

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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Editorial

The New Federation Offices.

In accordance with the resolution of our Easter Convention, the office of the B.C.T.F., has been moved to Vancouver, and is now in Rooms 614, 615 and 616 of the Credit Foncier Building on the corner of Hastings and Hornby Streets.

The move has been made in the belief that the proper place for the central office is in the centre of the teacher population. There are twelve Branch Associations in Greater Vancouver, with over one thousand teachers as members. Every part of the Province except the southern end of the Island, is a day nearer the central office, and consequently business, whether by mail, or in person, can be more expeditiously transacted.

We extend a hearty invitation to all teachers to visit the offices when in the City—and particularly to do so if in need of any advice or assistance in connection with educational matters.

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A Call for Co-operation.

All the work of the Federation is not done by the office nor by the officers; each member has a part to play, and in the year ahead of us, it will be necessary for everyone to play his part if we are to approach the consummation of our plans for this year's work. Three outstanding features of the work for this year are:

1. An endeavor to obtain a satisfactory Pension Scheme.
2. Research work in Education by the Teachers of the Province.

3. An enlargement of the usefulness of the Magazine.

In these spheres of activity, each Branch Association and each individual can contribute, and we hope that every teacher of the Province, who has not yet done so, will associate himself or herself actively, with the B. C. Teachers' Federation as soon as possible, and so assist in bringing about the desired results.

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New Form of Magazine.

Our readers will no doubt notice the change in size of page and form of the magazine. This has been brought about as a result of much thought and discussion by the Editorial Board. While there are many reasons which seemed to point to the greater suitability of the smaller size, one of the main was a desire to have a magazine which could be more easily filed and more conveniently held for reading. By conforming more closely to the common book size, it was thought that it would also be more suitable for carrying around to be read in spare moments or when travelling. The opinions of many teachers were asked, and the smaller magazine was evidently more popular. As the main desire of the Board is to make the magazine of the greatest possible value, and to arouse the highest interest in its contents, the change was unanimously favored. It should be noted that the number of pages has been doubled, and therefore the same amount of reading matter is included. In this connection, we wish to state once again that we shall at all times welcome any suggestion from any reader as to methods of improvement.

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Federation Membership.

In the statement issued by the C.T.F. regarding membership, British Columbia is the only Federation whose number shows a decrease. There is a reason for this. In the past, many members joined at the latter end of the year and paid only a proportionate fee. The executive last year, decided that this should not continue, and refused proportionate fees from all except those who were entering the profession in British Columbia for the first time. Consequently, a drop of 143 in membership, was the result. Again, the year of the B.C.T.F. begins on March 1st, and at the time of making the C.T.F. report, we have been going only four months of our year when many teachers have not yet got on the roll of membership. Already we have approximately 2000 for this year, with hopes of a considerable increase in the next month's time.

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An Important B. C. Publication.

A couple of years ago, the High School T.A. of the Lower Mainland, appointed a committee, with Dr. Norman Black as chairman, to carry on a systematic study of books dealing with School Administration.

This Committee worked quietly but steadily and from time to time, the sub-committee's reports were published in bulletin form. On completion of their work, the Association decided to have their reports edited and published. This has now been done and the result is the production, by J. M. Dent & Co., of "Peace and Efficiency in School Administration, Edited by Dr. N. F. Black, M.A.," which will be on the market next month.

It is the first book of its kind to be fathered by any body of Canadian Teachers, and redounds to the credit of the High School Teachers of the Lower Mainland; and the B.C.T.F., of which the H.S.T.A. is a branch, is proud to give the support of its editorial columns to the enterprise of the publishers.

The book is intended, not only for teachers, but also for parents and School Boards, as it is an attempt, based on the literature of School administration, to find the causes of friction and to suggest a remedy for the same. Teachers throughout the Province will do well to make sure of securing a copy of the book on its publication.

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Research Work.

One of the main activities of the Federation during the present year is to be the inauguration of definite, practical research work in education by the teachers of the Province. This research will be directed by a strong Federation Committee under the chairmanship of Mr. G. A. Fergusson, who has yielded to the persistent requests of the Executive that he should undertake this further work in the interest of education in the Province.

The organization plan to be followed will probably be that of the Federation Survey Committee, which functioned so effectively. Sub-committees will be formed for special departments of the work, and Local Associations, and, indeed, every individual teacher will be given an opportunity to co-operate.

The magazine will be used to further the work of the Committee, and reports of progress will appear from time to time. The November issue will contain definite suggestions from the Committee with outlines of the various problems to be considered. Dr. George M. Weir will contribute an article indicating possible fields of research, and it is certain that the Education Department of the University will give full co-operation.

We feel sure also that the Provincial Education Department, and the Inspectors and Normal School Instructors, will assist in the enterprise, and as a result we shall bring about results which will assist materially in the advancement of education in the Province.

Here is a real community project. It is far too great for any individual, or even for a small group—but the Federation as a whole can make an unqualified success of it—if every individual will contribute to the limit of his or her ability.

Chair of Home Economics at U. B. C.

The Provincial Parent-Teacher Federation has already established an enviable record for accomplishment in the educational life of our Province, and they have proved that once they are convinced of the wisdom of any worth-while project, they have the courage and the ability to carry their ideas and their ideals into practical reality. The greater the objective, and the greater the difficulties, the more do they seem to enjoy their labors. Those responsible for leadership have shown a very commendable spirit of self-sacrificing endeavor, and have given much time and labour and thought in the interests of their work.

At the present time they are engaged in a work of great magnitude and of prime importance to education in B. C., namely, the provision of the necessary funds to establish and endow a Chair of Home Economics in our Provincial University. This will involve the raising of the sum of \$80,000. Elaborate plans have been completed and the whole of the Province is to be reached by means of their system of organization. We need not go into details as each school has received circular letters outlining the method by which it is hoped to raise the required amount. Letters are being sent to all parents, particularly appealing to the mothers, for the idea should bring a ready response from mothers who know the real value of anything which tends to improve home-making—and also to School Boards and teachers.

We hope to make further reference to the progress made, in our next issue—but meanwhile we would like to ask every teacher to give the fullest possible co-operation to the Parent-Teacher organization in this matter.

One of the fundamental requisites of a State supported University is that it should minister to the educational needs of the greatest possible number, in as many varying avenues as is financially and practically possible. In endowing a Chair of Home Economics, the P.-T. Federation is opening up an avenue of tremendous possibilities—and in so doing is rendering a public service of great value. It should also be remembered that the success of this pioneer effort will doubtless stimulate other endowments—each of which will be a source of added strength to the University in which we as teachers of the Province are naturally interested, and which we hope to see develop to the limit of its possibilities.

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

In Lighter Vein

"PEDAGOGICAL DIGNITY"

At a season when we are subduing the spirit, and accommodating it once more to an assemblage of young barbarians, the time seems ripe for a few random musings on pedagogical dignity.

Being something of a realist, we would like to approach this exalted theme with proper reverence, and to cloth our fugitive reflections in the stateliest of prose; but we have been handicapped since childhood by an invincible regard for the truth.

So many young teachers are venturing for the first time upon pedagogical seas, and so many older ones are setting forth upon a new voyage, that there may be more than a passing interest in the type of dignity we have been audacious enough to bring under discussion. We have even gone the length of an analysis, which we believe will fit the case throughout the entire range of our profession; from the great open spaces of the University to the more confining purlieus of the little red schoolhouse.

The constituent parts of pedagogical dignity are self-esteem, educational uncertainty, self-consciousness, fear, lack of humor, and generally—extreme youth. These six come of course in different proportions, but they can invariably be woven into an engaging cloak, equally guaranteed to cover up our threadbare spiritual garments, and to fend off the chill winds of reality.

But the worst feature of this humbugging cloak is that it lulls the wearer into such a pleasant sense of decency that he sees no necessity for patching and darning.

Educational work is an intensely human field and lends itself to wide horizons; the teacher should be possessed of culture, learning and a breadth of view that can look upon all ideas and all men with understanding and discrimination. He should have a kindly sympathy for other folks' prejudices and peculiarities, not forgetting that he is in no wise different from his brethren.

But—and here we reach the meat of the matter—he is not intended to be a paragon of parochial conventionality, nor to be a mentor to his community. He should not struggle to live on an exalted plane that only renders him ridiculous, nor to play the harmonium if his best reason is the acquirement of moral prestige.

We live in such a serious country, that there is considerable danger of taking ourselves too seriously; and so we drape the cloak about us as a covering necessary to our exalted importance—not forgetting to let it fall over our feet.

As a matter of strict fact, real importance is often in inverse ratio to dignity.

PAIDAGOGOS.

President Coldwell's Message To



M. J. COLDWELL
PRESIDENT, CANADIAN TEACHERS' FEDERATION

We are glad to be able to present in this number a message from the recently-elected President of the Canadian Teachers' Federation, Mr. M. J. Coldwell, of Regina. Mr. Coldwell is of English birth, his birth-place being Seaton, Devonshire. After a course of training finishing at Exeter University College, where he passed the final examinations for the Board of Education Certificate, he came to Canada in 1910. After a year's teaching in Alberta, he moved to Saskatchewan, where he has held principalships of three Regina Schools, being now principal of the Strathcona Public School in that city.

Mr. Coldwell has been associated with the Saskatchewan Teachers' Alliance since its organization, having been a member of the Executive at various times. He is President of the Alliance for the current year.

Outside of his own profession our new President has received widespread recognition of his ability. As City Alderman of Regina, a member of the Board of Governors of the Regina Public Library Board, and in the Federal election of 1925 the Progressive candidate for Regina he has been much in the public eye.

The Editorial Board of your magazine has asked me to send a message to the British Columbia Teachers.

It is customary to pay some compliments in such communications and I am not going to depart from this usage, because the success of the B. C. Federation, since its inception, has been an inspiration to its sister organizations, which together comprise the Canadian Teachers' Federation.

The report of the survey of the B. C. Schools is a source of information and enlightenment to educationalists throughout the Dominion, and an incentive to create conditions which will prove beneficial to the rising generation which will people this country of vast distances and diversities.

This is an age of organization. Teachers were among the last to organize, but having once put our hands to the plough we dare not look back. The future of education depends upon an efficient

The British Columbia Teachers

teaching body, and that efficiency can best be attained by the efforts of the teachers themselves. Co-operation is the law of life and progress. When men began to associate themselves together in their primitive patriarchal communities real progress began, and the future of mankind depends upon his ability to co-operate in ever-widening spheres. Organizations, such as the Canadian Teachers' Federation, embody the fundamental spirit of co-operation. Each province, like each individual in a group, is autonomous, but real strength and efficiency is to be found in co-operation within the larger body.

The Charlottetown Conference marked another milestone along the road toward a better educational atmosphere in this Dominion. There, the representatives of 20,000 Canadian teachers met to discuss their common problems, and to exemplify to the citizens of Canada their unity of purpose for educational progress. I venture to say that were the Conference to accomplish nothing more than to convey to the Canadian people the information that we are organized and alive to the problems that beset us, the Conference would be well worth while, but your delegates will report upon the important discussions that took place, and the wealth of information laid before them.

A chain is no stronger than its weakest link, and there are weak links in our teachers' organizations. Too many members of our profession still stand aloof because they have failed to grasp the significance of the signs of the times. Organization is the natural sequence of our social life and activities. Teachers cannot afford to lag behind. Indeed, we should lead the van of progress, not bring up the rear! In the B. C. Federation there is work for every teacher, a sphere of usefulness for every type of mind. Some find joy in the realm of investigation, some in the role of the advocate of better things. Investigation and advocacy must go hand in hand, for the advocate uses the results of investigation to win approval for new ideas and policies. If each will play his or her part the teaching body can exert an enormous influence for good, and at the same time raise the status of the teacher to the highest level.

My message then to the members of the Federation is to hold fast to the faith that is in you; to exert all the efforts that you can to arouse those teachers, who are not yet enrolled, to a sense of their corporate duty and responsibility. The world is still young; universal education is only in its infancy; it is still suffering from childish disorders that precede sturdy youth and lusty manhood. There is a lifetime of work to be done. Just now we see the sun of a new day dawning over the distant hills—the dawn of a new day for all mankind. Though the light may be uncertain we discern dimly, but distinctly, the new, yet old, old motto, "co-operation," scrolled across the heavens. For us, as teachers, this slogan is the clarion call to active membership in our Federation.

Report of The Proceedings of

As it was decided at Charlottetown that a year-book of the C.T.F., should be printed and made available for the teachers of the Dominion, it has been deemed unnecessary to give in this issue as detailed a report of the proceedings, at the Convention held in Charlottetown on August 3, 4, 5 and 6th, as might otherwise be given.

THE Seventh Annual Convention of the Canadian Teachers' Federation opened in the Legislative Chamber of the Parliament Building, Charlottetown, P.E.I., at 9:30 a.m., Tuesday, August 3rd, 1926. The President, Mr. R. E. Howe, of Westmount, Que., was in the chair, and seven Provinces were represented by three official delegates each. New Brunswick, which had applied for admission to membership, sent two delegates; while two representatives of Nova Scotia, which is still not a member of the Federation, were present, and were extended the courtesy of seats on the floor of the Convention.

Sessions were held on Tuesday, Wednesday and Thursday, from nine-thirty to twelve, and from one-thirty to four-thirty. In addition, a meeting was held on Friday morning, from seven o'clock to ten o'clock, stopping then to allow the program arranged by the Prince Edward Island teachers for the visiting delegates to be carried off. Another meeting was held at the Victoria Hotel that evening, from nine to ten-thirty; and a few remaining items of business were transacted, and the Convention formally adjourned, in the Convocation Hall of Acadia University, Wolfville, N.S., on Monday, August ninth, immediately after the Convocation at which the degree of LL.D., *honoris causa*, was conferred upon the retiring President, Mr. Howe, by Acadia University.

Following very cordial addresses of welcome from the Lieutenant-Governor of Prince Edward Island, the Mayor of Charlottetown, a representative of the Board of School Trustees, and the President of the P.E.I. Teachers' Federation, with suitable replies from President Howe and Mr. Parker of Alberta, the Convention committees were appointed, and the business of the Federation was taken up.

Briefly, the program of the Convention may be summed up thus:

The annual Reports of the President, Secretary, Treasurer, and Auditors.

The Reports of Work and Progress from the Provincial Organizations.

Reports from the Committees appointed in 1925 on work carried on during the year.

Election of Officers.

The Charlottetown Convention

The year-book will contain a copy of the minutes, all the reports of officers, committees and of branch associations, and the special reports on various topics assigned at the 1925 Convention to the different branches of the C.T.F.

In the next issue of the B. C. Teacher, more definite information will be given as to when this year-book will be available.

Reports of the Convention Committees: Finance, Constitution and Policy, and Resolutions.

President's Address.

The President, in his address, emphasized the need of co-operation throughout the Dominion on various common problems, among which he mentioned, as worthy of special consideration, the matter of methods of promotion, the length of the school year, and a higher standard of teacher training. He also made special mention of the visit to Canada next year, on the invitation of the C.T.F., of the World Federation of Educational Associations.

Secretary's Report.

The Secretary's report, summarizing the Provincial reports to be presented later, stated that "in each Province our organized teachers are making worth-while contributions to the cause of education." The Blairmore case was mentioned as an evidence that the spirit of co-operation is growing stronger. Touching on matters left over for action after the last Convention, the report stated that no report had been made of difficulty in obtaining passage of text-books and material through the Canadian Customs; that inter-provincial exchange of teachers had been taken up with departmental authorities and co-operation promised, but that no application for such exchange had been received; that copies of the resolution re representation in the Canadian Senate, passed last year, were forwarded to the Premier and leader of the Opposition; that the Railway Commission had been communicated with in regard to special travelling rates for teachers during summer vacation, but that the Commission had no jurisdiction in the matter.

The Secretary's report was accompanied by several statements, one of which, that of membership, is of particular interest, as giving a clear idea of the numerical strength of the C.T.F. and is printed with this report.

The Treasurer's report indicated that the financial position of the Federation is decidedly better than at any time in the past. The balance was given as slightly over \$6,300.

Provincial Reports.

The Reports of Work and Progress from the Provincial organizations proved very interesting, and were discussed quite fully and freely. These reports, covering a very wide range of experience, were full of suggestions, and indicated a great deal of progress along many lines. In almost every case, discussion followed, frequently taking the form of enquiry as to the experience other Provinces had had, or the mode of procedure followed in other Provinces in a certain matter. It will be possible here to mention only the most prominent points of these reports.

British Columbia.

The British Columbia report, while touching on many matters, emphasized the progress made in legislation, especially in the provision for a practical court of appeal for every teacher who felt that he (or she) had been unjustly or unfairly dismissed, and in the taking of a first step towards the preparation of a superannuation scheme. Another item that was especially noticed was the reference to the deduction of 1-250th of the annual salary for each day's absence, instead of 1-200th.

Alberta.

The Alberta report extended the thanks of the Alberta Teachers' Alliance to the teachers of the Dominion for their support in the Blairmore case. The amount of financial assistance received from outside the Province at the time the report was written was given as \$3,033 48. Among other features of a lengthy, and very interesting report, were references to Alberta's experience with Government loans to Normal students, arrangements with the University of Alberta for a degree course for teachers in active service, legislation establishing a "Board of Reference," and progress along the lines of a pension scheme.

Saskatchewan.

The chief feature of the Saskatchewan report was the announcement of the amalgamation of the Secondary Teachers' Association with the Saskatchewan Teachers' Alliance, the new joint body of Secondary and Public School teachers, taking the name of the Alliance. Saskatchewan is also beginning, this month, the publication of an official organ of the Alliance, "The Saskatchewan Teacher." The Province has its own peculiar difficulties, but real progress is being made.

Manitoba.

The Manitoba Federation reported a very successful year. A new feature of their organization was the formation of a "Rural Secondary Teachers' Composite Local," which promises to do some valuable work. Among many matters worthy of mention, one, which was much referred to, is worth giving here in full.

"One of our serious problems is to strengthen our Local Federations. Where Locals are weak, we generally find problems of tenure, etc., cropping up. In districts where Locals are strong, these are rarer. It should be said, however, that we cannot expect Locals to function very effectively unless some definite work is given them. The Executive, therefore, is encouraging Locals to undertake the responsibility of some definite piece of work or research. In this way, we can decentralize much of the work of the Federation. The tendency, of course, with the office of the General Secretary is to centralize all the activities of the Federation. This in our judgment is not a wholly wise policy. We are endeavoring, therefore, to decentralize such of our work as can be undertaken by strong, energetic Local organizations. For example, the Winnipeg Local is undertaking a fine piece of work in the investigation of Juvenile Delinquency. Already this committee has made a contribution of great value to the public."

Ontario Women Teachers.

The Federation of Women Teachers of Ontario reported a new departure in the establishment of an Employment Service, which they found much appreciated. Further efforts to raise the standard for teacher training were reported. The Federation decided at their last annual meeting to employ a full-time secretary.

Ontario Secondary Teachers.

The Ontario Secondary School Teachers' Federation reported a very high percentage of members. In fact, they claimed the highest, which claim Prince Edward Island promptly disputed. Difficulty was reported in enrolling the Continuation School teachers. A splendid Code of Ethics has been issued, with good results. Very fine results were reported, in a number of cases of disputes, from conferences of Federation officials with the Trustees concerned. Two projects, now under discussion, with good prospects of action, are a teachers' headquarters and clubhouse and a contingency fund, which could be drawn upon by members in case of personal emergency.

Ontario Public School Men.

The Ontario Public School Men Teachers' Federation reported particularly successful work in the settlement of disputes, in all cases reaching an amicable settlement, and leaving the feeling that the Federation had dealt fairly with each body concerned.

Quebec.

The Association of Protestant Teachers of Quebec reported a very successful convention, attended by over seventy per cent. of the Protestant teaching force of the Province. The possibility of holding sub-conventions in outlying parts of the Province was mentioned. Co-operation between the Association and the Department of Public

Instruction was reported in the preparation of a new course of Study, aiming to make the schools more complete in themselves and less dependent on the University.

Prince Edward Island.

Prince Edward Island Teachers' Federation reported a good year, and gave figures showing a membership of 84 per cent of the teachers of the Province. Local Conventions, under the auspices of the Federation, had been made a feature of the year's work. Co-operation with the Department on text-books, efforts to raise the academic and professional qualifications of teachers and the appointment of an educational survey committee, are reported.

New Brunswick.

The New Brunswick Teachers' Association, which was received into membership at the Convention, did not present a printed report. A verbal report by Dr. Oulton showed progress, and united effort on the part of the teachers of the Province to raise the status of the profession.

Reports of Committees.

Reports of Committees on work carried on during the year showed a great deal of work done on various problems of common interest. Matters taken up in this way included Dominion Registration of Teachers, Standard Agreement, a Report on Educational Costs, A Report on Examination Methods and Costs, Superannuation, a Dominion Teachers' Magazine; and Relation of High School and University. A report of special interest and importance was that of the Committee appointed to make arrangements for the Convention, in Toronto, next year, of the World Federation of Educational Associations.

A Manitoba Committee presented a full plan for a Dominion Registration of Teachers, which, after some discussion, was referred to the Provinces for consideration during the coming year. While no vote was taken, a strong feeling was evident that Registration must begin as a Provincial Undertaking.

A Saskatchewan Committee, which had been asked to work out a Standard Agreement, brought forward such a form of agreement, prepared in conjunction with a solicitor. It was decided to pass this form of agreement along to each Province, for use, in accordance with local conditions, as desired.

Our own British Columbia Superannuation Committee presented a very complete report on Superannuation, which was much appreciated, and which was referred to the Provinces for study during the coming year.

Manitoba reported that the time was not opportune for undertaking a Dominion Teachers' Magazine, which had been suggested

the previous year, and referred to Manitoba for report. The matter was dropped without action.

World Federation Meeting.

It was agreed that further information relative to the World Federation meeting would be given through the Provincial Magazines as arrangements for the Convention went on. It was made clear that the invitation had gone from the C.T.F., and that the teachers of Canada were to be the hosts to visitors from practically every part of the world. Each Province will be called on to help in making the Convention a most successful one.

Election of Officers.

The election of officers for the coming year resulted in the choice of Mr. M. J. Coldwell, of Regina, as President, Dr. E. A. Hardy of Toronto, as Vice-President, and Mr. G. J. Elliott of Winnipeg, as Secretary-Treasurer. Members of the Executive chosen were Mr. G. W. Clark of British Columbia, Mr. A. Waite of Alberta, Mr. W. Mountford of Manitoba, Dr. G. J. Oulton of New Brunswick, and Mr. Leo McDonald of Prince Edward Island. Quebec is represented on the Executive by the Past President, Dr. R. E. Howe.

Next Year's Convention.

Invitations were received from Winnipeg and Toronto for the holding of the next Convention. The first choice, in favor of Winnipeg, was rescinded the following day, and Toronto was chosen for the 1927 Convention.

The Resolutions Committee suggested several matters for investigation and report, which were referred to the Executive Committee for appointment of committees to work during the year. The Executive was also instructed to appoint a committee to revise the Constitution, and to take into consideration the question of co-operation with the National Council of Education, from which an invitation was received to appoint a representative on their Board.

Convention Notes

OUR General Secretary, Mr. H. Charlesworth, was appointed by the Executive, as one of the delegates to the Convention, but, owing to pressure of work, particularly that of moving the B.C.T.F. office to Vancouver, he decided that in the interests of B. C., he should remain at home. His absence was felt, and regret expressed by many, that his experience in the C.T.F. deliberations, was not available this year during the discussion of many important questions.

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The B. C. delegation consisted of Mr. Clark, Mr. W. H. Morrow and Mr. H. W. Creelman, who had been appointed an alternate

delegate. Mr. Morrow went East early in July and met the delegates on arrival at Charlottetown. Mr. Clark and Mr. Creelman joined the special excursion at Winnipeg and travelled across the continent with the delegates from the other Provinces.

By arrangement with the Canadian National Railway Company, sight-seeing drives were given the Party at Toronto, Ottawa, Montreal and Quebec. Also a visit was made to Montmorency Falls and St. Anne de Beaupre.

The Teachers' Council of Toronto, with Miss Ross as Chairman, gave a dinner to the visitors. This was a most enjoyable evening, and we were welcomed by Dr. Chas. Fraser of Toronto, Mr. O'Brien, President of the Ontario Secondary Teachers, and Miss Carr of Hamilton, Secretary of the Women Teachers of Ontario.

At Montreal, the Provincial Association of Protestant Teachers had made elaborate plans for the entertainment of the visitors from the West. Mr. Woodley and his colleagues, had spared no pains in their preparations for looking after the excursion party. A reception, two drives around Montreal, with Mr. Woodley as cicerone, and a dinner at the Mount Royal Hotel constituted the programme for a most enjoyable day.

The Party was met at Moncton, N.B., and shown the sights of that city; and at Sackville, N.B., was shown over Mount Alison University.

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No account of the Convention would be complete without mention of the wonderful hospitality of the Prince Edward teachers, and of the people of "The Island," in general. From the moment of arrival, everything was looked after, and nothing was too much trouble for our hosts. On Tuesday afternoon, immediately following the close of the Session, an auto drive around Charlottetown and vicinity helped us to begin to understand the affection of the people for the "Garden of the Gulf."

That evening, we were entertained at dinner by the Provincial Government with the Chief Superintendent of Education, Mr. H. H. Shaw, in the Chair, addresses being given by Hon. J. D. Stewart, K.C., Premier of the Province and several members of his cabinet.

On Wednesday afternoon, the golf, tennis and boating clubs of the City were thrown open for the entertainment of the visitors, and that evening, a most delightful reception and dance was given by His Honor, Lieutenant-Governor Heartz, at Government House, invitations being extended not only to the official and unofficial delegates, but also to the touring parties of teachers from Upper Canada, who happened to arrive in Charlottetown, that day.

On Thursday, a sail up the harbor, to the Beach Grove Inn, was followed by a dinner at the Inn given by the Charlottetown City

Council, with Dr. Ira J. Yeo in the chair, and His Worship, Mayor L. B. Miller, as one of the speakers.

Then on Friday, came the entertainment that we can never forget. The plan had been to end the business sessions on Thursday, so that one day might be given up to seeing "The Island." But business had to be left over to the morning and in order not to interfere with the arrangements of the local committee, a meeting was held from 7 to 10:15 a.m. Then the delegates, and all visiting teachers, were gathered up by a fleet of autos, freely put at the disposal of the Committee for the day by the people of Charlottetown—and a wonderful drive followed to the Cavendish Capes and the neighborhood made famous by Miss Lucy Montgomery in her well known stories. Here, as guests of the P.E.I. Teachers' Federation, the delegates, and the visiting parties of teachers on tour, enjoyed a luncheon, served by the ladies of the four neighboring Women's Institutes, in a grove of trees at tables built for the occasion and in a setting that made the whole affair unique. Then there was time for a walk to the beach—and such a wonderful beach it was!—To a neighboring fox-farm—on to Miss Montgomery's old home. Finally, the cars took us on through some of the Island's most beautiful scenery—and her dustiest roads—to the quaint old Cliff Inn, where the Charlottetown teachers entertained us at supper. And then, in the course of the evening, back in our cars to Charlottetown, and a final business session.

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The final session of the Convention was held in Wolfville, N.S., in the Convocation Hall of Acadia University.

This was done in order that the delegates might be present at a Special Convocation of the University, held to confer the degree of Doctor of Laws on Henry F. Munroe, Superintendent of Education for Nova Scotia, and on R. E. Howe, President of the Canadian Teachers' Federation. Mr. Howe has been prominently connected with education in the Province of Quebec, for the past twenty seven years, during the last twelve of which he has been principal of Westmount High School, Montreal.

The honor conferred on Mr. Howe, as President of the Canadian Teachers, is really recognition of the teaching profession throughout the Dominion, and this act of courtesy on the part of Acadia University, will be appreciated by the teachers from one end of the Dominion to the other.

Not all the delegates to Charlottetown were able to attend the ceremony at Wolfville, but it was felt that as many as possibly could should go, in order to express our appreciation of the honor done by Acadia, not only to Mr. Howe, but to the teachers of Canada: and fortunately some representative from every province was able to be present.

The Accompanying Statement of Membership was Included in the Secretary's Report. A Reference to the Report as it Concerns our own Federation will be found in the Editorial Column

Organization	Eligible for Membership	Membership 1925	Membership 1926	Normal students (not included)	Increase
B. C. Teachers' Feder'n.....	3000	1845	1702	288	—143
Alberta T.A.	4200	1945	2074	434	129
Sask. T.A. & Sask. S.T.A.	6000	790—142	995	129	63
Man. T.F.	4000	1426	1921	563	495
Ont. W.T.F.	11,000	3483	3818	1086—548	335
Ont. S.S.T.S.	2637	1919	2112	358	193
Ont. P.S. Men	1890	871	902	444	31
Que. P.A.P.T.	2177	1317	1534	—	217
P. E. I. T.F.	600	326	424	—	98
	35,504	14,064	15,482	3,850	1561
					— 143
					1418
Net increase in paid-up members					1418
Total number of teachers and prospective teachers enrolled by affiliated organizations				15,482	
Teachers in training				3,850	
Honorary members				65	
Associate members (incomplete)				108	
				19,505	

The local arrangements for the Convention were splendidly handled. There was a hint of the unbounded hospitality to greet us throughout the convention in the fact that "The Island" had allotted us, for our meetings, what was obviously, the most honoured place they could suggest, namely, the Legislative Chamber in the Provincial Parliament Buildings. The President occupied the Speaker's Chair, and the Secretary sat at the Clerk's desk, while the official delegates from the Provinces, sat in a single row around three sides of the room at the members' desks. To the immediate right of the President, were the three British Columbia delegates followed in order around the room by Alberta, Saskatchewan, Manitoba, Ontario, and Quebec, with three delegates each. Next came the two repre-

representatives of New Brunswick, whose status as official delegates was recognized upon acceptance of their Association as a member of the Federation, during the first day of the Convention. The next two seats were assigned to the unofficial delegates from Nova Scotia, who attended practically all the sessions. The three official delegates from Prince Edward Island, sitting at the desks immediately to the left of the Speaker's Chair, completed the line of 23 official and 2 unofficial delegates. Outside the railing, behind the member's desks, and in the visitor's gallery above, sat the unofficial delegates and visitors, of whom a considerable number attended every session.

* * * *

From the basic fact, that, in their wisdom, the framers of the B.N.A. Act left the management of Educational affairs in the hands of the separate Provinces, it follows that the C.T.F., must of necessity be a fairly loosely knit organization, more for consultation and discussion of the problems arising in the various provinces, than for the purpose of deciding on any definite legislation to be urged upon any central body. Any decision as to policy necessitating legislation, would have to be urged upon nine different governments in whose jurisdiction conditions are as varied as the geography of the provinces, and responses to such urging would not be the same in each province.

The Reports of Work and Progress in the Branch Federations, constitute possibly the most interesting part of the Federation's Convention Programme. The representatives from the different provinces find matters of extreme moment to themselves in their own spheres, discussed at length, and learn how problems that have exercised them have been met and settled in other places. An outstanding feature of the meeting at Charlottetown was the interest shown, questions asked, and information obtained, during the discussion of the Reports from the Provinces.

* * * *

The fairly intimate association of delegates and teachers from different parts of the Dominion during several days' journey together and again for several days of hotel life, gives to the fortunate ones who go to Conventions, a knowledge of the conditions and problems of their confreres, obtainable in no other way. It is quite impossible to make any definite report on this feature of the Convention, but undoubtedly every delegate must return with a much broader sympathy and outlook on Educational matters affecting other provinces, and which may affect his own.

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To Our New Teachers

A Message From President G. W. Clark

A number of graduates of the Normal School, and of the University Teachers' Training Class, are beginning work as teachers this year, for the first time. To them, the B.C.T.F. extends the heartiest greetings and best wishes for their success in their chosen profession.

Many problems will doubtless arise, both in the class-room and outside of it, in connection with which sympathy and advice from experienced teachers will be helpful. May we venture to suggest that every teacher no matter how satisfied of his knowledge and ability to "run a school" he may be, will have matters arising in his work from the very first day, on which he can with profit consult with the wisdom born of experience.

Associate with the teachers in your vicinity, join the Association of your district at the first opportunity, and you will then be in a position to feel that you belong to a co-operative profession, and are not merely an unattached unit working out your own salvation unaided by those who have previously trodden the same path.

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Learning Through Play

MADAME E. SANDERSON-MONGIN, *Victoria College*

ONE of the main hindrances to progress in a class of foreign language may often be the constant severe aspect given to the whole proceedings by an earnest and anxious teacher whose wish is to make the pupils get on and help them to pass examinations.

Many teachers regret that the teaching of a foreign language is not begun earlier; let us hope that in a near future the Middle School will solve that problem and realize the hope of many educators in this country, i.e., to enable the average pupil to understand, read and speak French passably, with a desire to pursue its study after school days. There is no need here to explain why French should be chosen as an example, but the same may be said of any other language if one realizes the educational effect of the learning of any foreign tongue.

Most teachers know that the time has passed for learning mere lists of words with no connections with each other, for inculcating rules of a foreign grammar into children whose knowledge of their own is most often negligible and who tell you quite cheerfully that "an adjective certainly should agree in number and person with the noun it qualifies!"

Of course, the programme of studies is binding and pupils have to be prepared for examinations, but the lessons need not be made a bore on that account; the learning of a foreign language should and can be made attractive on account of its being foreign and because memorizing new and odd sounds and never-heard-of words is more difficult and requires more attention and concentration than any branch in one's mother tongue, *cela va sans dire*.

Therefore, it is natural that even gifted pupils will welcome any break in the task of translation or repetition of verbs or construction of sentences, and there is no doubt that all pupils will enjoy a few minutes change in the shape of a game or a song, which, if presented rightly, cannot fail to interest.

Now, the aim of these moments of relaxation is not merely to amuse the class, but to do so in the same time as to teach expressions, idioms, sentences which would rarely occur at any other time in the ordinary course of school work.

There are many such songs and games and even an older student is not too blasé to enjoy them. Although in their teens, all High School students are as babes in the foreign tongue.

Anyone really interested in this work will have heard of the old French nursery rhymes and folk songs, with their delightful melodies and simple lines, so easy to teach with a few words of explanation. Above all, let the pupils understand what they are singing and talking about.

Au clair de la lune, Il était une bergère, Sur le pont d'Avignon, L'Alouette, and *Frère Jacques* are only a few of the many charming tunes which any teacher can help a class to learn, some with actions—always a great aid to memory; the last one is a round especially enjoyed by boys.

Short pieces of poetry can also be taught with success and they enrich the vocabulary of the pupils in many ways, always provided they know what it is about. It is wise to teach only a few lines at a time with interesting explanations on author, subject, words, etc.

A few lively games are a great help, not only to the French class, but serve as a break in the morning or afternoon work and freshen up jaded spirits.

One should explain the game thoroughly and play it if necessary once or twice in English to make sure the pupils have grasped the idea, then start *en français*.

A good game to awaken the pupils' interest is that of portraits.

Describe in very easy, simple sentences a well-known individual; use the first person, which makes the personality more vivid; repeat these sentences several times, taking care that the words are familiar ones and can be recognized; if need be, give the English now and then, but make sure the class follows your short French sentences. That done, suggest questions to be asked about the portrait; direct plain, easy questions to which your only answer is to be: *oui, non*.

Let us take an example:

Teacher: *Je suis célèbre, je suis jeune, je voyage beaucoup, je danse bien, j'aime les chevaux, je suis aimable pour tout le monde.*

Les élèves Etes vous vivant? Oui.

Etes vous Français? Non.

Etes vous vieux? Non.

Jeune? Oui.

Etes vous un jeune homme? Oui.

Etes vous Anglais? Oui.

Avez vous visité le Canada? Oui.

Quand? Je réponds seulement oui ou non.

Parlez vous Français? Oui.

Etes vous de la famille royale? Oui.

Un Prince? Oui.

Le Prince de Galles.

Take not only well-known people, but persons the pupils know, or heroes of history, etc. . . .

A variation to be used later on is a description, always short and in easy sentences of a well-known picture or historic event, not mentioning names or titles to make it a little puzzling.

For instance:

Une petite maison dans la forêt Un homme entre, il est très fatigué La femme de la maison, une paysanne lui dit: "Asseyez vous près du feu," L'homme s'assied (sits) il est triste, il pense. La femme dit: "Regardez ces choses devant le feu; faites attention; regardez bien." Elle sort de la maison. Silence. L'homme pense toujours. Tout a coup une odeur quelque chose brûle. La paysanne arrive, regarde le feu et en cotere (angry) parle vite à l'homme. Il s'excuse.

Almost every sentence of this can be acted and not many questions would need to be asked by the pupils to enable them to elucidate the incident. Soon, some brighter pupils could themselves depict some scene with a little preparation and practice.

The game of "Association" is excellent for words and memory. A pupil says a noun, the next pupil gives another noun suggested by the other and so on; each word creating a link in the chain of association of ideas. Thus, *table, bois; forêt, arbre; feuille, papier; plume, encre; cahier, leçon, école, élève; lièvre, français; France, Paris; café, trottoir; rue. . .*

One used to the class is able to judge how many words they can remember and if they go twice or three times round the class. Then, let them try and name the words backwards, each pupil trying to remember the word he mentioned before. Later on, the article should be exacted.

To create interest and competition a large class might be divided and the honors given to the side which neither hesitated in giving the next word, nor missed naming the correct word when repeating backwards.

Encourage pupils to ask for the French of new words in this game.

One more game amongst many which come to one's mind:

Take a glove and throw it to a pupil, saying: "*Je vous jette mon gant, comment?*" At which the pupil catching it, answers: "*en riant,*" or *en parlant.*" The same pupil repeats the first sentence throwing the glove to another pupil who replies by another verb, *en dansent, en courant,* etc.

The alertness and the movement interest the class and they learn to form present participles; a different conjugation or only irregular verbs can be used in this way.

A failure to answer brings the penalty of *un gage*, and these forfeits may consist in the recital of the tense of a verb, or a sentence on alliteration to be said quickly, such as: *Trois gros rats gris dans trois gros trous creux.—Cinq beaux pains blancs sur cinq beaux bancs peints. . .* or any original idea in which a French sentence can be introduced.

Other games: Camping, packing a trunk, the cargo ship and charades would make a simple article like this too long, but those mentioned above can provide distractions for the last few minutes of a class, used as a reward for satisfactory work, or at set time once a week, or again in a French Club if there are enough pupils interested to form one.

Even easy charades might be acted impromptu by the best speaking pupils; a few minutes of the teacher's time after school would suffice to coach and suggest words of two syllables.

It is hoped that these few suggestions may be of some benefit to teachers who so often find pupils who, bright in other subjects are quite dull in French . . . and so encourage these to a little more mental activity.

Let the pupil realize that he can understand a few words and actually say some and you have awakened a sense of power that will probably produce excellent results.

What and How

NOTE—This section of "The Teacher" is intended to be of special interest and assistance to the many teachers of British Columbia who are laboring without the guidance and encouragement of an experienced principal or supervisor. Especially does the editor hope that these columns will prove helpful to the young teachers in the rural schools, and may we venture also to hope that many of more mature experience and of greater opportunities for professional growth may find in these pages something of interest and profit.

During the past few years educational objectives, methods, and procedure have been subjected to a most searching analysis and an unprejudiced evaluation, with the result that much of the traditional in the school-master's art has been found to be ineffective under modern conditions of life and industry. Consequently new types of training have been devised

Reading, the Fundamental Subject

In 1921 Dr. John O'Brien, of the University of Illinois, published a book in which he gave to the public the result of a most thorough investigation, which he had conducted, covering the whole field of reading. He commences the first chapter of this illuminating work (*Silent Reading*—O'Brien, McMillan Co., \$1.40) with these words:

"Since the invention of the art of printing by Johann Gutenberg about 1448, the reading of printed symbols has continued to grow in importance until today it constitutes the fundamental subject of the elementary school curriculum. More than one-fourth of the total time in our grade schools is now devoted to the teaching of reading, according to a recent investigation, (Holmes, published in the Fourteenth Year Book of The National Society for the Study of Education). Indeed, in the lower grades, little else but the mastery of the mechanics of reading is attempted. Probably 70 per cent of the time in the primary grades is devoted to exercises which have as their aim the interpretation of the written word. This is but natural since reading constitutes the basic instrument which enables one to penetrate the mines of information not only in all the branches of the curriculum, but on every topic that has been, at some time or other, the object of human study and investigation. This information remains locked up securely within the printed letters of the alphabet, forever hidden from the illiterate, for it can be reached only through the medium of reading."

The Teacher Must Read

And the teacher must ever remember that reading is fundamental to the teacher as well as to the taught. Because of the defective

In the Grades

to develop the skills which have been found essential in order that present-day elementary education may fulfil its function; there has also been a rapid redistribution of emphasis; and class-room procedures have been improved until they can now fairly claim to be both scientific in principle and economical in practice.

It is our purpose then during this school year to deal here with as many of the newer phases of elementary education as time and space permit, and in this connection we welcome correspondence; correspondence seeking further information or guidance, correspondence further discussing or amplifying the subject or subjects already discussed, or correspondence offering criticism of what has been written either by the editor or others. We shall be glad to receive your contribution. Help the editor, a teacher in service, to make this corner of OUR magazine a success.

methods of instruction in reading which have been employed in the past, and which, with no shadow of excuse, are still being employed by teachers who are either unaware of modern developments in education, or who are so wedded to habit and tradition that they are incapable of making a forward step, many teachers, experienced and inexperienced alike, are themselves inefficient readers. It is a notable fact that many of our foremost educators have made this discovery concerning themselves and the steps which they have taken to correct this defect in themselves have contributed in no small measure toward the building up of a new and scientifically sound pedagogy of reading. Fordyce and Huey are prominent examples of the foregoing; I quote the former in the following: "The writer discovered several years ago that his reading rate was very much below form. He sought for months a means of remedying the defect. Being convinced that his difficulty was largely a matter of the defect in motor-eye habits, he set about the ludicrous task of learning to read as if he were a first grader. The first reader was adopted for the practice. A series of exercises, consisting first of a column of two-word phrases was used the first month. After his eye had fallen into the habit of seizing such phrases as units, another column of three-word phrases and clauses was adopted for practice. Later a column of short sentences was used. Through ten minutes of judicious daily practice on these exercises and on simple, easily comprehended prose, the author in a single year doubled his speed in reading, and has been pleased to note a similar achievement among his students as a result of such practice. By such exercises the eye falls into new motor habits of a regular rhythmical nature, enabling the student to read in large rather than small units."

(Continued on page 26)

SILENT STUDY

R. S. SHERMAN

Principal, Seymour School,
Vancouver.

E. W.

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*(Continued from page 23)***Have a Definite Reading Programme**

Many British Columbia teachers have already made this same discovery concerning themselves and have taken steps to remove the handicap. And right here we would like to pause to advise, yes, to urge, all young teachers to formulate a definite programme of professional reading for themselves. In view of the tremendous changes which are taking place in the field of education a teacher who desires to be even reasonably successful in his or her profession (and we say profession advisedly) must make a determined effort to read a few of the best educational books each year. Books are the tools with which teachers work and a teacher without books and an intimate knowledge of their contents can no more hope to be effective in his calling than a carpenter who attempts to construct a mansion without tools. Plan to buy and read one good professional book each month and in the course of a few years you will have a real working library at a minimum of financial inconvenience. From time to time, as we discuss various subjects in these columns, we shall mention, giving publisher, address, and cost, the title of some of the books which we consider to be of the most practical value to the classroom teacher.

If reading is the first fundamental in elementary education, as we have already endeavored to show, it is fitting that it should be discussed at the very beginning of a new school-year. Space will not permit us to do more than mention a few of the first essentials in the teaching of this subject, and to direct those interested to fuller sources of information. We should also like to say a few words regarding reading applied to the other subjects of study and point out a few books which are admirably adapted for use in the hands of the pupils in the correlation of reading with the content subjects.

A New Type of Reading Training

At the outset let us say that, after the simple mechanics of reading have been mastered in the lower grades, the traditional type of oral reading training breaks down utterly, and that scientific investigation has shifted the emphasis of effective silent reading training. That all too many teachers are unaware, or only too dimly aware, of this situation is but added testimony to the fact that these teachers are failing to read effectively themselves. A moment's serious reflection is sufficient to convince one that by far the greater portion of one's reading is silent for the very definite purpose of gaining information or of finding amusement through the medium of the printed page. And in these days when our problems and projects are so complex it is a matter of prime importance that we should be efficient in our reading. There are then two elements that enter into effective reading and these are the speed with which one is enabled to read and the quality of his comprehension of what he does read. Scientific investigation has revealed that speed in reading is largely a

matter of proper eye-movements, while comprehension hinges largely on the acquiring of habits of concentration and the elimination of day-dreaming so common even among adult readers.

Reading a Physiological Process

Before one can hope to teach reading successfully he must acquaint himself with the physiological processes involved in the act; that is, he must understand how the eye operates. In reading one's eye moves from point to point along the line of printed matter, pausing at each point until perception has taken place. In its movement from one fixation point to another, the eye moves with great rapidity and during this movement there is no perception. These movements are known as inter-fixation movements, and if they are regular and rhythmical, the span of good length, and the fixation period brief, rapid reading is assured. On the other hand if the eye-movement is slow and jerky, the span short with backward or regressive movements and perception slow at the fixation points, reading is of a very slow and inefficient order. Eye-training then becomes a first concern in the intelligent teaching of reading. For this purpose flash cards, graded phrases, exposure canvasses and exercises in modern silent readers have been arranged. Among flash cards the Horn Shield Sets, with their manifold exercises and full manual of directions for teachers, are the best (Ginn & Co., San Francisco, complete, \$9.00). The phrase exposure canvas used by the writer is his own invention, while the course of study gives a list of good silent readers. We are glad to be able to state that this year we have available for the first time a purely Canadian set of silent readers compiled by Messrs. Reid, Sherman and McKenzie, of Vancouver, and we wish to take this means of congratulating the authors on their fine achievement.

For training in comprehension the exercises in most of the silent readers are good, but a recent publication by the Bureau of Publications, Teachers' College, Columbia University, New York, entitled, "Standard Test Lessons in Reading," is about the finest single aid we have seen in this field. Each book, beginning with Book Two for Grade Three, contains 94 test lessons, and in ten minutes a test lesson may be given, and recorded in individual Grade Scores, either to a whole class in a graded school, or to all classes in a rural school. The only difference between giving it to a graded class and a rural school would be that in the former case all the pupils would have copies of the same book, while in the latter case the different classes would have different books. The writer has used only books Two and Three of the series, as the others were not off the press when our order went in last spring, but the set is probably complete by this time. The price is 25c for each book, including the individual record card and 15c for the teacher's manual.

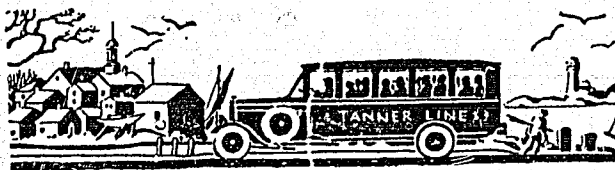
(The article on reading, including library suggestions, will be concluded in next issue, unless correspondence from interested

teachers necessitates further discussion. In the meantime, if this subject is at all new to you get "Silent and Oral Reading" by Stone, Houghton, Mifflin, San Francisco, \$2.00.)

Partial Matriculation

A new regulation was put into effect at the late matriculation examination. It is now possible for students in junior matriculation to write on any or all of the subjects, at either the June or the supplemental examinations in September. If a student writes on all subjects, and makes fifty per cent. of the total marks, he will be given credit for all subjects in which he makes forty per cent. or over; and on a supplemental examination will have to make forty per cent. If he writes on part of the subjects, or writing on all, makes less than fifty per cent. of the total, he will be given credit for the subjects in which he makes fifty per cent; and on a supplemental examination, will have to make fifty per cent on a subject in order to pass.

This regulation has, for some time, been in force with respect to Senior matriculation and industrial candidates, but has now been extended to the junior matriculation examination also.



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Side-lights on the Summer Schools

The University of British Columbia

It is entirely fitting that we should treat of our own University first, and although we are willing to admit that it still lacks many of those features that come with greater maturity, we can abate nothing of our faith in its broad vision, and our admiration for the splendid achievements of its youth.

This summer a wide range of courses was offered, involving the first three years of the work in Arts, and including advanced courses in Chemistry, Economics, History and English. Splendid courses were also given under the Faculty of Education, though in this field only post-graduate credit is given.

The matter of extra-mural work is still in abeyance, but we are in hope that the universal and persistent demand for this work on the part of Provincial teachers will in the end bring about its inclusion in the regular service of the University to its constituency.

The social side of the Summer-School is not forgotten, and we believe that tennis, bathing, dancing, picnics, and community singing are highly important elements in the curriculum. Indeed we have heard of a youthful student who is making tennis his major and dancing his minor—so far with quite impressive results.

A Summer-School Association is in process of organization, and we can do not better than close with an excerpt from one of its reports:—

“Realization of the immense progress of past years should stimulate enthusiasm and optimism for the future. Gratefully we recognize the benefits rendered by the University, despite the limited financial resources and working accommodation of past years. B. C. University will yet become an outstanding centre of the North American Continent for summer study. Its unrivalled climatic, scenic, and recreational advantages render this possible.”

Victoria Summer School

The Provincial Summer School for Teachers of British Columbia which was held at the High School, Fernwood Road, Victoria from July 5th to August 6th proved an unqualified success. Enthusiasm and interest gradually increased towards the end of the course when an exhibition of work accomplished by the students, together with an evening concert, permitted both students and the public to appreciate the surprising results.

In addition to the usual music class, a choral singing class was formed and proof of its popularity may be realized from the fact that the class grew from an attendance of 42 to 78. The teachers were

undoubtedly interested not only in class singing, but in art, literature, and expressional work. The usual lessons in art were supplemented by lectures in art appreciation and in considerable activity in the applied art of weaving, metal repousse, silversmith work, pottery, etc.

The health course was well attended and a wonderful holiday course was enjoyed, embracing physical culture, folk-dancing, school games, rambles and swimming, together with lectures on child health and hygiene, first aid, etc.

Classes in geography, history, primary grade work and rural science, were all remarkable for the tremendous interest displayed. The project method of teaching was adopted and the members of the classes entered heartily into the spirit of the work; benches, tools and material being placed at their disposal.

Dances were held every Wednesday night in the excellent gymnasium, which was specially decked with bunting for the occasion, moreover, the finest orchestra in the city was in attendance, and those responsible for conducting the cafeteria attended to the refreshments on such occasions.

In fact, the Department of Education deserve nothing but praise, for placing the opportunity before the school teachers of attending a real holiday school, one in which work and play was well divided, for it was possible to enjoy a ramble with a guide who was a reliable authority on nature study, or go swimming with beginners to the Y.M.C.A. tank, or to the Crystal Gardens with those who were practising for certificates from the Royal Life Saving Society. Altogether three hundred and forty-four students followed the birds to Victoria and they all seemed to enjoy their varied activities.

Queen's University

One's first impressions on visiting the city at the outlet of the Great Lakes are of a somewhat disappointing nature. Here is no great bustle of commerce such as the visitor might expect to note in such a location; here manufacture is carried on to a limited extent. Rather one finds a city of some twenty-two thousand people which moves along in a quiet, contented manner, whose people watch the vessels ply their way in and out of Lake Ontario as their fathers and grandfathers have done in days gone by. Here is an ideal situation for a university.

Queen's University, founded in 1841, has made its home in Kingston and has grown up in the land of limestone. The city has become essentially a university city. In fact, one feels, on looking about, that a very considerable portion of the population is dependent on the student body for its existence.

What are the advantages that the University finds in its location? First and foremost, the small city has the effect of developing

an unusually active college spirit. The entire city knows Queen's talks Queen's, is somewhat dependent on Queens. Hence the University name becomes a byword from which resident and student are seldom free and members of the student body feel that they have a place in the life of the community far more vital than that of the student in the larger university city.

Another advantage is found in the comparative lack of distraction from university life and work. A small city cannot offer the wide range of amusements found in a larger one and the consequence is a closer attention to the serious work of the day. Queen's standards are high and the University looks with pride on the success attained by a great many of its graduates both within and without its precincts.

Queen's caters to men and women of every walk of life. The fact that living expenses in Kingston are not high makes it possible for the son of the man who is not blest with great worldly wealth to live through the college year at very moderate cost.

Queen's Summer School offers all the above advantages and combines with them many more. A social and athletic program planned to suit everyone, a climate of refreshing coolness, a location of great historical interest and of very picturesque nature, these combined with the fact that each year provision is made for a wide choice of courses leading to degrees in Arts and Commerce and supplemented by extra-mural work, bring the student back year after year to the Limestone City.

The University of Washington

The summer quarter of the University year opened at Washington on June 15, rather early for most B. C. teachers. The full quarter extended to August 25, providing a course of rather more than ten weeks. This permits the student to take one third of a year's work, three summer quarters being accepted as the year's residence required as the minimum for graduation. Extension work may be carried on at any time.

Fully twenty B. C. teachers attended one session or the two into which the summer quarter is divided and thoroughly appreciated the friendly spirit shown by both University authorities and students to their visitors from across the line. Indeed, students from B. C. receive an especially cordial welcome. It is a pleasure to work with the teachers of the summer session, not only the regular University of

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Washington professors but also the visiting professors, men of note from other American universities.

The School of Education provides a large number of courses for teachers engaged in all types of work. Such courses as those dealing with Psychology of Elementary School Subjects, Psychology of High School Subjects, Junior High School and the Elementary School Principal indicate the distinctly practical nature of many of the offerings. Courses in Educational Measurements, Educational Psychology and Philosophy of Education were well attended. Special subject courses ranging all the way from modern languages to music appreciation, art, and household economics, were provided for those interested. Indeed, the desire of the University seems to be to provide, during the summer quarter, practically everything a teacher can find interesting and profitable, and the teachers of Washington show by their attendance and interest that this effort of the University is highly appreciated.

The University of Toronto Summer Session

The University of Toronto offers summer courses which may be classified into three main divisions:

- (a) A teachers' course of six weeks, leading to the degree of B. A.
- (b) Courses, of eight weeks, in honor subjects for Specialists' Certificates.
- (c) Course of five weeks, leading to degrees in Pedagogy.

The Teachers' Course makes it possible for teachers to obtain their B. A. degree by attending summer sessions. Courses in the second, third and fourth years of the Arts Course are given. No first year work is provided by the University, but teachers who have not first class certificates may take equivalent work in special courses provided by the Department of Education at either Ottawa or Toronto.

The Courses in Honor subjects are offered for those teachers who already hold High School Assistants' Certificates, but who desire to obtain specialists' standing. Courses are given leading to non-professional specialists standing in such departments as Agriculture, Classics, Commerce, English and History, Science, French and Spanish and others.

Four courses are given, leading to degrees in Pedagogy, each one covering a very wide field:

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1. Educational Psychology, including such subjects as: The original nature of man, the psychology of learning, genetic psychology, the nature of intelligence and its measurement, the psychology of the various school subjects, how to measure and experiment in education, and statistics as applied to education.

2. The Science of Education which includes a study of the philosophical, ethical and sociological bases of education.

3. The History of Education in Western Europe and North America in modern times.

4. Educational Administration in Great Britain, the United States, France and Germany as well as in the Province of Ontario. This course emphasizes such subjects as administration by state and local authorities, as well as school organization, Supervised Study, Curriculum Construction, etc. Candidates holding an approved degree in Arts and Science and who have professional training are required to take two courses for the Bachelor of Pedagogy Degree. They must take either Course 1 or Course 2, and either Course 3 or Course 4. For the Doctor's Degree, one additional course must be taken, and a doctor's dissertation written and approved. The courses may be taken in three different ways, by attendance at the regular sessions of the University, by attendance at summer sessions, or, for teachers living in Toronto or the vicinity, by attending lectures given after school hours during the regular session.

Examinations in all these courses are given at the time of the regular University examinations, that is in the month of May. This makes it possible for students to read more widely on the courses they have taken.

In conclusion there are three features of the University of Toronto summer session and extension work that should be emphasized.

1. It is possible for teachers in service to obtain the B. A. degree by summer session work.

2. Teachers living near the University may improve their professional equipment by attending courses given during the winter months.

3. When the examinations are given in the spring the student is given opportunity in the winter months to read widely and much of the cramming common in summer school work may be avoided though it does not necessarily follow that it always is.

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Exchange *Journal*

Among the exchange journals is a very interesting collection from New Zealand, published by the Department of Education (National Gazette) and three (graded) for pupils, all of a high degree of excellence.

Whatever may be said for or against a system not controlled by the teachers themselves, this is a good opportunity for co-operation between the Education Department and the other departments of the government. One finds, in the National Gazette, that the Department of Forestry has an article in every issue of the Gazette with directions for the growing of trees and plants, native and imported. Not only this, it supplies trees and seeds to schools making application for them, thus fostering the idea of the nursery for the school, and lends lantern slides for lectures on forestry.

In this journal are many splendid articles of practical value to the teacher. One on music, very pithy and to the point, is lightened by such passages as the following:—

"We may take a simple lesson from the birds. We do not see them sitting in rows on the branches, being taught how to breathe and open their beaks correctly by senior birds. A bird's song is as nearly involuntary as such an act may be. He turns it on and off as we turn a water-tap, leaving the water company to do the rest. If he has any guidance in the matter of singing, we may suppose that he imitates papa and mama. Certainly, the adjustments of his singing-apparatus are left to the Creator, who makes no mistakes."

The three school journals illustrated well and judiciously, contain stories and poems by authors of note, and articles on topics with which children should be familiar, a very good one in this Empire Day edition on the League of Nations. And yet these little journals are not stodgy. Part 1, for example, contains among other things a humorous tale from A. A. Milne's "Number Three, Joy Street," and E. V. Lucas' mischievous verse on the unmanageable orange:

An orange cut up and spread on a plate,
Is all very well for occasions of state;
But to make a small hole and to suck till it's done,
With both hands to squeeze it, is much better fun.

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New South Wales, explains the Chief Inspector of Schools, must "get back to the three "R's"—and English Grammar. This, he says, can be done by more co-ordination in the work of the different grades, and an increase of method."

Queensland sends us a very fine journal. The editor notes the successful experiment of Miss Margaret MacMillan in carrying on a school for children of the age that we usually class as "pre-school," "To catch a child at five, is to catch him too late," she is quoted as saying. There is also mention of the directors of Education for Queensland taking exception to the exploitation of the schools for "commercial or charitable purposes,"—we might add "and for civic pomp and show," or are they immune from school parades in Queensland? They have at least some of our difficulties, as testifies their use of the following extract from the "Teachers' World:—"

The Cloud of Witnesses

I am not surprised to see that somebody has been protesting against the number of people whom a teacher is expected to please. The idea was expressed in whimsical fashion by Professor Sir John Adams when he said that when teachers have prayed dutifully for the King and those that are set in authority under him—and over them—they have hardly anybody left to pray for save their miserable selves. We do our work in a cloud of witnesses; the public at large, members of Parliament, officials and inspectors from the Board, members of Local Authorities, officials, directors and inspectors from Local Authorities, the parents of our pupils, the pupils themselves—and Mr. Winston Churchill. It is an impressive gathering, and sometimes a depressing one. In the long run, the witnesses who will count for most are our pupils, and if we can win their confidence and esteem we may be content. The other verdicts are often annoying, and we must not rest until we have established our position as a united body of men and women belonging to a liberal profession and able to maintain among ourselves a high standard of achievement based on a sound knowledge of educational principles.—"The Teachers' World."

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Personals of Our Dominies

Mr. H. H. Smith, principal of Victoria High School, from 1921 to 1926, has accepted a position on the staff of the Victoria College, where he will be lecturing on science. His successor is Mr. Ira Dilworth, who for the past ten years has been connected with the English department of Victoria High School.

Prof. C. H. Mercer of Dalhousie University, will visit British Columbia during the latter part of September, under the auspices of the W. I. L., lecturing on the League of Nations. Prof. Mercer is a former B. C. teacher, having held positions in South Vancouver and Magee High Schools, and is a former official of the High School Teachers' Association of the Lower Mainland.

The Summer School of the U.B.C., owes much to a small group of enthusiastic students who have done much towards the growth of the Summer Session and the extension of its usefulness to the teachers of the province. We note with great pleasure that fitting recognition was made at the close of the session of the splendid service rendered by Mr. G. P. Young, when he was presented by the Student's Association, with a gold watch. The presentation was made by Mr. W. Houston.

The Vancouver School Board is moving forward in line with the recommendation made by the survey commissioners. A bureau of measurements is to be established with Mr. R. Straight, principal of the Tennyson School, as director, and a Junior High School is to be opened in September, 1927, with Mr. H. B. Fitch, principal of Grandview School as its head.

The many friends of Mr. J. H. Hall, will be interested to know that after fifteen years' service on the staff of King Edward High School, Vancouver, he has severed his connection with that school, to accept an appointment on the staff of South Vancouver High School.

Latest returns of the Federal election, indicate that Mr. J. C. Brady, for some years a member of the Executive of the B.C.T.F. and principal of the Prince Rupert High School, since 1912, has been elected to the Federal Parliament as member for Skeena. We feel sure that Mr. Brady will soon make a name for himself in the larger field which he is entering, and that he carries with him the best wishes of all those with whom he has been associated in educational work in the province.

Little Folk's Canadian Stories

BY MARION WATHEN-FOX

MRS. Fox's simple, entertaining narratives have won for her many enthusiastic friends among the readers of Canadian magazines for boys and girls, and Nelson's are especially pleased to announce that they have published recently three little books by her. The stories are simple enough to be read by Senior Primary pupils, and the story interest so sustained that pupils of nine and ten will get pleasure from them. Each book has two stories and illustrations by a Canadian artist.

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The book has been prepared under three subject heads: Physical Conditions, Human and Industrial Conditions and Regional Survey. In each section there is a definite association of facts and this clearness is maintained in relating the various subjects. A group of questions, designed to emphasize essential facts, stimulate thought and reasoning is appended to each lesson.

The number of colored illustrations, several of them by the famous Canadian artist, Charles Jefferys, add to the book's interest and value. Bound in cloth boards.

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Provincial Normal School News

Vancouver.

Two additions have been made to the staff of the Vancouver Normal School, namely Miss Vivian Jones, B.A., and Mr. Wm. G. Black, M.A.

Miss Jones is an honor graduate of U.B.C. After teaching in the High Schools of Vernon, Grand Forks, and Kelowna, she graduated from the Margaret Eaton School of Physical Education. Her subjects will be Physical Training, games, folk dancing and hygiene.

Mr. Wm. G. Black received his B.A. from U.B.C. and taught in Dawson Public School, Vancouver and John Oliver High School, South Vancouver. He then went to Chicago University from which he received his M.A., this year, and in which he surrendered a fellowship to accept the appointment to the Normal School. His subjects will be Educational Psychology, Measurements and Statistics and History of Education.

Normal School opened on September 14th, with an enrolment of 200, 170 young women and 30 young men. The non-professional standing is considerably higher than in past years, fully forty per cent. having senior matriculation or first year University.

A strong effort has been made during the last three years to raise the non-professional standing of those entering the teaching profession—an extremely wise move.

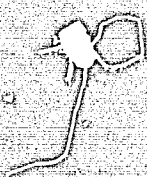
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Victoria.

The Victoria Normal School opened with an enrolment of 133, as compared with 176 last year. As the Vancouver Normal attendance has fallen from 278 to 200, there are 120 less students in training in the Province this year.

Mr. D. L. McLaurin, Principal of the Normal School, is still on leave of absence. At present he is in Scotland, and is not expected to resume work until January next. All teachers in the Province will be glad to hear of his improvement, and trust that he may return fully restored to his usual health and strength. Mr. V. L. Denton is continuing as acting-principal.

In commenting on the fall in attendance at the Normal Schools—the Vancouver Province, in a despatch from Victoria says: "These figures reflect an improved business condition in the Province, according to officials of the Department. When business is good, fewer men and women enter the teaching profession than in slack times it was explained. Another reason for the decline in students is the existence of a surplus of teachers at present. Students who are at the Normal Schools now are working for a higher standing in most cases than in the past, it was stated."



Obituary

++

ERNEST HOWARD RUSSELL

The death of Mr. Ernest Howard Russell, which occurred on August 3rd, at Victoria, B.C., came as a shock to his many friends and admirers. A graduate of Queen's University, Mr. Russell came to Victoria in 1892, as teacher of mathematics in the High School. In 1915, at the founding of the University of British Columbia, he became Assistant Professor of Mathematics, but returned to Victoria, five years later, to take charge of the mathematics in Victoria College, where he has been since that time.

Mr. Russell has been prominent also in the musical circles of Victoria and Vancouver, especially of the former, where he was for twenty-five years, the conductor of the Arion Club, and contributed very largely by his efforts to the success of that organization.

L. B. BROWN

Mr. L. B. Brown, of King Edward High School staff, died at Red Deer, Alberta, on the last Monday of August.

Mr. Brown became a member of the King Edward High School staff in January, 1922, after having held for some time the principalship at Kaslo. He always showed the greatest willingness to co-operate in every way and render service by assisting in the various activities of the school. He was connected with the Rugby and Basketball Clubs and was one of the instructors of the Cadet Corps. His spirit was exemplified by the way in which he kept at his post of duty until the very end of June, realizing that it would handicap his Matriculation students if he were to give up. His loss is very greatly felt by his associates on the staff and by all those where were connected with him. The sympathy of the entire teaching profession goes out to Mrs. Brown in her bereavement.

JAMES HAMILTON GUNN

The teaching body of British Columbia has been deprived of a very able member by the death of Mr. James Hamilton Gunn, which took place quite unexpectedly on July 4th, at Victoria, after an operation for appendicitis. Mr. Gunn was on the staff of the University School, Victoria, at the time of his death, but had during the seven or eight years of his residence in this province been connected with Victoria High School, Nanaimo High School (of which he was principal for four years) and Brentwood College.

Mr. Gunn was a graduate of Edinburgh University, with the degrees of M.A. and LL.B., and had taught both in the Old Land and in South America before coming to Canada. His death will be deeply regretted by all those associated with him in the teaching profession.

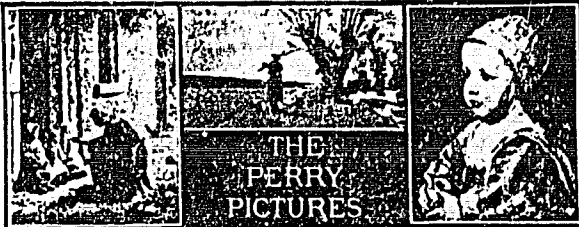
L. M. MILLS

Victoria City schools suffered a great loss during the holidays in the death of Miss L. M. Mills, for many years Supervisor of drawing and brushwork in Victoria City.

She had been ill for some little time previous to the holidays, but news of her death came as a shock, not only to the teachers, but to the pupils throughout the city. Her lovable character and her sympathetic manner of encouraging the best in her pupils won for her an enviable position in the regards of children and teachers—and she will be greatly missed by the many who have benefitted from association with her.

H. LUCRETIA MACDONALD

Dawson School, Vancouver, particularly, and the teaching profession of B. C. generally, have suffered a great loss by the death of Miss H. Lucretia Macdonald, who died suddenly this summer while on a visit to her home in Prince Edward Island. She had been a highly valued member of the staff of Dawson School since 1910, and by her conscientious and painstaking work at all times she had endeared herself to both pupils and fellow-teachers. She is survived by her aged mother, and her brother, Mr. J. A. Macdonald, who is a member of the Legislative Assembly of Prince Edward Island, and to these we express our deepest sympathy in their bereavement.

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How the City Teacher Can Help the Country Teacher

WINIFRED M. NEW.

At the last Easter Convention I attended an interesting discussion on the subject of the New Examinations. It left no room for doubt in the mind of the thoughtful, that not only were these examinations here to stay, but that it was certainly best in every way that they should supercede the old type.

There is just one unfortunate characteristic of these tests so far as the country teacher is concerned. It was pointed out, and it is certainly a fact, that while the old examinations took a short time to set and a long time to correct, the new examinations take little time to correct, but a great deal to prepare. This, it was further pointed out, is a great advantage. So it is, to the graded school teacher with one paper to set in each subject, and perhaps forty to correct. But how about the rural teacher where the conditions are in a measure reversed? To her the new examinations are fully as laborious as were the old ones to her city sister.

There may be, in a school of eight grades, anywhere from 5 to 25 pupils representing all grades from four to eight. Although classes may be combined and taught together, if there is no Dalton Plan in operation, still it is often better to test the classes separately. This means the teacher must prepare the following tests at least, even if old entrance papers are given to Grade Eight: 4, Arithmetic; 2, Silent Reading; 2, possibly 3, Geography; 4 or 5, History; 2, Language, including Grammar; 4, Literature; 1, Nature and Hygiene. This is as well as the oral testing of the lower grades. So it is easy to see that the new examinations are not looked upon as time savers by the rural teacher.

How can the city teacher help? The answer is simple. Let her send for publication in our paper from time to time some tests that have been satisfactory and effective in her own school. It will not give her any appreciable extra labour to slip in an envelope and send along to our editor one of her mimeographed copies of the 40 or so test papers she is handing out to her class, and it will save the rural teacher much time that is often very difficult to find.

It will not save all the work, however. An individual country teacher may have a typewriter, more likely she will have to write her tests by hand, and if her pupils are nearer the 25 line than the 5 this is no small matter. The old type of examination could be written on the board; these usually cannot. Dictation by the teacher is possible sometimes, but where there are primary grades to consider also, it

is not always easy or advisable to take the time. If the teacher reads the tests for the pupils to write the answers there is the same objection, and particularly if it is not a time test it seems hardly fair to the pupil not to give them the opportunity of studying the questions before them in black and white. So even if the questions are taken from the pages of a magazine sometimes by the up-to-date rural teacher, there is still much work for her to do before handing the paper to her class.

In order to start the ball rolling, I enclose a set of Health Questions I prepared for my eight pupils in Grades Six to Eight. I am one of the lucky ones who has access to a typewriter.

* * * *

Health Test.

Grades 6 to 8

Write **true** or **false**, beside each of the following statements:

1. Most of the sickness of the world is caused by germs.....
2. Mosquitoes are responsible for the spread of malaria and yellow fever.....
3. It is always a grown-up's fault when a child is hurt.....
4. White corpuscles can only fight a disease that is actually in the blood stream.....
5. Small-pox, scarlet fever, and diphtheria may all be treated by serums or vaccines.....
6. All diseases caused by germs are preventible.....
7. It is not necessary to be so careful about garbage in the country as it is in the city.....
8. Night air is no more likely to cause colds than day air.....
9. If one fails to keep the health laws, the only one who suffers is himself.....
10. It is better for a child to have whooping cough when he is young and get it over.....

* * * *

Underline the word or words that **complete** each of the following:

1. Milk is best purified by—boiling—pasteurizing—using clean dishes.
2. Teeth should be cleaned—up and down—across.
3. Light for reading should fall—from the left side—from behind—from the front.
4. If you are cold at night you should—try and bear it—put on more covers—shut the window.
5. Flies are carriers of—measles, influenza, typhoid.

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6. Children are better without tea because—It costs too much money—It is a stimulant that weakens the heart—It has no food value and causes nervousness.
7. Vaccination prevents—small-pox—chicken-pox—mumps.
8. A good lunch is boiled eggs, bread-and-butter, and—ginger cake—tomatoes—cheese.
9. A good lunch is cookies, apples, and milk—lettuce—bread and butter.
10. A good lunch is fruit salad, and—cookies—brown bread and butter—cheese.

* * *

Complete These Sentences:

1. A child under thirteen years should sleep——hours every night.
2. Teeth should be cleaned at least——times a day.
3. Vessels that have contained milk should be cleansed by.....
4. Nothing should be put in one's mouth but.....
5. A separator should be washed (how often)

* * *

Put a Cross Beside the Best Breakfast:

1. Rolled oats, fried bacon, brown bread, marmalade, coffee.
2. Cornmeal mush, fried eggs, apple sauce, milk.
3. Rolled oats, toast and butter, poached eggs, orange, cocoa.
4. Corn flakes, brown bread, fish cakes, cocoa.
5. Write the most important Health Laws.
6. Make a drawing of the heart and blood vessels, showing the circulation of the blood. Use colors.

HOW THE COUNTRY TEACHER CAN HELP THE TEACHER IN THE CITY

The country teacher is often apt to envy her fellow labourer in the city, because of the many obvious advantages of city life—good music to be heard, fine speakers, libraries, and so forth. But there is one way in which the country teacher has an overwhelming advantage over her colleague, and that is in a first hand knowledge of some of the natural resources of our great Province. Also, the more remote her school, the better the opportunity she has of "seeing B. C. first." In these days of rapid development, a geography book almost becomes out-of-date overnight, so that often a teacher who wishes to present true and vivid pictures of our fair heritage is compelled to avail herself of assistance in the form of government pamphlets, railroad folders, etc. These are often printed for the sake of adver-

tisement, and in any case are not the same as personal contact and experience.

Of course most teachers can travel during vacation time, but that usually is when a place is in its holiday attire so to speak. It is impossible to form a true conception of a district during a visit of a week, or even six weeks. In order to become really acquainted it is necessary to live there at least one complete seasonal round. We need to experience not only its summer—riotous or peaceful—but its glowing fall, its bleak winter, and its joyous spring time. This is the lot of the country teacher, and her name is legion.

This is how she can help the teacher in the city, also the teacher in a different part of the country. A representative teacher from each district up and down our Province could write for publication in our paper a short but comprehensive account of her part of the country, illustrated if possible. She could tell of its climate and natural conditions, its resources—developed and undeveloped, of its wild life, both animal and vegetable, of its means of communication with the outer world.

This, it would seem to me, would bring about worth while results. First, it would give us all a broader outlook and wider sympathies, helping us to realize more and more what a fine country we live in, and how worthy it is of the best that is in us. Then, naturally, we would pass on to the pupils, under our care, the same definite knowledge, and the same spirit of co-operation. Incidentally, this would also tend to relieve the almost inevitable feeling of loneliness that comes sometimes to teachers in the more isolated places. They will read of others who are similarly situated, they will feel that others are interested in their surroundings and are thinking about them, and the fact that they are to describe the life around them will give them a new interest in that life, and a new sympathy and understanding of the people among whom their lot is cast.

If this will help the teacher, surely it should also help the pupils. The Junior Red Cross arranges for the exchange of class booklets and portfolios between schools in the same Province? Most pupils nowadays make local geography and nature booklets, and they are thrillingly interesting WHILE THEY ARE BEING MADE. But when they are completed, the interest lags. Sometimes a child will want to take his or her individual book home, but a class book is more or less a "white elephant." A local book, especially, has not much value as a book of reference, where first hand information is so easily obtained.

"What'll we do with our book when it's made?" The question comes so many times, and the suggestion that it be sent to another school in return for one of theirs is enthusiastically received.

Perhaps our magazine would print names of schools or classes who would like to exchange books, with the name of any particular locality they would like to hear from.

Federation News

During the holidays, no doubt, the majority of teachers entertained few thoughts concerning the Federation, for the prime purpose of the vacation is to enable teachers to get away from all connection with school and its many and varied duties.

A considerable number, however, had the Federation very much in mind—for they were in need of assistance and advice. Their difficulties covered a very wide range, differing in degree of seriousness, but we are glad to report that every one has been settled satisfactorily and amicably.

In this connection, we should like to point out that there are still those who charge that the Federation supports any member under any circumstances and uses its power and influence to give protection to inefficient teachers. Those who make such charges have, of course, no knowledge of the facts, but are making such statements in most cases with the obvious desire of bringing discredit upon our organization.

Our records for this summer will prove conclusively to any impartial critic that the Federation supports its members only so far as it knows them to be in the right; and where any teacher has not given satisfactory services, or has broken faith with School Boards or the Department it does not hesitate to tell them so—and to advise them that any action in their support is impossible. We repeat that in making such a statement we are backed by a concrete record of facts.

Furthermore, we at all times expect our members to "play the game," and, with few exceptions, we know that they do so, even at times at great personal sacrifice. For instance, the following cases are taken from this holiday's summary:

(a) A teacher with an excellent report from the Inspector was dismissed through local petty jealousies. At the annual meeting of the district the opinion of the ratepayers was conclusively proved by the fact that they elected a new Board, which promptly offered the teacher her former position. In the meantime, however, another Inspector, after seeing her report and having a personal interview with her, was anxious to have her take a school in his Inspectorate, and he accordingly recommended her for a certain appointment. At the time she received the offer of her former appointment the second Board had not replied to her application; and not wishing to go back on her promise to go to them if desired, she did not accept the sure position open to her, but waited. A wire to the second Board later brought forth the reply that unfortunately the School Board had already made an appointment before the Inspector's recommendation came to them.

Being now free from this offer to the Inspector, she wired ac-

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cepting her former position, but the few days delay had been taken by the Board as an indication that she would not accept (an entirely unwarranted assumption) and they also had definitely engaged another teacher. Hence in her desire to be fair to both Boards she lost both positions and spent many anxious days before she finally secured her present position—and she might very easily have been left without a position at all, for there were fewer vacancies than usual and many more applicants than in past years. Right throughout, this teacher was consulting the Federation before taking any action. Does this typical example bear up the claim that the Federation members are not acting fairly by the Boards?

Or again: This summer, a teacher received and accepted an appointment from a certain Board in order to be nearer to her aged parents, who were alone. Later during the summer the school in her own rural district became vacant and she would have had little difficulty in obtaining this one and living right at home—for she was a successful teacher of several years' experience. It would have been easy also, to have found another teacher to take the position she had already accepted, but she decided that having accepted it she ought to "stay by the Board"—as she expressed it—and, incidentally, her parents were also fine enough to approve of her doing so.

Let us give a third example. It was reported indirectly that a certain teacher had received three consecutive appointments during the summer—in each of the first two cases breaking his contract with the Boards and leaving them in difficulties. The Federation stated at once that, if the report were true and the teacher were a Federation member then action would be recommended to dissociate ourselves from the case and to have some official notice taken of the incident.

Preliminary investigation, however, showed that the teacher mentioned was not a Federation member and further the full facts were not as represented. At any rate, our offer of action has not been accepted.

It should be noted also that in no case was the dismissal of a teacher made the subject of a definite appeal as provided for in the last revision of the School Act. A few cases came up for preliminary report, but in each matters were settled without calling the appeal machinery into operation. This fact should remove the fears of those who stated that "every dismissal would be appealed."

The new legislation has proved to be effective, however, for it has resulted in greater care being exercised by the Boards in their dismissals, and at the same time it has taken from the few teachers justly dismissed the privilege of going around protesting the injustice of the actions of the Boards, for they had the opportunity of appealing, but did not apparently consider their position strong enough to be assisted by investigation.