THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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Editorial

The "B. C. Teacher" extends to all its readers the Season's Greetings and best wishes for a happy and prosperous 1927.

THIS ISSUE of the magazine deals with some of the Old-Time Educational Institutions of the Province—and with some pioneers of the Teaching Profession in B. C. We would like all our present day system to regard our effort as a small recognition of, and tribute to, the tremendous contribution they have made not only to educational advancement, but also to the progress of our Province generally.

There may be those who think that, inasmuch as our educational system is being criticised frequently, and suggestions for its improvement being made, there must be a lack of appreciation of the efforts made by those who have shouldered the heavy burdens of the past, and a failure also to recognize the extreme difficulties under which they were forced to work. We feel very sure that such a thought is a complete misinterpretation of the true nature of the case. Progress in this world is almost invariably the result of a "divine discontent" with things as they are, and is probably most sane when it arises from a combination of reverence for the great good of the past with a recognition of the fact that the past alone is not sufficient for the future. A changing and advancing world demands a changing and advancing preparation for a full and suffi-

cient life in such world, and our schools, as one of the most powerful factors in such preparation, must always be guided by visions of the future as well as by traditions of the past.

We know that even the scant records we are able to give in this number, will intensify the gratitude and respect of all educational workers of today for those who builded so well in our Province's early days, and we esteem it a great privilege to be able to devote our pages to such a worthy purpose.

We dedicate this, our Christmas issue, to the pioneers and old-timers in grateful recognition of services, which will always arouse our admiration, and which can never be adequately expressed by even the most eloquent tongues. The excellence of our present system is due in large part to the splendid foundations they laid, and as they were dominated by that true spirit of service which seeks the good of others, in preference to the aggrandisement of self, their greatest reward doubtless has been the knowledge that they have exercised a tremendous influence in shaping the destiny of our Province. Many of the pupils of our earlier schools are now occupying most important positions in this and other lands, and are living testimonies to the sound training they received, not only in the subjects of the curriculum, but in the far greater fields of character building and worthy citizenship.

* * * *

When we originally planned an Old-Timers' number, we hoped that many of our older teachers and officials would be persuaded to contribute interesting reminiscences of the early days. Alas, however, that natural and unbreakable barrier of "modesty" stood in our way, and when they were approached, one after another expressed their delight at the idea—but gave the traditional and time-worn reasons for not being able to comply with our request. Exceptions were found in the case of Mr. William Burns, and Mr. J. B. Bennett, and we record our great appreciation of their contributions.

Under the circumstances, having set our hand to the plough, it became necessary to call a "council of war," and rather than fail altogether, the members of the Editorial Board, and the Managing Editor undertook to carry out a research of the records of pioneer days. As is usually the case, all became fascinated with the work, and soon found such a wealth of material that the difficulty of selection became exceedingly great. As the days rolled by, a choice had to be made, and our final efforts now appear. In this connection we wish to express our thanks to Mr. Hosie, Provincial Librarian and to Miss Russell and Mrs. Cree, of the Archives staff, for their splendid co-operation.

The one thing upon which all who have taken part in the enterprise are agreed upon, is that there is a wonderful field of exploration

open for those who have the desire and the time to follow the avenues already opened up.

It is our sincere hope, that the imperfect start that we have made, may arouse in some of the "old timers," an unquenchable determination to tell "of what they know," and that we shall have many contributions to the magazine in consequence.

The history of the early days of education in B. C. is already a story full of interest, but the personal reminiscences which are sometimes heard when the pioneer teachers, trustees, and inspectors gather round the "festive board," or round the "open fireplace," and which have not yet been recorded, would constitute a volume of even greater interest.

Why should we not, as a contribution to future generations, gather such records before the task becomes impossible. The Magazine has proved its willingness to do its share. Who will help?

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Federation Membership:

Once again, may we ask all who are able, to forward Federation fees as soon as possible—for we are still on with our Membership campaign, and are anxious to exceed our previous records.

To date our paid-up membership for the present year is 1285, or over 200 more than at the same time last year. In addition to this, we have 290 students members, and of course, many old members who are in standing, and whose fee is promised before our year ends.

The Federation Office is now making percentage returns for each district, city and individual school, and early payment would help in this connection.

We are also arranging for several new local associations, and are meeting with splendid success. A full membership report will appear in the January issue.

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Easter Convention:

The Annual Convention of the Federation for 1927 will be held at Victoria on April 19th and 20th, with the Annual Meeting following on April 21st. We are arranging a splendid programme and look for a very big attendance. Every teacher in B. C. is cordially invited. Programme will be published early in February.

Early Colonial Schools on Vancouver Island

Compiled from extract from three articles written by Mr. J. Forsythe, former Provincial Librarian, and published in the Victoria Daily Times, and from records in the Provincial Archives, Victoria.

FOLLOWING the organization of Vancouver Island as a Crown Colony in 1849, an effort was made by the Hudson's Bay Co. to provide educational facilities for the children of its employees and for those of other settlers.

The first teacher, who also acted as chaplain, was the Rev. Robert J. Staines, a graduate of Trinity College, Cambridge, who accompanied by his wife, arrived in Victoria, in 1849. Under an agreement with the company, Mr. Staines was to receive £340 a year for keeping a boarding school and £200 as chaplain.

In speaking of their arrival, Mr. Roderick Finlayson, who was then in charge of the fort, says: "At this time there were no streets and the traffic cut up the thoroughfares so that everyone had to wear sea boots to wade through the mud and mire. It was my duty to receive the clergyman, which I did, but felt ashamed to see the lady come ashore. We had to lay planks through the mud in order to get them to the fort."

The building which served as residence, school, and church, was within the fort and situated near the site now occupied by the Bank of Commerce (at Fort and Government). The upper part of the building was occupied by Mr. and Mrs. Staines, and the boarding school for young ladies.

A few settlers becoming dissatisfied with the company's rule and being supported in their alleged grievances by Staines— they decided to send him to England to lay their case before the Imperial Government. Accordingly, in 1853, he embarked at Sooke, in a ship heavily laden with lumber and sailing for San Francisco. In a storm she foundered off Cape Flattery, being thrown on her beam ends, and Staines who was in his cabin, perished while endeavouring to make his way through the side of the ship.

Sir James Douglas and Education

The growth of the colony called for greater educational facilities, and it is interesting to note what Governor Douglas has to say on this question. In a report dated October 8, 1851 to Archibald Barclay, then secretary of the Hudson's Bay Co., he states: "I will also take the liberty of calling the attention of the Governor and Committee to the subject of education by recommending the establishment of one or two elementary schools in the colony to give a proper moral and religious training to the children of settlers who are at present growing up in ignorance of all their duties to God and to society. That remark applies with peculiar force to the children of Protestant parents; the Roman Catholic families in the country having had until lately a very able and zealous teacher in the Rev. Mr. Lamffrit, a

French priest of the Society des Oblats, who is now living with the Indians in the Cowichan Valley. One school at Victoria and one at Esquimalt will provide for the present wants of the settlements, and a fixed salary of £50 a year to be paid by the colony with an annual payment by the parents of a certain sum not to exceed thirty shillings for each child, with a free house and garden, is the plan and amount of remuneration I would propose to the committee.

In regard to the character of the teachers, I would venture to recommend a middle-aged couple for each school, of strictly religious principles, and unblemished character, capable of giving a good sound education and nothing more, these schools being intended for the children of the labouring and poorer classes; and children of promising talents, or whom their parents may wish to educate further may pursue their studies and acquire the other branches of knowledge at the company's school, conducted by the Rev. Mr. Staines.

I would also recommend that a good supply of books from the alphabet upwards, with slates and pencils be sent out with the teachers, as there are very few left in this country."

First Day School.

In the Spring of 1852, Governor Douglas opened a day school for boys and appointed Charles Bailey master—as the following extract from a letter written by Douglas on March 18th, 1852, shows:

"Mr. Charles Bailey, the young man who acted as schoolmaster for the emigrants during the outward voyage of the "Tory," having conducted himself with great propriety since his arrival here and not being particularly useful as a mere labourer, I have opened a day school for boys, the childen of the Company's labouring servants at this place, who are growing up in ignorance of their duties as men and Christians. It is now attended by 18 boys who are making fair progress in learning. The parents furnish books and stationery and pay £1 annually for each child, which goes into a fund for the support of the schoolmaster, and he also receives his wages and provisions from the Company who are put to no other expense for the Institution."

Bailey was subsequently appointed first schoolmaster at Nanaimo School.

Mr. Langford also, about this time (1852-53) opened a ladies' school at Colwood and appointed Miss Scott as teacher.

Rev. Cridge's Coming.

The Rev. Edward Cridge succeeded Mr. Staines as Colonial Chaplain, arriving in Victoria on April 1st, 1855, accompanied by Mrs. Cridge. It had been stipulated that a schoolmaster and his wife should accompany Cridge—but this part of the arrangement was not carried out, although Mrs. Cridge opened a private school, similar to the one conducted by Mrs. Staines, and, moreover, had the honour of organizing the first Sunday School in B. C.

Public Instruction.

The subject of public instruction soon became a matter for the attention of the Legislative Council of Vancouver Island and we find recorded in the minutes of March 29, 1853, that "applications having been made from various districts of the country for schools, it was resolved to open two schools, one to be placed at Victoria, and the other on the peninsula, near the Puget Sound Company's establishment at Maple Point, there being about thirty children and youths of both sexes respectively at each of these places.

"It was therefore resolved, that the sum of £500 be appropriated for the erection of a school house at Victoria, to contain a dwelling for the teacher, and schoolrooms, and several bedrooms, and that provisions should be made hereafter for the erection of a house at Maple Point."

As the question of priority of establishment of these two schools has aroused considerable controversy it will be interesting to note that from the original documents preserved in the Provincial Archives Department, there seems to be little doubt that the Victoria District School erected on the reserve now occupied by the Central Schools, was established more than a year before Craigflower.

Nevertheless it is satisfactory to know that Craigflower is the oldest survivor of the original Colonial schoolhouses, and that it has evaded the ruthless hands of the destroyer of historic landmarks. (Arrangements are now almost complete where it will be preserved and used as a museum.)

Victoria District School.

Established in accordance with the resolution of the Legislative Council of March 29th, 1853, already quoted, the school was erected in the ten-acre reserve on the site of the present Girls' Central School, and was opened in 1853, with Robert Barr as schoolmaster, with both day and resident pupils. It should be noted that the schools opened at this time were public schools but not free schools. In addition to salary and board, the teachers were authorized to receive pupils to be boarded at rates of 18 guineas per annum for children of colonists, residents of Vancouver Island, and of servants of the Hudson's Bay Co.—and at rates to be mutually agreed upon in case of non-residents.

Provision was also made for day scholars to pay at the following rates:

Five shillings per quarter or twenty shillings per annum for the

following instruction, viz:—Reading, English grammar, writing, geography, arithmetic and industrial training.

When subjects such as Latin, or other languages, and the higher branches of mathematics were given—an increased rate of fees was arranged between the governor and the schoolmaster. Mr. Barr resigned in November, 1856, and was succeeded by Mr. Kennedy, who in turn was succeeded by Mr. W. H. Burr, on March 29th, 1859. Mr. Burr had taught in Ireland and also in other parts of Canada.

Honorary Superintendent of Education.

By a resolution of the Legislative Council of February 27th, 1856, the Rev. E. Cridge was appointed member of the committee for enquiring into and reporting upon the state of the public schools and thereafter became the Honorary Superintendent of Education.

The First Superintendent.

The first Superintendent of Education, of whom we have a record was Mr. Alfred Waddington, who was appointed June 6th, 1865. He was a mining engineer from Europe and came from California to Victoria in 1858. He engaged in various pursuits until 1862, and later was identified with the proposal to construct a wagon road from Bute Inlet to Fort Alexandria on the Fraser River—in connection with an overland railway through British territory. In carrying out this plan, his camp of roadmakers, seventeen in number, were massacred by the Chilcotin Indians, and his stores and equipment destroyed.

While in Ottawa, endeavouring to interest the Dominion Government in his scheme, he died from smallpox in 1872. He is now being given his rightful place as the "original promoter of the Canadian Pacific Railway."

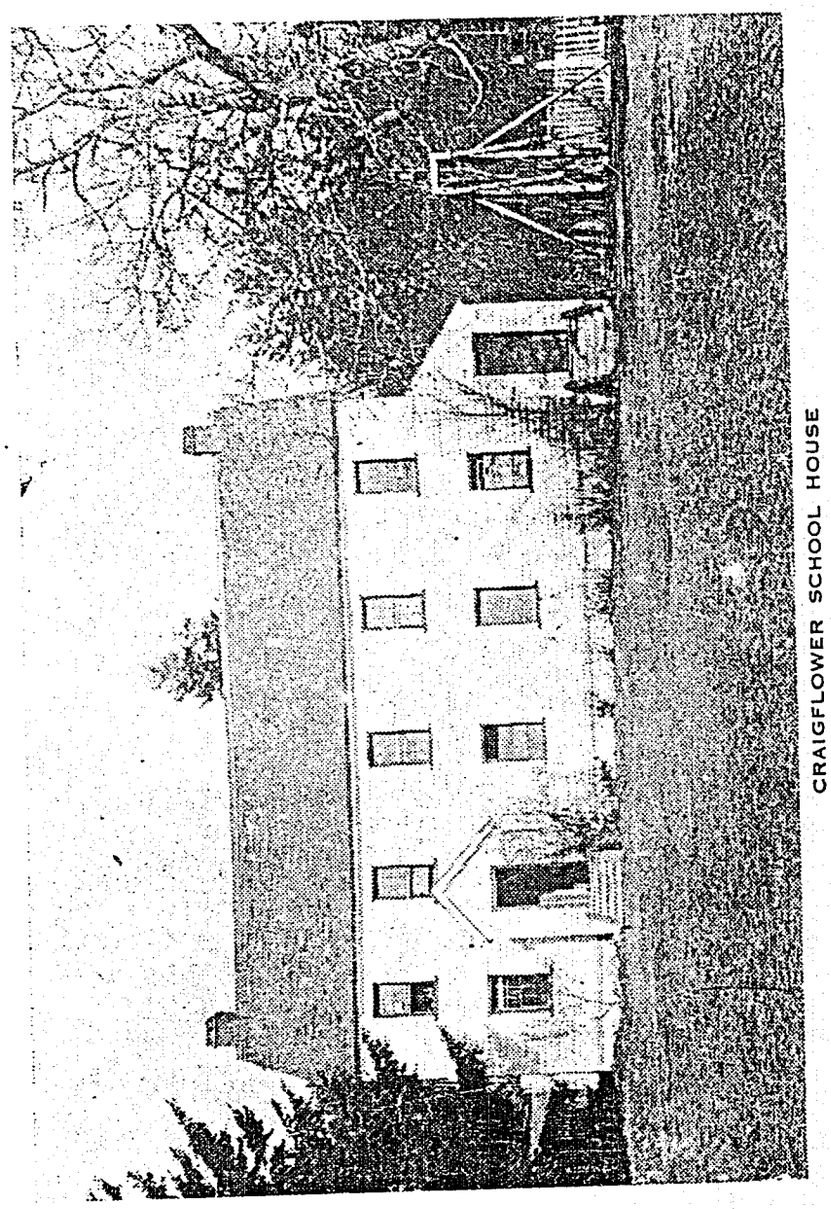
Growth of the Victoria Schools.

The number of pupils having outgrown the accommodation of the district school, it was decided to open another school—and the Board of Education accordingly on June 28th, 1865, agreed to rent the Central School on Fort St., from Mr. John Jessop, at $60 a month—whereupon Mr. Jessop was appointed boy's teacher at the Central School at a salary of $1200 per annum, and in August of the same year, Mr. Thomas Nicholson was appointed assistant teacher of the boys' department at a salary of $60 per month.

Mr. John Jessop.

Mr. Jessop was born near Norwich, England, in 1829, and emigrated to Canada at the age of seventeen, coming by way of New York to Kingston, Ontario—thence to Toronto, where at the Normal School, he qualified as a teacher in 1855.

After four years' teaching in Ontario, Mr. Jessop left for British Columbia, in 1859, taking the route via Fort William to Fort Garry. Joining a party of seven there, they walked across the prairies and crossed the Rockies at Boundary Pass. Fort Colville, Fort Vancouver



CRAIGFLOWER SCHOOL HOUSE

and Victoria was reached late in the year by Mr. Jessop, his companions having scattered after crossing the mountains. In 1860, Mr. Jessop made an unsuccessful visit to the gold regions, returning in 1862. He opened a private non-sectarian school in Victoria, which succeeded so well that he was later compelled to erect a new and larger building.

He was later appointed Superintendent of Education under the Public School Act of April, 1872, and held that position with great distinction, rendering yeoman service until August 26th, 1878.

The two departments of the Central School were separated and the boys moved on Sept. 4th, 1865, to the Congregational Church, where they remained until 1867, when storms damaged the building and rendered it unsafe.

In connection with the Girls' Central, we find an interesting comment by the Superintendent, who, in a report of a visit to the school on January 11th, 1866, remarks that the schoolmistress was absent having gone to a ball the night before—also that the stove was smoking badly and in order to have it cleaned, the children got a holiday.

* * *

Some Interesting Details of the Old Craigflower School

The Craigflower School, (named after Governor Colville's farm in England) which was opened in 1885, was the second of the colonial public schools to be established in the colony; the property consisted of five acres donated by the Puget Sound Agricultural Company and the schoolroom was 24 feet by 30 feet. The rooms for the schoolmaster being downstairs, were very inconvenient.

The first schoolmaster was Mr. [illegible], who had come out from England on the "Princess Royal" in the latter part of 1854, the schoolhouse not being quite finished. It is understood that a small building, still standing, was used as a temporary school.

The clearing for the foundation commenced August 30th, 1854. The school was completed March, 1855.

The lumber used was sawn at Craigflower and rafted across to the site.

The lime was burnt at a lime kiln at Craigflower, while the locks, hinges, glass and nails came from England.

The second teacher at Craigflower was Henry

One globe of the world, and one globe of t
old school and presented by Kenneth McKe
Craigflower, who brought with him twenty-fiv
England on the ship "Norman Morrison," whi
1852, and arrived at Victoria, V.I., January 16th,
McKenzie Avenue School, Saanich, is named afte

The Craigflower school cost about $4,300.00, includi... clearing of the land.

Ox teams were used to haul timbers for the school.

Located at Craigflower in the early days, were a sawmill, threshing machine for grain, a flour mill, bakery for supplying biscuits to the Navy, a lime kiln, brick kiln, blacksmith's shop, a carpenter's shop, and a general store for trading.

Fire bricks in the old school bear the English name burnt into them.

Mr. Russell was appointed master in May, 1865, to succeed Mr. Claypole—and on October 15th, 1866, William Harrison—who had previously taught in Upper Canada and San Francisco became master.

Owing to the financial position of the colony in 1867, there was a shortage of funds for school purposes, and the teachers were all notified that there would be no guarantee of their salaries being paid. All but one loyally kept to their posts in the hope of brighter days. For some time no money was received—but later when the Mainland and the Island were joined, the Legislature, after once refusing to pay such arrears by a vote of 8 to 7, finally paid the arrears—thanks largely to John Robson's influence.

A reminder of these hard times is found in the following quotation from the superintendent's report of Craigflower, April 30, 1867.

"Mr. Harrison has now been living for more than a fortnight on bread, milk and potatoes, and the neighbours and parents of the children, having learned of this deplorable state of things, and rather than allow the school to be closed, called a meeting to agree on the best mode of contributing to assist the teacher in his present cruel position."

The Old Vancouver High School

(A brief review of a "Mother of Schools.")

THERE are few stories of a city's growth that can outdo those that may be told of Vancouver. Still a young city, she is rapidly becoming one of the world's greatest ports. So intent is she on her future, so constantly must her citizens face the needs of a growth that presents new problems almost every day, that we rarely take time to look back over the past, or stop to tell again the stories of the days of the beginnings of things.

Among these stories of earlier days, none could be of more interest to those connected with our present educational institutions than the story of the growth of the city's school system. For thirteen years, after the opening of the first school in February, 1873, one room and one teacher served the needs of the little settlement on Burrard Inlet, clustered around the Hastings Mill. Then came the Canadian Pacific Railway, and in November, 1886, a four-room building was opened with an enrolment of under one hundred. This building, by the way, is said to have cost the government, which built it, $3500! In six months the attendance grew to two hundred and eighty-five—and a chronicler of those days remarks: "This required a principal and three assistants." We should think it would.

Of the growth of the school system as a whole much might be told, but possibly no one story could better illustrate the development that came, or the vision of the men who laid the foundations, than that of the Vancouver High School. In this school began the first secondary school work of the city; in it was originated the Teacher-training work that led finally to the establishment of our first Provincial Normal School; and here, too, work beyond the regular High School curriculum was begun, and affiliation of the school with McGill University was a step in the gradual progress that led to the establishment of the University of British Columbia.

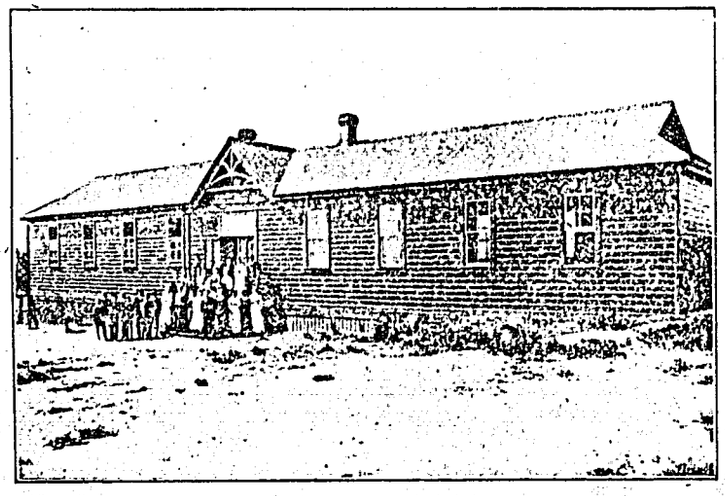
In an old copy of one of the early catalogues of the school, among some notes written by the late Mr. J. C. Shaw, Principal of the school for some time, is this paragraph:

> "Like the city of Vancouver itself, this institution is an instance of extraordinary rapidity of growth and development. Established in January, 1890, it opened with one instructor and thirty-one students, and now its staff numbers ten, its enrolment three hundred and forty-five."

This note was written in 1903. But the growth that seemed so extraordinary after those first thirteen years has continued with even more extraordinary rapidity. From that one class it has expanded, and new schools have developed from it, until today we have the old school itself, now in its enlarged form the King Edward High School, with four other High Schools in the city, one other separate

institution, the High School of Commerce, using part of the old Vancouver High School building, and nine other High Schools in Greater Vancouver not including New Westminster.

For the first year and a half after the opening of the school the staff consisted only of Mr. Robert Law. In 1891 Mr. Alexander Robinson took charge of the school, with Mr. J. H. Secord as assistant. Next Year Mr. J. H. Kerr was added to the staff. The following year Mr. Secord disappears from the list of the staff, and Messrs. J. C. Shaw, George E. Robinson and J. K. Henry appear. From then until 1899 these three, with Mr. Robinson and Mr. Kerr, comprised the staff of the school. During this period growth was gradual. Attend-



OLD VANCOUVER HIGH SCHOOL

ance rose quite quickly from the original 31 to 144 in the school year 1893-4, but in 1898-9 it was only 165.

There is much interesting information about those earlier days in the "Catalogue" that was published, giving information of courses, etc. In the catalogue for 1893-4, for instance, we find an announcement as follows: "At the beginning of the Winter Session a Normal School Class will be formed of those pupils from classes 'A,' 'B' and 'C' who purpose entering the teaching profession. The Principal will devote his exclusive attention to this class, and only those subjects will be taken up which are necessary to the securing of a Teacher's Certificate." There were five classes, designated "A," "B," "C," "D" and "E," respectively, "E" being the lowest class. The courses given in classes "C," "B" and "A," it is noted, were partially adapted to candidates for Third, Second and First Class Certificates, respectively, while the courses for "B" and "A" were also intended to pre-

pare candidates for first and second year college matriculation, respectively. The prize list is quite extensive, and it is worthy of note that the first special prize, offered by the Rev. E. McLaren, was to be awarded to "the student of each class who, in the opinion of the masters, had performed the most conscientious work during the Academic year." The list of students indicates the wide area that the school served, for pupils came from Vancouver City, Lulu Island, North Arm, Burnaby, Yale, Chilliwack, Comox, Moodyville, Hastings, Langley, Victoria and Nanaimo. And in the list of the "Faculty of Instruction" is evidence of the influence of the Maritime Provinces on British Columbia's educational system, in the fact that four of the five members of the staff were graduates of Dalhousie University, the fifth being a graduate of Toronto, while of the four Principals of the city's Public Schools, who are mentioned in the same catalogue, two were graduates of the University of New Brunswick.

In the spring of 1899 Principal Robinson resigned to become Superintendent of Education for the province, and Mr. J. C. Shaw took his place as Principal. Miss B. M. Hunt was appointed to the staff for the next session—the first lady on the staff, and, incidentally, the only lady whose name appears among the first twenty or more appointees to the staff.

From 1900 on, the school developed so rapidly that it would be impossible to mention here many of the names that appear in the records of the school. It is worthy of note that Vancouver's present Municipal Inspector, Mr. J. S. Gordon, and Mr. T. A. Brough, Assistant Municipal Inspector, taught in the school; and that at least five members of the present Faculty of the University of British Columbia, and every present High School Principal of Vancouver City, South Vancouver and Point Grey, with the single exception of Mr. H. B. King of Kitsilano, have been on the staff either of the old Vancouver High School or its successor, the King Edward High School.

The first building used for the school was a wooden one, standing on the site now being considered as part of Vancouver's "Civic Centre." It was south of the position of the present Central School, and between it and the present School Board Offices. During the school year 1892-3 a new brick building, of eight rooms, was built on the grounds for the High School. The old building was made over for use as janitor's quarters and School Board offices, being used for this purpose until the present board offices were constructed. For some years the new brick building was adequate, but between 1900 and 1902 there was an increase of over one hundred per cent. in attendance, and new quarters became essential.

In 1903 a new site was secured on the hill south of False Creek, and soon afterwards work began on a building of twenty class-rooms, much to the amazement of many citizens, who thought it the height of folly to build such a building in a wilderness such as the district round about then was. Broadway had a single car track, but very

VANCOUVER SCHOOLS IN 1886 AND IN 1909

few houses stood in the immediate neighborhood. From the corner of Oak and Broadway a roadway was cleared and planked, and by this means material for the building was taken in. When completed, the new school formed three sides of a rectangle, the north, east and west sides of the present King Edward High School, over the northern entrance being still the old name, "Vancouver High School." The Principal's office and staff-room were opposite the main entrance, their windows looking out over an open space now filled in by the auditorium of the present school.

The new building was occupied in 1905, and by 1909 the High School attendance had grown to 800. This school year saw several changes in the school. Mr. George E. Robinson, who had succeeded Mr. J. C. Shaw as Principal, left, with several members of the staff, to establish the McGill College of British Columbia in its new quarters. Mr. S. W. Mathews became Principal in Mr. Robinson's place, while at the same time the development of a series of High Schools in the different parts of the city and the district began with the establishment of High School work in Grandview—the beginning of Britannia High School, under the Principalship of Mr. T. A. Brough.

From 1910 on, the expansion of the city brought a rapidly increasing number of new High Schools into existence. In 1912 Mr. J. T. E. Palmer, who had been one year on the Vancouver High School staff, became Principal of the new South Vancouver High School. The next year saw the beginning of High School work in Point Grey under Mr. Alan Bowles, who also left the city staff to take up his new duties. In 1914 Mr. Thomas Pattison was transferred to the West End to establish the King George High School. During the last ten years three new schools have been organized as direct developments of the growth of the King Edward—the Kitsilano High School, first organized by Mr. D. C. Little in the Cecil Rhodes Public School building, moving later to the present location; the High School of Commerce, which, under the direction of Mr. S. W. Mathews, took over the rooms at Cecil Rhodes vacated by Kitsilano, and then moved back into the King Edward building as a separate institution under the same roof, and the Technical High School, formed by the moving of the Technical Department of the parent school to the former Labor Temple on Dunsmuir street, with Mr. J. G. Lister going along as Principal.

But we have wandered far afield from the days of the early Vancouver High School. This sketch cannot hope to give much detail of the work of the institution. Before many years, while the present wealth of information is still available, it is to be hoped that someone will tell the story of the old school. There were great handicaps in those early days. Many of the conveniences of the present day were lacking. There is still in existence the first "program clock" that rang the bells for classes to change—an ingenious home-made contrivance worked out by a member of the staff to save the annoyance of having to wait for the teacher, who happened to be using

the Principal's room, to remember to ring the bells. There is still in existence, also, the old desk-top which, in the hands of Mr. S. W. Mathews, later Principal of the school, became the first Time-table Board, the forerunner of many similar ones now in existence. The registers are still here, kept, in some cases, with delightful individuality. There are pictures, too, preserved in the later school and scattered widely wherever former students live, of athletic teams and class groups, and prize-winners, and all the many pictures that represent the varied life of a school. The athletic groups are especially interesting; the athletic costumes of the girls, for instance, are noticeably out of date today, and in many of the boys' groups the well-known features of Mr. Thomas Pattison indicate the long and intimate connection he has had with the athletic development of the school, and indeed of all our High Schools.

Truly it has been a great school. Its former Principals and teachers, and its students, too, are justly proud of it. And they have every right to be, for there are few schools which, in the short space of less than forty years, have grown and expanded as has this old school. It has given to the province two of its Principals to become Superintendents of Education, and another to be the head of the college which later developed into our University, and it has been the mother of that University, a Normal School, and a whole family of other High Schools. A great record, this.

The Story of Teachers' Certificates 1874 - 1901

In 1874, in the Public Schools Report for the year, was first promulgated a set of "Rules for the Examination of Public School Teachers, and the Issuance of Certificates of Qualification." A perusal of these rules will give the teachers of today some idea of the task that confronted the early educational authorities in the Province, in testing the candidates for certificates, and grading them in competency for their position.

All candidates wrote on the one examination, and certificates allotted in accordance with percentage obtained. As there were, until 1876, no High Schools in the Province, the subjects for examination were variable, and apparently candidates wrote on what they offered. Here is the regulation:—

"The subjects or course of examination shall be the following, or such selection therefrom, as the Board may from time to time consider sufficient or necessary; and such selection, if and when made, shall form the full course of examination on that particular occasion, and apply equally in every respect to all candidates: Spelling, reading, writing, composition, arithmetic, bookkeeping, geography, history, mathematics, Latin, French, drawing, and music. (Literature was grouped with History). N.B.: The subjects may be increased or diminished at the pleasure of the Board."

Evidently on the first examination, the "N.B." applied, as there were no examinations in Latin, French, or drawing; while papers were set in Education and the art of teaching; natural philosophy, and animal and vegetable physiology.

The questions ranged from elementary to most abtruse, and certificates were awarded on the following basis:—Candidates obtaining:

30% received a Third Class B Certificate;
40% " " Third Class A "
50% " " Second Class B "
60% " " Second Class A "
70% " " First Class B "
80% " " First Class A "

While a careful perusal of the papers set would incline one to the belief that any one who made the attempt, must have obtained at least a Third Class B, yet the writer is ready at this late date to doff his hat in admiration and reverence for those who obtained a First Class A.

There was a regulation as to the marking of the papers that appeals—"Each paper answered, or returned as answered, shall be scrutinized by the member of the Board who furnished it."

In view of the present controversy as to the relative importance

of subjects, and the marks that ought to be assigned to them on matriculation examinations, the following allocation of marks may be of interest:

Reading, spelling, writing, composition, grammar, bookkeeping, arithmetic, geography and history, two hundred each; Latin, algebra, education, natural philosophy, one hundred each; French, Euclid, music, physiology, fifty each.

"N. B.:—These marks are merely arbitrary, and only for the sake of convenience, and without any reference to the relative importance of the different subjects."

A noteworthy peculiarity of the composition examination was the fact that for many years two subjects were assigned, one for gentlemen, one for ladies!

For instance:—English composition. Time two hours. Subject: Gentlemen, Science and Peace; Ladies, Water as an Element of Beauty in Nature.

First Class certificates were "valid until revoked by Board Education."

Second Class certificates were valid for three years, and Third Class for one year.

These regulations obtained, until 1881, when rather drastic changes were made.

Parenthetically, it may be noted that, while up till then, there had been no promise made as to the moral fitness of a candidate, yet special forms of prayer for both opening and closing of school were published in the Report; now (1881) two regulations stand side by side:

"Exercises of a religious character in opening and closing school are strictly prohibited." and

"Every candidate's notice of intention to be examined must be accompanied by testimonials as to the temperate habits and good moral character of the candidate."

By the new regulations the names of the certificates were left unchanged, but a new class, Temporary, was added. It was valid until the next examination of teachers; the third class for one year, Second class for three years, and First class for four years.

Previously the subjects were named; now the requirements in each subject are set out, more or less, in detail.

For Second and Third Class certificates the subjects were the same:—Reading, writing, spelling, arithmetic, mental arithmetic, geography, grammar, history, composition, and education. For Third B, a candidate had to obtain 40% on the total and 25% on each subject; for Third A, 50% and 30%; for Second B, 60% and 40%; and for Second A, 70% and 40%. Thus it was quite possible, and of frequent occurrence, for a candidate to write for a Second A, and be awarded a Third B.

For a First Class Grade B certificate, a candidate had to write on all the subjects for a Second Class, and in addition the fol-

lowing: Bookkeeping, Mensuration, Algebra, Euclid and Natural Philosophy. The marking of this was complicated. A candidate had to have 60% of the total marks; 50% on every subject of second class, and at least 30% on all subjects peculiar to the First B.

For a First Class A certificate the candidate had to write on all subjects for Second Class; have a wider knowledge of the special subjects for a First B, and in addition, the following:—English Literature, Ancient History, Trigonometry, Land Surveying and Navigation, Latin, Greek, French, and Natural Science, (any one of the last three). The percentages required, 60%, 50% and 30%, were the same as for First B.

It was possible for a candidate to write for a First A, do fairly well all the way through, but by getting a low mark in one of the subjects be awarded a Third B. It is rather interesting to note that English Literature was not a subject of examination for any certificate lower than First A.

A graduate of a British University was granted a First A on passing the examination in Education.

Before the expiration of four years from the time that the new classification of certificates was made, a regulation was put in force whereby a First B or First A, should be renewed on application of the holder, provided he gave "satisfactory proof of his success as a teacher."

In 1900, a regulation was made changing the certificates into Academic, First Class, Second Class and Third Class. The old classification was continued for as long as was necessary in justice to the holders of those certificates which had been issued for a definite period. All First Class Grade A certificates were converted into Academic, and First B were henceforth known simply as First Class.

In 1901, January, the Provincial Normal School was opened in Vancouver, and from then no certificates have been granted without a Normal training.

This brings us down to "modern" times, as most of the teachers of today have received their certificates on the present basis, though

there are still many who obtained theirs under the older system.

The establishment of the Normal School in 1901, was the consummation of a desire that had been expressed periodically from 1876 when the report of that year gave utterance to the urgent need of training in the art of teaching. The most cogent reasons were urged, time and again, in the school reports, by the various superintendents, inspectors, and principals of the city schools (who used to send in reports for publication), but it was not until twenty-five years after the first plea before a Normal School was established.

* * * *

The Early High Schools

IN THE PUBLIC Schools Report of 1874, occurs the following passage:—

"The question of High Schools is one that ought not to be left any longer in abeyance. Boys and girls in many parts of the Province are getting ahead of the curriculum . . . . . The time has fully come when two High Schools—one in Victoria and the other in New Westminster—should be established. Each might be commenced with one properly qualified master . . . . Those schools would do good service as Training Institutes for teachers . . . . Free tuition in the High Schools, with perhaps a little pecuniary aid, would be a great incentive to pupils of both sexes to seek admission, with a special view of passing the teacher's examination, and entering upon public school work. These proposed establishments would therefore, for the present, answer the purpose of High Schools, Training Schools and Model Schools." A truly ambitious outlook for a one-teacher High School!

In the Report of 1875, reference is made to a building "fast approaching completion," one room of which was to house the High School "about to be established."

The High School of Victoria, was opened on August 7th, 1876, with Rev. A. B. Nicholson, B.A., of Queen's University, Kingston, Ontario, as the first principal, and fourty-four pupils in attendance. (There was an opportunity for a Golden Anniversary of the occasion at the beginning of the present term.)

In New Westminster a High School was opened in August, 1884, with Mr. H. M. Stramberg, B.A., as its first principal, and twenty-three pupils in attendance.

During 1886 a high school was established in Nanaimo, and in 1890 another was granted to Vancouver, the first principal of Nanaimo, being Mr. Walter Hunter, B.A., and of Vancouver, Mr. Robert Law, B.A. In 1901, the first up-country High School was established at Nelson, with Mr. R. J. Clark, M.A. as principal.

Many more followed in rapid succession, until now there are just about as many High School teachers in the province, as there were pupils in attendance at school in British Columbia fifty years ago.

Progress of Teacher-training in B. C.

By William Burns, former Principal Vancouver Normal School.

TEACHER-TRAINING now occupies so large and important a place in the educational systems of all civilized countries that the history of its inception and progress forms an interesting chapter in the story of educational advancement.

In former days it was considered that a knowledge of any subject was sufficient to make the possessor of such information a teacher who was capable of imparting this knowledge to others, whereas now we have added to such knowledge the requirement of an ability to teach it in the most scientific method. In other words, the duty of the educator of today is to develop the mental abilities of his pupils, whether they are children or adults, and not to merely cram their memories with words or formulae often imperfectly understood. Evidently this power requires careful training, from teachers of experience, and demands a great deal more than a mere knowledge of the subject taught. Some persons have this ability as a natural gift, but the majority can only attain to it by careful study and experience, by making mistakes and then being shown them, and how in future to avoid or correct them. In addition, in our modern school systems the knowledge of how to utilize time and to arrange work to the best advantage has to be attained by a successful teacher. No amount of book knowledge can give this ability—it is absolutely practical. The duty then of the Normal School is to shorten, as far as possible, the time occupied in apprenticeship, and thus prevent waste of time and mental energy by both teacher and pupils, which must otherwise be unavoidable.

Like all new colonies, British Columbia, during its early pioneer days, was unable to provide any means for training its few teachers, and, therefore, had to depend upon obtaining them from the older provinces, or by employing untrained pupils from her own schools. To ensure sufficient knowledge of the subjects required, the Education Department held annual examinations for Teachers' Certificates. Among the papers set was one on Education, but evidently this could in no way test the ability of the candidate in the every-day practical management of a school or class, or in organizing a graded school of several divisions.

By the year 1900 the school population in several of our cities had increased rapidly, and teachers were required to take charge of the Primary Grades. Here the need of training is always most apparent, as the teacher just out of High School or College has entirely forgotten the difficulties of childhood study and is also ignorant of the many newly developed methods used in Primary Grade work. An attempt was made in Vancouver to remedy this defect by em-

ploying prospective teachers as pupil-teachers for a time before appointing them to any permanent position. It was considered that this plan would give them some practical knowledge of what should be done in the school-room by an efficient teacher. Meanwhile the Education Department had been considering the necessity of establishing a Normal School in B. C. Naturally, Victoria, as the capital, was selected as its site, but ultimately the first classes were opened in the High School at Vancouver, B. C., in 1901, with a staff of two teachers—one to give instruction in drawing, and one to teach all other subjects required! However, this was a beginning. Next year the classes were transferred to the newly-finished Lord Roberts School building, with a staff of three teachers, and when later on these rooms were required for the use of the pupils in that district, the Normal School was housed in some vacant rooms of the King Edward building. Yet again, in two years' time, another removal was made, to the Model School building, and at last, in 1908, after nearly eight years of wandering around the city of Vancouver, this Normal School found "a local habitation and a name." Later on another was required, and the second building was erected in Victoria.

These continual changes prevented good work being accomplished, especially in the practical side of instruction, as many of the teachers in these schools were opposed to having students sent to their classes either for observation or practice work, and no sooner had this difficulty been overcome in one place than it had to be faced in another. Another unexpected obstacle arose in the opposition of some Principals to its establishment, and to the enforced attendance required from their former pupils before being granted a teacher's diploma.

But it is not wise to dwell on these difficulties; they had to be encountered in the nature of things—even railroad travelling was once declared to be an impossibility and an airship the dream of a lunatic—yet in reviewing the work of our teacher-training, some allowance should be made for difficulties which existed, especially in respect to the staff of teachers, who were doing admirable work in most instances, and who were handicapped by no practical experience or training. This resulted in good individual work, but in an utter want of any general system, so that pupils moving from one district to another were often seriously hindered in their educational progress.

Our Normal Schools may not yet have attained to perfection, but the training given has been productive of much advantage; it has raised "teaching" to a distinct profession instead of an occasional employment when no other offered. It has made an "esprit de corps" among our teachers, and this again has greatly assisted in maintaining our various associations and even the Teachers' Federation. After all, the best proof of its value is the gradual strength-

ing of the requirements for this profession. Commencing in B. C. with two rooms in a High School building, it has attained to the rank and dignity of a Department in the University of our province, and this in twenty-five years.

To myself, the wonder is, not that our earlier men and women did so little for the advancement of education, but that many, if not most, of them did so much in spite of the disadvantages under which they labored in comparison with their successors of today. No training, no advice, no conventions, no Federation—nothing but plenty of good, plain, sound common-sense.

For the second year in succession, Victoria High School has won the Thompson Cup for Rugby Football, given for annual competition between Island and Lower Mainland High Schools. After about twenty years of competition, Victoria won the cup last year for the first time, and this year they retained possession by defeating Magee High School, eleven to nil, in Vancouver, on December 4th.

The other Thompson Cup competed for in the fall, the Girls Grass hockey cup, will be retained by John Oliver High School, South Vancouver, who drew with Victoria High School, one to one, on the same day, in Victoria. In case of a tie the holder of the cup retains it for the following year.

Some Recollections of Teaching in the Comox District

By J. B. BENNETT
Principal—Ridgeway School, North Vancouver.

MY RECOLLECTIONS of the schools of the Comox District date back to the month of January, 1890, when I was appointed to Grantham School by Dr. Pope, Superintendent of Education, acting on behalf of the trustees. Communication with the outside world was made possible for Comox settlers only by means of the "Isabel," a paddle steamer which gave a weekly service from Victoria. There was no highway, no telegraph, no telephone. Before leaving Victoria, the superintendent had me sign, in advance, vouchers for salary from January to June. Said salary was $50 per month and it seemed quite a princely sum to one who had just finished his first year in an Ontario country school.

There were three schools in the district at that time and another at Union Mines. South Comox school was at the Bay, North Comox on the hill above the Mission at Sandwick, and Grantham in the same location as at present. James Sutherland was the teacher at South Comox. He was a veteran schoolmaster of the British army and had spent a number of years in India. The school at North Comox was in charge of Miss McKay, now on the Vancouver City staff. She was succeeded in June, 1890, by F. W. Robbins, who hailed from Digby, N. S. Miss Agnes Deans Cameron once told me that she did her first teaching at North Comox, walking to school from the Robb farm at the Bay, a distance of about four miles. She said that this exhibition of energy on her part seemed to be highly amusing to the Indians whose reserve she traversed twice daily. Two former teachers of this school were living in the neighborhood, namely Mr. Samuel Crawford and Mr. John Mundell. The latter had once been teacher at Craigflower and afterwards at Nanaimo.

During my eighteen months' stay at Grantham, I had a visit from Mr. Jas. W. Robertson, a man prominent in educational work in Canada. He was then Dominion Dairy Commissioner. Looking up the location on the map, he declared Grantham to be the most western school on the continent.

In July of 1890, I attended a Teachers' Institute in Victoria. One sometimes hears it said that institutes are dull and uninteresting. That session was anything but dull. Among the rules and regulations at that time was one requiring the teacher to mark every pupil for every recitation every day. Some bold spirits dared to introduce a resolution calling for the abolition of this rule. The department official in charge of the institute attempted to block the motion. There

was a lively time. One prominent teacher shook his fist at the chairman. The motion carried by a large majority, but that was the last institute for many years.

In the summer of 1891, North Comox was divided into two districts—Courtenay and Puntledge (now Sandwick). I transferred to the Puntledge School and Robbins and I decided to build a cabin and keep bachelor's hall together. While the building was in progress, we lived at the manse of Rev. Alex. Fraser, who had charge of the Presbyterian church at Sandwick.

I remember a sermon preached by him on the life of Joseph. He was showing that Joseph was an excellent example for the young men of modern times. When he came to the part of the story describing the meeting of Joseph and his father, the preacher exclaimed, "And was Joseph ashamed of the old man with his broad Scotch and his tartan plaid?" One more proof for the British Israelites.

The first teacher at Union Mines (now Cumberland) was Wm. Gilchrist, a brother of Alex Gilchrist who used to be principal of Fairview School in Vancouver. He was followed by Duncan Ross. Mr. Ross was interested in journalism and eventually gave up teaching and became an editor. He was elected to the Federal Parliament. His successor was Robert Watkin, commonly known as "Bob." Bob was somewhat of a wag. One day hearing that the inspector was en route, he began to give the premises a good tidying up. There were several score of pickets off the fence, so Bob had the boys nail them all on but one. This he left off purposely. The inspector's eagle eye spotted it and he called Bob's attention to it. "Yes," said Watkin, "I saw that yesterday but I did not like to nail the picket on, for fear people might say I was getting ready for your visit. I wanted you to see everything just as it usually is." Messrs. Watkin and Robbins gave up teaching in the year 1896 and went off together to study medicine. Watkin established a practice in Saskatchewan and Robbins built up a very good practice in a western American town.

I succeeded Watkin in the Cumberland school in August, 1896. We had a four room building which now serves as a city hall. In addition, an extra class was accommodated in an old blacksmith shop down in the "camp" until a new eight-roomed building was provided by the government. Life in the coal camp was pleasant enough. The proportion of Orientals was much smaller than at present, and we had very few Chinese or Japanese on the roll. There was a goodly number of permanent residents but there were also many of the miners who were constantly on the move and their children made the teacher's problems more difficult.

One sees much of life's tragedy in a coal mining camp. One February morning about 10 o'clock there was a tremendous explosion and I saw a great column of dust a[illegible]ke just a couple of hundred yards away. No. 6 shaft was wr[illegible] Sixty-five men were in that

mine and many of them had children in school. The bravery shown by the rescue party equals that of the greatest of war heroes. Again and again they attempted to descend the shaft, only to be overcome by suffocating gases. The miners had an opportunity to show other good qualities besides bravery. They showed their sympathy and generosity in a practical manner by their contributions to the relief funds.

While teaching in Cumberland, I had an interesting visitor one morning. We were taking the history of the rebellion of 1837, when the stranger made his appearance. He seemed to be very much appreciative and finally asked permission to quizz the class. They told him what they thought of Papineau and Mackenzie and then he told them he was a grandson of William Lyon Mackenzie. Our visitor was William Lyon Mackenzie King who was secretary for a royal commission investigating the causes of a recent strike in the Dunsmuir Collieries.

During my term at Cumberland, a high school was opened with B. R. Simpson as teacher in charge. When Mr. Simpson resigned he took post-graduate work at Chicago and Columbia and is now I believe on the staff of Teachers' College, Columbia. He was followed by Earl Clarke, who has since done such good work as teacher of art in Victoria High School. Then came Mr. Palmer and Mr. Laffere, but that was after my time.

On my staff I had H. F. Pullen, editor of the Prince Rupert News. His hobby was nature study and photography. We often took long tramps together on the lookout for "birds and beasts and flowers." There was also John A. Bates, editor of a paper at Mission for many years, now at White Rock. Robt. Landells and T. J. Barron were at Courtenay, and J. N. Muir and Alex Martin (South Vancouver) were at Sandwick.

I helped to organize the first Teachers' Institute in the Comox district. The executive committee as I remember it comprised the names of Miss Smith (Comox), Messrs. Simpson and Pullen and myself. We met in the Cumberland school and had twenty teachers enrolled. We had a very interesting session and of course we passed resolutions. These resolutions called for certain changes in the entrance examination. They seemed to cause a somewhat hostile reaction from the Education Department, judging from certain angry letters the superintendent sent to our secretary. The executive spent several hours of their valuable time framing replies that would be diplomatic yet firm. Nothing more came of our resolutions at that time but as the years rolled by, all the changes we asked for have come about.

I left Cumberland in 1907, having spent over seventeen years in the schools of Comox District. The account which I have given is not complete and neither is it accurate, as I have depended sole'y o. my memory, but I trust it may be of some interest to the old-timers.

Voices from the Past

(Some interesting items gathered from the records of the British Columbia Provincial Teachers' Institute.)

THE Provincial Teachers' Institute held fifteen Conventions, the last one being in the King Edward High School, Vancouver, on April 14, 15 and 16, of the memorable year 1914.

A special meeting of the Institute was called by Mr. S. J. Willis on March 29, 1921, when the following self-explanatory resolution officially closed its work:

> "Owing to conditions arising out of the war, it was thought advisable to discontinue the sessions of the Institute. Meanwhile, the formation of the B. C. Teachers' Federation having rendered further sessions inadvisable or unnecessary, it was moved, at a meeting of the Institute convened in connection with the Federation Convention on the above date, by A. E. Miller, seconded by Paul Murray, and carried unanimously, that the Provincial Teachers' Institute be closed out, and the funds handed over to the B. C. Teachers' Federation."

The Teachers' Federation decided that it was fitting that these funds should be placed in a reserve fund, to be used only in connection with the expenses of the special speakers engaged for future conventions, and this policy was adhered to until the money had been all expended.

During the fifteen years of its existence the Provincial Institute met in various centres of B. C. and carried on very successful conventions. Records of these meetings (from 1905 onward) were kept in the minute book of the Institute, which was handed over to the Federation, and is now preserved as a valuable historical volume.

A perusal of its contents reveals many things of interest and importance, and in this article some of the outstanding items of the first two years are set forth.

In 1905 the Convention assembled in Revelstoke, with Mr. David Wilson, the President, in the chair. Evidently some of our contentious problems of today are not new, for we read in the minutes:

"The President, Mr. Wilson, delivered his opening address, which took the form of a reply to the accusation sometimes made that non-sectarian schools are 'godless' and 'pagan.'"

His concluding sentence is well worth repeating: "While parental responsibility has weakened, the influence of the public school has increased. It is the saving force of modern society. The term 'godless' or 'pagan' cannot justly be applied to schools in a Christian community in which the highest religious morality is required to be taught in an atmosphere of self-denying service inspired by the living personality of the teacher."

A further evidence that "the times change not" is forced upon

us when we read that "the meeting was called to order at 10:20 a.m., the President apologizing for want of promptness."

At this Convention Dr. G. U. Hay of St. John's, N.B., gave an address on "Nature Study," and a second on "History." In the latter he closed by saying:

"The teacher should endeavor to give a desire to read history, to investigate, to draw up clear pictures of past events, of countries and their governments, and to make of those under his charge better men and women. If he does this he has taught his subject; if not, he has only lost so much valuable time in working for an examination. If children do not enjoy 'History,' it is entirely the fault of the teacher."

In a paper by Mr. William Burns on "The Rural Schools," we find the following concerning the relationship of teacher and parent:

"(1) Parents have the children first. Teachers must be reasonable in dealing with questions in which parents are involved.

"(2) Parents are presumably anxious for their children's welfare. You may train parents by assuming that they are anxious to have their children do the right thing in all matters.

"(3) Never allow parents to dictate to teacher on professional matters."

In concluding his address, he also gave this excellent exhortation: "Since 'the teacher makes the school,' the teacher must have a good personality, must be a student and progressive. Neither fear, favor, nor affection should drive him from his duty."

* * *

The closing session of the 1905 Convention was featured by an address dealing with the "Growth of the School System" and the "New School Bill," by the Honorable the Minister of Education, Mr. R. J. Fulton, B.A., K.C., the President remarking that this was the first occasion on which a Minister of Education had honored the Institute by being present to deliver an address.

The final minute dealing with this meeting gives cause for much speculation, for we read that "Dr. G. Hay's address on 'The Teacher's Opportunity' was not delivered, owing to the lateness of the hour."

As the meeting was called to order at 8 p.m., the teachers' "curfew" must have been very different from that of today, or else the minister must have dealt "very fully with his subject." The brevity of the record, with the significant title of the "lost" address, also gives rise to a suspicion of subtle humor on the part of the recording-secretary.

* * *

The 1906 Convention was held in Victoria, under the presidency of Dr. F. H. Eaton. The records contain the names of 344 delegates who were in attendance, and amongst them may be found many who have since become very prominent in the educational life of the province. The outside speaker in that year was Inspector Hughes of

Toronto, who took as his subject, "Modern Tendencies in Education." As the Victoria Colonist of June 26, 1906, contains such a remarkable account of this address, and as it is so full of interest to those who are still studying and surveying "present-day tendencies," we are giving a complete report from The Colonist at the end of this article.

We must include here, however, the story with which Inspector Hughes opened his remarks. As he stated, he always began his speech by a story (a habit which still remains with him), and here is his contribution from the 1906 address:

"In a country school, some thirty years ago, the school board, made up of an Englishman, a Scotchman and an Irishman, received an application from a woman for the first time. The Scotchman, who was chairman, decided that the woman was the best of all the applicants. The Englishman said that he was going to vote for the male, while the Irishman replied that he was going to vote neither for a male nor a female—he wanted a man."

* * *

At this Convention a very illuminating address was given by Mr. W. P. Argue, superintendent of Vancouver city schools, who spoke on "Practical Education." In his remarks Mr. Argue said: "The old education had but one object—learning. Man was beginning to learn and remember.

"The new education treated a pupil as a doer. The new education takes in all the reforms since Froebel's time, and especially the great industrial movement in our schools. It consists of (1) new subjects in the school curriculum, and (2) a new spirit to the old subjects in the old curriculum.

"There has been a cry for this, and a cry against it, and hence our position at the present time. There is a false idea abroad that must be corrected. Why should not Bessemer, who has been a mighty force in the universe, have a recognition in the educated world more truly than the man who may have degrees from universities, and yet who walks the streets of Victoria unable to earn his living? A man who takes a course in applied science is as truly educated as he who takes the arts course. And yet there is a prevalent idea that it is not so. Pupils seem, because of false notions obtained in the home and in the school, to get a false idea, a repugnance of manual work, or hard, muscular toil; an idea that some callings are more honorable than others. This is being rightly corrected in this day, when the new education is being ushered in. This educational change must take place, following upon the great social change in the world."

The "present-day" application of these words may be gathered from a somewhat close parallel, expressed in the B. C. School Survey almost twenty years after the above address was given, for the Commissioners say: "Do we (in our schools) idealize the life of lumber-

man, miner, hunter, trapper, poultryman or rancher? Are our pupils positive that we hold a skilled mechanic—a blacksmith or carpenter or plumber or machinist—in high esteem, and recognize that he necessarily knows much of applied science and performs a social service of prime importance? Or, after three or four years' intercourse with us, would our pupils get the impression that from our standpoint the important people in the world are statesmen, warriors, writers, artists, journalists, bankers, merchants, engineers, lawyers, doctors, clergymen and teachers? Do we not somehow suggest to our pupils that some callings are highly honorable, others honorable, and some quite unworthy of a noble ambition, forgetting that our pupils are of all grades of natural intelligence and natural aptitudes, and that any necessary calling or occupation is as honorable as any other? These are questions of prime importance for educators. (Survey Report, Page 85.)

In the High School section of the 1906 Convention, four discussions of especial interest at this time took place. The first was on the topic: "Would the subdivision of the course into first and second year assignments, with a final examination on each, offer more favorable conditions for effective teaching than the present plan?"

Mr. Sedgwick of Nanaimo High School, spoke first to the subject, and we recognize the budding Dr. Sedgwick of today in his typical opening thrust, in which "he postulated that his remarks would be to the viewpoint of successful examination writing rather than beneficial teaching."

Mr. Pineo of Victoria College was evidently running well ahead of his days, for we find that he "thought that options should be given for single subjects and not for groups of subjects."

Finally the following resolution was carried:

"That this section of the Institute suggest that, if it could possibly meet the views of the Board of Education, final examinations be given at the end of the first year in the High School subjects to be determined later by the Education Department."

The second question was: "Would it be better to re-examine students who fail only on the subjects of failure?"

Here we note some very definite and conflicting opinions. Mr. E. H. Russell "thought supplemental examinations would be very injurious. It was too broad a principle for young pupils. It tended to neglect."

Principal Shaw of Vancouver "agreed fully with Mr. Russell, and also said that pupils were not severely marked and should make the required percentage. He liked to feel that the junior examination was an insurmountable barrier that required certain scholarship."

Again we hear from Mr. Sedgwick, who "opposed this sentiment, because he felt that fifteen subjects at one dire gulp caused such stress as to not allow pupils to do themselves justice."

The matter was apparently happily compromised, for Mr. Sedg-

wick, evidently well satisfied with the result of the first discussion, did not press his opposition, but, on the contrary, obligingly seconded the following resolution moved by Mr. Russell:

"That this section expresses itself as not approving of supplemental examinations, in view of the resolution passed on the previous topic."

Mr. Pineo of Victoria College was not, however, to be persuaded out of his very definite convictions, for he "wished himself placed on record as being opposed to the resolution," a wish which we are again granting after a lapse of twenty years.

The third discussion was on the topic: "To what extent should the High School curriculum provide for elective subjects, or elective courses, with a view to the interests of two classes of students—those who will take an arts, science or professional college course, and those who will enter at once upon a mercantile or industrial vocation?"

Mr. J. K. Henry of Vancouver opened the discussion, stating that "he thought the commercial course, as pursued in Vancouver and Victoria, was a narrow course. He instanced Halifax and New York courses, where French, drawing, physics and chemistry were included, and felt we had omitted important subjects."

Mr. Pineo, in continuing the discussion, said "he thought the number of electives should be as great and the range as wide as

possible, in view of the individuality and personality of the pupil. These personalities differed widely, and thus options were very necessary and must only be limited by circumstances." He stated that the commercial course had proved popular because it had appealed to the individuality of the pupils. Pupils must follow diversified occupations, and we must meet such conditions by broadening the course."

Mr. Paul of Victoria said: "Years ago many options were offered The bill of fare was inexhaustible. It required every 'ology' under the sun. Thus, as such wide options greatly disturbed the time-table, perhaps the practical question is, 'Can we do the work?'"

Mr. Sedgwick's contribution was that "many boys did not know what they wanted. If individuality necessitated options, why were they not introduced into the common schools?"

Finally Mr. Pineo moved, and Mr. Russell seconded, "that this section approve of the providing of elective subjects or elective courses."

Mr. J. K. Henry thought this a wide and indefinite motion, and moved the following amendment: "That this section approve of the elective courses as already provided by the Department."

Mr. G. E. Robinson seconded this, and it was carried, with Mr. Pineo and Mr. Russell opposing.

The fourth question was the advisability of introducing college work into High Schools having one, two, three or more teachers. On this subject there was unanimity of opinion, for after discussion led by Mr. Paul, Mr. Shaw and Miss G. D. Burris (of Nanaimo), the following resolution, moved by Mr. Sedgwick and seconded by Mr. Thompson, was carried: "That this section express themselves as viewing with disfavor the undertaking of college work in High Schools having only one, two or three teachers."

* * *

(In a future issue of the magazine, we will deal with the succeeding Conventions. We close this instalment by the report of Dr. Hughes' address, to which we have already referred.)

"Twenty Years Ago"

"Modern Tendencies in Education"

Reprint of report from the Victoria Colonist of June 26, 1906, of address by Dr. Hughes of Toronto, given at the Provincial Teachers' Institute in Victoria.

MR. HUGHES stated that he was the oldest man in the audience; that he was teaching before any woman in the audience (laughter); in fact, was teaching in the Toronto schools before Dr. Campbell (who was on the platform) attended the University of Toronto.

He had a sublime and a holy reverence for past and old things, that have served their time and generation; and while he had no desire to see them [illegible], yet he dare not be so craven as to ridicule them. He revered [illegible] predecessors. They were giants, intellectually, in their day. They fully lived up to their time. They did their duty and did it nobly.

Every day is better than its yesterday; every tomorrow must be a step forward of the today. If not, then we are not doing our full duty as men and women. Mr. Hughes referred to his over forty years as a teacher. His book entitled, "Mistakes in Teaching," was written thirty years ago. And he has re-written it many times since. Let no bondage of the past prevent you from lifting your eyes to the skies, from whence your help cometh.

All the elements in education that we value most of all today are distinctly modern.

In management and activity of teaching, Henry Barnhart and Horace Mann, the American, gave us every element we prize; while in theory we are inspired by Pestalozzi and Froebel, Europeans. These four men are indeed our instructors. He himself personally would add to this list the name of England's great novelist, Dickens. He (Dickens) is the only great educator that England ever produced. He describes no less than twenty-eight schools in his writings, from the kindergarten up, for a distinct, definite purpose.

These four great educators are by no means ancients. They have all been living during my time, said Mr. Hughes. Barnhart, the greatest man who ever lived in America, who influenced America even more than Horace Mann, was my adopted father for ten years. He it was who inaugurated the first town, county and state convention ever held in the world; he it was who planned the first United States association; who gave to schools their first public library—to whom even the honor is due of bringing in the great free public school system.

All the great modern tendencies, all the development of modern educational principles, stand around one great central idea, which is the revelation as given by Froebel; that is: "that each child has a

distinct indivi… …inct self-hood, a soul-hood, if you like."
The sou… …for achievement just now—not for the future. Th… …glorious work.

Since … …ers from every other, therefore, every individual … …nsibility. These two principles are essentially … No two children are alike, no two trees are a… …n the tree are alike. God's harmonies, God's beau… …isharmony in this great universe.

Since Fi… …is we must study children, we find that the child has t… …tendencies in his world of environment. They are these:

1. A love to do things—the greatest love the child has.

2. A love to do the things he plans himself—a self-hood of his own.

3. A love to do things in co-operation with others.

The saddest tragedy in the whole phase of life is the destruction of these tendencies by false training in the home, by wrong teaching in the school, and by bad preaching in the churches.

These tendencies were meant to be the dominant elements in the boy or girl. They certainly are not. It is sad, indeed, to think that even five per cent. of our boys and girls go out from our schools with these tendencies in any true sense undeveloped. Teachers, it is your duty to develop and make to grow these tendencies, so that they will dominate the entire life. Power, not knowledge, character not culture, is the crying need today.

Every teacher ought sincerely to ask himself: What is my influence in promoting these three tendencies?

Activity, or Love to Do

The great ideal is to kindle these tendencies in the youth, in their own peculiar way. Each soul should sing its own song, should write its own poem, should paint its own picture. Some may be kindled by literature and in no other way. Another may get the first glimpse of God through science; some, indeed, by mathematics; while manual training can kindle more than all else combined. Hence, broaden the curriculum in our schools. The universe is broader than the three R's. We want many subjects to touch these forty pupils in our school. The greatest thing, then, to do for the boy is to help to reveal to him what his supreme power is, for in this way only can he achieve the Divine development he is to attain.

Let the boy ever have the chance to use his productive, his creative power. Our old method was to make the pupil receptive; now it is to make them executive. It is grand to train them to receive and think, but far grander to give them power to do, to achieve.

In this training the boy gets the following assets:

1. More power to do it again.
2. More tendency to do it again.

3. More joy in doing.
4. More consciousness of power.
5. More faith in self.
6. More vision of the next great thing to do.

The old education: Teach the child science when young, so that it will be nature when old.

The new: Teach them nature when young, so that they will love science when old.

The old: Investigation, classification.

The new: Revelation of life in a life.

Training

Soul-hood is the centre of all. We have degraded ideas of obedience. Every child naturally hates tyranny, and loves obedience. We have made obedience to mean "subordination"—because "I am in authority over him." I should be the boy's partner, not his driver. I am an old humbug if I ask a boy for more reverence than I am willing to give him. Every human soul becomes dwarfed when in subordination. Partnership is the only true idea.

We have also degraded the idea of self-control. Let the boy not shun the evil because it is evil, but know the evil, and then help to drive it into its slimy den.

Likewise we have degraded the idea of "self-consciousness," that makes the boy shy and conscious of his weakness. Rather let him be conscious of his power.

Coercion

Every form of coercion is an absolute evil in the life of the child, and that meanest of all coercion is corporal punishment.

Mr. Hughes, in closing, spoke of the retrogressive influence of corporal punishment under any conditions. He showed how utterly impossible was its use in trying to "keep a boy under," "to keep him from wrong or from wrong-doing," "to break a boy's will"—the most dastardly thing to break the will, the mightiest thing in the world. Change his attitude to his environment, however. Wait until he gets out of that temporary insanity, then change him, if you can; but never attempt to break his will.

To the so oft repeated excuse, "It is the best thing I can do for the boy under the circumstances," he would say, if this be true and sincere, if any teacher is in this position, then do it, but don't let anyone else know you did it; and immediately find out by meditation, by study and by struggle a better form of punishment for the future. Give the pupil all the culture you can, and at the same time develop his powers in all the ways of modern tendencies.

Mr. Hughes was intensely listened to throughout, being warmly applauded on several occasions. He resumed his seat amidst a very storm of approbation and delight.— (Victoria Colonist, June 26, 1906.)

Some First Things in Education

The first School Act was passed in 1865 by the Legislative Assembly of Vancouver Island.

The first School Act for the Colony of British Columbia was passed in 1869, and received Governor Seymour's assent on March 13th, of that year. It was entitled "An Ordinance to establish Public Schools throughout the Colony of British Columbia."

The first School Act following Confederation was passed on April 11th, 1872. It was entitled "An Act Respecting Public Schools," and forms the basis of the School Act of the present day.

The first contract for school books was awarded to Hibben and Carswell, of Victoria, by the Board of Education, in 1865. The order was for 3174 books, including readers, spellers, copy-books, histories, geographies, etc. One-half of the books was to be brought via Panama and the other half, via Cape Horn. The books were sold to the pupils by the teachers, who afterward forwarded the proceeds to the superintendent.

The first board of education appointed under the School Act of 1872, consisted of W. F. Tolmie, M. W. T. Drake, A. Munro, A. J. Langley, R. Williams, and E. Marvin.

Of the sixteen teachers engaged in the schools of the Province in 1872, twelve were English, two Canadian, and two American. Eight held certificates from the Board of Education, and eight were teaching under temporary arrangements. The highest salary was one hundred dollars, and the lowest forty dollars, a month.

Schools in the following districts had been in operation during at least part of the year ending July 31, 1872. Victoria City and District, Esquimalt, Craigflower, Metchosin, Sooke, Cedar Hill, Lake, Saanich, South Cowichan, North Cowichan, Salt Spring Island, Nanaimo, Comox, New Westminster, Langley, Yale, Chilliwack, Granville, Sumas, Clinton, and Hope.

The first competitive examinations for entrance to a high school were held in twenty-one of the public schools during the spring and early summer of 1876. Of the total number of one hundred and sixty candidates, only sixty-eight passed, and of this number more than three-fourths were from Victoria schools. Of the ninety candidates belonging to schools outside Victoria, only fourteen were successful and of these nine were from the schools of Cedar Hill and North Cowichan, leaving five only from the rest of the Province.

The first set of high school entrance papers contained questions in arithmetic, English grammar, spelling and geography.

The first free text-book system was adopted in 1908. At first it included only the common and graded schools, but has since been extended to the high schools.

In Lighter Vein

THERE is a certain dignity and repose about being an old-timer in a new country; so that even the most ineffectual of old-timers derives credit from merely having been alive, his existence merging into the shadowy background of history.

Of course, in a few rare cases this merging is entirely providential. Old-timers being appointed by seniority alone, it occasionally happens that their lives have not exemplified that blameless purity so much admired by our Native Sons. I remember one old-timer, a small volcanic man with unkempt beard and fiery-rimmed eyes, from whom there exuded the blended aromas of plug-tobacco and strong drink, and whose conversation was adorned and embellished with a variety of metaphors both sacred and profane. In an older province he would be regarded quite frankly as a wicked old man—a reproach to his own generation and a warning to the young; but with us he partakes of a semi-mythological character, he stands in the grey morning of the race, and his very oddities constitute an added claim upon our veneration.

There is another reason for the vogue of the old-timer in B. C., and that is the human instinct for the collection of antiquities. Some people gather faded stamps, and others have a spiritual hunger for dinosaur eggs, but we have gratified the same instinctive desire by collecting old-timers and classifying them in accordance with their several vintages. In Vancouver, for example, a genuine old-timer must antedate the fire, and those individuals who arrived a week or two after that epochal event are still to be regarded with some suspicion. No doubt another ten years will witness a bullish tendency, but in the meantime all speculative upward movements are discouraged.

However, we are more concerned in this journal with old-timers in the pedagogical sense, and although we cannot dogmatically place them between cherubim and seraphim, we do at least claim for them a very high place in the development of our Province. Consider the veteran teacher, full of years and worn by unstinted service, but nevertheless young in spirit and viewing all things with the kindly eye of maturity. It is around such teachers that the true school may be built; they are the warp of the educational loom, without whom the weft can avail nothing. And what of their future? When their long day of labor is ended, shall they be cast aside "weary and old with service, to the mercy of a rude stream that must forever hide them?" Is not such a state of things a detriment to our whole profession? One is painfully reminded of the policy that shot one admiral "to encourage the rest."

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I have lately been marvelling at the supposed elasticity of the teacher's pocketbook, and wondering how such a cheerful idea got

abroad. Within the last few weeks we have been asked to endow a Chair in Home Economics, to buy several thousand bricks for the Salvation Army, and to contribute to a number of local charities. On top of all this we are beset by book agents who insist that our sole claim to intelligence rests upon the purchase of twelve leather-bound volumes of tabloid information, at the nominal price of ninety-nine dollars and ninety-eight cents. Many of the demands upon our charity are excellent in themselves—it is the mass attack that we dislike. Teachers are in a semi-public position, and are thereby doubly open to eleemosynary winds—I sugge t that a shorn lamb should be tethered at the northeast corner of every school.

Apropos to the above, and upon the sound principle that payment of debt comes before charity, I would add that we have a clear duty towards the Federation; otherwise there is a distinct danger that we are living on someone else's money or being charitable at someone else's expense.—Paidagogos.

PROGRESS REPORT OF EDUCATION COMMITTEE

The B. C. T. F. Education Committee has every reason to feel encouraged at the progress made by various groups in selecting topics for investigation and in appointing committees. The following list of topics and chairmen of committees chosen by the Vancouver Principals' Association will show what is being done.

The Junior High School, Mr. H. B. Fitch, Grandview P.S.
The Unit System of Promotion, Mr. H. B. King, Kitsilano H.S.
Vocational Guidance, Mr. H. D. Herd, Junior H.S.
Modern Educational Objectives, Mr. J. E. Brown, Strathcona P.S.
Supervised Study, Mr. W. Ramage, Laura Secord P.S.
Teacher Training, Mr. F. H. Dobson, Model P.S.
Curriculum, Mr. E. W. Reid, Franklin P.S.
Physical Training, Mr. S. D. Meadows, Aberdeen P.S.
Retardation, Mr. R. Straight, School Board Office.
Examinations, Mr. R. P. Steeves, General Gordon P.S.
The Principal and Supervision, Mr. J. R. Pollock, Dawson P.S.

The Senior Grade Section, under the chairmanship of Mr. C. E. Somerville, Henry Hudson P.S., are studying "The Preparation for Junior H.S. Work," while the Junior Grade teachers, under the chairmanship of Miss S. E. Johnson, Laura Secord P.S., are taking the topic, "The Improvement of Study Through Objective Exercises and Tests."

Some schools have begun the work necessary for the preparation of standardized tests while others are making a study of retardation.

Some local associations are also completing arrangements carrying out a definite programme in connection with the suggested topics for study and research. Further particulars will be given as the plans of the Central Committee are developed.

G. A. Fergusson, Chairman, Education Committee.

Exchange Column

Adjusting the Machine.

A recent copy of the "Survey" contains a stimulating article on life and education in this "machine age" of ours. Beginning with the question "are you satisfied with what the machine is doing to us?" the writer goes on, through a discussion of what the newer, faster transportation, the telegraph, the telephone, and the radio are doing to industrialized man, to a consideration of the school's function in character-building. He states, "moral education for our day must wrestle with problems and issues not present when our grandfathers were children. Unless we perceive that this is so, our very anxiety for moral values in education, by reason of misplaced emphasis, may intensify the difficulties and even the defects of our school and home life.

The question is, Shall we adjust children to the industrialized society that the Machine has produced? Or shall we, rather, adjust the Machine to the growing personalities of children? If so, a distinctly new note must be heard in the plans for character-education. A Machine age calls for specific kinds of goodness, presents specific obstacles to such goodness, and calls therefore for specific kinds of moral regimen. There are, indeed, ancient principles of the moral life—honesty, fairness, mercy, for example—that never will be outgrown; but in their ancient and merely generalized form they do not have bite, and they do not counteract the specific forces of disintegration. In short, we cannot have effective moral education if we let the Machine go on its way. Our business as parents and teachers is to put the Machine into its place. By putting it into its place I mean, of course, not putting it away from us, but making it serve the real ends of living.

Those who have intelligently thought about the toys of children have discovered how vital it is that personality should from the beginning dominate mechanisms and not be dominated by them. Give the child, we say, not mechanical toys that will perform before him and amuse him, but raw materials, or semi-ready materials, tools, and some help in discovering how many things he can make and do for himself. We know that even small children can invent, create, and express a free spirit through material things. We know, too, that nothing so furthers reasonable adjustments of the little ones with one another and with older persons as co-operation in carrying out purposes which, from the child's point of view, are creative.

What we now need is to put this principle—the realization of personality in and through the mastery of mechanical nature and the mechanisms of society—into practice in all the grades and all the schools. In this way goodness and badness would come to have a recognized relation to the characteristic forces of our own period

of history. Such a relation is not now clearly recognized. One can be honest in the accepted sense, for example, and yet utilize for one's own advantage current social processes that undermine not only honesty but also the whole physical and moral well-being of a community. For such isolated and unproductive goodness we must substitute productive goodness, which means nothing less than putting spiritual ends into control of economic production."

Self-Criticism; Self-Inspection.

How often do we examine our classes? Too often, perhaps, some of us. How often do we examine our own teaching? Perhaps a reading of the following questions some day soon, just before and again just after a lesson or a morning's work, would not be without some value:

1. What was the aim of the lesson?
2. Was the instruction closely related to the previous experience of the children?
3. Was there a motive on the part of the pupils?
4. Was there initiative on the part of the pupils?
5. Were provisions made for caring for individual differences?
6. What was the character of the teacher's questions and the pupil's answers?
7. Did the pupils recognize relative values?
8. Was the opportunity provided for application of lesson?
9. Was there a general summary?

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Reasoning in Arithmetic.

Many a child will candidly admit, "I don't like problems." Of course he doesn't enjoy the problem he cannot understand or that is quite foreign to his experience or to his idea of what people really do in actual life. The following questions may help us to help him in making his attack upon his arithmetic (and other) problems:

1. Were the problems taken from life situations? (a) Did they deal with the situation in which it is most likely to occur in reality? Example: Family grocery bill. (b) Were the situations much harder or much easier than they really occur in life?
2. Did the teacher free the problem of difficulties due to vocabulary, structure, or lack of experience?
3. Elements in solving: (a) Did the child understand thoroughly what the question was? (b) Did he know what facts were given? (c) Did he know what facts to use in solving the problem?
4. Was the pupil encouraged to identify himself with the person the problem represented?
5. Was provision made for much practice in solving type problems in many situations before taking up miscellaneous problems?

School Music in New Zealand

In a thoroughly human article on teaching music, written in the New Zealand Education Gazette, the Dominion supervisor of musical education says: "I heard recently of a boy who offered to play a portion of Schubert's 'Unfinished Symphony' on the mouth-organ for the entertainment of his headmaster, and I am happy to say that the offer was cordially accepted." Contrasting this boy's attitude with that of the class which has developed such an "inferiority complex" as the result of harsh or persistent criticism that the children cannot be persuaded to open their mouths, he makes a strong plea for "happy" music in the school and for the development, through informal musical expression, of that willingness to entertain one another which adds so much to life's enjoyment. Again, emphasizing the value of rythmic movement, of the singing-games for the little ones, of "eurhythmics," he says: "Music tickles our ears, and off go our muscles in response." His summary is worth quoting: (a) "Let the children listen to happy music; if you can't make it yourself, turn on Friend Gramophone." (b) "Give the children the opportunity of giving pleasure to others by means of their music." (c) "Associate music with movement." (d) "Dramatize what they sing."

The Superintendents of Education since Confederation have been: John Jessop, 1872-1878; Colin C. McKenzie, 1878-1884; Dr. S. D. Pope, 1884-1899; Dr. A. Robinson, 1899-1919; Dr. S. J. Willis, since 1919.

News of Branch Associations

Langley Teachers' Association

At the sessional meeting held in this historic place, the following teachers were elected to office for the coming year:

President—Miss D. M. Pack.
Vice-president—Mr. Cameron.
Secretary—Miss Ethel Johnston.
Treasurer—Miss Alice Blair.
Correspondent—Miss M. L. Reid, M.A.

This executive is elected in splendid time to do some good work in the way of research. We shall expect to hear from them in this connection.

Fernie Convention

An enthusiastic Convention was lately held in Fernie, and was attended by over a hundred teachers from that part of the province. Many fine addresses were delivered, among which may be mentioned one on "Socialized Procedure," by Inspector Sheffield, and one on "The Horace Mann School," by Inspector Manning. We were particularly interested in an effort to solve a perennial problem on the part of Mr. Buck of the Cranbrook High School. His topic was,

"What the High School Expects from the Entrance Pupil," and his speech was characterized by a bold attempt to reach some degree of finality. We have heard university professors on the topic, "What the University Expects from the Matriculant," and business men on the subject, "What Modern Business Expects from the Graduate," and the end is not yet! There is a strange discontent abroad, and we welcome Mr. Buck's contribution to the discussion

The practical side of the Convention was emphasized by three model lessons taught by Misses Dicken, Wolfenden and Woodland, to whom the Convention owes a real debt of gratitude. It takes courage of a high order to teach before a critical audience, and such lessons are probably the best part of a Convention program.

Manual Training was ably represented by Mr. E. G. Morris, who spoke on "Lettering." Good work, Mr. Morris! We would do well to hear more from our Manual Training men in B. C.

Mr. E. S. Martin gave a fine address on "The Federation" and many teachers expressed their intention of joining the organization as a result.

Next year's Convention will be held in Cranbrook.

Skeena-Omineca Institute

The third Convention marked the affiliation of the Institute and the birth of the Skeena-Omineca Branch of the B. C. T. F., so that we have a most welcome addition to our family in the north country.

Addresses delivered were: "Method of Teaching History," by Mr. Cochrane, and "Practical Suggestions," by Inspector Fraser. The same gentleman led the discussion on "Intelligence Tests," a subject which seems inexhaustible and which once more proved its great merit as a stimulator of interest.

Officers for next year's Convention are as follows:
Honorary President—H. C. Fraser.
President—V. Crockett, Smithers.
Vice-president—F. Rendle, Smithers.
Secretary-treasurer—D. Cochrane, Burns Lake.
Executive Committee—Mrs. Wheeler, Miss Richardson and Mr. Harris.

Teachers in other centres in the Province, will be interested in the arrangement that Nanaimo has worked out for members of their staff who wish to secure credits on Senior Matriculation. In their night-school there is a class of eight teachers working on Senior Matriculation Latin, under the charge of Miss Cope of the Nanaimo High School staff. A similar class in French, last year, was given by Mr. De Macedo, the High School Principal, and as a result five Nanaimo teachers secured their Senior Matriculation standing in French.

Obituary

In the death of Miss Florence J. Close, the Florence Nightingale School, Vancouver, and the teaching profession of British Columbia, suffered a great loss. She had been ill for some time previously, but the news of her death came as a shock not only to the teachers, but to the pupils and friends throughout the city.

Educated in Ontario, Miss Close came west to teach, first in the prairie provinces and later in 1907 to British Columbia.

She had been a highly valued member of the Florence Nightingale staff since 1913, and by her conscientous and painstaking work at all times had endeared herself to both pupils and parents.

Because of her sympathetic manner in encouraging the best in her pupils, she will be greatly missed by all those who have benefitted from association with her.