

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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Editorial

On to Seattle

The National Education Association Convention, with its wonderful programmes, and its thousands of teachers in attendance, provides a unique opportunity for that inspiration and enthusiasm which is so essential to those who would be successful in the teaching profession. A glance at the programme as briefly outlined in this issue, will be sufficient to show that all who are fortunate enough to be present, will be amply repaid. A special feature of this year's gathering is the fact that Canadian teachers are to be guests of our colleagues from the South, and we, in British Columbia, by reason of our nearness to the Convention city are best able to take advantage of this very kind and cordial invitation.

A special committee of the Federation has been formed to make all arrangements for the Canadian party, and any teachers who wish to go down for a day or two are asked to notify the General Secretary so that they may be given full particulars. There will be many social features, and the trip will form an ideal beginning for the summer vacation. We hope to have representatives from the Education Department, the University, the Normal Schools, the Summer Schools, and the Parent-Teacher Federation, as well as the large number of teachers who will be members of the party.

While the whole Convention will be of interest for those who can arrange to be present for its duration, it will probably be found that the Tuesday evening and Wednesday programmes (July 5 and 6) will specially mark the central features from an international point of view.

The pageant, "The Forest Trails," under the direction of the Department of Music, Seattle Public Schools, will be one of the great spectacles, and will take place at the University Stadium, on the evening of July 6th.

Mr. Cole, the Superintendent of Seattle Schools, made a special visit to our recent Convention in order to extend the N. E. A. invitation in person, and he, and the whole of the educational staff of our neighboring city, are expecting us to be with them in large numbers.

Early notification from those who are going will assist us greatly in arranging for the necessary accommodation.

Retirement Allowance—A Great Step Forward

For several years past the Federation has been conducting a continuous campaign for the provision of a Superannuation System for the teachers of British Columbia. Only those who have been closely in touch with the work can realize the many difficulties which have been encountered, and which have caused a delay in obtaining any concrete advance. In spite of these difficulties, however, the objective was always kept in view, and patient and persistent representations were made at various times, to the Provincial Government.

At last, we have secured a tangible advance and have paved the way for what we hope will be a very early adoption of a General Superannuation Scheme.

At the last session of the Legislature, the sum of \$6000 was voted to be used as a retiring allowance for teachers, who, by reason of old-age, or failing health, were unable to continue in the teaching profession. At the present time, therefore, as a result of this action, a number of old teachers are receiving a monthly allowance, which, though not perhaps as much as they deserve, yet, is sufficient to assure that they will not be in actual want.

In concentrating on the provision of this retirement allowance, for the present year, the Federation was following a very reasonable and logical course. Before a complete, satisfactory, superannuation scheme could be adopted, two things were necessary. First: an immediate provision for those who were in urgent need of some assistance, and secondly: a definite recognition by the Provincial Government that it has an obligation to fill in connection with teachers who spend their whole lives in rendering to the State such important and fundamental service as is given in the education of the children of the State. Both of these have now been accomplished. It is perfectly obvious that the Government cannot continue year after year to vote sufficient money itself to look after the increasing number who will be forced to retire, and this means that there will, of necessity, have to be some scheme whereby the teachers themselves will contribute each year a portion of the amount necessary to secure them a superannuation allowance at the time of retirement.

Again, a further feature of importance to us was the fact that the Legislature made provision for the civic servants to obtain superannua-

tion, if 75 per cent. of the employees of any council desired it, by making it compulsory upon the councils to enter into a scheme, and to make contributions equal to those of the civic servants.

Accordingly, the position now is, that civil servants and civic servants, both have a practical superannuation scheme. Teachers, who are in the strictest sense, both civil and civic servants, have as yet no practical superannuation scheme. It is evidently "our turn next," and this fact was admitted during the Legislative discussions of the past year.

The Federation Superannuation Committee is now engaged in preparing material for the purpose of continuing negotiations already begun with the Education Department, looking towards the drafting of a full scheme for submission to the next session of the Legislature.

Of all the things for which the Federation has worked, perhaps nothing has given us so much satisfaction as this latest development, for it has such an intensely human side. A number of old teachers, who have rendered yeoman service in the schools of British Columbia, have at various and frequent times visited the Federation Office, to enquire about the progress of any form of pensions. They were obviously in need of assistance, and were plainly disappointed, feeling no doubt that there was an element of ingratitude in being left dependent upon friends or relations, after having spent themselves in the service of the Province. They, however, bore their trials without complaint, and waited patiently, hoping for brighter news.

Since the passing of the Retirement Allowance, we have seen some of them again and they have evidently had a big load removed from their minds, and are grateful for the assistance now given to them.

In years to come, when superannuation has become firmly established for the teachers of the Province, no doubt the benefit will be taken by those appointed under such new conditions as a matter of course. They will not realize nor understand, that in the days then left far behind, their predecessors had to work and wait, and struggle to bring such a benefit into being. However, there is a glory in sharing in the pioneer days of progressive movements, and the Federation members of the past few years will doubtless look back with a great deal of satisfaction upon the foundational work which they, by their loyal and co-operative support, have made possible, and which has done so much to elevate the status, and improve the conditions, of the teaching profession.

We realize that all our efforts would have been in vain, if the Minister of Education, and the Superintendent had not strongly supported our request. We know full well how much we owe to Dr. MacLean and Dr. Willis in this connection, and we wish to record our appreciation of their efforts. We also wish to express our thanks to the members of the Legislature, who irrespective of party, finally gave unanimous support to the provision.

World Conference of Education Associations

TORONTO, AUG. 7-13, 1927

E. A. HARDY, B.A., D. PAED., *Chairman, Canadian Committee
of Arrangements.*

THE GREAT TASK

AS THE time of the great Conference draws nearer—now only two months away—the General Canadian Committee of Arrangements feels more and more the weight of its responsibility. How can we welcome, house, feed and entertain these many thousands of delegates and send them away satisfied with their visit to Canada and eager to return at the next opportunity? We want them all to leave our country with a warm regard for Canada as a land of achievement and of opportunity, a land of educated and hospitable people, a land whose magnificent future means well to the human race.

The attendance will probably be about four or five thousand. India, China and Japan will have delegations, and practically all European countries will be represented. Delegates are already listed from Greece, Switzerland, France, Belgium, Germany, Czecho-Slovakia, Hungary, Rumania, Poland, Norway, Sweden and Denmark. Great Britain, the United States and Canada, will all have large representation.

Programme

The programme of such a conference is a matter of great care in its preparation. The President, Dr. Augustus O. Thomas, and his fellow directors are hard at work on this feature of the Toronto meeting, but details will not be available for some time yet. It is proposed to issue a beautiful and comprehensive programme volume which will be a permanent souvenir of the meeting and a volume well worth having.

The preliminary draft of the programme as tentatively prepared is as follows:

First day—Morning, 11 o'clock, Church services; afternoon, free; evening, 7 o'clock, General Service, Convocation Hall.

Second day—Morning, Registration; afternoon, 2 o'clock, General opening meeting; evening, 8 o'clock, General session, two addresses.

Third day—9:30 a.m., General meeting; 2 p.m., Group conferences, 1-6; 8 p.m., General session, two addresses.

Fourth day—Excursions: (a) Official delegates, Niagara Falls; (b) Unofficial delegates to O.A.C.

Fifth day—9:30 a.m. Group conferences, 1-6; 2 p.m., general session, Herman-Jordon Committee Reports, 1-3; 8 p.m., general session; complimentary concert in Coliseum by C.N.E. Chorus.

Sixth day—9:30 a.m. (a), delegate assembly; (b) group conferences; final session; 2 p.m., general session, Herman-Jordan Committee reports 4-6; 8 p.m., Delegate assembly.

Seventh Day—9:30 a.m., General session; final meeting.

Group Conferences

Part of the programme will be the group conferences on the following reports:

1. Education for Peace—Chairman: Dr. P. W. Kuo, President, Southeastern University, Nanking, China.

2. Teaching of History—Mr. H. G. Wells, London, England. Chairman: Miss Laura Ulrick, Kenilworth, Ill.

NOTE: Mr. Wells has been asked to report in accordance with his statement in the introduction to his Outline of History that the sense of history is the common adventure of all mankind and to develop the idea that there can be no common peace and prosperity without common historical ideas.

3. Special Arrangements for Training Youth in World Amity—Chairman: Dr. Frank Aydelotte, President Swarthmore College, Swarthmore, Penn.

To include international athletic sports, international civics, school correspondence, oratorical and essay contests, exchange of scholars, Dr. H. J. Savage, Carnegie Foundation for the Advancement of Teaching, has been studying athletics in Europe for a year or more and is now studying athletics in the United States, and his findings will be presented.

4. Military Preparedness—(Mr. George C. Pringle, former secretary of the Educational Institute of Scotland, was chairman, but owing to his death another will lead this group.)

5. The relation of Overhead Judicial Activities to World Education—Chairman: Dr. A. E. Marty, Toronto, Canada.

Other Topics

Among the other topics which are to be discussed will be found the following:

1. The Education and Care of Pre- and Early School Children.
2. The Education of Adolescents.
3. The Education of Older Children (This would be what is ordinarily our high school group).
4. Education in Colleges and Universities.
5. Adult Education, including illiteracy, evening schools, reading courses, etc.
6. Foreign Relations, including co-operative educational relationships, interchange of students, foreign scholarships, progressive educational movements in different lands, as well as diplomatic, commercial and financial relations.

7. Child Health.
8. The Organization and Management of Schools.
9. Parent-Teacher Associations.
10. Fine Arts, including music, art and science, in their relations to international co-operation and understanding.
11. Movement toward Universal Education.
12. Exchange of Teachers.
13. Educational Co-operation.
14. Moving Pictures and their effects on the Mental, Physical and General Well-being of Children.

Publicity

The Canadian Committee has devoted a great deal of time and energy to making this conference widely known. Bulletins are being issued from time to time containing the account of local arrangements and invitations to the conference, and these are being published in editions of about 20,000. They are sent to a mailing list of about 5,000, which includes the Directors of Education in the British Isles, Superintendents of Education in each State of the United States, the Superintendents of Schools in the American cities (some 2700), the leading newspapers of Canada, the Prime Ministers and members of the cabinet of the Dominion and each province, the officers of teachers' organizations in the British Empire and the United States and the educational journals in the British Isles and the United States. The committee has been very much gratified with the kindly response which these bulletins have received.

It has been especially encouraging to receive such letters as those from the Director of Education for Kent (England), and the State Commissioner of Education for New York, promising to announce the Conference in their journals, which go to every school in their respective areas. Copies of their publications sent to the Committee contain these notices. So with the Pennsylvania, the Massachusetts and the Minnesota State Teachers' Association Journal, so with The Schoolmaster and Woman Teachers' Chronicle, (the great teachers' journal in England and Wales), and the Scottish Educational Journal, (the organ of the Educational Institute of Scotland.) The Australian and New Zealand journals are also giving the Conference wide publicity.

British Excursions

One of the most encouraging features of the Conference is the organization of the two excursions from the British Isles. The National Union of Teachers is handling the excursion for England and Wales, and the Educational Institute of Scotland is responsible for the excursion from Scotland and Ireland. These organizations and others of the Assistant Masters' Association (Secondary Teachers) are giving wide publicity to these excursions and are hoping for a good contingent of British teachers. It is quite possible that other excursions may be organized as at least two more have been tentatively announced.

Your Attendance

May we point the moral of it all by urging you once more to take in this Conference, every session of it? It is quite true that you are tired at the end of June and that you need your holiday. We all do. But the meetings of such a Conference are so great an inspiration as to make up, and more than make up, for any break in your holiday. Don't miss an hour of it. You will have an experience of value to you all your life.

NOTE.—Will any British Columbia Teachers who intend being present, notify the General Secretary, so that arrangements may be made for such to attend the meetings as unofficial delegates. We shall be glad to arrange for the British Columbia group to travel together as a party, to meet with other members from the Provinces en route.

Contributions to the World Federation Convention

THE B. C. Teachers' Federation was asked to raise \$1000, as its quota of the revenue necessary in order that the Canadian Teachers' Federation may meet its portion of the expenses of the World Federation Convention to be held in Toronto, August 7th to 13th, 1927.

To date the following sums have been received from Local Associations; and individual members.

High School Teachers' Association of Lower Mainland	\$129.00
Revelstoke T. A.	4.00
Prince Rupert T. A.	7.00
Chilliwack T. A.	8.00
New Westminster T. A.	40.00
Nicola Valley T. A.	5.00
Okanagan Valley T. A.	60.00
South Vancouver T. A.	80.00
Vancouver T. A.	165.00
Victoria T. A.	95.00
Individual Members	27.00

Total\$620.00

Other associations are now voting or collecting their contributions, and every "unattached member" has received an individual letter from the Federation asking for his or her practical co-operation. To raise our quota requires an *average contribution* of about 60 cents per member, but it should be remembered that our success depends upon *every single member* making a contribution, either through the Local Association, or direct to the Federation. We have always prided ourselves in British Columbia upon the fact that we have met every obligation which has devolved upon us as a constituent part of the Dominion organization and we shall not fail in the present instance. In this case, however, we want to be able to report, not only that our quota has been reached, but,



what is more important still, that every one of our members has cheerfully "done his or her little bit," and that therefore our full membership is entitled to share in the honour and distinction of acting as hosts to the educational leaders from all nations of the globe. May we ask all Associations not listed above, if they will collect and forward their contribution at the earliest possible moment.

The financial statement just issued by the Canadian Committee of arrangements shows that the Ontario Teachers have already subscribed over \$8,000, Quebec Teachers have given their \$1000, Saskatchewan, \$426 of its \$1000, Manitoba has over-subscribed its quota of \$1000, while all the other Provinces are engaged in collecting their several amounts. The Convention budget calls for a revenue of \$17,500, exclusive of the amount necessary for entertainment, most of which is being provided by some of the Provincial Governments, by the City and University of Toronto, and probably by the Dominion Government.

The bringing of this great Convention to Canada is a "feather in the cap" of the Canadian Teachers' Federation. It will add greatly to our prestige as an organization, and in addition will provide an inspiration which directly or indirectly will be felt by every teacher in the Dominion. The Ontario Teachers have done a great work, involving many days of self sacrifice. All they ask of us is our co-operation and our little contribution. They will certainly not be disappointed at British Columbia's response.

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National Education Association Convention at Seattle

TEACHERS from British Columbia who will be able to be present at the National Education Association meeting in Seattle are assured of a wonderful opportunity for professional profit and real enjoyment, as will be seen from the following tentative synopsis of the programme, as issued by the President.

The teachers of America, the Republic's first and last line of defense, has been announced, by President Francis G. Blair of the National Education Association, as the general theme of the Association's 65th annual convention to be held in Seattle, July 3-8.

In recent years a spirit of unity has gained momentum among the teachers of America. The Seattle convention, having as its keynote their professional self-improvement, will magnify their economic, social, and professional welfare as the chief concern of state and nation. Two general sessions on Sunday morning will be entirely devoted to teacher welfare and teacher relationships.

The week of meetings will begin with an ~~air~~ air vesper service, Sunday afternoon, July 3rd, in Volunteer Park. The Representative Assembly will convene in its four regular sessions on the forenoons of Tuesday, Wednesday, Thursday, and Friday, July 4-8. The afternoons of Tuesday, Wednesday, and Thursday will be given over to meetings of departments, allied associations, and other features. General sessions will be held Tuesday, Wednesday and Thursday evenings in the stadium of the University of Washington.

In preparing this program, President Blair has taken as his theme one of the central purposes of the National Education Association—to elevate the character and advance the interests of the profession of teaching.

Sunday, July 3rd. A vesper service will be held at four o'clock in Volunteer Park, with an address by Dr. Mark A. Matthews of the First Presbyterian Church, Seattle, Wash. The Amphion Society will furnish the music.

At the Sunday evening meeting there will be an address by Bishop Edwin Hughes on "The Master Teacher" and music by St. Olaf's Choir, one of the country's famous musical organizations.

Monday, July 4th. The day's program includes a general morning session in the University Stadium, where greetings by Mrs. Bertha K. Landes, the mayor of Seattle, and State Superintendent Josephine Corliss Preston of Washington, and a response by Superintendent R. L. Jones of Memphis, Tenn., will be followed by an address, A Declaration of Independence for the American School System, by Henry Suzzallo, Seattle, Wash., and by the President's address, The American Melting Pot.

The remainder of the day will be given over to excursions to nearby points of interest. A complete schedule of these Fourth of July excursions, with all necessary information, will be furnished to all who register at the Convention.

Tuesday, July 5th.—The day's programme includes the first business session of the Representative Assembly and two general sessions during the forenoon, a score or more of meetings of departments and allied organizations in the afternoon, and a general session in the evening.

At the Representative Assembly there will be reports of the Committees on Credentials and Elections, and a discussion of the policy of the Association toward its departments and the World Federation of Education Associations. Superintendent Jesse H. Newlon, Denver, Colo., will discuss the Association's special committees on investigation and research; Arthur H. Chamberlain will speak on State Associations. President Augustus O. Thomas of the World Federation of Education Associations will speak.

At the General Session A, meeting in the forenoon, the teacher's economic, social, and professional welfare as related to tenure, pension and retirement funds, clubs and associations, vacations and sabbatical year, and the teacher and the course of study will be discussed.

The speakers who will present these subjects include Superintendent Fred M. Hunter of Oakland, Calif.; Principal E. Ruth Pyrtle of McKinley School, Lincoln, Nebr.; Principal Jessie M. Fink of the Buchanan School, Grand Rapids, Mich., and Superintendent William F. Webster of Minneapolis, Minn.

The topics to be discussed at General Session B include the teacher and his relation to the school board, the social affairs of the community, the legislature, political parties, and the parent.

The Speakers include Secretary J. Herbert Kelley of the Pennsylvania State Education Association, Harrisburg, Pa.; Mrs. Victor H. Malstrom, president of Washington State Parent Teacher Association, Tacoma, Wash.

The program of the Tuesday evening general session, held in the University Stadium, will include Greetings from the Canadian Teachers; The Teacher: Being, Knowing, Doing; The Teacher of Tomorrow; The Superintendent and the Teacher; The Teacher's Work and Play.

Among the speakers are Livingston C. Lord, president, Eastern Illinois Teachers' College, Charleston, Ill., and Principal Mary McSkimmon, first vice-president of the National Education Association.

Wednesday, July 6.—The day's program includes the second business session of the Representative Assembly and a general session in the forenoon, meetings of departments and allied organizations in the afternoon, and a pageant, The Forest Trails, under the direction of the Department of Music, Seattle Public Schools, in the evening.

At the Representative Assembly there will be reports by Secretary Crabtree, Washington, D. C.; Cornelia S. Adair, Richmond, Va.; Principal Olive M. Jones of Public School 120, New York City, and Superintendent P. P. Claxton, Tulsa, Okla., covering recommendations of the secretary, expenses of delegates and directors, plans and policies for homes for retired teachers, and a new basis for delegate representation.

The General Session on Wednesday morning will feature contributions to American life by teachers of special subjects. Among the speakers are President Henry W. Shryock, Southern Illinois State Normal University, Carbondale, Ill.; O. L. Manchester, Illinois State Normal University, Normal Ill.; Erna Grassmuck, Director of Geography, State Department of Education, Harrisburgh, Pa.; Cora Mel Patton, principal of Albany School, Albany, Calif., and other well-known leaders.

Thursday, July 7. The day's program includes the third business session of the Representative Assembly and a general session in the forenoon, meetings of departments and allied organizations in the afternoon, and a general session in the evening.

At the Representative Assembly there will be accounts of the work which the Association is doing through the headquarters' office.

The general session will feature the services rendered state and nation by the teachers of abnormal children and the economic and professional status of American teachers in university, teachers' college, high school, elementary school and rural school. Among the speakers are President David Felmley, Illinois State Normal University, Normal, Ill.; Jane Neil, Spalding School, Chicago; President Annie C. Woodward, Massachusetts Federation of Teachers, Somerville, Mass.; Florence M. Hale, state agent for rural education, Augusta, Maine; President Lotus D. Coffman of the University of Minnesota, Minneapolis; and Clara Jahnke, grade teacher, Spokane, Wash.

The program of the Thursday evening general session will feature great teachers and leaders of yesterday. Editor A. E. Winship of the "Journal of Education", Boston, Mass., will speak on Charles W. Eliot; Mrs. Susan M. Dorsey, Superintendent of Schools, Los Angeles, Calif., on Ella Flagg Young; Superintendent P. P. Claxton, Tulsa, Okla., on Governor George E. Aycock; and J. J. Tigert, U. S. Commissioner of Education, on William T. Harris. Music by the Hawaiian delegation will appear on this program.

Friday, July 8.—The day's program includes the fourth and final business session of the Representative Assembly. There will be reports by the secretary, treasurer, chairmen of the board of trustees, board of directors, the Executive Committee, the Necrology Committee, and Resolutions Committee. Election of officers will be announced.

Tentative Programs of Departments and Allied Organizations.

In addition to the general programmes there are exceptionally strong departmental meetings, in which many of the most prominent educators of the United States will take part, and the topics to be discussed are of such a practical nature that they will be of immediate benefit to those interested in increased professional efficiency. They will really form a "condensed summer school course."

Some of the departments of especial interest are:—

National Council of Education	American Home Economics' Association
Adult Education	American Nature Study Society
Business Education	Art Education
Classroom Teachers	National Congress of Parents & Teachers
Elementary School Principals	National Council of Geography Teachers
Kindergarten Primary Education	National Council of Teachers of English
Music Education	National League of Teachers' Associations
Rural Education	National organization of Secretaries of State Education Associations
School Health & Physical Education	School Garden Association of America.
Science Instruction	
Secondary School Principals	
Social Studies	
Visual Instruction	
Vocational Education	
American Classical League	

Pitman Progress in Canada 20 Per Cent. in Five Years

FIGURES recently published by the Dominion Bureau of Statistics show that of 8,559 students learning nine different systems of shorthand in private Business Colleges in 1925, no less than 6,225, or 73 per cent., learned Pitman Shorthand.

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Federation Executive Meeting

A meeting of the Executive of the British Columbia Teachers' Federation was held in the Federation Office on Saturday, May 28th, commencing at 9:45 a.m.

There were present: President W. H. Morrow, Miss B. S. Dickinson, Messrs. G. W. Clark, I. Dilworth, G. S. Ford, T. W. Woodhead, A. H. Webb, J. F. de Macedo, L. B. Boggs, W. F. Houston, D. E. Davidson, F. A. Armstrong, and H. Charlesworth, General Secretary.

Mr. G. A. Fergusson was absent through illness, and Mr. J. G. Lister was away owing to his visiting Technical Schools in the United States and Eastern Canada.

After the adoption of the minutes of the last Executive meeting, the question of the appointment of the Geographical Representative for New Westminster and Burnaby was considered, and it was decided unanimously that the President of the Burnaby Teachers' Association should be added to the Executive Committee to represent the district named.

Annual Meeting Resolutions

In connection with the resolutions passed at the Annual General Meeting, Mr. Morrow reported that, owing to the fact that Dr. Willis had been engaged each Saturday morning with a special committee on Junior High Schools, it had been impossible to arrange for the Federation delegation to meet him. An early date, however, was being arranged, and as there was nothing of an immediately urgent nature, a report would be given at the next Executive meeting.

It was decided that a Committee consisting of Mr. Woodhead, Mr. Armstrong, Mr. Fergusson and Miss Dickinson should be appointed to consider the resolution re the Hygiene Course and Text-books, referred to the Executive by the Annual Meeting.

It was decided that a study group should be formed to consider the question of the care of the feeble-minded, in accordance with the resolution submitted by the North Vancouver Association and passed by the Annual Meeting, and that Mr. J. M. Ewing, of North Vancouver should be asked to act as chairman of this group.

The resolution concerning a Home Economics Text-book, referred to the Executive by the Annual Meeting, was amended to read as follows:

"That the Department of Education be approached to supply a free text-book for Home Economics in the Elementary Schools of the Province, the said text-book to be selected or compiled by a committee of Home Economics teachers."

It was decided that the resolution concerning the inclusion of of course in clothing and nutrition work in the Normal School at

Vancouver, should be discussed with the Principal of the Vancouver Normal School, by the delegation which is to wait upon the Superintendent of Education, before further action is taken.

Special Cases

The General Secretary next outlined several cases which had been dealt with in the last few weeks, concerning difficulties of teachers, and dealt fully with three in which most important and vital principles affecting teachers generally were at issue. The principles were:

- (a) The right and responsibility of a Principal to grade pupils according to his discretion, and a recognition that a School Board has no power or authority at all in such matter.
- (b) The right of a teacher to maintain order and discipline in his room, by removing a parent who entered and caused a disturbance while the class was in session.
- (c) The right of a teacher to resign in accordance with the School law. In this case, a Board refused to accept a teacher's resignation to take effect June 30th, but sent her in the same envelope and under the same letter date, a notice of her dismissal to take effect on June 30th.

In another case, the Federation was protecting the interests of a teacher who was very seriously injured by being struck down by an auto while alighting from a street car on her way to school.

All of these cases were of a legal nature, but the General Secretary announced that most, if not all of them, were on the way to an amicable and satisfactory settlement, as a result of investigations and negotiations which had been carried on after consultation with the President, and the Federation solicitor.

The actions taken were endorsed by the Executive and power was given to the Consultative Committee to take whatever further action might be necessary.

The meeting adjourned for lunch at 12:30 p.m. and reassembled at 2 p.m.

Delegates to C.T.F. Annual Meeting and World Federation Convention.

In connection with the Canadian Teachers' Federation Annual Meeting at Toronto, in August, the following were appointed to represent British Columbia:—

President: W. H. Morrow; Vice-President, T. W. Woodhead; General Secretary, H. Charlesworth.

Alternate delegates appointed were:—

J. F. de Macedo, for W. H. Morrow; L. Morrissey, for T. W. Woodhead; A. H. Webb, for H. Charlesworth.

President W. H. Morrow was elected as the British Columbia Teachers' representative for the Canadian Teachers' Federation delegation to the World Federation Convention at Toronto. General Secretary Harry Charlesworth, as one of the Vice-Presidents of the World Federation, will also be in attendance.

The Seattle Convention

The question of the N. E. A. Convention at Seattle was fully discussed, and it was agreed that British Columbia ought to have a large delegation visit our neighboring city as the guests of the N. E. A. Accordingly, it was decided that a special committee should be named by the President to organize a visiting party from this Province.

C. T. F. Resolutions

After discussing a report on the question of a "Dominion Register of Teachers," as prepared for submission to the Annual Meeting of the Canadian Teachers' Federation, by a special committee of Manitoba Teachers, the Executive went on record as being of the opinion that the time was not yet ripe for a Dominion Registration.

An informal talk took place concerning the Constitution of the Canadian Teachers' Federation, and while no resolutions were passed, the delegates were able to gather the general opinions held by the British Columbia Executive on certain important aspects which will probably be brought up at Toronto.

Membership Campaign

In connection with the General Secretary's report on membership (which was a record for the period of the year) it was decided to have a "get-together" dinner meeting of local members of the Federation Executive and officers of the Local Associations of the Lower Mainland, in order to discuss ways and means of carrying on a campaign during the month of June, and also to consider many suggestions for Federation and local Association activities. It was also decided to hold similar gatherings in other parts of the Province at times, and places, to be arranged by the General Secretary.

The Budget

The Finance Committee presented its detailed budget of estimated revenue and expenditure for the year, and after explanations, this was unanimously adopted.

The General Secretary pointed out that it would be wise to print the Financial Statement of the Federation in greater detail in future, giving a segregation of the expenses of the various departments of the Federation's work, so that every member would be able to understand accurately, just what each department involved, and the net cost of running each. Many members evidently overlook the

fact that a number of items on the expenditure side of the statement are counterbalanced by money received and shown on the revenue side.

Junior High School Certificates

Mr. De Macedo spoke of the question of the certificates necessary for Junior High School teachers, and instanced exceptional cases, where hardship would result from the strict application of suggested regulations. After discussion, the General Secretary was asked to interview Dr. Willis on the matter.

The meeting adjourned at 5:45 p.m.

In Lighter Vein

In Pace Requiescat

The close of the school year is a time of parting and farewell, and there is a likelihood that one more sorrow will not utterly prostrate us. Let us therefore pause to drop a tear over the passing of the old-time inspector. The onset of educational theory has wiped out this sturdy landmark of the pedagogical craft, so that the younger generation of teachers will, alas! have no real conception of their loss.

The old-time inspector was a grim, portentous figure, clad generally in rusty garments of an ancient vintage, possessed of a wealth of homely wisdom, and gifted with a cauterizing sarcasm, but inclined to the oracular in his responses when closely pressed.

The little amenities of life he treated with a fine disdain—from him at least, Cerberus received no sop. There was a downrightness about his character which tolerated no knocking on doors. To his way of thinking, teachers were a perverse race, endowed with an intelligence solely used to cover up their deficiencies under a plausible mantle of dissimulation. He felt that if he should be duped into unbending for a single moment he would be undone.

Booklearning, beyond the practical work of the grades, was generally not much in the old-time inspector's line, and he was prone to regard it without enthusiasm. He found it best to adopt a heavy dogmatic tone with teachers who prated about university courses, and to crush them with an immediate return to such problems as revolve around the three R's. Here he was on firm ground, a ground as yet undisturbed by "high-falutin" psychological theories. When this ground was removed from him, he died of a broken heart.

Despite all fashionable notions to the contrary, we are the poorer for his taking away. He added a touch of color and of strong personality to the school world, and there is a danger that the advance of education theory may put an end to personal opinion altogether.

The Bamberg Experiment

I am strongly of the opinion that not enough space is given in educational journals to accounts of administrative or pedagogical experiments. For example, how many readers of this magazine have heard of the novel methods at present being used in the six-room school at Bamberg? Yet the principal of that school, Miss Priscilla Bangs, has instituted a far-reaching system of discipline which puts to shame the feeble efforts of other principals in this province. It must be admitted that there are a few schools which use methods weakly approximating those of Bamberg, but the bold logic with which Miss Bangs has developed her system commands our undivided admiration.

From infancy, Miss Bangs has had a weakness for the military life, and has only been precluded from its adoption by the exigency of sex. Quite early, however, she noted the possibilities of the school as an escape mechanism for her natural urge; thus we find that Bamberg school has been organized closely upon the army model, every child being a private and every teacher an officer.

At the outset a small difficulty arose as to the rank proper to a principal, there being a hesitancy between the title of colonel and that of general. But Miss Bangs speedily arrived at a solution by assuming the rank of field-marshal, a decision she has never regretted.

The other five teachers felt that under these circumstances they ought to be commissioned as brigadiers, but the field-marshal, with her usual acumen, pointed out that the limited size of the school made such an arrangement ridiculous, and presented each of them with a lieutenancy.

The janitor constituted the most serious problem, being a man of a rather independent turn who had in some cunning way made himself "persona grata" with the School Board. When offered the position of quarter-master sergeant, he had the audacity to refuse categorically and to demand the rank of captain, saying in a crude way that if this were denied him he was ding-swizzled if he would join the army. The tact of Miss Bangs was quite equal to the occasion and the threatened defection was averted.

From the point of view of the pupils, I understand that the experiment has been a great success, and that they thoroughly enjoy the army life. Standing at attention for long periods of time is said by the school doctor—who holds the honorary rank of general—to have a fine bracing effect upon the muscular system, and the rigidity of classroom deportment to strengthen the spine.

A few troubles have arisen, but this is only to be expected in the application of any logical system to imperfect humanity. For example, Private Molly Badger was found in the basement with a large segment of chewing tobacco, and offered as a defense the immemorial right of privates to use tobacco when off parade.

A more serious difficulty arose when the janitor, by reason of his superior rank, insisted upon relieving Lieutenant Simpson one afternoon, for the purposes of a broom and duster parade, to the great satisfaction of the rank and file.

Altogether, the Bamberg experiment gives much food for thought, and should stimulate other schools to an extension of military methods. Meantime I am very sorry to hear that Field Marshal Bangs has received an unfortunate ultimatum from the Bamberg School Board, relieving her of her command. Sic transit gloria mundi!

MORE ORGANIZATION IN SPORT

For weeks back I have been following with bated breath the progress of the marbles championship of Chicago, and I naturally wish to be among the first to congratulate Isaac Rubenstein upon his notable victory. Isaac is wearing his laurels with a becoming modesty, and it was only with great difficulty, together with a reasonable solatium, that our correspondent obtained an interview.

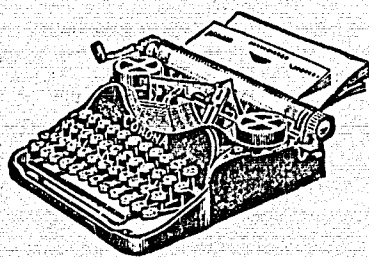
Isaac attributes his success to two main causes: first, a well-developed hereditary acquisitiveness, and second, an abnormal thumb joint. According to thoroughly established custom, the Championship of the World has been claimed for Rubenstein, and I am credibly informed that between motion-picture rights and vaudeville engagements his fortune is very properly made.

The case of Isaac Rubenstein is surely a rebuke to our Canadian conservatism. Already we are far enough behind in the pregnant matters of gustatory and hog-calling honors, and the Canadian boy can hardly be expected to remain calm under this added indignity to his prestige.

I suggest that at the present time we are in undoubted possession of the important fields of jacks, nobbies and hop-sotch, and that a little far-sighted exploitation is all that is necessary to capitalize these advantages.

At the very least, British Columbia can claim more May Queens to the square mile, and a better organized system of Maypole dancing than England itself.

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Diamond Jubilee of Confederation

Brief Messages from the Fathers of Confederation

FROM a speech by Hon. J. A. Macdonald (afterwards the Right Hon. Sir John A. Macdonald), Attorney General West, in the Provincial Parliament of Canada, February 6, 1865, introducing the motion leading to Confederation:

I. Sir John A. Macdonald: "Let me again, before I sit down, impress upon this House the necessity of meeting this question in a spirit of compromise, with a disposition to judge the matter as a whole, to consider whether really it is for the benefit and advantage of the country to form a Confederation of all the provinces; and if honorable gentlemen, whatever may have been their preconceived ideas as to the merits of the details of this measure, whatever may still be their opinions as to these details, if they really believe that the scheme is one by which the prosperity of the country may be increased, and its future progress secured, I ask them to yield their own views, and to deal with the scheme according to its merits as one great whole. . . . When this union takes place, we shall be at the outset no inconsiderable people. We find ourselves with a population approaching four millions of souls. Such a population in Europe would make a second, or at least a third rate power. And with a rapidly increasing population—for I am satisfied that under this union our population will increase in a still greater ratio than ever before—with increased credit—with a higher position in the eyes of Europe—with increased security we can offer to immigrants, who would naturally prefer to seek a new home in what is known to them as a great country, than in any one little colony or another—with all this I am satisfied that, great as has been our increase in the last twenty-five years since the union between Upper and Lower Canada, our future progress, during the next quarter of a century, will be vastly greater. (Cheers). And when, by means of this rapid increase, we become a nation of eight or nine millions of inhabitants, our alliance will be worthy of being sought by the great nations of the earth. (Hear, hear)."

"In conclusion, I would again implore the House not to allow this opportunity to pass. It is an opportunity that may never recur. At the risk of repeating myself, I would say, it was only by a happy concurrence of circumstances, that we were enabled to bring this great question to its present position. If we do not take advantage of the time, if we show ourselves unequal to the occasion, it may never return, and we shall hereafter bitterly and unavailingly regret having failed to embrace the happy opportunity now offered of founding a great nation under the fostering care of Great Britain, and our Sovereign Lady, Queen Victoria." (Loud cheers, amidst which the honorable gentleman resumed his seat.)

II. The Hon. George Brown: "One hundred years have passed away since the conquest of Quebec, but here sit the children of the victor and the vanquished, all avowing hearty attachment to the British Crown—all earnestly deliberating how we shall best extend the blessings of British institutions—how a great people may be established on this continent in close and hearty connection with Great Britain. (Cheers). Where, sir, in the page of history, shall we find a parallel to this? Will it not stand as an imperishable monument to the generosity of British rule? And it is not in Canada alone that this scene is being witnessed. Four other colonies are at this moment occupied as we are—declaring their hearty love for the parent State, and deliberating with us how they may best discharge the great duty entrusted to their hands, and give their aid in developing the teeming resources of these vast possessions. And well, Mr. Speaker, may the work we have unitedly proposed rouse the ambition and energy of every true man in British America. Look, sir, at the map of the continent of America, and mark that island (Newfoundland) commanding the mouth of the noble river that almost cuts our continent in twain. Well, sir, that island is equal in extent to the kingdom of Portugal. Cross the straits to the mainland, and you touch the hospitable shores of Nova Scotia, a country as large as the kingdom of Greece. Then mark the sister province of New Brunswick—equal in extent to Denmark and Switzerland combined. Pass up the river St. Lawrence to Lower Canada—a country as large as France. Pass on to Upper Canada, twenty thousand square miles larger than Great Britain and Ireland put together. Cross over the continent to the shores of the Pacific, and you are in British Columbia, the land of golden promise,—equal in extent to the Austrian Empire. I speak not now of the vast Indian Territories that lie between—greater in extent than the whole soil of Russia—and that will ere long, I trust, be opened up to civilization under the auspices of the British American Confederation. (Cheers.) Well, sir, the bold scheme in your hands is nothing less than to gather all these countries into one—to organize them all under one government, with the protection of the British flag, and in heartiest sympathy and affection with our fellow-subjects in the land that gave us birth. (Cheers.)"

—From a speech in the Debates on Confederation in the Provincial Parliament of Canada, 1865.

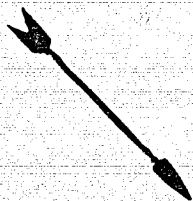
III. The Hon. Thomas D'Arcy McGee... Speaks on Confederation, 1864.—"But it is not for its material advantages, by which we may enrich each other, nor its joint political action, by which we may protect each other, that Union is only to be valued; it is because it will give, as it only can give, a distinct historical existence to British America. If it should be fortunately safely established and wisely upheld, mankind will find her, standing side by side, on this half-cleared continent, the British and American forms of free

government; here we shall have the means of comparison and contrast in the greatest affairs; here we shall have principles tested to their last results, and maxims inspected and systems gauged, and schools of thought, as well as rules of state, reformed and revised, founded and refounded. (Cheers.) . . . I may be sanguine for the future of this country,—but if it be an error of judgment to expect great things of young countries, as of young people who are richly endowed by Nature, and generously nurtured, then it is an error I never hope to amend. (Cheers.) And here let me say, that it is for the young men of all the provinces we who labour to bring about the Confederation are especially working; it is to give them a country wide enough and diversified enough to content them all, that we labor; it is to erect a standard worthy to engage their affections and ambition; it is to frame a system which shall blend the best principles with the best manners, which shall infuse the spirit of honor into the pursuit of politics, that we have striven—and who can be more interested for our success than the young men of the provinces, who are to carry on the country into another century. (Cheers.)"

—From a speech delivered in the County of Compton, Que., December 22, 1864.

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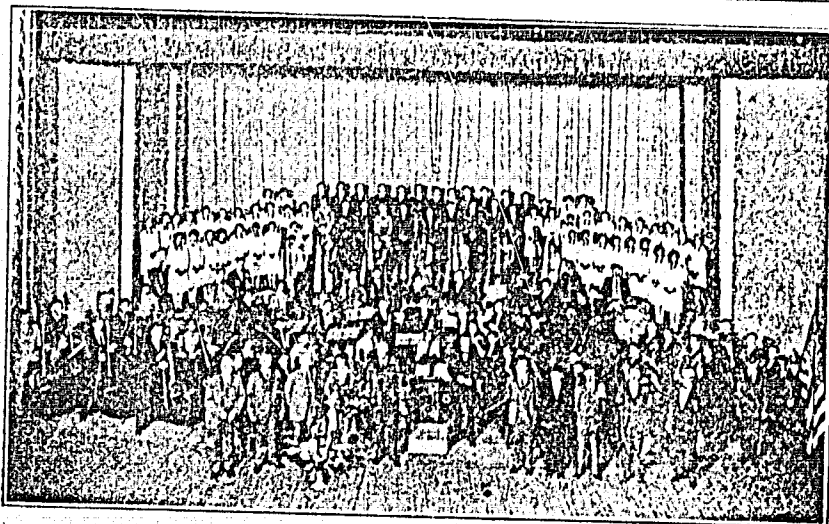
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To teachers there is an added interest in his accomplishment, by reason of the fact that his mother is a valuable member of the staff of the "Cass Technical School" of Detroit, a large and up-to-date institution with over 180 teachers. Like her famous son, she has achieved world distinction, by the wonderful fortitude with which she bore the strain of the hours while her boy was on his perilous journey, for she continued her teaching duties without interruption. Again, she has expressed her full intention of remaining in the teaching profession, in spite of the fame which has come to her. As she herself expresses it, "I do not see why I should give up my teaching, or why my boy should give up his flying, for we are both happy in our work."

When news was received that Lindbergh had reached Paris, a congratulatory reception was held by the staff and students of the Cass Technical School, in their fine auditorium. The photograph reproduced above shows the stage group on this historic occasion.

(Continued on Page 43)

Modern Educational Objectives

By J. ELMER BROWN, Principal, Strathcona School, Vancouver.

IN THE broadest sense, Education is simply the inter-adjustment of the individual and his environment. Anything which influences behavior in a desirable direction is good education, and ought to be encouraged, while anything which influences behavior in an undesirable direction is bad education and ought to be avoided. Since every experience of life affects behavior in one direction or the other, it follows that everything with which we come in contact, both within and without the school has educational significance. But since life is short and time an important consideration, the problem of school education is one of relative values: What is MOST worth while for the individual? This can be determined only by an understanding of the needs and nature of the individual himself, of his environment, and of the laws underlying the educative process.

As regards the individual, we must know not only his age, race, and sex, but also his physical and mental capacities, tastes, aptitudes, interests, and the like; as regards the environment we need to know the underlying social and political ideals, as well as the stage of social evolution and industrial development reached by the society in which he lives; and as regards the Educative process we must know all that is available in the Educational Sciences of Educational Psychology and Sociology insofar as they relate to such matters as Individual Differences, Original Nature, Adolescence, the Learning Process, etc.

It will readily be seen that there can be no finality about a statement of aims since none of the factors determining them are static but all are ever changing and developing with the process of civilization. While this has always been true, while there has always been social and scientific progress, obviously the last few decades have been revolutionary. Modern facilities for travel and communication have linked the various parts of the world in such a way that the individual must be trained not only for community and national life, but also for world citizenship.

The industrial revolution has brought into being an economic order infinitely complex to which the individual must be adjusted. The factory system with its division of labour and its specialization has resulted in a greatly changed home and community life. There is a great increase of wealth and of leisure in which to enjoy it: parental authority has been largely withdrawn; many children are no longer required to assist in home duties, nor does any part of the responsibility for maintaining the family fall on them; the church has become to a considerable degree impotent, insofar as many people are concerned; the city street has become the chief educational competitor of the school.

On the other hand, the Science of Educational theory and practice has made considerable advancement in recent years. The once widely held theory of Mental Discipline or Transfer of Training as a major educational aim is no longer tenable. Culture is seen to be an achievement applicable to the activities of life rather than some worthless accomplishment unrelated to life's needs. The child is understood as a mass of ~~inherent~~ tendencies and capacities whose destiny is determined to a great extent before it is born, but still capable of being shaped, conditioned and adjusted within limits, by its environment.

Even the character of the child who comes to the school to be educated has changed greatly during the past half-century. Time was when only the brightest member of each family was selected to be taught anything beyond the bare rudiments. With the adoption of compulsory school attendance and anti-child-labour laws, however, and with the need in our complex social and industrial life for universal training and for specialization, our statement of aims must recognize, and our schools must prepare for the diversified needs of all types of individual.

It was such considerations as the foregoing which led the Commission of Re-organization, appointed by the National Education Association, to formulate its Statement of Aims which has received almost universal acceptance, not only in the United States, but in the educational world generally. Since this Statement should be quite as applicable to Canada as it is to other countries, it remains but to compare it with others of a similar nature, and to seek to understand its implications.

After stating as its primary assumption that (if it is to meet the demands of today) Education should be guided by a clear conception of the meaning of democracy, the Commission proceeded then to define democracy:

"It is the ideal of democracy that the individual and society may find fulfilment each in the other. Democracy sanctions neither the exploitation of the individual by society nor the disregard of the interests of society by the individual. More explicitly, the purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members, and of society as a whole."

Therefore, if they be rightly conceived, there can be no conflict between the ideal of self-realization and the well-being of society.

This ideal demands a high level of individual efficiency, an appreciation on the part of the individual of the social significance of various occupations and a desire for social service; therefore, education in a democracy, both within and without the school, "should develop in each individual, the knowledge, interests, ideals, habits,

and powers whereby he will find his place, and use that place to shape both himself and society to even nobler ends."

But how can this much-to-be-desired end be accomplished? What specific training must be given the individual before he can properly function in society, and before society itself can achieve "nobler ends"? The answer can be determined only by making a detailed analysis of all the activities of life in which individuals participate. Of course it would be impractical, if not impossible to list them all. It is, however, quite possible and practicable to group all the activities which are fundamental and common under a few general heads. This is what the Commission has done. It sets up seven major aims or objectives, viz:—

1. Health;
2. Command of the Fundamental Processes;
3. Worthy Home Membership;
4. Vocational Training;
5. Citizenship;
6. Worthy Use of Leisure;
7. Ethical Character.

These terms are used in no restricted sense, but are given their widest connotation. They each mean not only the giving of information, but imply the inculcation of correct habits, attitudes, interests and ideals. Nor are the terms used in an exclusive or independent sense, but on the contrary, they are inter-dependent, inter-related, overlapping. They are but different aspects of an essentially unitary purpose. For example, Home Membership may be considered a phase of Citizenship, and Ethical Character should be implied in them all. For this reason other writers express substantially the same ideas in different terms and under a different number of heads: e.g., Johnson omits from his classifications, Worthy Home Membership, and Ethical Character.

Bonsér gives only four:

1. Health;
2. Practical Efficiency;
3. Citizenship;
4. Recreation;

Ingils gives the following three more general groups:

1. The Social-Civic Aim;
2. The Economic-Vocational Aim;
3. The Individualistic-Avocational Aim.

Moreover, all of these differ but slightly from H. Spencer's five-fold classification.

1. Those Activities Relating Directly to Self-Preservation;
2. Those Activities Relating Indirectly to Self-Preservation;
3. Those Activities Relating to Rearing of Offspring;
4. Those Activities Relating to Social and Political Life;
5. Those Activities Relating to Leisure and Gratification of Tastes.

Perhaps the most striking thing about these statements is the prominent place given to Health. It is generally placed first in any modern Statement of Aims.

Any of these serve very well as a starting point and seem to have received almost universal acceptance. They are, however, still too vague and general; and before they can be of much practical service in the school, they must be analyzed and interpreted. Many questions of detail remain to be answered, and it is here that agreement is not so easily secured.

It will be observed, moreover, that all of these Statements of Aim are given mainly from the standpoint of the individual. They relate to the preparation of the individual for life. Stated from the broader sociological point of view, they all come under what is called the Adjustive or Adaptive Function of Education. Undoubtedly this has always been, and must remain the chief function of the school. There are, however, other general aims or objectives, frequently suggested in educational literature. Some of them are more or less implied in the foregoing statements, but for the sake of clearness they need to be definitely indicated, and might be grouped under five general heads:

1. Those Relating to Social Security;
2. Those Relating to Social Progress;
3. Those Relating to Democracy;
4. Those Relating to School Administration;
5. Those Relating to the Teaching Profession.

I. Those Relating to Social Security.

Professor Bagley conceives of education as mainly the passing on of the most vital elements of race experience; Professor McIver declares that without this "our history would be an endless succession of futile beginnings." Civilization is obviously cumulative and continuous, and in an age when the tendency is to worship modernism and the attitude of many people is almost one of contempt for the past, the Transmission of the Social Heritage as an Aim must be duly emphasized.

Social Integration is closely related to the Transmission of our Social Heritage, and involves the inculcation into all groups and individuals of such common ideals and aspirations as will secure an adequate social solidarity. In its National aspect it is referred to by such terms as "Canadianization," and in its International aspect it is directed towards World Peace. In a heterogeneous community such as ours it must be considered a very important function indeed.

II. Those Relating to Social Progress:

The Differentiating or Specializing Aim is closely related to and supplementary to the Integrating function. As the Integrating function of Education arises out of the necessity of securing the proper amount of homogeneity and social solidarity so the Differentiating function arises out of the necessity of taking advantage of

individual differences to secure social progress and efficiency. It is made possible and necessary both because of the great differences in capacity, interests and aptitudes found among individuals and because of the need for specialization in our complex social and industrial life. One aspect of this Aim is the conservation of genius and the securing of social leadership. We should not forget, however, that if progress is to be secured, the achievements of the gifted must be supported by a high level of utilization on the part of the masses.

III. Those Relating to Democracy.

Equality of Opportunity is the first essential but does not imply the same kind of education for all. It does mean that every child has an inherent right to the training that is best suited to his needs: that his training must be adequate to fit him for the highest level of performance of which he is capable: that the state must take from those who have and give to those who have not, and that no amount of economic gain shall be weighed against the rights of the child.

The school must be kept a free public institution under democratic control in the broadest sense; education must be regarded as the function of all the people. It must be of the people, by the people, and for the people, not by or for any group or class. This implies, of course, that it must be supported by all the people.

In a democracy, education must itself be democratic. This implies that the administration shall be co-operative and not prescriptive. It also means that those actively engaged in the work of the schools have the inherent right to a voice in its administration and management.

IV. Those Relating to Administration.

If the school is to perform its adjustive functions economically and efficiently, exploration and diagnosis of pupils must not be neglected. Machinery must be set up for scientifically and accurately diagnosing the child, for ascertaining his capacity, interests and aptitudes. This involves the use of Intelligence tests, Psychological tests, Try-out courses, etc. It implies that the school must fit the child and not the child fit the school, and that the child has a right to training in the fields for which he possesses ability.

Guidance and direction is closely related to the last mentioned duty of the school. It is assumed that the child requires assistance in selecting both the educational courses and the vocation best suited to him. Doing for the child what he can do for himself, however, must be avoided. If the school provides the facilities to enable him to become acquainted with various activities of life he can to a great extent discover his own aptitudes and capacities.

A great deal of modern educational effort is centered around the construction of the curriculum. This is primarily the function of the educational expert. The aim is to eliminate those items which are merely traditional and have ceased to function in our present

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day affairs, and to select only those items of race experience which are most vital.

V. Those Relating to the Status of the Teaching Profession.

It is a well recognized fact that the teaching profession has not attracted to itself the due proportion of the brightest students which its importance deserves. Girls and boys seeking a stepping-stone have been considered adequate for the task of instructing the young. Students of poor ability have been admitted to our Normal Schools, and failures in other professions allowed to enter the teaching ranks. Marriage is deemed a sufficient reason for disqualifying a teacher, and local girls, in many cases, are given the preference. All this must be changed. The profession must attract the best talent that can be secured; the standard of admission must be raised. Qualifications for the position sought, must be the sole criterion for acceptance; and the conditions of the labour market must not be allowed to interfere with the rights of the child.

In the matter of Teacher Training there are three aspects:

1. Academic Scholarship;
2. Preliminary Professional Education;
3. In-Service Training.

None of these is adequately provided for at present. The academic standard must be raised materially to approach that of the other learned professions. Professional schools in connection with the Universities should be improved until they reach the status of other departments, and educational Sociology must take its place beside educational Psychology as a most important study. Summer schools and extra-mural courses should be provided. The single standard of training and salary is widely gaining acceptance; this suggests that the future will not tolerate the wide discrepancy in these respects now existing between the different branches of the service.

If teaching is to be raised above the level of unskilled labour it will require the application of Science. Of course it can never be an exact science, but neither is the practice of Medicine an exact science, both have their artistic side. The teacher in the classroom, like the skilled physician, must be an artist in his work. But the scientific attitude is at all times necessary and scientific devices must be applied constantly by both the teacher and the physician. When we consider the progress made during recent years in this respect we have every reason to be optimistic.

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Who Hath Not Heard of our May-Day?

(The Fifty-seventh May-day, 1927)

AND IT came to pass that when the time was come to prepare for May-day, certain good men of the City of New Westminster, came unto the Federation of Teachers, (which is, being interpreted, almost all they who teach in the schools), saying:

"Behold, now is come the year of rejoicing, called Jubilee; what think ye of our plan, whereby each child, and not a few only, as in olden time, shall rejoice before the people, yea, shall sing and dance before the multitude?"

And it seemed good unto them, and they said, "Be it so, even as ye will; but command that none of the people walk upon the field, that all may see, yea, even they that sit afar off in the high seats;

And they that were of the City communed one with another, and said, "Be it so; Then they that teach in the schools spent much time in toil and meditation, deliberating what each child should do; and there went rumours amongst all the people of the great things that were to be; and behold, there arose cold winds and rain, such as were not known at that season;

And the people of that city said, each day, one to another: "Will there be a May-day?" and they answered, saying, "We know not."

(But the children rejoiced greatly, for it pleased them to dance and sing in the time of school; and they said, "Let us not have May-day until another day");

But lo, on the sixth day of the month the sun shone, and the wind was not; and the hearts of the people were lightened;

And there came about the middle of the day, thousands of that city, and from the places round about that city, yea, even to the number of twenty thousand, who sat in the seats; and many came, seeking entrance and were answered, Nay; for they that were in authority would not let any man go into the field, and the seats were filled; and they that were without murmured amongst themselves, saying, "Did any man tell us of a May-day?"

And about the hour of noon, when the sun was hot, there were gathered together near the chief street of that City, sundry youths and maidens, clad in strange raiment;

And some carried flags, and some instruments, even instruments of music;

And it came to pass that when the Queen of the May appeared before them, (whose chariot was white like snow, and the garlands thereon like unto roses) seeing her, they arose, and went in order to the Queen's Park Stadium;

And there went with the Queen that day of Scouts fifty, and of Guides and Brownies another fifty; there went also Sea-cadets, and those Cadets which flourish upon the land;

And of them that made music there went two lots;

And when the Queen was come, the other children without the Stadium, cried out and were exceeding glad; and the multitude that was

within sat up, and made ready;

And they beheld entering in an army of all the children of that City, such as had never been witnessed at any time;

And the numbers of them reached the distance that is round the field, and they went in fours together; and the people were well pleased;

There came first babes clad in the likeness of flowers, who danced before the Queen; and the Queen, and she that was to be Queen, came after; and with them walked in glory, Queens from all the cities round about; and there were Maids of Honour; and the people were well pleased;

And they beheld at the gate Boy Scouts marching, and the children of the school called Herbert Spencer, in order; and no man knew what manner of thing would come in next. Then there came a host of children to sing, to the number of six hundred; and little ones robed in white, for dancing; and the Cadets that go down to the sea in ships; and Girl Guides, and Brownies, and Cadets that fight on the land, tall and in order; and the people were well pleased;

After them they beheld youths and maidens in tens and hundreds, from the schools called Lister-Kelvin, Central and McBride, robed like unto each other; yea, in red and white and blue, were they, and each had a flag;

And there were in the middle of the field, musicians of good report;

And when they were come, there arose one in authority and spoke; the Queen spoke also;

And they crowned the New Queen;

And the six hundred that were to sing did even so; and the people also sang, God Save the King; and they that were able made salutation;

And the Queen that now was spake to the people; but they hearkened not, for she was afar off; and lo, there were rockets in the firmament;

Then there arose one saying, Three cheers for the May Queen; and they shouted three times; and once more; and behold, it was the children that shouted, for the May Queen was of their choosing;

Then they brought forth the little ones, that they might dance round the Maypole; and again in rings; and it seemed to the multitude that the little lads toiled greatly to do thus, whereas the maidens danced and were of good cheer; and it pleased the people greatly;

And it came to pass that one with a speaking-trumpet asked, saying, Hath any man seen the mother of this little child? Behold him, his name is Jack Smith; and he held him up to the people, and they waxed merry; and his mother came and sought him, rejoicing;

And there came the Sea-cadets, and marched as it were to go down to the sea for battle; and it was good; and after them the other Cadets, marching as it were for war on the land; and it pleased the people greatly;

When these things were done, the children of the school called Herbert Spencer came in order and stood in a shape like unto Canada; now the name of this land is Canada; wherefore the multitude were well pleased;

Then they that made Canada sat; and the hosts of the schools called Lister-Kelvin, and Central and McBride, arose; and Lo, for a long

season they marched one after the other, bearing each a flag, in straight lines over the field; and they were robed alike, and it pleased the people greatly; and they marched in a maze and in wheels; finally they formed the name of Confederation, which rejoiceth all the nation in this year; and they made the figures of the year of it;

Nor was there any man to say unto them, Do this, or Do that, save one with a whistle; And it was said in that place for many days after, that there was none other thing that delighted the multitude like unto this thing, the children with flags; yea, verily, they that sat in the seats were well pleased;

Then the children that stood before the Queen, lifted up their voices, singing, "O Canada!" and when all the people had lifted up their voices also, the hosts of the children went out in that order in which they came;

In another place where man gave them of good things to eat; and they did eat, and were glad;

And all other children entered into the field, and received the same, and rejoiced;

Who hath not heard of our May-day? And who will be silent thereon?

Even he that loveth not the sun shining and the flowers of the spring;

Even he that loveth not the gladness of the children; that regardeth not their faces; that heareth not their voices;

Even he that is of an hard heart; for when the people rejoice, he rejoiceth not, but seeketh his own, and hearkeneth not;

And lo, all these things were done in the City of New Westminster, which is by the Fraser, in honour of the year of Jubilee, when the people of Canada rejoiced; and it was the fifty-seventh May-day of that City.

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A Glimpse of Kenya Colony

By CHARLOTTE M. MARTIN, George Jay School, Victoria, B. C.

After sailing upon the Red Sea and the Indian Ocean for more than a week and seeing little but sea, then some more sea, it was a pleasant break to find ourselves at 6 am. on November 1st, entering the coral-fringed harbour of Mombassa. We had arrived the night before but as the entrance to the harbour is difficult it is usual to enter during daylight. From the side of the ship we caught glimpses of attractive homes and tropical gardens, green palms everywhere, on one side a golf course where energetic golfers were so early improving their game, the harbour dotted with ships flying the flags of all nations and in the background the town of Mombassa.

A small motor boat took us safely ashore and after passing the Customs, we motored to the Manor Hotel, a most attractive place with a courtyard that was a dream on moonlight nights. The ceilings in the rooms were very high and in the bedrooms there was a space of several feet between the ceiling and the outside wall to permit plenty of air. Above every bed was a mosquito net, a necessary precaution against malaria. In the evening, little lizards appeared from their hiding spots, ready to snap up any enquiring mosquito that might appear. Both the food and the service were excellent.

Any day a ship arrives from England, the padre at the Cathedral is very busy with weddings. The young lady who had shared my stateroom had invited us to her wedding, so we hastily settled ourselves at the hotel, then went off to the Cathedral to see the wedding, a very pretty one, with conventional wedding dress, bridesmaids, etc. The Cathedral is a magnificent building with a great deal of fretted woodwork, making it very Eastern in its interior. After the wedding we motored to Tudor House, some distance out, along a splendid road made from crushed coral, with most lovely tropical shrubs, banana and orange trees, on either side of the road. In the trees about Tudor House I noticed some peculiar looking objects, which upon examining I found to be the nests of weaver birds. These weaver birds sew up the sides of the leaves, using it for a nest. Where they choose to make many nests on one tree, the effect is most peculiar.

We remained in Mombassa for five days, visiting the fort built by Vasco da Gama, now used as a prison, the bazaar, and some of the streets in the native quarters. In the not so long ago, the Sultan of Zanzibar made raids on the people there, bringing elephants to batter down the barred doors. The doors were then ornamented with huge pointed brass knobs. These knobs hurt the soft nose of the elephant and he refused to do his work. On my return trip I was in Zanzibar

for a day and saw many of these doors, which are rapidly being acquired by tourists.

Then one afternoon we motored to Kilindini and climbed aboard the funny little train that was to take us to the Highlands of Kenya. The coaches are so unlike ours that it is difficult to describe them. They are divided into compartments rather long and narrow with two wooden benches on either side. These benches are supposed to be beds. They are covered with the hardest leather cushions, it has ever been my fate to encounter. One must take one's own pillows, blankets and rugs. Everyone travels accompanied by a negro servant who rides in a third-class coach. At the different stops your boy hurries to your compartment to see if you want anything. There are no dining cars, but stops are made at refreshment houses for meals.

We mounted steadily up, the air becoming so cool that one was glad to put on a heavy coat. The scenery was most interesting, at first orange and banana groves, then grassy plains with here and there a native mud hut with some small children clad in birthday suits guarding a few small goats or cattle. At the different stations, crowds of natives were assembled, dressed in the weirdest clothes, some with only a skin or a bright coloured blanket, carelessly fastened on the shoulder, and others in cast-off European clothes, tennis flannels and tweed coats. Ladies' ancient straw sailor hats seemed to be the vogue, being worn by the men. Literally hundreds of bracelets made of gaily coloured brass wire decorated their arms, legs, noses and ears. Some tribes pierce the ear, then gradually enlarge it until a long loop of skin hangs down. Into this they hang everything that is available, tin cans being the first favorite, I should say. Other tribes pierce the nose and insert safety pins or small sticks. Others pull out the front tooth, and some gash the forehead or cheeks. Each tribe has its distinctive markings.

Early the next morning we reached the great plains of Athi which extend on to Nairobi. On these plains roam all kinds of wild game, protected by the government. Unfortunately the season had been very dry so we did not see as many as we had been led to expect, the game having gone farther in to find water. But I saw many small herds of giraffe and zebra; groups of ostriches, always travelling in threes, the male a powerful black bird and two females; a great many buck about the size of a goat, the large buck called kongoni, and the little dik-dik, a tiny buck about the size of a fox terrier. On the return trip we saw a large-sized lion, about five feet from the train, apparently taking trains as a matter of course.

Arriving at Nairobi about noon we had luncheon at the hotel then motored about the town. Nairobi is quite a good-sized town, about 5000, I should think, with modern houses, a golf links, club, the government buildings and the residence of the governor. The shops were quite attractive looking. Again we boarded our train

with its puffing and blowing little engine and up we climbed to Limoru, a sort of summer resort. Here we stayed ten days. In the vicinity of Limoru were many coffee farms. I heard they were experimenting with the growing of tea, but not sufficient time has elapsed to find out whether it is to be a success or not. At the hotel I met a man who had lived in Edmonton for many years and was now trying his luck at coffee growing.

Another day and a night brought us to our destination, Eldoret, a small village 8000 feet up and about 20 miles from the Equator. The village consisted of a few streets, a few shops, post office, two banks and two hotels. Many settlers have taken up land in the vicinity and are growing coffee, maize and seisal. All come into Eldoret to shop. At any hour of the day, one may see from twelve to twenty native oxen hauling in maize to be shipped by train all the way to England. Seven months at Eldoret was an interesting experience and life moved along in a pleasant, if somewhat monotonous fashion. It was quite cool in the morning and evening, but very hot from 11 to 3. Sometimes at those hours one felt as though something were pressing down on one's head, otherwise the height did not worry me in the least. We had a very wide verandah extending along two sides of the house and there we practically lived. We had all our meals outside except dinner, which in that country is served about 8:30. I suppose because there is nothing much to be done in the evening.

I was lucky enough to escape the rains which begin the end of June and last during July. The growth of everything is most rapid and of course, the flavour of fruits does not begin to compare with ours on account of this rapid growth. One sometimes forgets that so much scientific knowledge has been required to bring our own fruits to their state of perfection, but one certainly realizes it in the tropics. There every pest imaginable is to be found, and so far not much effort seems to have been made to get rid of them.

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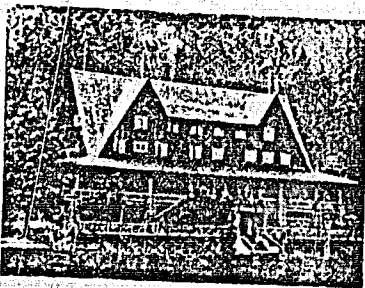
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"Early Doors to Music"

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ANY of life's greatest joys, money cannot buy. They have to be acquired, and this acquirement must be commenced in childhood, and fostered through the years.

Among these "greatest joys" might be classed the ability to enjoy, to understand and to appreciate music, literature and the fine arts.

Of these school subjects, only music will be considered here, though what will be said of it would apply to some extent to the other two forms of culture.

Children are susceptible to, and respond to, the appeal and influence of music at least five or ten years before they really understand poetry, and unless they meet this sweet influence very early in life, many of them never really meet it at all.

Given then, an early start in music study during the receptive, plastic, imaginative and romantic years of childhood, before the pure child soul, fresh from its divine source, becomes almost impervious to the spiritual influences, by its very material surroundings in school and out—given this start and securing a continuity (without the slightest break) all through the grades, college and university, what a gift to the race this would be.

In singing, intelligently taught, a child of five or six years makes the acquaintance of a form of beauty which is pure and perfect. The whole child is reached and employed, body, mind, heart and soul.

If the best little songs are used and taught properly, the result is law, order and beauty, in miniature, a great relief from and contrast with, the mass of material facts being daily urged into its little brain.

A child feels long before it understands and this feeling must be aroused first. Love comes with it and gradually, very gradually, the intimacy of understanding follows and—here we have the whole import and purpose of this article—the feeling for beauty in music, the resultant love of music, and the ultimate understanding and appreciation of music must be commenced in early childhood. The "doors" are then open and these "doors" close at an earlier age than many would think. Even twelve years of age is late for a commencement.

Leaving the consideration of music and the child for a moment, let us consider the relation of adult humanity to music, and the limited life, the limited enjoyment of life, forced upon those who missed the opportunity of an early start in music study.

Ordinary business men and women of today imagine themselves too busy to pay much attention to the quest for beauty, or to the appreciation of beauty, either in music, literature, or the fine arts.

They consider the susceptibility to beauty as not practical. They leave that kind of thing to a class of persons whom they regard

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as "cranks," it brings to them no grist to the mill—no dollars and dividends—and they think that they have no time for it anyway. They have time for baseball, motoring, tennis, golf—all good in their way—but the words art, music and literature mean little or nothing to them. The real cause for this is that they have not the slightest inclination that way. In childhood neither parent, teacher nor environment planted a love for these in their (then) impressionable minds. They spend their time as they like best, according to their up-bringing and education.

Take the example of many who have prospered financially. They arrive at a time of life when they have more leisure than in previous years, and they really try to find pleasure in the finer things of life. Alas! It cannot be done. They are too old to begin. It is pathetic, but there is no help for them. (e.g.,*Darwin). Poetry bores them and their liking for music is indifferently casual or quite cold.

Trace back the lives of these people for the cause of this condition, the cause of this (to them) great loss. In childhood, adolescence, early manhood, in the nursery, school and college, the artistic side of their education was, perhaps, missing altogether, perhaps given a small place, or most regrettable of all, was in the hands of teachers, who though sincere and academically qualified themselves, failed to kindle the Divine spark in their pupils.

Amassed wealth and material possessions cannot give complete, deep and lasting satisfaction to a soul yearning for something higher, and when the materially rich man of this class turns at middle age to find joy and beauty in the fine arts, especially in music, he finds—tragic and pathetic fact—the door closed and written upon it, "No admission. Keep out. This is not for you. You are too late." If the poor man could decipher the explanation, the reason for his being barred out, it might read further something like this: "You should have come to this magic place when you were a little child, should have come every day for a little while with your child eyes, ears, and soul. Then you could have known us and grown up with us. *Grown up with us.*"

Art, any art, and the child should meet early and often. At the eleventh year, even, the meeting is sometimes difficult and the difficulty increases rapidly, very rapidly at twelve or thirteen years.

Certain doors of the soul seem to open at certain ages and to close again at certain other ages and there comes a time when, all too frequently, Nature says: "Thou art now, what thou wilt be."

The ability to love and understand fine books and music is one of growth, not a capacity created overnight at any period of life. The seed has to be planted in early years, not in the midsummer or autumn of life, and it is our business as teachers to do our planting at the right time, thereby ensuring to our pupils the

* Darwin, late in life "sought the soul of music with penitential tears of sorrow." His musical faculties had become atrophied. He had fought back the desire for music when a youth, giving preference to other studies.

SPECIAL ANNOUNCEMENT



ADVERTISING is good business, but it is good business only when the advertiser can see some return for the money invested. The Teachers who have taken over the task of obtaining advertising for the magazine ask that you support their effort by patronizing the business houses who are advertising with us. We are soliciting advertising only from those whom we feel will give good service, so at least give them a test, and be sure to mention "The B. C. Teacher." More advertising means that the scope of the magazine can be enlarged, and a great deal of our success will depend on you. The Committee welcomes any suggestions.

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possibility of growth and of living the fuller life in later years.

Music, especially singing, is pre-eminently the chief subject on our curriculum through which this can be accomplished and, thanks to the increasing interest and encouragement of the authorities and the wonderful stimulus of Competition Festivals such as are held in Vancouver, Victoria and the Okanagan Valley, brighter days, musically, for our children are at hand.

Singing appeals to child nature as no other subject does and helps to retain the most precious qualities of childhood—ideality, and love of beauty in all forms, beauty in flowers, in fairy tales, in the forests, in the stars. But, unless the children's singing is guided along the path of beauty by singing beautiful music in a beautiful manner, this end will never be attained.

"Beautiful music in a beautiful manner." "There's the rub," and there the teacher comes in. The teacher, of course, (need it be said?—and excuse the vernacular) must "have the goods;" that is, an adequate knowledge of the subject, and the power to make the child love it. He must bring to his work Love—of the child and of the subject—a fine sensitive ear, a discriminating taste, and the soul of an artist. His selection of music gives him the opportunity of elevating or lowering, as the case may be, the musical taste of a whole generation, as, through the children, his influence penetrates into thousands of homes. What an opportunity and what a responsibility!

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A Photograph of a Memorable and Historic Occasion

(Continued from Page 22)

Mrs. Lindbergh, who was the recipient of lovely baskets of roses, is seen standing by the Principal of the School, Mr. B. Comfort.

Incidentally, a notable feature is the large orchestra which the school possesses, and particularly the inclusion of seven harpists, all of whom receive musical instruction in the school.

For the esteemed privilege of using this unique picture we are indebted to Mr. T. G. Lister, Principal of the Vancouver Technical School who, while on an educational visit to the leading technical schools of the continent, spent some time at the Cass School, and also to Mr. Ben. Comfort, who kindly presented Mr. Lister with a large copy of the photograph.

As teachers of British Columbia we would wish to join in the avalanche of congratulations which have been showered upon Mrs. Lindbergh and her heroic son. The teaching profession of the whole world has been made richer by the honours accorded to one of its members, and particularly by the fact that in spite of all the wonderful opportunities offered for a transfer of activities to much more remunerative and far less arduous fields of endeavour, she has remained loyal and true to the profession, and has exhibited the spirit of the real teacher.

Here and There

Teachers' Pensions in New Brunswick.

UNDER the legislation for teachers' pensions, male teacher, sixty years old, and female teachers fifty-five years old, who have taught not less than thirty-five years in the public schools of the Province may, upon retiring from teaching, receive an annual pension equal to half of such teacher's salary for the last five years of teaching, such pension not to exceed \$800. Total disability allowances are also provided for those who have taught not less than twenty years, the disability allowance being as many as thirty-fifths of half of the annual salaries of such teachers during the last five years of their teaching, as corresponds to the number of years they have taught. Pensions are also payable to any person exclusively engaged in work in connection with the public schools, provided such person holds a teacher's license from the Board of Education.

The pension fund is provided by deducting five per cent. from the government grants of all teachers, and by the payment of twenty dollars a year by others than teachers who are entitled to the benefits of the fund. Any shortage in the amount required to meet the pension claims is made up out of the consolidated revenue of the province. The amount paid in pensions and for disability last year was \$26,090.52.

Important Change in Teacher Training in Ontario

A recent announcement in the press states that Normal trained teachers in Ontario—both prospective ones and those already engaged in the profession—are to be required to qualify for their work by a two years' course. The Ontario Department of Education has decided upon this policy and will enforce it in the coming autumn. Full details of it will be given in the pamphlet on the Normal School courses which the Department issues annually in May.

The requirement of two years of Normal School training for a Normal certificate represents a move by the Department towards a higher standard for the primary school teachers. The majority of the other Canadian provinces have set their Normal School courses at two years.

The intention of the Department is to permit a Normal School student to teach at the end of one year's training upon an interim certificate. The interval for which this certificate will be good has not yet been determined, but it may be for two or three years. At the end of the period the student will be required to return to the Normal for another year's work, after which a permanent certificate will be granted. The idea of separating the two years of Normal work is in order that the student may have an opportunity both of earning the funds for the second year of the course, and also of having the practical experience in the light of which the second year will prove particularly valuable.

It is understood that the new regulations will not be retroactive and that present holders of Normal School certificates will not be required to take another year's course but may do so at their option.

Saskatchewan Trustees Ask for Education Survey

At the Convention of Saskatchewan School Trustees held at Saskatoon, the following resolution was passed:

Whereas an educational system has a great influence in determining the life vocation of a child; and

Whereas our system is unsatisfactory in that respect for this agricultural province;

Be it resolved that this convention recommend the appointment of a commission to investigate our own and other educational systems with a view to creating a system more suitable to the needs of our province; and we recommend that this commission should be representative of the Department of Education, the School Trustees' Association, the United Farmers of Canada (Saskatchewan section) and the Saskatchewan Teachers' Alliance.

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 - (c) A course in French Phonetics designed especially to meet the needs of high school teachers of French and others who desire to perfect themselves in the mastery of spoken French.

Other interesting features will be outlined in the Summer Session Announcement shortly to be issued. For special information address—

THE DIRECTOR OF SUMMER SESSION,
UNIVERSITY OF BRITISH COLUMBIA,
VANCOUVER, BRITISH COLUMBIA.

Toronto Secondary Schools' Benefit Fund

The following is the report of the Treasurer, Mr. G. W. Keith, as published in the February "Bulletin":—

"The Sickness and Accident Benefit of the Toronto City Secondary Teachers' Federation has passed safely through its first year and is entering on the second and perhaps, more trying year. The first year's operations have given experiences that will be useful, and we have more confidence than before, for we have the feeling of having accomplished something. We have tested our forecasts and found them accurate, and we have the machinery running smoothly.

"There were 122 members in 1926 who, with a fee of \$7.00 each, contributed \$1,234. We paid out in benefits \$555, and in expenses \$2.42. This left us with a comfortable balance to begin 1927, and as a result the fee for the second year has been reduced to \$5.00, with an extra \$2.00 for those joining the fund for the first time.

"The success of the scheme has been in no small measure due to the efforts of the representatives of the various Secondary Schools. These men and women have been energetic and persistent in their work, and this has counted for the part the cost of administration has not been loaded with excessive salaries and wages that so often wilt away good salaries.

"We are very hopeful of another successful year."

To Teachers Attending the University Summer Session

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KNOW THE RULES !

Summer has been a little longer in coming this year than is usual in this favoured Province, but possibly she means to stay a little longer with us. In any case, it is unreasonable—as so many people seem inclined to do—to assume that the Fire Hazard this year is likely to be negligible. The need for care in the woods will be just as pressing as ever, and with the Holiday Season rapidly drawing nearer, it would seem that now is an excellent time to impress that fact upon our readers.

The woods are never fire-proof; carelessness with fire is always reprehensible. The rules for safe conduct in the woods are simple, and nobody should be ignorant of them.

(1) Matches. Be sure your match is out before you throw it away. Matches have heads but they can't think. Do it for them.

(2) Tobacco. Don't throw pipe-ashes, cigar or cigarette stumps from a car into the inflammable material by the roadside. If you MUST get rid of these, it is less dangerous to drop them in the centre of the road.

(3) Making Camp. Build a small camp-fire. Build it in the open, not against a tree or log. Scrape away the debris from all around it.

(4) Leaving Camp. Never leave a camp-fire, even for a short time, without quenching it with water or earth.

(5) Bonfires. Never build bonfires in windy weather or where there is the slightest danger of their escaping from control. Don't make them larger than you need.

(6) Fighting Fires. If you notice a small fire starting, try to put it out. Larger fires should be reported immediately.

A long step in the right direction has been made by the Victoria Daily Times, who have organized what is known as a "Fire Safety Club." This is a voluntary organization of girls and boys of 16 years of age and under, who have pledged themselves to be careful with fire in the woods, at the beaches, and wherever campers gather, and generally never to turn their backs upon a fire until they are certain that it is completely out.

"The duties may seem simple," says the Victoria Daily Times, "yet there are hundreds of instances where forest fires which have done great damage have been caused by campers who lighted a fire and left it, to rekindle afresh from its embers after they had gone home."

Members of the "Fire Safety Club" have no duties other than to observe a personal pledge that they will not light a fire anywhere that they do not stay to put out; there are no fees to pay, no chores to do, and nothing is required beyond the pledge to use the same care with fire in the woods that one would naturally use in one's own home.

To bring about some reduction in the number of fires caused by carelessness on the part of campers, the Legislative Assembly of the Province this year has passed a law under which it is necessary to have a permit from some Forest Officer before any camp-fire may be set in any forest or woodland. These permits are free. Be sure to get one and follow carefully the instructions printed on the back.

W. H. C.