and Wednesday, April 10th and 11th****Chairman, Mr. F. C. Boyes****Tuesday, April 10th**

(Joint Meeting with Vice Principals' and Senior Grade Sections)

**2:00 pm.—“The Social Science Course”—General discussion led by Mr. A. S. Matheson** (Penticton).**Wednesday, April 11th**

(Joint Meeting with Vice Principals' and Senior Grade Sections)

**2:00 p.m.—“English in the Junior High School”—Discussion led by P. H. Sheffield** (Inspector, Nelson).**ELEMENTARY SCHOOL—PRINCIPALS' SECTION**

(Room —)

**Tuesday and Wednesday, April 10th and 11th****Chairman, Mr. J. E. Brown****Tuesday, April 10th****2:00 p.m.—“The Principal as Supervisor”—Mr. J. R. Pollock** (Vancouver). Discussion led by Mr. A. Martin and Mr. B. Harvey.

**3:30 p.m.—Special Joint Meeting (Auditorium):**

- (a) **Mental Hygiene in the Schools**—Dr. Edith S. Bryan, Head of Department of Public Health, University of California.
- (b) **Sight Saving in the Public Schools**—Mrs. Cleverlee, Specialist Teacher (Toronto), at present in charge of the establishment of Sight-Saving Classes in Vancouver Schools.

Wednesday, April 11th

Chairman, Mr. Stan. Meadows

- 2:00 p.m.—“Trained Observation—A Psychological Experiment”—E. W. Reid** (Vancouver). Discussion led by R. Straight and R. S. Sherman.

Tuesday and Wednesday, April 10th and 11th

**VICE-PRINCIPALS' AND SENIOR GRADE SECTION**

Special combined meetings with Junior High School Section—when subjects of Social Studies and English, as they will affect Grades 7, 8 and 9, will be discussed. (See Junior High School Programme, page 16).

**INTERMEDIATE GRADE SECTION (Room —)**

Chairman, \_\_\_\_\_

Tuesday, April 10th

- 2:00 p.m.—(1) “The Project Method in Intermediate History”—Mr. A. Anstey** (Normal School, Vancouver).

**3:30 p.m.—Special Joint Meeting (Auditorium)**

- (2) (a) **Mental Hygiene in the Schools**—Dr. Edith S. Bryan (University of California).
- (3) (b) **Sight Saving in the Public Schools**—Mrs. Cleverlee (Director Vancouver Sight-Saving Class).

Wednesday, April 11th

- 2:00 p.m.—(1) “Games in the Drill Period”—Demonstration Lesson—Mr. Wm. G. Brandreth** (Physical Instructor, Templeton Junior High School).
- (2) **“Library Work in the Intermediate Grades”—Miss M. Cameron** (in charge of Library work, Hastings Platoon School).

## Elementary Schools Section

Tuesday and Wednesday, April 10th and 11th

### JUNIOR GRADE SECTION (Room —)

Chairman, \_\_\_\_\_

Tuesday, April 10th

2:00 p.m.—(1) "Junior Grade Arithmetic"—Mr. A. E. C. Martin  
(Normal School, Vancouver).

Special Joint Meeting (Auditorium)

3:30 p.m.—(2) "Mental Hygiene in the Schools"—Dr. Edith S.  
Bryan (University of California).

(3) Sight Saving in the Public Schools—Mrs. Cleverlee  
(Special Teacher, Toronto, Director Vancouver Sight  
Saving Class).

Wednesday, April 11th

2:00 p.m.—(1) "The Junior Nature Study Course"—Miss A. M.  
Agnew (Templeton Junior High School).

(2) Colour Work in the Junior Grades—Mr. S. P. Judge  
(Art Supervisor, Vancouver).

### PRIMARY GRADE SECTION (Room —)

Chairman, Mrs. D. Bradbury (Vancouver)

Tuesday, April 10th

2:00 p.m.—(1) Music in the Primary Grades—Mrs. Mabel Willcox  
A.T.C.M. (Supervisor of Music, Vernon, B. C.).

2:30 p.m.—(2) "Industrial Arts in the Primary Grade"—Miss Grace  
Bollert (Primary Supervisor, Point Grey).

3:30 p.m.—Special Joint Meeting (Auditorium)

(3) "Mental Hygiene in the Schools"—Dr. Edith S.  
Bryan (University of California).

(4) Sight Saving in the Public Schools—Mrs. Cleverlee  
(Specialist Teacher, Toronto, Director Vancouver  
Sight Saving Class).

2:00 p.m.—(1) Demonstration in "Primary Reading Grade I-A"—  
Miss A. T. Reid (Primary Supervisor, South Van-  
couver).

(2) "The Child's Awakening Ear"—A talk, with piano-  
forte illustrations, by Miss Ethel Bassin, L.R.A.M.  
(Specialist Teacher of Music (Singing) of Scottish  
Department of Education. Recently Musical Ad-  
viser of Schools in Skye, Scotland).

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Henry A. Bird, Director

## British Columbia Teachers' Federation

VANCOUVER, B. C.

## STATEMENT OF AFFAIRS AS AT FEBRUARY 29, 1928

ASSETS	
<b>Current Assets:</b>	
Cash .....	\$2,220.23
Cash on hand.....	\$ 966.67
Cash in bank.....	1,253.56
Investment .....	1,892.18
Pacific Great Eastern Railway	
4½% bonds due 1942, par	
value \$2,000.00, market value	
\$1,980, at cost.....	687.83
Accounts receivable .....	
Sundry advertising accounts,	
etc., as per Schedule 1.....	437.83
Contingency travelling fund,	
Harry Charlesworth .....	250.00
<b>Total current assets.....</b>	<b>4,800.24</b>
<b>Fixed Assets .....</b>	<b>1,282.95</b>
Office furniture, fixtures, etc., as	
per Schedule 3.....	1,425.50
Deduct:	
Reserve for depreciation.....	142.55
<b>Deferred Charges:</b>	
Office supplies, stationery, books,	
etc., estimated .....	200.00
	<b>\$6,283.19</b>

LIABILITIES	
<b>Current Liabilities .....</b>	<b>\$2,207.41</b>
Bank loan .....	\$1,000.00
Sundry accounts payable, as per	
Schedule 2 .....	1,207.41
Prepaid fees, year 1928-1929.....	630.50
Surplus, as at February 28, 1927.....	4,251.48
Deduct:	
Excess of expenditure over revenue	
for the year ended February 29,	
1928, as per Exhibit "A".....	806.20
	<b>3,445.28</b>

Certified to, as part of my report, dated March 10, 1928.

T. P. HILL.

Auditor.

\$6,283.19

411 Rogers Building,  
Vancouver, Canada.  
March 10, 1928.

To the President and Members of the  
British Columbia Teachers' Federation,  
Vancouver, B. C.

(1) In accordance with your instructions, I have audited the accounts of the British Columbia Teachers' Federation for the twelve months ended February 29, 1928, and have the pleasure to submit herewith the following statements:

Revenue and Expenditure Account—Exhibit "A".

Statement of Affairs—Exhibit "B".

together with details of Accounts Receivable and Payable and office furniture and fixtures as at February 29, 1928, shown as Schedules one, two and three, respectively.

(2) The results of the year's activities, after providing \$142.55 for depreciation on office furniture, showed an excess of expenditure over revenue of \$806.20. It should be pointed out that the accounts as here presented, are on a revenue and expenditure basis and therefore do not include as revenue, fees paid in advance for the year 1928-9 aggregating \$630.50. The accounts, however, do include as revenue, amounts due for advertising, etc., but uncollected at February 29, 1928, amounting to \$437.83, and among the expenditure items there are included expenses incurred but unpaid as at February 29, 1928, aggregating \$1,200.41. The prior year's accounts were shown on a cash receipts and payments basis.

(3) The following table shows a comparison of the cash position of your Federation with prior years:

Year	Cash on hand, in bank and expense funds.		Increase Decrease
	Commencement of year.	End of year.	
1927-8 .....	\$ 970.30	\$1,470.23	\$ 499.93
1926-7 .....	2,587.59	970.30	1,617.29
1925-6 .....	3,052.86	2,537.59	465.27

From the above it will be noted that the year 1927-8 showed an increase in the amount of cash of \$499.93 over the amount at the commencement of the year and compares favorably with the decreases of the two prior years.

(4) The total cash receipts for the year ended February 29, 1928, show an increase of \$1,486.61 over the prior year, while the cash payments show a reduction of \$630.61 over those of the year ended February 28, 1927.

(5) Insurance on the office furniture and fixtures is carried for protection in case of possible loss by fire for a principal amount of \$1,000.00. This appears to be insufficient in view of the increases to the furniture account during the current year.

(6) I have obtained all the information and explanations I have required and I am of the opinion that the attached Statement of Affairs referred to as Exhibit "B" and the Revenue and Expenditure account referred to as Exhibit "A" are properly drawn up, so as to exhibit a true and correct view of the state of affairs of your Federation according to the information and explanations given to me and as shown by the books of the Federation.

(7) I desire to acknowledge the co-operation and courtesy extended by the General Secretary and Assistant Secretary in this work.

(8) I shall be pleased to furnish any further information in connection with this audit that you may desire.

Very truly yours,

T. P. HILL,  
Auditor.

Exhibit "A"

British Columbia Teachers' Federation  
VANCOUVER, B. C.

STATEMENT OF REVENUE AND EXPENDITURE FOR THE TWELVE  
MONTHS ENDED FEBRUARY 29, 1928.

<b>REVENUE—</b>		
Fees collected from members.....	\$10,828.80	
<b>Deduct:</b>		
Canadian Teachers' Federation, proportion at fifty cents per member.....	967.50	\$9,861.30
<b>Magazine:</b>		
Subscriptions .....	1,639.30	
Advertising .....	2,380.30	
Magazine total revenue.....	4,019.60	
<b>Expenses:</b>		
Printing .....	\$2,841.24	
Salaries .....	620.75	
Rent .....	150.00	
Mailing .....	168.80	
Commission .....	74.29	
Sundries .....	81.63	
	3,936.71	
Magazine net revenue.....		82.89
Teachers' lists .....		162.00
Dean Quainton lecture .....		159.80
Interest received .....	131.27	
<b>Deduct:</b>		
Interest on bank loan.....	7.10	124.17
Profit on sale of Duplicator machine.....		25.00
Total net revenue for the twelve months ended February 29, 1928.....	10,415.16	
Excess of expenditure over revenue for the year ended February 29, 1928, as per Statement of Affairs, Exhibit "B"	806.20	
		<u>\$11,221.36</u>

STATEMENT OF REVENUE AND EXPENDITURE FOR THE TWELVE  
MONTHS ENDED FEBRUARY 29, 1928—(Continued)

## EXPENDITURE—

Salaries .....		\$5,713.75
Travelling:		
General Secretary .....	\$686.66	
Executive .....	607.09	
Sundry .....	131.76	
		1,425.51
Pooling .....	827.25	
Less amounts collected .....	20.40	
		806.85
Entertaining .....	243.35	
Less amounts collected .....	100.00	
		143.35
Annual Convention .....	1,328.56	
Less sundry collections .....	797.76	
		530.80
World Federation .....	1,000.00	
Less amounts collected .....	715.20	
		284.80
Rent .....		750.00
Telephone .....		226.43
Books, stationery, etc. ....		380.02
Postage .....		161.15
Legal .....		167.50
Audit .....		65.00
Blairmore fund .....		104.45
Subscriptions and Advertising .....		60.60
Printing .....		29.73
Office supplies .....		68.22
Light .....		21.77
Insurance .....		29.63
Exchange .....		25.35
Refunds and Honoraria .....		35.75
Miscellaneous .....		48.15
Depreciation of office furniture .....		142.55

\$11,221.36

Certified to, as part of my report dated March 10, 1928.

T. B. HILL, Auditor.

Boys are men that have not got as big as their papas, and girls are women that will be ladies by-and-by. Man was made before woman. When God looked at Adam He said to Himself: "Well, I think I can do better if I try again." And He made Eve. God liked Eve so much better than Adam that there have been more women than men. Boys are a trouble. They wear out everything but soap. If I had my way half the world would be girls and the rest dolls. My papa is so nice that I think he must have been a little girl when he was a boy.—*Boston Transcript.*

## British Columbia Teachers' Federation

VANCOUVER, B. C.

## OFFICE FURNITURE AND FIXTURES AS AT FEBRUARY 29, 1928

<b>Room 614:</b>	
Table .....	\$20.00
Addressograph and cabinet.....	325.00
Three filing cabinets.....	36.50
"Gestetner" duplicating machine.....	319.00
Typewriter .....	50.00
Small desk .....	10.00
Two chairs .....	8.00
	<hr/>
	\$768.50

<b>Room 615:</b>	
Filing desk .....	75.00
Typewriter desk .....	75.00
Typewriter .....	60.00
One chair .....	15.00
Four chairs .....	36.00
Safe .....	100.00
Filing cabinet .....	35.00
Oak cabinet—4-drawer .....	20.00
"Line-a-time" .....	20.00
Rug .....	10.00
Hat stand .....	15.00
	<hr/>
	461.00

<b>Room 616:</b>	
Desk .....	75.00
Bookcase .....	35.00
Four chairs .....	46.00
Cabinet—3-drawer .....	15.00
Rug .....	10.00
Cabinet—3-drawer .....	15.00
	<hr/>
	196.00

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\$1,425.50


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VICTORIA, B. C.

## *Report of Executive Meeting held on Saturday, March 10th, 1928*

A MEETING of the Executive Committee of the British Columbia Teachers' Federation was held in the Hotel Georgia, Vancouver, B. C., on Saturday, March 10th, 1928, commencing at 9:30 a.m.

There were present President W. H. Morrow, Miss N. M. McKilligan, Messrs. J. C. Lister, G. W. Clark, A. H. Webb, E. S. Martin, G. S. Ford, W. F. Houston, W. G. Gamble, J. F. deMacedo, F. A. Armstrong, S. A. MacDonald, I. Dilworth, C. G. Brown, D. E. Davidson, and T. Grove Carter, also Miss Charlotte Clayton (Assistant Secretary).

Mr. Harry Charlesworth and Mr. T. W. Woodhead, having gone to Victoria to confer with the Minister of Education and Members of the Legislature regarding superannuation for teachers, were unable to be present being detained in conference with Mr. Pinco, Legislative Counsel.

Reference was made to the great loss the teachers of British Columbia have suffered by the passing of the late G. A. Fergusson, Past President, Life Member of the Federation, Executive Member, Chairman of the Education Committee, and Representative on the Senate of the University of the High School Teachers of the Province. A resolution of condolence was passed extending to Mrs. Fergusson and her family the heartfelt sympathy of the teachers of this Province.

The matter of appointing a Chairman of the Education Committee to succeed the late G. A. Fergusson was left in abeyance.

The minutes of the Executive meeting of November 19th, 1927, were adopted.

### **Correspondence**

Communications were received and dealt with as follows: Hon. J. D. MacLean, Prime Minister, acknowledging resolution of congratulation passed at the previous Executive meeting.

N. U. T. of England, reciprocating sentiments expressed in the matter of the recent visit to British Columbia by a party of British teachers.

Mr. J. C. Brady and the B. C. Music Teachers' Federation, extending sympathy, and Mrs. G. A. Fergusson, acknowledging sympathy, in connection with the passing of the late G. A. Fergusson.

### **Geographical Representatives**

The matter of the appointment of Geographical Representatives to fill existing vacancies on the B. C. T. F. was next considered.

Mr. J. S. Wilson, Prince Rupert, was duly appointed as representative of Northern British Columbia.

### **Contests, Essays, Etc.**

In the matter of contests, essays, etc., it was the feeling of the meeting that this was a question of vital importance to teachers

generally, and that matters of real educational value might better be originated from within rather than from without the ranks of the teaching profession.

It was thereupon resolved that the whole question of the Federation's attitude towards these matters be referred to a special committee, to be appointed by the Chair, for investigation and report at the Easter Convention.

#### Memorial Fund

The Consultative Committee submitted suggestions concerning the establishment of a fund in memory of the late G. A. Fergusson, and, after due consideration, the following resolution was passed:

That this Executive recommends that a Memorial Fund to the late G. A. Fergusson be established, and that the Consultative Committee consider the whole matter of raising the necessary fund and administering the proceeds, and present a report at the Easter meeting of the Executive.

#### Legal Cases

Recent legal cases were next reported upon by the President. In one case serious legal action had been averted by a conference between the parties concerned, while in another case, arising from corporal punishment, court action had been threatened but withdrawn.

#### C. T. F. Activities

As Executive Member from British Columbia, Mr. Morrow next presented report on C. T. F. activities as follows:

Since last meeting, regular monthly bulletins and frequent letters have been received from the Secretary.

Preparations are under way for the 1928 Convention to be held at Winnipeg. Meetings will be held in the Manitoba Legislative Building. A mail vote of the Executive favored July 24-27.

A mail vote has also been taken on the question of paying an account submitted on behalf of an Alberta Committee on Educational Statistics. So far, no report has been received.

The February letter, mentioning C. T. F. fees, and the fact that only one provincial organization, the Ontario Women Teachers' Federation, had so far sent in fees for the current year, suggested that each province establish a "C. T. F. Trust Account" into which fees would be put as received.

Arrangements have been made for C. T. F. speakers to attend Easter Conventions as follows:

Saskatchewan—Mr. J. W. Barnett, (Alberta).

Alberta—Mr. M. J. Coldwell, Secretary-Treasurer (Saskatchewan).

Manitoba—Dr. E. A. Hardy, President, (Ontario).

A section of the Constitution of the C. T. F., adopted at Toronto last year, provides that "each affiliated organization shall

report the personnel of its delegation to the Secretary-Treasurer of the C. T. F. not later than May 15th, and shall assign one of its delegates to each of the three standing committees, namely:

1. Constitution, Policy and Nomination.
2. Resolutions.
3. Finance and Budget.

This will necessitate a change in our recent custom, whereby delegates were appointed at the May or June Executive meeting.

Reference was made to the loss sustained by the Saskatchewan Teachers' Alliance by the passing of the retiring Editor of the "Saskatchewan Teacher," Mr. Austin M. Bothwell.

#### **Superannuation**

Interim report of the Superannuation Committee was presented by Mr. G. W. Clark.

#### **Convention Programme**

Tentative programme for the forthcoming Easter Convention was received, considered, and adopted, further details being left to the Convention Committee.

#### **Auditor's Report**

Auditor's Report and Financial Statement for the year ended February 29th, 1928, was presented and explanations given.

#### **Membership**

President Morrow reported that a Membership Committee had been formed, with Mr. C. G. Brown as Chairman. The Committee had already commenced an active membership campaign and gave promise of most gratifying results.

Mr. Brown later submitted report of the Membership Committee, dealing with the question of fees, and also suggesting that a list of members be published annually in the magazine. A proposal, re charging a reinstatement fee in the case of delinquent members, is now before the Committee. Action on this matter has been deferred, however, until the Membership Committee has had an opportunity to function. A resolution suggesting that where convenient the school units deal directly with the Federation office in the matter of fees was received, considered, and adopted.

A concrete proposal was asked for in connection with securing increased membership.

#### **Constitution and By-laws**

Resolved that the Constitution and By-laws Committee be asked to prepare an amendment to provide for the inclusion of the Membership Committee in the Standing Committees.

Mr. J. G. Lister presented tentative report of the Constitution and By-laws Committee.

In the absence of Mr. Woodhead, report of the Magazine Board was not presented.

#### **Official Gavel**

A resolution was passed thanking Mr. J. G. Lister for his thoughtfulness and kindness in presenting an official gavel to the President of the B. C. T. F.

## *Canadian Teachers' Federation Ninth Annual Convention, Winnipeg, July 24-26, 1928*

### **A Word from the President**

IT IS a great pleasure to advise the Canadian teachers that arrangements are being completed for the Ninth Annual Conference, which is to be held in Winnipeg, July 24-26, this summer. The Fort Garry Hotel will be our official headquarters, and our meetings will be held in the Parliament Buildings. The secretary will send to each province full details, but in the meantime I should like to call attention to some of the features of this Conference.

1. A distinct effort will be made to transact the routine business as early and as expeditiously as possible to permit full discussion of other matters.

2. The standing committees will have two sessions for their reports. From a list of these committees appended you will note that every province has a specific task, and each of these reports will represent careful study.

3. Provision will be made for careful discussion of the general policy of the C. T. F., and for its relation to other bodies of kindred interests.

4. It is quite probable that an outside speaker of the highest distinction in education will give two addresses on subjects of practical importance representing the latest phases of educational development.

5. The Manitoba committee is hard at work preparing a programme of social features which will be in keeping with the best standards of western hospitality.

6. Tourist rates to the West will be applicable for all points east of Winnipeg by that time. Consult your local agent early so as to give him plenty of time to get full information.

7. While the Canadian Teachers' Federation is a strictly delegated body of thirty members, its sessions have always been open to all teachers. All teachers, not members of the C. T. F., who attend are designated as "unofficial delegates," and are invited to join the Conference and share in its sessions.

On behalf of the officers and the members of the Executive Committee of the Canadian Teachers' Federation, I have pleasure in extending an invitation to your members to attend the Winnipeg Conference this summer.

E. A. HARDY, President,  
Canadian Teachers' Federation.

## List of Standing Committees

- (a) Overcrowding Classes and Class-Rooms—Manitoba Teachers' Federation.
- (b) Payment of C. T. F. per capita fees—President, Secretary-Treasurer and Executive.
- (c) Survey of Tenure Conditions—British Columbia Teachers' Federation.
- (d) Professional Training and Teachers' Certificates—Federation of Women's Teachers of Ontario.
- (e) Interchange of Teachers—Federation of Secondary Teachers of Ontario.
- (f) Parliamentary and Legislative Representation—Sadler, Morrow and Coldwell.
- (g) Examinations—Saskatchewan Teachers' Alliance.
- (h) Relation of High School to University—Protestant Teachers' Association of Quebec.
- (i) Educational Costs—Alberta Teachers' Alliance.
- (j) Superannuation—Nova Scotia Teachers' Union.
- (k) Year Book—Coldwell and Sadler.

The first Teachers' Union in Washington has been organized in Seattle, under title of The Seattle High School Teachers' Union, Local No. 200 of the American Federation of Teachers, which is affiliated with the American Federation of Labor.

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## Superannuation of Teachers Approved by the Legislature

At the Annual General Meeting of the Federation, the Superannuation Committee will report on the progress made on this important question, but in the meantime the following brief synopsis of the steps taken since the last report in the Magazine will be of interest.

Following up the suggestions made at the official interview which the Superannuation Committee had with the Minister of Education in October last, the General Secretary had several conferences with the Hon. Dr. MacLean and Dr. S. J. Willis, at which further plans were discussed. Owing to the Minister's illnesses and his visit to Ottawa, several delays were unavoidable, but finally the matter was laid before the Cabinet and the Government members of the Legislature.

As a result, a committee of three members, Dr. Wrinch (Skeena), Mr. J. Colley (Kamloops) and Mr. C. McRae (Vancouver), was appointed to go into the details of the proposals made by the Feder-

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ation. A meeting was accordingly arranged at which, in addition to the above named members, there were also present Dr. S. J. Willis and Mr. J. D. Gillis, representing the Department of Education, and Mr. T. W. Woodhead (Vice-President) and Mr. Harry Charlesworth (General Secretary), representing the Federation.

It was felt by the members of the Legislature that owing to the nearness of the end of the Session it would hardly be possible to have a Bill drafted in time for action to be taken. However, the Federation representatives agreed to have such a Bill ready in time for a further meeting to be held twenty-four hours later.

The services of Mr. J. Clearihue, Victoria barrister, a former member of the Legislature, and a man with practical experience in preparing drafts of legislation, were secured, and he laboured unceasingly to accomplish what was known to be a tremendous task. However, success was accomplished and a draft prepared. This was discussed with Dr. Willis and Mr. Gillis and also with the Government committee.

It was then submitted to Mr. Pineo, Legislative counsel, of the Attorney-General's Department, who, although overwhelmed with work, gave up a portion of his Saturday afternoon to meet us. Here considerable difficulties of a technical nature arose, and Mr. Clearihue later proceeded to redraft the bill to meet the objections raised.

Following this, Mr. Woodhead and the General Secretary returned to Vancouver, and a special urgent meeting of the Superannuation Committee, together with members of the Consultative Committee, was called to consider and endorse the steps already taken and to advise on several important issues which were likely to arise. That same night Mr. Woodhead and Mr. Charlesworth went over to Victoria again and met the chairman (Dr. Wrinch) of the Government Committee. The matter was then placed by this committee before the members of the Government, but on account of the many details and the large issues involved it was finally decided that it would be unwise to pass hurried legislation at this session of the House.

Further conferences now took place and the Government intimated that they were in entire sympathy with the general plans but wanted sufficient time to study the details. They agreed to submit a resolution to this effect, and the teachers' representatives were agreeable to this course provided the resolution was specific and pledged definite action. Dr. Wrinch was very willing to word the resolution along this line and agreed to meet with the Federation's representatives and Mr. Clearihue to decide on the form of the resolution. At this meeting the resolution, as prepared by Dr. Wrinch, was, with slight amendment, quite acceptable to all, and it was accordingly decided that such a resolution should be submitted to the Minister of Education for his approval. This was readily granted and on the final day of the session Dr. Wrinch moved the resolution, the terms of which are here given. It was seconded by Mr. Victor Odium (Vancouver) and strongly supported by Mr. J. Jones (Okanagan), representing the Conservative party. Mr. Harry Neelands (South

Vancouver), representing the Labor party, and by the Premier, Hon. Dr. MacLean, as well as by the mover and seconder, for the Government side.

The full text of the resolution follows:

1. Whereas statutory provision upon a contributory basis, by both employer and employees, was enacted by legislation by chapter 247, R.S.B.C., 1924, and subsequent amendments, whereby employees of (a) the Provincial Government, (b) the municipalities, and (c) the School Boards may receive superannuation allowances:

2. And whereas it has been found impracticable to establish such allowances for teachers under the School Board section of this legislation:

3. And whereas the teachers of our Province feel they are not receiving the benefits that were intended by such legislation:

4. And whereas said teachers are most desirous of obtaining such superannuation benefits, and have shown their desire and good faith by themselves preparing a plan for contributing towards such superannuation for themselves:

5. And whereas their proposed plan appears to require very much less assistance from the Provincial Treasury than that of the Civil Service Department:

6. And whereas such proposed plan does not involve any contributions whatever from either municipal or School Board sources:

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7. And whereas the details of the proposed amendments require more time and investigation than is possible at this session of the Legislature:

Be it hereby Resolved: (1) That this Legislature hereby assures the teachers of the Province of their full sympathy with them in the matter of this their request; and (2) that it recommends that all assistance necessary be given the teachers by the Financial Department of this Government in the preparation of carefully worked-out legislation upon an actuarial basis in time for its presentation to this Legislative Assembly sufficiently early in its next Session to permit of its being given mature consideration.

Without going into details at this time, it may be stated that this resolution has been pronounced as most satisfactory by the Superannuation Committee and the Consultative Committee, and it is felt generally that by this step, Superannuation for teachers has now become an accepted fact and that the next session of the Legislature will see the passing of an Act embodying the principles already agreed upon in general conference.

It should also be pointed out that in the suggested bill prepared by the Federation, the provisions of a definite contributory participation by the Government was not to become effective for four years, but, in the meantime, their share was to be given in the form of an annual grant by the Legislature. This has already been done for the present year, for the estimates contain an amount of \$8,000 for the purpose of continuing retiring allowances granted last year to those who, by reason of ill-health or old age, were unable to continue teaching, and of taking care also of any such cases which might arise during the coming year.

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On the other hand, the suggested bill would have involved a four per cent. contribution from every teacher during the present year. With the delay it will now be possible for all teachers to be made fully acquainted with the details of the scheme before they are called upon to make any contribution under its provisions. As an indication of the practical results arising from the resolution, the following information is of importance.

In a final interview with the Hon. Dr. Maclean, the General Secretary was assured that the Government would proceed at once to carry out the suggestions for the preparation of a bill for the next session of the House, and arrangements were concluded whereby the Federation is to have the valuable services of Mr. Cox, Civil Service Commissioner (who has charge of the administration of Superannuation), any officials necessary from the Finance Department of the Government, and also Mr. Pinco, Legislative Counsel. These gentlemen, in an interview, all expressed their keen desire and willingness to assist us just as soon as we are ready to proceed. Early meetings will therefore be called in this connection.

In conclusion, we owe a great debt of gratitude to the many people who have done so much to bring about the present promising position. Dr. Wrinch is particularly deserving of our thanks, for he gave an immense amount of study to a difficult problem and his sincerity and fair-mindedness made a very deep impression upon us. We owe much to him. His fellow members, Mr. Colley and Mr. McRae, also helped very materially, and we record our appreciation. To the members of the Legislative Assembly of all parties who gave full support we also express our thanks. The Hon. Dr. Maclean, Dr. S. J. Willis and Mr. J. D. Gillis, throughout, have adopted a most sympathetic and helpful attitude towards our suggestions, and have

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been strong supporters of our plans. Mr. Woodhead, Vice-President, is entitled to our most sincere thanks for, at considerable inconvenience and at very short notice, he made two trips to Victoria to represent the Executive and to take part in the negotiations, and he rendered valuable practical assistance in this regard. To the Superannuation Committee, Mr. G. W. Clark, Mr. H. W. Laffere and Mr. L. W. Taylor we express our thanks and particularly to the Chairman, Mr. Clark, who accompanied the General Secretary on two trips to Victoria during the earlier part of the session in connection with details of the plans.

During the next year we shall need the active support of every association and every individual teacher in order that we may have everything in order for the opening of the next session, and a definite scheme of organisation to this end is now in course of preparation by the Federation Executive.

The following reprints of press reports will be of interest:

"British Columbia school teachers were promised by the House that legislative consideration would be given next session to the teachers' request that they be included in the provincial superannuation scheme established last year.

"With all sides voicing approval, a resolution was passed assuring the teachers that the House sympathized with their request and recommending that the Finance Department aid the teachers in working out legislation upon an actuarial basis in time for its presentation to the legislature early next session.

"Dr. H. C. Wrinch, Skeena, who moved the resolution, pointed out it had been found impracticable to establish such allowances for teachers under the school board section of the existing act.

"He added the teachers had shown their desire and good faith by themselves preparing a superannuation plan that would require no contributions from either municipal or school board sources and that would need much less assistance from the government than that of the civil service arrangement.

"General V. W. Odium, seconder of the resolution, supported these views, while J. W. Jones, South Okanagan, regretted the House had been unable to take definite action this year.

"Premier MacLean said he was in full sympathy with proposals of the teachers and expressed regret that pressure on his time had been partly responsible for the delay. That, however, had been unavoidable.

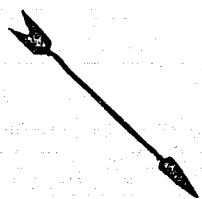
he assured the House. The Government, too, was naturally anxious to make absolutely certain just how much the people of the province would be committed to, he added, so that members could pass on legislation for the teachers knowing exactly how much it would cost."—*Vancouver Star*, March 15, 1928.

"Unanimous support was given by the Legislature, just prior to proroguing on Wednesday, to the proposal of the teachers of British Columbia that the benefits of superannuation be accorded them. The House, in a resolution, moved by Dr. Wrinch, and supported by the Minister of Education, Hon. J. D. MacLean, assured the teachers of their full sympathy with them in their request. It recommended that all assistance necessary be given them by the finance department in the preparation of carefully worked out legislation upon an actuarial basis in time for its presentation to the House sufficiently early in its next session to permit of its being given mature consideration.

"Dr. Wrinch explained that statutory provision for superannuation for teachers, on a contributory basis, by both employer and employees, was enacted in 1924, but that it had been found impractical to establish such a system under the School Board section of the legislation.

"Dr. MacLean said the proposal had his warmest support. He hoped the scheme to be drawn up would be actuarially sound, so that a deserving body of public servants should receive full measure of benefit from it." *Vancouver Province*, March 15, 1928.

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## *A Study of Library Statistics from One-Room Schools in B.C.*

*By R. P. Steeves, Member of the Research Board and Chairman of  
Committee on School Libraries.*

### SALIENT POINTS

62 one-room public schools out of 319 reporting have no library whatever.

82 others have only a few books sent by Free Textbook Branch.

26 others depend on gifts from all quarters, including missionary societies.

Essential reference books very commonly lacking.

Probably 20,000 people in districts without school libraries.

Provision needed for increased official supervision, guidance and support.

**I**N Bulletin No. 4 of the series reporting the investigations now being conducted by British Columbia Library Survey Research Board, a preliminary report was offered relative to libraries in one-room schools, and promise was made for a fuller analysis and discussion of some of the statistics collected by the committee on school libraries.

As previously stated, a very detailed questionnaire was mailed just before the 1927 summer vacation, to the teacher in charge of each of the six hundred and nineteen one-room country schools of British Columbia, and to this appeal for information the response was encouraging in the extreme, replies being received from three hundred and nineteen rural teachers.

Sixty-two of these correspondents reported that in their respective schools there was no library of any description whatever. In these sixty-two schools the pupils numbered nine hundred and twenty-seven, an average of fifteen per school. The total approximate population of these school districts is reported at four thousand three hundred and twenty-four, an average of about seventy persons per school district. As might be expected, these figures indicate that the schools in which the children of British Columbia are suffering from an absolute book famine, so far as school libraries service is concerned, are commonly in sparsely populated frontier communities. In such localities the need of some more definite form of centralised assistance in supplying book service is manifestly imperative, and deserves the careful and sympathetic consideration of all concerned.

However, an absolute lack of any school library provision is not confined to communities such as those described above. The returns showed that numerous school districts with a fairly large population have to date done nothing in the way of establishing school libraries, and in very many others the book supplies are utterly inadequate. It is significant that three one-teacher high schools report having no library facilities whatever. In this connection one should remember that most school districts without school libraries have no other form of local library service either.

The data quoted above would indicate, then, that approximately one ungraded school out of every five is at present without a library, and, as a matter of fact, conditions are even less satisfactory than that. Many of the schools reporting the possession of libraries have a mere handful of books. Forty of them report twenty-five or fewer. One hundred and four schools report libraries ranging from twenty-six to a hundred volumes. Only thirteen have over two hundred books on the school shelves. If, as reported in some cases and to be inferred in others, the totals submitted include the fifty four pamphlets containing the Children's History of the War, it is necessary to discount still further the value of such libraries.

Furthermore, eighteen of our correspondents who report the possession of school libraries of some sort, also report nothing except material received from the free textbook branch of the Department of Education. It was pointed out in Bulletin No. 4 that the free textbook branch, like the Public Library Commission, has no direct or special responsibility in relation to school libraries proper, but that during the past few years it has presented a few useful volumes to every new school established during that period. A few reference books, such as "*Trees and Shrubs*," "*Food and Medicinal Plants of British Columbia*," "*Canadian Civics*," etc., have been issued by the free textbook branch from time to time to all schools, but generally speaking it is concerned simply with supplying certain ordinary school books for regular class purposes.

If to the number having no library whatever we add those schools which have been entirely dependent upon the free textbook branch, the replies at hand would indicate that one hundred and forty-four of the three hundred and nineteen one-teacher schools reporting, that is, forty-five per cent., have not taken any steps on their own part for the establishment of a school library. The estimated population of those one hundred and forty-four districts, as given by our correspondents, is well over ten thousand, and as these returns cover only three hundred and nineteen out of the six hundred and nineteen one-teacher schools of the province, there are probably twenty thousand persons resident in British Columbia school districts in which no real beginning on school libraries has yet been made.

Moreover, twenty-six schools actually reporting the possession of school libraries record the fact that they have had to rely upon

private donations and other non-official sources. The book-shelves of the teacher herself or of some other public spirited citizen are frequently made available. One teacher reports personally subscribing to seven school magazines as well as supplying for the use of the school a set of the Book of Knowledge. There is no other library of any description within ten miles. In other schools the only book supply is through volumes presented as prizes.

Sometimes library funds are raised by subscription; sometimes by school entertainments; sometimes from prize money won at fairs; sometimes from the earnings of the children themselves; sometimes by dances; sometimes from dramatic performances and concerts provided by adults of the community. Girls' clubs, ladies' clubs, parent-teacher associations, Women's Institutes, local branches of Imperial Order of the Daughters of the Empire, are all gratefully named in connection with services rendered to the school libraries covered by the questionnaire under review. Several schools report no library apart from books loaned or exchanged through the United Church mission, a condition of affairs likely to arouse mixed emotions in the general public. Other schools record their indebtedness to discards from the public libraries of Vancouver and Victoria.

Sometimes the aid received from these varied non-official sources is supplemental to grants from the school board or the government, but all too frequently it seems to be regarded as a substitute for such provision. A perplexing aspect of the returns is presented by the fact that not infrequently report is made of some small library expenditure from school board grants when no corresponding report is made regarding grants from the government. The comments and enquiries contained in the questionnaires, and in letters received from teachers, support the inference that it is not rare for both trustees and teachers to be unfamiliar with the provisions of the school law relative to dollar for dollar government grants, to a maximum of fifty dollars per school district, for the purchase of books.

Only twenty-six schools report any encyclopaedia and only fourteen give its name. Several of these sets are obviously unsuitable for the use of young children. Some of them are extremely out of date; others, from their very nature, can be of but little use in a school. One notes a case in which an encyclopaedia is reported as constituting the whole school library. Some schools report that they have not even a reliable dictionary, despite the provision for such equipment through the free textbook branch.

One school in every six of those possessing a library reports that the books are available for use by the general public, but the statistics regarding circulation indicate that in actual practice little or no advantage is taken of such permission. No case is reported in which any school board has taken action under section 19 of the Public Libraries Act to raise funds for a public library association by local taxation.

It is evident that some communities deserve hearty congratulation upon the courageous beginning that they have made in connection with a school library, and that in many other cases the lack of library facilities entails little or no blame upon any particular individual or group of individuals. The school inspectors are doing everything that can reasonably be expected of such officials in the way of the promotion of school libraries, but it seems evident that this important work requires the time and attention of some special officer. Expert assistance in book selection and in other aspects of library work is particularly essential in communities in which the majority of the people belong to or are sprung from our native Indian stock, or, as in the case of immigrants, from Continental Europe, are unfamiliar with our language, laws and social institutions. Newly formed schools in pioneer communities require such guidance in almost all cases. In other sparsely settled localities the very limited local financial resources constitute a valid claim upon the province for more effective assistance. School districts containing only three or four families are obviously unable to supply proper school libraries.

In concluding this report the committee wishes to point out that although library conditions generally in one-room country schools are in a deplorable condition, yet all signs show that those concerned are already actively interested in rectifying this situation. In its revised Course of Study the Department of Education indicated the best reference material. The school inspectors are ever ready to render all assistance in their power and the teachers themselves are increasingly aware of the necessity of a real library in every school, irrespective of size.

Let us apply a standard principle of psychology. According to the James-Lange psychological theory a teacher will offer her services in a local meeting not because she is interested, but she will become interested because she offers to help. And the more she works, the more responsibility she takes, the keener will her interest become. We do not work because we are interested, as much as we become interested because we work. Do you believe this theory? Why not try it out and see?

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Music is coming more to the fore throughout schools in the United States and Canada and is being presented in one manner through the medium of Music Appreciation Lecture-Recitals.

The aim of these lectures is primarily to inculcate a love for the music of the great masters. We also aim:

- (a) To make possible the understanding, enjoyment and appreciation of music as a part of the normal development of the individual;
- (b) To discover and, as far as possible, to measure special musical aptitude, and to direct it into suitable vocal or instrumental channels of expression;
- (c) To provide for all students a course in listening under conditions which will give opportunities for the development of good taste.

The public school should lay the foundation of morals; and music is clearly recognized as one of the moral forces by all students of sociology.

There are ten schools in the circuit, each receiving one half-hour lecture every five weeks. This is delivered from 3 to 3:30 p.m. At present the course is restricted to Grades VI, VII and VIII, but as the scope for this work broadens, the lower grades will certainly be included.

As an introduction to the recital, a short resume of the composer's life is given. This is followed by pianoforte illustrations of his most outstanding compositions.

As all the composers chosen did not confine their compositions to the piano alone, records are also employed as a means of elucidating the range of the particular genius of the composer.

Interest is enhanced when pictures are shown of the composer concerned.

We feel that this is but the starting-point of a line of study, the continuation of which should show gratifying results by sublimating the musical ability of the individual.

It has been extremely interesting to note the response of different classes. The following is a laughable incident which occurred at the conclusion of one of the programs (Mendelssohn):

A small boy, remaining after the lecture, somewhat shyly asked: "Please could you tell me the name of that there record? We have nothing but high-classical records in our house and I think my mother would like to get that one."

"The effect of good music is not caused by novelty; on the contrary, it strikes us more the more we are familiar with it."—Goethe.

## The Articulation of the High and Junior High Schools.

(FIRST ARTICLE)

(H. B. KING, *Kitsilano High and Junior High School*)

THE articulation of the High School with the Junior High School involves a number of problems calling for early solution. In a number of communities plans for the organization of Junior High Schools are under way. In Vancouver, in the Templeton and Kitsilano areas, some 1,700 pupils are enrolled in the Junior High Schools, about half of them in Grade 8. Most of these Grade 8 pupils will, in September of this year, move into Grade 9, making choices from the varied offerings of the Junior High School programme. At the same time, in the other parts of the city, Grade 9 pupils will be registered in the other High Schools—academic, commercial, and technical—pursuing the studies laid down as heretofore for the High Schools of the province.

While this is happening, pupils will also be moving to and from high school areas and junior high school areas both within and without the city of Vancouver. In all of these cases there will have to be made adjustments which have not been usual in our practice hitherto. Then in September, 1929, Grade 9 pupils, trained in the varying fashion just indicated, will in large numbers move from Grade 9 into the tenth grade of the three different types of High School which we have developed, and into the composite type of High School, of which we have a few examples. It is obvious, then, that in September of 1929 some difficult or, at any rate, some unusual administrative problems will have made their appearance. What is to be done about them?

Our existing High School organization in British Columbia has been a very simple one. A pupil has been an academic student working towards matriculation, or he has taken a commercial or a technical course. Even in the composite High Schools students of these types have for the most part been kept apart, and in no case has it been possible for an academic student to take some technical or commercial subject and to receive credit for it in his academic course.

Moreover, until very recently a student was either definitely a Grade 9 student or he was a Grade 10 or a Grade 11 student. Each year Grade 9 moved on, in one extended line, into Grade 10, many casualties, however, occurring during the move. In other words, until a recent regulation was made by the Council of Public Instruction, promotion by subject was not possible, and in point of fact it is still exceptional.

This regularity, symmetry, and simplicity of organization is fated speedily to disappear. It is not the purpose of this article to argue that it is desirable that it should disappear. The purpose is to bring to the attention of schoolmen some of the things which must be done within the next two or three years. A sort of cosmic compulsion will force the issue, whatever we individually may feel about it. The

fact that the writer has both a High School and a Junior High School department in his own school brings the matter daily to his attention.

Let us consider some of the outstanding features of the situation.

British Columbia is definitely committed to the Junior High School policy. This involves reorganization above the Junior High School, and, to a lesser degree, below it.

The Junior High School curriculum has been organized in such a way that it can readily be expressed in terms of units or credits. As the University of British Columbia has pre-empted the term "units," the Secondary Schools (High School and Junior High) may, with convenience, appropriate the term "credits"—reversing the usage prevailing in the United States with respect to these terms.

The High School, whether it desires to do it or not, will be obliged, by the compelling logic of events, to adopt the credit system for the recording of school progress. The same inexorable logic will bring about also the accrediting of High Schools for the admission of students to the University.

With the High Schools operating upon the credit system, the articulation of the High School with the Junior High School becomes simplified. The difficulties in adjustment which may be anticipated arise chiefly from the following:

- (1) The variability which characterizes the Junior High School programme;
- (2) The fact that, in the Junior High School, secondary subjects—especially languages, mathematics and science—are begun before Grade 9;
- (3) The fact that High Schools and Elementary Schools of the older type are still functioning, and are likely to continue to do so;
- (4) The fact that students from the Junior High Schools and from Grade 9 of the regular High Schools will enter Grade 10 with attainments which vary greatly.

This will become clearer if one considers what may happen in the case of a single subject such as French. A student who begins French in Grade 7 of the Junior High School may, by the end of his third year there, have taken French I, II, III, IV, V and VI of the Junior High School programme, each Roman number expressing a half-year of French. French I to IV, taken normally in Grades 7 and 8, will represent something more than what is now done in Grade 9. French V and VI will be practically the equivalent of the present Grade 10 French. This suppositious student, then, will, in the subject of French, be a year ahead of other students entering Grade 10 who have not come from a Junior High School.

But not all Junior High School students will be entering Grade 10 with these attainments. Some of them will have less French than this—with, in fact, anything from French I to French VI, or they may enter Grade 10 with no French at all and may wish to begin the subject in the High School.

French has been discussed as an example of what may occur. The situation with respect to other subjects is similar. At first sight this

seems to indicate that threatening chaos and confusion impend over the High Schools of the province.

Fortunately the world is large, and in this wider world solutions have already been found which may help us. We can probably arrive at equally good solutions independently, the human mind having an unexhausted capacity for adaptation to new situations. For simplicity in exposition let us continue to speak of French. The facts themselves make certain conclusions inevitable:

- (1) French, in both the High School and the Junior High School must be so organized as to be expressible in terms of credits: for example, French studied for five forty-minute periods weekly for one year would bring five credits.
- (2) There should be drawn up a table of equivalents for expressing Junior High School credits in terms of High School credit; for example, French I, II, III and IV would earn five High School credits, and French V and VI would likewise earn five credits. That is to say, three years of Junior High School French would give two years of High School credit. This is expressing the matter roughly. The equivalents will have to be worked out with some refinement.
- (3) The principal's office will have to be equipped with adequate forms and otherwise properly organized for the recording of credits.
- (4) The school time-table will become a more complex affair.
- (5) Pupils will not infrequently have irregular time-tables.

Something similar to the above will happen in the case of Latin and Mathematics. These subjects will be discussed in a subsequent article.

Curricular changes such as these, and the recording of school progress are, however, relatively minor matters which cannot be finally decided until some other questions of major importance have been determined. They are such questions as these: What is to be the relation of the work done in the High School to the requirements for University entrance? Is preparation for the University to be the main function of the High School?

It is unlikely that the re-organization of the High School curriculum will be proceeded with on the assumption that present matriculation requirements represent some fixed condition of the universe to which the High School must conform. If this assumption is abandoned, the re-organized curriculum can be made much more satisfactory to everyone, and much more satisfactory to the University itself. In the meantime this unsettled question of the relation of the High School to the University remains an obstacle to the re-organization of the High School, and likewise to the articulation of the High School and the Junior High School.

It will be observed that the term High School has been used throughout this article. There are as yet no Senior High Schools in the province.

**Useful Aid in Teaching Reading.**

(By ISABEL K. HAAREK, Nanaimo)

NOW that oral reading seems to be "coming into its own" again, I shall venture to write a few words in favor of what may be called the group method of teaching that subject.

Many teachers are quite familiar with that old, monotonous, time-wasting, soul-trying class method—where Tommy stands, reads a portion of the lesson, and, after being duly corrected and criticized, according to the manner in which he has read, sinks into his seat with an air of dejection mingled with relief. He immediately proceeds to recuperate by lapsing into a sort of semi-trance, while Johnnie, Betty and Billy, etc., do their bit.

In using the group method, all of this can be overcome with very little effort. After experimenting for a short time, I adopted this mode of procedure:

**1st Lesson**—Lesson is read aloud by teacher. Discussion—explanations, dictionaries consulted, etc. Drill on pronunciation of difficult words. Dramatization, if parts of selection offer possibilities for such.

**2nd Lesson**—Ten or twelve good readers line up in front of class and read lesson aloud—careful attention being given to correct pronunciation, expression, etc.

From this group the six best readers are chosen by the pupils who are seated, and these "chosen few" act as monitors or teachers.

Six groups of pupils are then stationed in different parts of the room, and a monitor appointed to each.

The reading is then commenced—there being six pupils reading at one time—one from each group.

At first the noise (which sounds like "Bedlam" at times), is rather bewildering, but one realizes almost immediately the advantages to be gained from using this method.

Each pupil is on the alert during the entire reading period.

Each pupil has the opportunity of reading perhaps six or seven times.

Monitors are most vigilant in their watch for mispronunciation of words, lack of expression, etc.

Each pupil is eager to raise the standard of his reading ability to such a state of efficiency as will qualify him for a position as monitor.

When this method was recommended and demonstrated, I was somewhat skeptical concerning its merits, but am now fully convinced that more can be accomplished in a month in this way than in six months by means of the old method.

As to the attitude of the pupils toward it—well, they are just as keenly enthusiastic about it now as they were a year ago, which, to my mind, proves that there must be some virtue in it.

### A Home Economics Help.

ONE of the problems ever before the Home Economics teacher is the question of the pupil's equipment. The following scheme has proved a great help in arousing the pupil's interest in her equipment.

A corner of the blackboard is ruled up, much like a calendar, the horizontal columns each representing a class and the vertical ones a week. When the roll is called, each pupil answers "Complete" or "Incomplete," according to the condition of her equipment and the percentage of completeness is obtained by dividing the number present into the number complete. The percentage is entered on the chart, and any class getting one hundred per cent. gets a gold star. It has been noticed that those pupils preventing the getting of the coveted star are rather unpopular with their classmates.

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**Objective Tests in Mathematics.**

(C. L. C., *Victoria High School*)

FOR the past fifteen years there has been much agitated discussion in educational circles over the necessity for reforming the examination system. Some means of testing the outcome of education seems to be absolutely necessary, but the traditional examination has been proved to do this in a very crude and inaccurate fashion. The weaknesses of the old examination system were many, but two seemed to stand out above the rest: (1) The examination did not furnish a fair test of the candidates's knowledge or ability; (2) It was practically impossible to have such examination marked with reliability and uniformity.

A number of proposals were made by educational psychologists and educators in general for removing or at least mitigating these evils, one of which was the use of objective tests such as the true-false test, the sentence completion test, the multiple response test, etc. These tests substituted a large number of small questions for a small number of large questions. This helped very materially in curbing the first of the two evils of the old examination system mentioned above. It stands to reason that a student's knowledge of a whole year's work can be more thoroughly and fairly tested by a hundred short questions than by five or six long questions answered in the same time.

As their name would indicate, objective tests were to be such as to enforce objectivity in marking, i.e., any examiner marking a paper would have to assign it the same value as any other examiner. To obtain this result, the questions, if properly constructed, could have only one correct answer, and were to be marked either right or wrong. By this means the second of the two weaknesses of the old examination system, viz., lack of uniformity in marking, was reduced to a minimum.

The subject of mathematics was, however, for some time considered by its very nature to be free from the defects referred to. A little closer study showed that this was not the case. A geometry examination consisting of from five to eight questions to be answered in two hours could not possibly test a candidate's knowledge of or ability to use the thirty or forty theories and constructions included in a year's work. Such a test could at most touch upon about eight propositions or twenty per cent. of the year's work. Thus a student could conceivably fail knowing eighty per cent. of the work perfectly. From this it is evident that the element of chance plays far too large a part in an ordinary geometry examination, and the same is true, though to a lesser extent, in algebra and arithmetic.

Nor are mathematics papers marked with any perceivably greater degree of mathematical accuracy and precision than other subjects. Several reliable studies of the marking of mathematics papers have shown that the examiners vary very greatly in their standards and that a satisfactory degree of reliability and uniformity in the marking is rarely obtained.

If objective tests are a help in improving the means of measuring the educative process, they are then as necessary in mathematics as in any other subject. This was soon realized, and standardized objective tests and measuring scales in arithmetic and algebra soon made their appearance. Each test was usually made up of two parts: (1) A large number of short questions to test the student's knowledge of the various forms of mechanical work, e.g., addition, subtraction, multiplication and division, with whole numbers and fractions, square root, percent., etc., in arithmetic, and the same type of work in algebra; (2) A list of short problems to test arithmetical and algebraical reasoning. Some of these were called diagnostic, and were divided into sections with the object of showing up a weakness in any department of the work.

In geometry, however, it was found more difficult to design such tests, but of late several have come out which have proved very successful. Usually several types of the objective test are combined to form one such test. The true-false type of test can be used to advantage to cover a large number of propositions, such questions as the following being used:

"The difference between two sides of a triangle is less than the third side." (T.)

"In two similar triangles any two corresponding sides are proportional to two corresponding altitudes." (T.)

The test can also include a number of short numerical problems, e.g.:

"If the radius of a circle is equal to the  $\sqrt{2}$ , what is the length of the side of an inscribed square."

Sometimes a figure is given with certain data concerning it, then a list of statements are made about the figure, and below this a list of references are given. The student must relate each statement with the correct reference by placing the number of the reference opposite the statement.

Still another type of question is to ask the candidate to make certain constructions from certain given data. All these tests can be included in one two-hour paper containing from one to two hundred separate questions, which can be quickly and objectively marked.

Samples of objective tests in mathematics can be obtained from any of the large educational publishing houses, and the ingenious teacher can make up any number of his own, which, if not quite as reliable as those made by the expert psychologist, may still be very useful in his teaching and testing.

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