

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation


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Editorial

The World Conference at Toronto

ATTENTION is called to the particulars in this issue concerning the second biennial conference of the World Federation of Education Associations to be held in Toronto, August 7th to 12th of this year. In connection with this educational gathering the teachers of Canada have been accorded a great honour, and have therefore a correspondingly great responsibility. Both at San Francisco, and at Edinburgh, the meetings were attended by representatives of over forty-five countries, while the speakers included many people of world prominence. It is certain that this year's meeting will be even greater than the previous ones, for during the last two years there has been a large addition to the number of affiliated associations, notably from European countries and from India.

There was very keen rivalry displayed with regard to the location of this year's conference. Among the cordial invitations received by the Directors, were those from Japan, Honolulu, Brussels, Geneva, and Germany, in addition to that of the Canadian Teachers' Federation. Many of these places made most tempting offers of financial assistance, as well as provision for hospitality of a very great order. However, the persistent efforts of the Canadian Teachers' Federation, backed by splendid offers of assistance from the Ontario Government, and the University of Toronto, finally brought about a decision in favour of Toronto.

A very energetic committee headed by Dr. E. A. Hardy, Vice-Presi-

dent of the C.T.F., consisting of representatives of the educational associations of Ontario, with members representing each Province, has been hard at work, and has plans well under way for handling all the many details connected with such a large conference.

As far as we are concerned in British Columbia, though we share in the honour of being hosts to the Convention, yet we cannot take our adequate share of the work entailed, by reason of our great distance from the centre where the arrangements must be made. There is, however, one very important and essential thing we can do, namely, to meet promptly our share of the financial obligation which rests upon the Canadian Teachers' Federation, which guaranteed to raise the sum of \$10,000, from the teachers of the Dominion, to meet a portion of the general expenses of the conference. Of this amount, the Canadian Teachers' Federation has apportioned the sum of \$1000, to British Columbia (an average of about 50 cents for each of our members).

It has been the pride of the B. C. Federation that we have always met in full every obligation of the Canadian Federation in the past, and we feel sure that we shall once again uphold our worthy record in the present instance.

Definite suggestions for the provision of our contribution will be made to members in the near future. In the meantime we would ask all teachers to take a keen interest in the Conference itself, and on behalf of the World Federation of Education Associations, would extend their cordial invitation to all who can possibly do so, to attend the Conference, to share in its deliberations, and to benefit by the great inspiration it will afford.

The Easter Convention

The Easter Convention of the B. C. Teachers' Federation will be held in Victoria this year on Tuesday, Wednesday, and Thursday, April 19th to 21st, and it is hoped that there will be a very large and representative body of teachers present from all parts of the Province.

It is about six years since the Convention was held in the Capital City, and there seemed to be a very general opinion in favor of changing to Victoria for one year.

Victoria has an enviable reputation as a Convention city, and the citizens and public bodies usually devote great attention to seeing that visitors at such functions are given a royal welcome.

As a result of the meetings being held in Victoria, it is practically certain that the Department of Education and the Provincial Government will take the opportunity of giving a reception to the teachers in the Parliament Buildings, on the opening night of the Convention. Nothing could be more fitting than such an opening, for there has always been a cordial spirit of co-operation and goodwill between the Department and the teachers, and the Department's desire to welcome the members attending the Convention in this way is but one more evidence of this commendable spirit.

In the February issue of the magazine, we hope to give a complete outline of the Programme, but we hope teachers will commence to make plans to be present.

A Forward Move

A change of outstanding importance has been brought about in connection with Girls' Basketball in the High Schools of the Lower Mainland and Vancouver Island. For some years the girls have been playing under boys' rules, but this year a substitution has been made and girls' rules will now prevail.

The new order will be heartily welcomed by all who have the true conception of School Sports, which surely is to bring about in a sane and rational way the physical development of all pupils. There can be little doubt that basketball as played previously by the girls, has been of such a strenuous nature as to contain a considerable risk of harm especially in later years. The change will not detract from the game, either from the player or spectator point of view and many of the students who could not stand the strain of the former game may, with comparative safety, join in under the new conditions.

The change affords concrete evidence that those teachers responsible for the conduct of school sports are not viewing their duties in any narrow sense, but have always in mind the true interests of the pupils committed to their charge.

Incidentally, we feel that it would not be out of place for us to record our high appreciation of the many teachers who devote so much time and energy to the promotion of school sports. Evenings and Saturday mornings, they are to be seen with their various teams, and there can be little doubt that they are at such times engaged in a work of education just as truly as they are at any time in the class room. We hope the day will soon come, when such so-called out-of-school activities will be recognized as an essential part of the school programme, and when those engaged in the work will obtain some form of tangible recognition of the great contribution they are making to school progress.

Convention Pooling

INCORPORATED in the report of the Pooling Committee, at the 1926 convention, were several recommendations which were unanimously adopted by the Annual General Meeting. While this report has already been published in "The B. C. Teacher," it seems desirable that the attention of those who were not in attendance at the Convention should be drawn to these recommendations.

The first suggested a single committee to handle both registration and pooling so that all overlapping with its consequent loss of time and annoyance to the delegate may be eliminated in future.

It was felt that one carefully devised form should contain all the information for both purposes as this would greatly facilitate the later work of the committee.

The second recommendation was to the effect that the chairman of this joint committee for the ensuing year should be appointed annually at the General Meeting. The chief reason advanced for this recommendation was, that the chairman might be in a position to ascertain the feeling of the delegates, at large, on the matter of pooling and the manner in which it was being conducted.

According to the third recommendation, the voluntary system of pooling has not proved satisfactory and is to be superseded by a scheme similar that which is being successfully operated, for the holding of district conventions, in some sections of the province. The committee reported that the voluntary system was not only expensive and clumsy in its operation, but that it was not equitable in that only about one-third of those attending the convention made any contribution toward the pool. This condition of affairs is to a large degree attributable to the indefiniteness of the scheme which has been placed before the teachers rather than to unwillingness on the part of the majority to assist in equalizing cost of transportation. Any fair-minded person who has taken the time to consider the proposition carefully, will have readily come to the conclusion that distance from the convention point is the problem of the society rather than that of the individual. Conventions are placed in the centres most convenient to the greatest number and without reference to those in outlying districts. Why then, because the convention is regularly placed within easy reach of many, should these refuse to bear any part of the financial burden? Teachers from outside points must pay for sleeper, diner and hotel accommodation, an average of about five dollars for each day they are absent from home (or regular boarding house) and if, in addition, they must bear the whole cost of transportation, the burden is such as to debar them from attendance. This is not in the best interests of our profession.

In the Okanagan Valley, where the local Association covers an area stretching for almost two hundred miles, from Mara to the International Boundary Line, annual conventions are held at one of the more central points. With the inception of this movement, in 1919, pooling of transportation costs was accepted as the fair and reasonable thing and has been consistently followed with the most satisfactory results. All teachers in attendance are required to pay equally into the pooling fund and all fares are paid from the pool. In the Okanagan, fares, including stages and special conveyances where these are necessary, vary from zero to about twenty-five dollars, but the levy for the pool has never exceeded three dollars. While at times there have been those who have grumbled because they were being asked to pay a little more than the amount of their

own individual fare, and occasionally those who refused or neglected to pay at all, yet the attendance at the Okanagan Conventions has steadily increased and the principle of pooling is firmly established. In the Okanagan little notice is now taken of the fast diminishing minority whose horizon never reaches beyond SELF.

In all probability then, each teacher who attends the Convention next Easter, will be invited to contribute the sum of, say three dollars, toward the pool, at the time of registering. No effort, however, will be made to collect from the few who refuse. Should the amount paid in exceed the refund claims, the balance will be carried over in a pooling account for the next year.

Federation Membership

What Are Our Possibilities?

We are now approaching the end of our present Federation year, and the question of membership is consequently of great importance. Our present position can be regarded with great satisfaction, for from almost every point of view we have made considerable progress over last year's numbers. At the same time, however, there is one aspect which should give cause for considerable thought, and should lead to an immediate remedy. We refer to the fact that there are, at this late date, 454 of last year's members who are still teaching, but who have not yet paid their present year's fee. Every one of these 454 members has been carried on our records, has received a copy of each issue of the magazine, and has been accorded the full rights of membership. In fact, in a few cases, such members have received valuable assistance during the year from the Federation.

We are quite aware that almost all of these members will renew either at the end of January or February (last year 325 members renewed during the month of February), but the unfortunate feature of this is that it causes a tremendous pressure of work on the staff of the office, at a time when all preparations have to be made for the drawing up of annual reports and the closing of records ready for the audit. In addition to this, it is also the time when the details of the Easter Convention occupy a great portion of our time and energy.

The amount of work entailed in making all our entries for 454

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members is much greater than anyone not familiar with the details would imagine, for, in order to give us all the information we require during the year, many records have to be kept.

We state this, merely to show how the late payment of fees forms a real handicap to the efficient planning of our work, and with the hope that all who can will assist us by the renewal of their fee at the end of January.

We would also like to ask those Normal students who have not yet forwarded the special fee, as promised while at the Normal School, to favour us by doing so as soon as possible.

If we can obtain the whole of these 454 renewals, and the 79 special Normal fees, then the Federation membership this year will exceed any previous total, as the detailed statement will show.

Having pointed out our most imperative need, we are glad to be able to draw attention to a few of the many very satisfactory features, and, for the sake of brevity, we will give these in note form:

(1) We are at this date 135 in advance of our last year's total at the same date.

(2) We have added 412 new members during this year, and of these 260 have never previously been members, while 152 are those whose membership had lapsed for a period ranging from one to five years.

(3) We also have definite promises from 79 new members to forward their fees this year.

(4) There has been a marked improvement in the activities of many Local Associations, and the prospects are that many will exceed their best previous year's record. This has already been accomplished by North Vancouver City, Point Grey (who have a wonderful record to date), and West Vancouver.

(5) Reorganization of several Associations, and the formation of new ones, has also taken place, and the results of this will be seen in later returns.

We are asking all Associations, and all schools, to undertake a personal canvas at the end of January, with the object of enrolling every possible member. We have compiled detailed statements of membership to reach school. There are almost 1000 teachers not yet in the Federation, who could be brought in by a thorough, energetic campaign. If only one-half of these were united with us, we should have a strength which would be of tremendous value to us in the programme which awaits us in the immediate future.

For many years we have been striving for a paid-up membership of 2000 in one year. We have a great opportunity during the next five weeks to accomplish this purpose. We have now 1439. We should get 454 renewals and 79 Normal fees, giving us a total of 1972. All we then need is 28 new or lapsed members, and these are already assured. A little

team work and the thing is done. May we rely on the co-operation of every member?

The following information will be of interest:

Present Total Federation Enrolment

Paid-up members for 1926-1927	1439
Paid-up members for 1925-26 still teaching and carried on this year's roll	454
Normal graduate members, now teaching, but fees not yet remitted	79
Normal graduate members, without schools, and carried without fee	153
TOTAL	2125
Last year we had a paid-up membership of	1617
Number of members who retired from teaching during last year	136
Number of last year's members still teaching	1481
Number of last year's members who have already renewed fees	1027
Number of last year's members still to renew	454
Number of new members added this year	260
Number of lapsed members who have returned to membership this year	152
Total new names added already this year	412
Number of Normal Graduates, not yet paid-up, but who signed forms to remit fees before the end of the year	79

Of the 454 last year's members who have not yet renewed for this year: 205 are in City Schools, 137 are in Municipal Schools, 29 are in Rural Schools, 43 are in Assisted Schools, 20 are in the E. & N. Belt, 9 are in Home Economics and 11 are in Manual Training.

Obituary

IT IS WITH very sincere regret that we record the death of Mr. W. C. Mitchell of the Okanagan Valley, and the regret is shared by all who were privileged to be associated with him.

Educated in the East, Mr. Mitchell graduated from Stratford Normal School in 1899. After teaching for three years in Ontario and another three years in Alberta, he came to British Columbia, where he held a number of responsible positions.

After carrying on the work of assistant principal at Vernon, from 1911 to 1913, he took up the manual training side of his profession, and opened centres in Kelowna, Armstrong, Penticton and Rutland. Thus he may well be called the pioneer of Manual Training in the Okanagan Valley, and the fruit of his labors will be gathered for many years to come.

British Columbia is proud of such men; and we extend our deepest sympathy to his widow and children in their great bereavement.

What and How in the Grades

NOTE:—This is the fourth of a series of articles designed to be of practical interest to the young teacher who is labouring without the guidance of an experienced principal or supervisor. Modern conditions of life and industry have forced new objectives upon the school and educational research has provided improved class-room procedures to attain to these objectives. The teacher's problem then, is to become familiar with these new objectives and procedures and to know how best to put them into operation in her own class-room. "What and How in the Grades," is an attempt to help the isolated teacher to do this.

The editor of this section will welcome all correspondence relative to the topics under discussion or to other subjects which might find a place in the section. You may wish further information or have something which you would like to contribute to the discussion; perhaps you find yourself in disagreement with what has been written. In any case, do not hesitate to write us; we urgently need your co-operation in order to make the section of the greatest possible value to our fellow-teachers. Address all correspondence to, "The B. C. Teacher," 614-16 Credit Foncier Building, Vancouver, B. C.

Efficiency and Economy in Teaching Arithmetic

DURING recent years, such as has been the insistence of many new subjects for recognition in the schools and a place upon the curricula that educators have been forced to a scientific evaluation of the traditional subjects of study. The result of this new appraisal has been the casting aside of the obsolete in these subjects a search for, and a more definite and intelligent concentration upon the teaching of their essentials. In the days when the three "R's" constituted almost the entire curriculum of the elementary school, King Arithmetic reigned supreme, monopolizing the major portion of the student's time and demanding the study and solution of much that was either obsolete or artificial, or both, insofar as real life problems were concerned. But today, our curricula have been so greatly enriched that Arithmetic has been forced to stand upon its merits and its time allotment in the daily programme has been greatly reduced. Our problem then, is to recognize the essentials and so, definitely to understand the various skills necessary in the mastery of the same that we may be enabled to lead the pupil to derive the maximum benefit from the time at his disposal for the study of Arithmetic. Professor John C. Stone, head of the Mathematics Department, State Normal College, Montclair, New Jersey, has emphasized this point in the following words, "In a course in arithmetic, we should teach the child that which he will need and can learn, and waste no time in teaching him that which he will never use, or in trying to teach him that which he cannot learn." In theory we all admit the soundness of this statement but a thoughtful analysis of our arithmetic course as outlined, our authorized text-books, and our own teaching practice will reveal that a deal of careful thinking and courageous action is necessary before our practice can approximate our theory.

Our work in arithmetic for the first four grades is largely confined to the fundamental processes of addition, subtraction, multiplication, and division of integers. We have indicated four fundamental processes but we believe that it would be in the interest of better teaching if teachers generally would think of them as the two direct processes of addition and multiplication, with their respective inverses of subtraction and division. From the standpoint of both economy in time and effectiveness of teaching, the primary addition and subtraction facts should be taught together and likewise the primary multiplication and division facts. If the addition and subtraction facts were taught together there would be no argument as to the additive versus the take-away methods in subtraction, for subtraction by addition would then be the only economical method. And here we shall quote at some length from Professor Stone:

"Economy in learning is a matter of proper habit-formation. The transfer from one habit to a related one must be done with the least possible effort. Thus, to recognize the relation of the two inverse processes—subtraction and division—to the two direct processes—addition and multiplication—results in a very great saving of time as has been proved by many recent studies. Thus, a child who knows that 2 and 5 are 7, when asked, 'Five pencils and how many more make seven?' will answer, 'Two,' without knowing that there is a process called subtraction. Or, when a child knows $7+3=10$, he will give you the missing number in $?+3=10$ or $7+?=10$. The only new thing for him to learn is that, as a subtraction fact, the notation $10-7$, asks the same question as $7+?=10$. Namely, 'Seven and what make ten?'

"Likewise to teach a child that '3 gus-sin-tu 12 four times' is to teach him a new and meaningless fact; while, if rightly taught, he knows the division facts as soon as he knows the multiplication facts. Thus, when a child knows that $3 \times 4 = 12$, he can tell the missing number in $3 \times ? = 12$ or in $? \times 4 = 12$. That is, to the question, 'Three times what is twelve?' he will respond, 'Four,' without ever having heard of the process of division. Hence, it remains only to show him that the notation $3 \overline{)12}$, is the question, 'Three times what is twelve.'

"These are illustrations of what is meant by saying that the transfer from one habit or skill to a related one should be made in the easiest possible manner."

It is now quite generally agreed that no formal learning of number facts should be attempted in Grade One. The number work in this grade should be most informal in character and be based upon the pupil's interest and conscious needs. Space will not permit us to deal at length with the very important, but altogether informal, programme which should be carried out with first year pupils. In passing, however, we pause to say that very excellent discussions of the number work of this grade will be found in Chapter Two of

"How to Teach Primary Numbers" by Stone (Benj. H. Sanborn & Co., Chicago; \$1.40) and in Chapter Seven of "Corrective Arithmetic," by Osborn (Houghton Mifflin Co., Chicago; \$1.60). These are two excellent books with which every teacher of arithmetic in grades 1 to 4 should be familiar.

If then the formal teaching of number facts begins in Grade Two, and since our pupils are expected to have acquired the knowledge and skill necessary for the mastery of addition, subtraction, multiplication, and division by the end of the Fourth Grade, it is obvious that the task must be accomplished in three years. Let us now consider just what is included in this three year programme, confining our attention to number facts and ignoring, for a time, the required work in reading and writing of numbers, Roman numerals, time, units of weight and measures, problem work, etc. Dr. Osburn, Director of Educational Measurements for the State of Wisconsin, has made an extensive study of the subject and shows that our programme calls for the teaching of no less than 1680 distinct number facts, distributed as follows:

Simple addition	100 combinations
Simple subtraction	100 combinations
Higher-decade addition	755 combinations
Subtraction involved in short division	175 combinations
Simple multiplication	100 combinations
Short division	450 combinations

After making these findings, Dr. Osburn exclaims, "a truly stupendous task for the young mind!" and then continues as follows: "The real magnitude of this undertaking has been largely obscured by a pedagogical doctrine which we have thoughtlessly followed for generations. The doctrine is known as the 'transfer of training.' According to it, if a child is taught a combination in direct form, he will always know it in reverse form: if he learns it in the simple form he will always know it in every form. For example, if a child is taught how many 8 and 2 are, it is assumed that he will always respond correctly to 2 and 8, 18 and 2, 28 and 2, 12 and 8, 22 and 8, and so on. In like manner the child who is taught that 8 from 13 equals 5, is expected to respond correctly to 8 from 23, 8 from 33, 5 from 13, 45 from 53, and so on. Lastly, a child who is taught how many 7 times 8 are, is supposed to respond correctly to 3 times 7, 56 divided by 7, 64 divided by 8, and the like. Thus we have been encouraged to believe that all our work is done when we have taught 180 facts—the 45 so-called principal facts in addition, subtraction, multiplication, and division."

Dr. Osburn then goes on to show that over-reliance on transfer of training has produced inadequate results not only from the standpoint of the teacher but also from that of the employers of our young people and then draws the following conclusion:

1. Transfer is real in many situations, but never perfect.
2. It can take place only when there is either identity of elements, identity of procedure, or identity of ideals.
3. Identity in these number facts is never complete, and from this fact it necessarily follows that transfer is also incomplete.

We shall now attempt to answer the double question, "What are these number facts which must be taught and how shall I proceed in the teaching of them?" In answer to the first part of the question: complete lists are given in the appendix of "Corrective Arithmetic" but if the teacher wishes she may work the lists out for herself. The hundred simple addition combinations are found by combining each of 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9, with itself and then with each of the others in both direct and inverse form. For example,

3	3	1	3	0	
3	1	3	0	3	etc.

Be sure not to overlook the zero combinations and remember that you must teach all inverse forms. The 100 simple subtraction combinations are found by using each of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, as a subtrahend in every situation that will yield remainders of from zero to nine, inclusive. The 100 multiplication facts are found by multiplying each of 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9, by itself and each of the others. It should be here noted that 9 times 9 is the highest multiplication fact that we use in actual work and that the magnitude of our number work problem scarcely justifies our practice of spending time with the average pupil, in the early grades, in teaching him higher tables. For higher-decade addition we must select our facts for we cannot hope to successfully teach the whole 755 combinations. A study of practical life situations has revealed the fact that for most purposes in life, accurate addition up to 40 and the ability to carry correctly when multiplying is all that is useful. There are 225 possible combinations above the 100 simple combinations and up to but not including, 40. Add to these the 87 combinations found by taking the multiplication table products from 40 to 81 and adding to each 1, 2, 3, 4, 5, 6, 7, and 8. This gives us 312 higher-decade addition combinations instead of 755 and effects a saving in teaching and learning effort of 443 combinations and thus reduces our total number of combinations to 1237 instead of 1680. The higher-decade subtraction combinations are all those that arise in short divisions with divisors from 2 to 9, inclusive. These should not be taught until the pupil is preparing for formal short division. The short division facts are the inverse of the multiplication combinations, with all the possible remainders in each case.

And now that we have considered the scope of our work in numbers, let us suggest some of the most important points of the teaching procedure which gives due consideration to economy in time and effort, and to thoroughness of work.

1. Know definitely the facts which you are required to teach during the year and the order in which they should be presented.

2. Have a copy of each set of facts for each pupil. In most large schools there is a multigraphing machine of some kind and in the small rural school the work may be prepared by the use of carbon paper. The preparation of these sheets may be used as motivated number work for older pupils.

3. Teach first the combinations most used in life outside the school, presenting the easier ones first. For example, in higher-decade addition teach first the combinations which do not require bridging from one decade to another.

4. Drill the pupil only on what he does not know. To discover this, give frequent tests and have each student compile and keep, for study purposes, a special list of the combinations which the test revealed he does not know.

5. Suit the amount of drill to the difficulty of the task. This is most important; much time is often wasted in over-drill on what the pupil grasped without difficulty and real difficulties largely neglected. In this connection we should state that all seat-work in arithmetic should be planned with this principle in mind. Most text-books are most unscientific in this regard and a few hastily written examples or problems by the teacher cannot meet the situation. For this reason a scientifically constructed text is an essential. If you have no such text send for "A Child's Book of Numbers," \$.65, and the new "Stone Primary Arithmetic," \$.75. Both are published by Benj. H. Sanborn, Chicago.

(In next issue we shall analyze the steps in the teaching of Long Division and then discuss economy in teaching fractions, etc.)

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A Few Modest Proposals

By a Teacher of Latin

THE distribution of reports seems commonly to give rise to a vigorous spirit of enquiry among school children, especially so perhaps among those who have just completed their first few months in high school. One of these, a boy who had just scored a 100 in Algebra asked me what Algebra was for. Another boy, who had obtained much less in Latin, said to me, "Latin is all war and fighting isn't it?" I was able instantly to satisfy the first enquirer, by showing the advantage of writing "x" for Charles' apples, and $2x-3$ for Mary's oranges. But the second question I answered evasively. I have noticed myself the fighting character of school Latin, and each year it fills me with increasing astonishment.

With the prescribed Latin Grammar, I have no wish to quarrel in this article. It is clear, it is carefully written; it avoids non-essentials; it introduces narrative at an early stage; and it makes use of many fine teaching devices. Above all, it prepares the student most thoroughly for the prescribed matriculation prose. What I should like to enquire is why Caesar is chosen as the standard Latin prose narrative for boys and girls. There must be some reason for the choice; for it has been made, as far as I know by every education department in Christendom and Heathendom. I am no radical and am quite willing to be shown. Caesar's "Commentaries" form a technical treatise on military science. The Latin teacher must explain not merely the Latin for such terms as "sortie," "line of march," "pace," and "moat" but also the English equivalent. If a science must be taught through the medium of Latin, why military science? Why not agricultural, or Stoic philosophy. Or, since the majority of the pupils are girls, why not cuisine or needlework.

I propose to give an account of some furtive and slight experiments in Latin instruction which may be of interest, not merely to Latin teachers, but to other educated men and women who took Latin at school and have been wondering ever since what it was all about. As the first personal pronoun will be used a good deal in this article, some personal explanations may be in order. I, myself, detested Caesar at school: and even now, though I am a fully-qualified instructor, I have only the very mistiest ideas of what actually did take place in Gaul and Britain about the year 55 B.C. But may I say further that I like teaching Latin as a language. I have taught Physics, Chemistry, Algebra, English and History and I still enjoy the time spent in class on Latin more than on any other subject. I admire its force, precision, elegance and urbanity; and I consider it indispensable to any student with literary inclinations.

May I say further in self-defence that the occasional and pleasant truanancies from the Requirements which I shall here describe have

usually been perpetrated in the early days of the session and in the junior classes. I realize fully that the students must pass the tests; and in the latter part of the year, and always with the senior students, I have stuck closely to the blood, bandages and death.

In the first place, I tried to illustrate grammatical points by using the Latin names of objects which are not incomprehensible to the student—objects which they themselves have seen and which are intrinsically attractive or interesting. In one class I mentioned once the Latin for "roses and lilies." A few days later I happened to see the words in Latin scribbled on the board. Whatever may have been the motive, the fact remains that the words were interesting enough to be fixed in the memory in one reading. It is not so with the words for "embassy" or "sortie" which have no possible connection with the child's daily life. The other day I was called upon to resolve an obstinate confusion between the Latin for a sword (*gladius*) and a spear (*hasta*), I was reduced to the expedient of bidding the student to remember that a "*hasta*" hastes through the air. The word for a star, "*stella*," not only has more English derivatives than "*hasta*," but it would be remembered, probably, from a single hearing.

At present a student may spend two or perhaps three years without knowing the Latin for a single colour, yet children, especially girls, have a natural hunger for colour, as may readily be attested by anyone who has superintended experiments in Chemistry or Optics. I introduced a few Latin equivalents for colours, and found them eagerly caught up. Someone wanted to know the Latin for red-headed, and the answer "*rubris capillis*" seemed to be eminently satisfactory, to judge from its appeal to the visible propensities of the class. A boy later came to me to ask for a suitable Latin name for a dog which was of a reddish yellowish brown, I suggested *Rufus*, and I believe it now answers to that name, most probably in the vocative case, *Rufe*. I do not think I have ever been asked a single question on strategy or tactics.

I recently, for reasons mainly grammatical, asked a class to decline in full the Latin for a "wider animal." The phrase instantly struck as the class as ludicrous. Several days later I saw it reproduced in Latin on the blackboard along with the 'lilies and roses'—a positive proof that the mere ludicrousness of the phrase had fixed it in the memory. Humour in moderation is a most useful teaching device but there is nothing in Caesarian Latin to indicate that the Romans ever laughed or even smiled.

Another form of expression which strongly appeals to adolescents is verse. The Latin teacher, as he envies the Science master in the matter of colours, must also envy the English master who can daily assign lines of poetry to be memorized. Children rarely read poetry, if left to themselves; but they love it, if they are taken to it, and made to drink. The Latin teacher cannot, and indeed ought

not to give memory work until it is required; yet Vergil is not hard to learn, and it is only when it is learned and declaimed that it can be realized as rhythmical.

But there are simpler, accented, Latin verses that might be used before Vergil. I ventured not long ago to illustrate the Oblative of Means by writing down Latin version of Eenie Meenie, Minie, Mo:

Ini, mini mæni, mo,
Carpe nigrum digito,
Si exclamat, solvito!
Ini, mini mæni, mo,

Some days later I noticed this verse written on a page in a Latin book. I am morally certain that the boy who did so was not preserving the lines for examination purposes. He was storing them as a dog stores a bone, for future reference. They must have interested him, and incidentally he may have learned some Latin.

But more interesting to the adolescent mind than humour or rhythm, is narrative. One has only to utter the words "I remember an incident . . ." to fix the attention of the most torpid class. If I were told that there is no Latin author more thrilling and dramatic than Caesar, I would reply that in that case it would be necessary to invent one. Sometimes the flair of children for the dramatic seems to come out even in their mistranslations. I asked a class to translate into English a Latin sentence to the effect that the barbarians, terrified because our men made a sortie (eraptionem) did various things; and a girl translated it, "The barbarians being terrified when the eruption took place, etc. etc."

It is my settled belief that every Latin exercise from the very beginning may be thrown into narrative form. In proof thereof I am going to quote a small story which for the past two years I have given as an October test to Latin beginners. I do so with misgivings; but I am encouraged by the fact that a matriculant of a few years' standing (whose sex may be guessed) pronounced it "cute." I am sure, however, that when she gave this testimonial she was still under the influence of an openly expressed astonishment that Latin could possibly concern itself with such things as roses. My object in quoting the story is to show that with a very slight addition to the vocabulary of the first few lessons a story can be framed which has nothing to do with war and fighting. I do not myself consider it a wildly exciting narrative. Nevertheless it is a narrative with a beginning, a middle, and an end, which may be grasped at one session. It did arouse a certain mild interest such as I have not observed in the translation of detached sentences or in Caesar's interminable narrative. It concerns an experiment in irrigation, "The Queen of France used to love roses. She had huge roses on her walls and she used to fill long tables with roses. She used to give the care of the roses to sailors from England. But once a new sailor brings water from the ocean by means of ditches

and kills the roses. The Queen comes and calls "Where are the roses? I see ditches and an abundance of water but I do not see the roses. Where is the new sailor?" The slaves reply, "The great danger terrifies the heart of the new sailor. He is spending the winter in England."

It may be said that the present prescribed grammar introduces narrative from a very early stage. May I repeat that I have no quarrel with the present text-book. I would rather teach from it than from any other grammar of which I know. My quarrel is with the Caesarian prose which seems to be the basis of all grammars at all times and in all places.

If I were asked to state definitely what kind of vocabulary and narrative I should like to teach I would formulate the following propositions, all of them based on well-remembered experiences as a student and a teacher. In the matter of vocabulary I am especially influenced by memories of the words which delighted me in my own earliest Latin lessons, before the shadow of Requirements fell across the page.

1. That regard should be had to the fact that most modern Latin students are girls, and that the vast majority of students of both sexes will not continue their Latin after high school. The requirements of the Universities should surely be a secondary consideration.

2. That each Latin word should be selected on its own merits, having regard only to its general interest, utility and beauty. The vocabulary should include the Latin equivalents for natural objects such as trees, rivers, ponds, stars, a rainbow, the moon and the sun; for a garden, fruits, flowers, birds and wild and domestic animals; for music and musical instruments; for colours and colourful objects such as gold, silver, marble, glass and jewels; for a banquet and certain elegant viands and drinks; for boys and girls' names; for the names of nationalities such as Scotchmen, Englishmen, Irishmen, and Negroes; for kings, queens, princes, and princesses, for temples and palaces; for games, races, laughter, tears, grief and joy.

3. That (as now in the first year) the grammatical matter should be interspersed with interesting reading lessons; and that this should be continued throughout the course. At present the interspersed narrative is omitted in the second year. In view of the fact that the high school student learns his Latin with so much toil, he has a right to expect at the end of each task, something well worth while. Each reading lesson should be more or less self-contained. A narrative which, like Caesar or Vergil, spreads itself out over five months, ceases to have for the student a beginning, a middle, or even an end.

I have made out, hastily and at random, a list of possible sources of reading lessons, I, personally, would like to see each reading lesson copiously annotated with interesting historical and biograph-

ical narratives, and lavishly illustrated, and not with tombs and ruins merely. This, of course, would run into money; but books which are to be a student's daily companion for years ought to be worth something. Suitable purifications may be made of the original texts, where the Latinity is questionable. The following is the list:

1. Nursery jingles in Latin. (To be memorized.)
2. Mediæval Latin songs and hymns (such as *Adeste Fideles*) with music.
3. Familiar stories done into Latin, as, for example, Aesop's Fables. A story like Alice in Wonderland lends itself well to the urbane and playful Latin practised by University dons when they unbend.
4. Simple narratives from the Vulgate, as the finding of Moses.
5. The Lord's Prayer in Latin (to be memorized).
6. Certain celebrated passages from St. Augustine.
7. Famous mottoes, epigrams, proverbs and epitaphs. No language lends itself to those forms of expression so admirably as Latin.

An example of a fine military motto is that of the Royal Air Force—"Per ardua ad astra." Among the Latin epitaphs which praise famous men are those of Wren—"If you seek his monument look about you"—and Goldsmith—"He touched nothing which he did not adorn."

8. Selections from the Magna Charta. Bad Latin it may be, but it makes fine sense, and was written by our own ancestors.

9. Newton's three laws of motion in the original. The scientific exposition would be child's play to us after what we have been doing.

10. Famous Latin puns and jokes. An Oxford don, Platt, has made a delightful collection of these in "Rambles in the Classics." The advantage of a good joke is that the reader is almost irresistibly impelled to repeat it, and to do so he must master the wording of it.

11. Numerous short self-contained selections, chiefly narrative, from Livy, Ovid, Vergil, Caesar, Horace, Catullus, Tacitus and Juvenal. My own experience as a high school student is that I liked the dramatic parts of Cicero and Vergil and revelled in Horace's Odes. I would suggest that the opening sentences of Cicero's denunciation of Cataline, "*Quousque tandem Catalina . . .*" might be memorized and declaimed. Writers like Tacitus and Juvenal may seem unpromising. But from Tacitus might be taken descriptions of German customs which might be linked with Caesar's descriptions. Children usually revel in such accounts. And from Juvenal might be taken the justly celebrated prayer for a healthy body and a healthy mind, and for a heart that knows not fear and scorns voluptuousness. In short I should like to see nothing but "purple patches" in the anthology from which I am to teach Latin.

In Lighter Vein

I recently came across the following ingenious and delightful idea in the Right Hon. Mr. Stanley Baldwin's book, "On England." I give the exact words, which are part of an address delivered to the Royal Society of St. George on May 6th, 1924:—"The English schoolboy, for his eternal salvation, is impervious to the receipt of learning, and by that means preserves his mental faculties further into middle age and old age than he otherwise would; and I may add that I attribute the possession of such faculties as I have to the fact that I did not overstrain them in youth."

Apart from a psychological doubt as to whether any schoolboy ever did or could overstrain his faculties, this is one of the most engaging pieces of rationalization I have come across, and a ready made excuse for every middle-aged son of a slothful parent—the child being father to the man.

The problem as to how so many politicians keep their faculties unimpaired into a remote old age, is faithfully solved, and accounts to some extent for the excellence of government in general. At last the pedagogue has good reason for baring his head in the presence of his laziest rascal of a boy, for may not the latter be preserving his faculties and paving the way to political eminence!

* * * *

While it is doubtless rather optimistic to expect any New Year resolution to remain unshattered at this late date, there may still be time to bolster up the morale of teachers who resolved to do something worth while in the way of educational research. Economists are forever harping on the wealth of talent lost to the world through lack of opportunity, and there is no question that the great majority of the teaching body make a free use of bushels where their light is concerned. Now comes Mr. Fergusson, in the guise of opportunity, asking that everything from searchlight to rushlight be exposed. Remove the bushels, and such an illumination will result as will mark an epoch in provincial education.

* * * *

Speaking of the New Year, that season of goodwill and gladness, one naturally turns to our happy relations with school boards in the matter of salary revision. At the moment of writing, delegations of courageous and ardent spirits are preparing themselves by prayer and fasting—on a diet of statistics—to approach their boards on this subject. Board members, who at every other time of year are regarded as experienced and kindly gentlemen, now seem to assume a formidable and forbidding aspect, so that appearing before them smacks of romantic heroism—almost rashness.

Take heart of grace, my brethren! About nine-tenths of the trouble is due to imagination, and the other tenth to a sincere regard for economy.

Of course, these remarks have only a general application, and we are sometimes face to face with reality instead of imagination. Witness the strange case of Winnipeg, that great centre of culture and acumen. Here we have the spectacle of a board turning its most unchivalrous side towards the ladies upon its staff, by a downward revision of salaries in such a subtle manner as to concern not the present but the future.

If Winnipeg is becoming impoverished, it is a strange thing that no mention of the fact is made in financial and trade journals. While we have the utmost sympathy for poverty in all its forms—including the municipal—we are somehow reminded of the cripple who can in an emergency jump about twenty-two feet. However, we trust the thing was done decently and in order, that the lady teachers of Winnipeg were assured that education is the foremost force for the salvation of democracy, and that they are engaged in a high and holy work only comparable with that of learned divines and cabinet ministers. If these formalities were duly observed with all their time-honoured decorum, who will dare to question the mere actions of the board? Does not the very privilege of teaching carry its own recompense? We have always been taught to suspect the teacher who demands a whole coat to his back;—let him leave such fripperies to insurance agents and real estate men.

* * * *

In my meditative moments, which are invariably devoted to affairs of high educational import, I have of late been musing upon the good fortune we have to live in these days of enthusiastic supervision. There seems little or nothing that a class-room teacher can be trusted to do by the unaided intelligence, no subject that does not claim its experts, no method of any virtue unless brought within the four corners of standardization.

Once upon a time the sign manual of a good teacher was strong personality, but this must apparently be subordinated to that of the principal or supervisor. Now I hold—heretically enough—that there is no principal or supervisor on this earth whose personality is so exalted or beautiful that it should be permitted to fill every nook and cranny of the school. There is a horrid fear that it will become attenuated in the process and so cease to have vitality. To my humble mind, the individual who tries to dominate a school by reducing its teachers to pale and unwilling reflections of himself is not only impoverishing the school, but is possessed of a pathetically ingenuous self-conceit.

To look at another phase, once upon a time a child was supposed to be able to play with considerable satisfaction after a natural manner. But the ogre of supervision has reached out a big claw for him too. How, forsooth, could an untutored child know anything of the true inwardness of play? What study had he made of psychology?

His pitiful efforts in the direction of making mud-pies and his ill-informed and militaristic ventures into the realm of Indians and robbers have been duly regarded, scientifically analyzed and treated. His crude games are perfected and organized by a trained psychologist, no more shall the poor little duffer be permitted to improvise.

Far be it from me to doubt the soundness of all this; I could be argued out of court in the twinkling of an eye, and probably proved to be a fit subject for the labors of a psychiatric specialist. But I can't help rejoicing that science was not so far advanced in my childhood,—and dreading the not far distant time when the lighter amusements of middle-aged gentlemen will be supervised into conformity with the onward march of truth.

World Federation of Education Associations

THE teachers of British Columbia, and all interested in Education, will have a golden opportunity this year of attending one of the greatest educational conferences in the world's history, namely, the Second Biennial Session of the World Federation of Education Associations, to be held in Toronto, from August 7th to 12th. This Federation meets only every other year and, as many nations are interested, it is unlikely that Canada will be the meeting place again for many years to come. The Canadian Teachers' Federation will be the hosts, and in the near future an opportunity will be afforded the teachers of British Columbia to shoulder part of the responsibility assumed by the C.T.F. for the undertaking. The 1925 C.T.F. convention pledged the teachers of Canada to assume the responsibility of financing the holding of the Convention in Toronto, and the various Provincial organizations endorsed the proposal at the 1926 convention. If sufficient teachers from British Columbia embrace the opportunity, special transportation facilities will undoubtedly be provided for special accommodation. The following advance information ought to influence teachers as to the spending of their next midsummer holidays.

Plans for Toronto Meeting

Plans are definitely under way for the Second Biennial Meeting of the World Federation of Education Associations. The Board of Directors has chosen Toronto, Canada, as the place of meeting and has fixed the time for August 7-12, 1927. In determining the dates for a meeting which will be attended by representatives of all countries, it is necessary to consider the vacation periods of the various countries and select a time which will accommodate them best. The dates selected also conform to the necessities of the Convention city and will make the facilities of the University of Toronto, both for board and conference, available.

The Convention City

Toronto is a beautiful city of 600,000 inhabitants and in the midst of a fine agricultural country. The summer climate is modified by the lake and the prevailing winds of the season. It is an ideal convention city with spacious halls, fine hotel facilities, transportation facilities and hospitable people who prize education, refinement and culture. The usual promotion committee is already at work as well as special committees for the care and entertainment of the delegates. Those who will attend are assured that their comfort will be a first consideration.

Accommodation

The boarding facilities of the University, together with private homes, will provide accommodations for delegates at very easy rates and the hotels are establishing prices attractive to those who desire to be more publicly located. For hotel and rooming accommodations, persons interested should write to either the Chairman, or the Secretary, of the Local Committee.

Dr. E. A. Hardy, Chairman, 124 Duplex Ave., Toronto;
Dr. Charles Fraser, Secretary, 10 Sylvan Ave., Toronto.

Entertainment and Excursions

The Toronto City Government and the Canadian Government are arranging entertainments, excursions and luncheons for the pleasure of the delegates. Free trips to interesting points are being provided. These will include the State Agricultural College at Guelph and Niagara Falls, with possibilities of a trip to the mining section and to Ottawa, the capital. The Canadian Teachers' Federation will be the actual host to the visiting delegates and it is already actively and enthusiastically at work on plans for the Convention.

Delegates

Announcements are already forwarded to educationists in all countries and an effort at wide publicity is being made. It is confidently expected; in fact, assured, that delegates from practically all countries will be present. All educational bodies holding membership in the Federation will appoint official delegates and as many alternate delegates. There will also be participating delegates from countries not now provided with organizations suitable for membership. These will consist of government representatives, representatives of various organizations and institutions. There will also be a large representation of persons interested from a sympathetic standpoint. All of these will be welcome and arrangements will be made for their comfort and participation in discussion groups and all sessions aside from the Delegate Assembly, which will act on all matters of general policy and constitutional matters.

Discussion Groups

It is expected from present indications that many will attend the meeting. A rich and attractive program of information and a large number of discussion groups. Some of these are (1) Health, (2) Recreation, (3) Kindergarten and Pre-School, (4) Adolescents, (5) Youth, (6) College Education, (7) Library Service, (8) Its Relation to Understanding, (9) Illiteracy, (10) Education and Educational Program Making, (11) Adult Education, (12) Student and Teacher Exchange, (13) International Scholarship, (14) Moral Education, (15) Modern Language, (16) Teacher Preparation, (17) Education for Peace, (18) Parent-Teacher Association, (19) Correspondence of School Children, (20) Educational Periodicals and Exchange of Educational News, (21) Geography, (22) History Viewpoint, (23) Music and Art as Universal Languages, (24) Country Youth, (25) Educational Co-operation, (26) Educational Guidance, (27) Vocational Education.

General Program

The general program, which will be open to all, will contain the names of many world-distinguished men and women who will bring messages of world-wide interest. There will also be presented reports of several commissions and committees which have been at work on special investigations. These will include the reports of the Herman-Jordan Plan committees: (1) International Athletics, (2) Military Training, (3) Textbooks, (4) Co-operation for Peace, and (5) Peaceful Means Used to Settle International Difficulties. The report of these committees will form a valuable portion of the program. There will also be messages from all countries.

Languages

Persons who have messages will not be seriously handicapped on account of language. Each may speak in his own language if he so desires. Plans are made for interpreters. No person should hesitate to present his message because of the language barrier.

No National Jealousy or Racial Hatred

It is one of the aims of the World Federation to relieve through education the old tendency toward national jealousy and racial hatred.

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All nations and all peoples have contributed to the advancement of civilization. With us there is none so great to be boasted and none so small to be despised. Education deals with truth wherever found. Truth is universal and those who are allied to the World Federation of Education Associations are making an honest effort to ally conflicting loyalties and while promoting a universal brotherhood, at the same time are trying to develop a true nationalistic spirit which is patriotism based upon merit of country rather than upon hatred of other peoples.

Delegate Reports

The Federation will provide complete stenographic reports of all meetings as a means of publishing a complete report of proceedings. This will not obviate the necessity of delegates bringing to the meeting brief written statements containing the substance of their offerings. A statement concerning the trend of education and progress of the various countries will be valuable.

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The Primary Devices

Marjorie Hogg, in "The School," Toronto.

BEFORE children enter school, their time at home has been chiefly occupied by play. They play from morning until night. And it is a regrettable fact that, in this day and age, many children enter school with the idea that now all play must cease, and work must take its place.

If this idea exists among beginners, it must be changed as soon as possible. Of course, there will be many who expect to like school. These must not be disappointed, and the others must be made to love school from the very first morning, so that they will not want to miss a single half day. The play spirit must be introduced into all the activities of the primary room. Play in primary grades is an important means to a great end. Under the teacher's supervision, they are playing in such an organized way that the work of the grade is accomplished through that means.

Most primary teachers have an abundance of simple little play devices for presenting new work, for seat work to follow, in both arithmetic and reading, for drills, for discipline, and for the general procedure in their rooms. The experienced teachers will probably have their store of devices in use, and the following few suggestions may not be of much help to them. But to the new teachers, who, perhaps, are puzzled at times, I hope some of them may be useful. You may not be able to adapt any of these devices to your own classrooms, but after thinking them over, they may suggest others.

Early in the term, when presenting new phonics—and it is very hard for beginners to manipulate their pencils—make little games out of each teaching lesson. Do not present the various forms of the letters just merely as a lot of uninteresting, queer-looking marks on the blackboard. Make a little game or story for each one, so that the children become so interested, they forget their shyness and timidity, and unconsciously learn the various forms at the same time. For example, in teaching the letter "a," the sound of which is "ah," why not pretend we are making a huge snowball? When it is made, we place beside it father's cane, on the right hand side. When father came home he exclaimed, "Ah, I see you have my cane out here." Enlarge on this, and before they know it the children find themselves writing this sound easily, and, at the same time, they get the sound, "ah." If, on the following morning, in the course of a review lesson, some bright child, when asked what sound is on the board, answers excitedly "it is a snowball, with daddy's cane beside it," do not feel discouraged and feel that your devices are not having the desired effect. The class will enjoy this little incident, and it will tend to help them all.

After a teaching lesson on one of the sounds, give the children some busy work to correspond. For instance, after teaching letter "f," let the children cut from an old catalogue, pictures of toy trains, and paste in their books, as if going up a hill. Below it, they write a continuous line of f f f f f, thus imitating the puffing train. Or a picture of a boy running, to illustrate h h h h, or a saw to illustrate z z z z. The children have to cut out and paste these pictures, and at the same time they are applying the lesson just taught. Surely this is a more interesting and more profitable method than that dull way of giving a child paper to cover with f's or h's or z's.

After a few sounds have been taught and the synthesis of words takes place, I like to make large cards each with one of the known sounds written largely upon it. Choose boys or girls to represent the sounds. Pin each sound on a boy and let them form words by standing close together, in order of the word, and joining their hands. The children will notice that if their hands are not joined, no word is made. My children love to play this game, and it is repeated quite frequently in the early days, to great advantage.

I save these cards, and sometimes when we have five minutes to spare before the bell rings, we have a quick word-forming drill, as follows.—Stand the cards up along the ledge, where they are in sight of all. Quickly put some tiny pieces of plasticine on the blackboard. A child comes to the board and picking out the proper cards in order, sticks them on the plasticine on the board. He makes any word he chooses. The class close their eyes until this is done, and then open them and guess the word. The first child to get the word correctly, makes the next word at the board.

Make two similar sets of word cards, one word on each card. Children form in two rows. One set is given to each row. No two words in one row are alike. Teacher stands a few feet away from rows, which are facing her. She calls out one of the words. The child in each row, holding that word, races to the teacher. Whichever pupil reaches teacher with correct word, first, wins a star for his row. The row having most stars at the end of the drill, wins the race.

One of the handiest articles to make an interesting drill for arithmetic or word-recognition, is a conductor's ticket box. It may be simply made out of construction paper, with a slit in top for tickets. There are numerous ways of using it, but all drills are made more realistic by using it. Make-believe railway tickets are made, containing the drill words, or occasionally, problems in arithmetic, instead. Before these are placed in the conductor's box, the pupils must read from tickets and tell conductor where they are going. Sometimes toy-money is used, and the pupils taking the ride are required to deposit in the box the right amount for the ride. A conductor's punch is often used to punch tickets at certain numbers.

and children are required to give the correct answer. With just this suggestion you may be able to organize several drills for your class. Vary them so that the class does not become tired of the same device. Perhaps, in June, during circus time, if you have a circus depicted on the sand table, you could use this device. Let children buy tickets and go for a ride to the circus in the sand table, etc.

Many little booklets may be made during the year, suitable to the season. In the autumn, maple leaf booklets are interesting. Cut several maple leaves, of equal size, out of suitable coloured paper—gold, yellow, brown and red. Punch and tie together into little books. Inside may be written suitable words, sentences or stories, depending on the stage of advancement of the class. They will love to make Hallowe'en, Christmas, Easter, Eskimo and rainy-day booklets, and when they are able they form their own sentences and stories.

The use of the sand-table is very helpful in every primary room. They are very easily made and form one of the best mediums of self-expression the schoolroom has. By means of pictures, stories and songs, much may be visualized, but a much greater impression is made, by a representation in miniature right before them. Such topics as the life of the Indian, of the Eskimo, of the Japanese, etc., are readily illustrated by means of the sand-table. They mean, usually, a good deal of work for the teacher, but if she illustrates even one topic a month, it is well worth while. The class may then make posters in their construction books to illustrate the sand-table lesson.

In arithmetic, it is necessary to acquire accuracy and rapidity. We must get away from the prevalent counting method of adding and subtracting. We require rapid, enthusiastic, interesting drills. Draw a ladder up to a burning house, with a little kitten crouched at top. This need not be an elaborate affair at all—just real enough to get children interested. On each step put a number, to which a given number is to be added or subtracted. The child who can run up the ladder, rescues the frightened kitten.

A simple fish pond may be made. For busy work, children may make many little paper fish. They fish out of the pond. Little problems for them to answer are on the paper fish. If they cannot answer, the fish gets away and goes back into the pond.

Put as many problems on the board as there are pupils. They march around the room to music. When the music stops, each pupil does the problem nearest him. When all answers have been verified, they are rubbed off, and the class continues as before.

Put ten problems in a row on the board. Two pupils begin, one at each end to put down the answers. The pupil having most done correctly, when they meet, wins. In this drill several pairs of pupils may be working at the board at once.

Draw on the board a race-track which is divided crosswise into several sections. Children cut, from advertisements, several cars. One car is chosen for each row of pupils. Each day that a whole row makes good progress, the car for that row moves ahead one section. If one child in a row has poor work, his row's car does not move that day. They work hard, each one trying to help his row to win the race. Or this device may be used for discipline, etc.

A nature study device for a weather chart, is a circular calendar for the year, drawn on the board. This shows the rotation of seasons, and the months in each season. On each bright day in September, which is the month of Fairs and balloons, we pasted a yellow balloon, or, in reality, a parquetry circle, in place. On each dark or cloudy day, we pasted a green balloon. For October, we pasted a yellow pumpkin face on bright days, and black cats or witches on cloudy days, etc. If the pupils are old enough, the date may be written on each balloon. In my own room, the children are not far enough advanced to number the days, so I dispense with that.

During the muddy season, have each child bring a pinch clothes pin, on which he neatly prints his name. With it he fastens his rubbers together and places them in the cloak hall, directly under his coat. When he goes home, he snaps the clothes pin on his own hook, where it is ready when he returns. This greatly simplifies the keeping of rubbers, especially with small children, who cannot tell their own. A shoe horn is handy, also, in cloak halls, for aid in putting on wet rubbers.

Keep your various material in your cupboard in boxes, which are labeled on the outside. Children will then be able to help a great deal in distributing materials, and placing them in their exact places in the cupboard, and are being trained, as well.

At Christmas time, when we are very busy with manual training, preparing decorations for our room, gifts for each other, gifts for our guests at our Christmas entertainment, etc., if each child brings a shoe box, in which to keep all his work, from one lesson to another, the work of each child is kept together until all is finished.

Devices are innumerable, and may be gathered from many sources. Collect all you can, try them out in your own classroom, keep what you find successful, and discard what you find impracticable. But never use the same device so often that it becomes tiresome, and loses most of its value.



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Dominion Registration of Teachers

For some time there has been a desire for the publication of a Register of Teachers, such as exists in England, wherein are listed the names, qualifications, positions held and any other pertinent information regarding the teachers so listed. As qualifications differ in the various provinces, there has been considerable discussion as to the advisability and feasibility of such a register being made for Canada.

At the C.T.F. Convention in 1925 held at Toronto, the question was assigned to Manitoba to be thoroughly investigated and for a further report. The C.T.F. Executive discussed the matter last year and resolved that in their opinion it was a desirable object, but that it should be begun in the various provinces previous to the formation of a Dominion Register.

The following is the Report from the Manitoba Committee. After discussion it was resolved:

"That the report be referred to each provincial unit for consideration, with the request that a definite expression of the measure of support or otherwise likely to be given it by the teachers of each province be reported at the next convention of the Canadian Teachers' Federation."

As this will come up for discussion at the Easter convention, it is desirable that delegates should be ready with criticism, either in support of, or adverse to, the suggestions contained in the Manitoba report:

"Following the action of the Canadian Teachers' Federation Convention of 1925, in referring the report of the Manitoba Committee to the Provincial organizations, the Executive of the Manitoba Teachers' Federation appointed the following committee to give the question of Dominion Registration of Teachers further consideration and submit recommendation: Mr. A. E. Hearn, Mr. D. Allison, Mr. C. W. Laidlaw, Mr. G. J. Elliott.

The Executive of the Manitoba Teachers' Federation directed that the report of this committee be forwarded to the Convention of the Canadian Teachers' Federation without prejudice.

Resolutions of this Committee are as follows:

1. That the Canadian Teachers' Federation submit the following plan after due consideration and amendment to the provincial organizations for consideration by the several executives.

2. That on adoption by the provincial executives the following procedure be directed:

- (1) The Secretary of the Canadian Teachers' Federation shall

compile a Register of Teachers to be known as the "Dominion Register."

(2) The Register shall be in one column, names of registered teachers being arranged alphabetically.

(3) The names, professional addresses and registry numbers shall be published annually, as shall be directed by the Annual Convention of the Canadian Teachers' Federation.

(4) There shall be kept on file in the office of the Secretary of the Canadian Teachers' Federation a record of each registered teacher showing academic standing, professional training and teaching experience and such other information as may be called for by resolution of this organization. The applicant may add to his registry at any time on payment of a nominal fee.

(5) A certificate of registration covering a period of seven years and renewable on application without charge, shall be issued to each registered teacher, and on this certificate shall appear a copy of the record kept on file in the office.

(6) Registration may be cancelled on recommendation of the Provincial Committee by the Canadian Teachers' Federation Convention but not until the teacher concerned shall have had an opportunity of preparing and presenting a defence.

(7) Each applicant for registration must present evidence of:

- (a) Professional spirit.
- (b) Academic standing.
- (c) Professional training and experience.

(8) There shall be a Committee on Registration in each Province, which shall be organized as follows:

(a) For the year next following the acceptance of this plan, the Provincial Committee shall consist of all regular delegates appointed by affiliated organizations who have attended one or more of the Annual Conventions of the C.T.F., and who make formal application for registration on or before the 31st day of December in that year; the convener being named by the Provincial Executive. During this year applications shall not be entertained from more than ten per cent. of those eligible for enrolment in any province.

(b) In succeeding years the existing Committee shall conduct a postal vote during the month of November and elect a Provincial Registration Committee of not less than three, nor more than five. The member-elect who receives the largest number of votes shall be considered convener. Only registered teachers shall be eligible to vote or to serve on the Provincial Registration Committee.

(9) Applications shall be made on a prescribed form, in duplicate, and directed to the Secretary of the Canadian Teachers' Federation.

(10) The Secretary shall, within thirty days, forward one copy of the application to the convener of the Provincial Committee and shall notify each other member.

(11) The Provincial Committee shall consider each application, ballot vote shall be taken after due investigation, more than one adverse vote shall be sufficient to reject.

(12) The Provincial Committee shall report to the Secretary of the Canadian Teachers' Federation on or before the 15th day of May.

(13) The Secretary shall present the consolidated list at the second session of the Annual Convention of the C.T.F. as a report of the Registration Committee, and this report shall be dealt with in camera.

(14) The Canadian Teachers' Federation shall have power to refer back any case to the Provincial Committee for reconsideration, but shall not have power to reject any name reported favorably by the Provincial Registration Committee.

(15) Provincial Committees shall forward by registered letter to the Secretary of the C.T.F. at least twenty days before the first session of the Annual Convention all correspondence covering investigations made during the year.

(16) This correspondence shall be confidential and on the adoption of the report it shall be the duty of the President and Secretary to see that such correspondence is destroyed.

(17) Applicants for registration shall give evidence of:

(a) Professional spirit—by naming three or more sponsors who are registered teachers and who have adequate knowledge of the character and work of the applicant.

(b) Academic standing—stating the highest certificate held, its year of issuance, and its number. (A minimum of three years' High School work or its equivalent beyond Grade 8 being required.)

(c) Professional training and experience—by a statement covering the name of training school and length of term, and the schools in which service has been rendered, with dates.

(18) It shall be considered that the demands of Section 17, Subsection C, have been met if the applicant gives evidence of:

- i. Possessing a permanent certificate and having had five years' subsequent successful teaching experience, or
- ii. One year's Normal School training or its equivalent, a

permanent certificate and three years' subsequent successful teaching experience, or

iii. Two or more years' Normal School training and one year's subsequent successful teaching experience.

(19) Each application for registration shall be accompanied by a fee of five dollars or such amount as may be determined from time to time by the Canadian Teachers' Federation or other governing body.

(20) Application fees shall be held in a separate fund by the Canadian Teachers' Federation and used to defray the legitimate expenses of the work of registration as certified by the Chairman and Secretary of the Provincial Registration Committees.

(21) This plan may be amended in the same way as the Constitution of the Canadian Teachers' Federation.

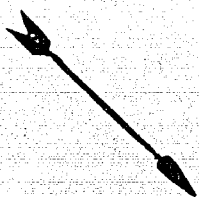
(22) On petition of a majority of registered teachers, actively engaged, for separation from the Canadian Teachers' Federation, the work of registration shall be handed over to a group designated in such petition, but such action shall not be taken unless such majority shall include at least 25 per cent. of the registered teachers in each and every province.

Submitted on behalf of the Committee.

A. E. HEARN,

Chairman, Committee."

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Current Events

(The first of a series of brief summaries on the outstanding events of the day)

The Seventh Assembly of the League of Nations

ON MARCH 8th, 1926, the representatives of forty-eight nations met at Geneva, for the express purpose of admitting Germany to the League of Nations. On March 17th, they adjourned after unanimously adopting the following resolution proposed by M. Briand, Prime Minister of France:

"The Assembly regrets that the difficulties encountered have prevented the attainment of the purpose for which it was convened and expresses the hope that between now and the ordinary September session, these difficulties may be surmounted so as to make it possible for Germany to enter the League of Nations on that occasion."

The Seventh Assembly had signally failed. Not only had the League failed to admit Germany on terms satisfactory to both parties; but a serious crisis had arisen which threatened not only the future of the League but the cause of world conciliation as well.

At the beginning of the year four conditions had to be fulfilled to admit Germany to the League:

1. Germany must apply for admission:
2. Two-thirds of the States represented in the Assembly (Art. I of Covenant) must vote affirmatively upon her application.
3. The Council (Art. 4) must unanimously, and the Assembly by majority, comply with the request of Germany that her representative receive a permanent seat in the Council:
4. Nothing foreseen must happen to upset the whole plan.

As is generally known, the fourth condition alone proved the stumbling block.

The relations between Germany and the League in the course of the last seven years have been as extraordinary as they have been unfortunate. The League at its inception was not ready to follow the late President Wilson's advice and "extend its membership to all peoples." When the League was formed in 1920 it comprised only victors and former neutrals and not even all of these.

In the early debates of the First Assembly in November, 1920, some neutral states, of whom the most insistent was the Argentine Republic, urged the inclusion of all sovereign states. France and her allies rejected this idea. With Germany in mind, French delegates vigorously opposed the admission of a state which had not given

"effective guarantee of its sincere intention to observe its international obligations."

From 1920 onwards, each successive Assembly showed more friends for the admission of Germany. But as the League, the would-be host, became more inviting and more pressing, Germany, ready to join at the start, grew more and more recalcitrant.

Not to review the details of the negotiations fraught with fear, and suspicion, ill-judged threats and evasions, which menaced the development of international co-operation in Europe from 1920 to 1925, gradually by timid steps, the powers drew towards Locarno. Here on December 1, 1925, certain agreements were reached which paved the way for the admission of Germany to the League.

When the Assembly met on March 8th, 1926, three of the four conditions necessary for the final entry of Germany had been fulfilled: she had applied; she was assured of a favorable, perhaps of an unanimous welcome by the Assembly, and the ten states on whom the decision depended had acquiesced in her request for a permanent seat on the Council. Unfortunately, the fourth remained unfulfilled. The unforeseen took place which was to prevent, or at least to postpone, the consummation of the long-laid plan.

What had happened? When the German application was made, it became known first, that three states, Brazil, Spain and Poland, demanded that they also should receive permanent representation on the Council; second, that Brazil made her vote on the German request, contingent upon her own preferment; third, that all three of these states had been assured of the support of the other members of the Council; fourth, that Sweden was opposed in principle to any enlargement of the Council beyond that necessitated by Germany's entry; fifth, that, finally, Germany would withdraw her application if the requests of the three other applicants were considered.

Such were the conflicting policies which constituted the elements of the Geneva tangle. It is impossible in this brief synopsis to tell the full story of the Geneva drama. But we may outline its plot, which naturally falls into five parts:—First, France and Great Britain urged upon Germany the acceptance of the enlargement of the Council by the addition as permanent members of Spain, Poland and Brazil. Germany forthwith announced her intention of withdrawing her application if this plan was carried out.

After much secret parleying, Belgium, on March 12, made a second proposal as a compromise, which France, Great Britain and Italy accepted as a final concession, to be content with the addition of one non-permanent seat for Poland. Sweden in the Council opposed this suggestion; while Germany again threatened the withdrawal of her application should it be accepted.

Thereupon, Sweden put forward as a third suggestion, the idea

of resigning her own council seat, to which the Assembly would be free to elect Poland. To this very generous and disinterested proposal, Germany objected after some hesitation. Its acceptance, in her eyes, would have changed the Council completely, by replacing a truly impartial and independent member for a continental ally of France, and might revive in Germany the phantom of a hostile encirclement which so dangerously haunted the imagination of her people before the war.

A fourth and final proposal was made, this time on Germany's suggestion, that if another more suitable resignation accompanied Sweden's, it might present the possibility of a solution. Thereupon Czechoslovakia declared her readiness to sacrifice her seat if Sweden did likewise. This offer France and Germany finally accepted, on the understanding that Sweden would be replaced by Holland and Czechoslovakia by Poland.

This "undignified and unsatisfactory" compromise seemed to provide the bridge over which Germany might finally be brought into the League. But it too proved all in vain. This agreement was reached on March 15. On March 17, the Assembly met, learned that Brazil would not vote in favour of Germany's admission to the Council unless she too, should be admitted, and on passing the resolution at the beginning of this article, adjourned.

The Assembly had, for reasons beyond European politics, failed to admit Germany to the League. "But it had succeeded in avoiding the disappointment of Spain, Brazil and Poland, the sacrifice of Sweden and Czechoslovakia, and the difficulties which would have beset several governments, notably that of France, if the final compromise had been adopted. Above all, there had been no breach between the Locarno Powers, and Germany's application had not been withdrawn."

Footnote:—Members in the League of Nations Council, March, 1926:—

Permanent:—Great Britain, France, Italy, Japan.

Temporary:—Spain, Brazil, Belgium, Uruguay, Sweden, Czechoslovakia.

(Next article: "The Eighth Assembly.")

"No course in education in any institution gives sufficient professional fertilization to fructify professionally after a year or two. It is as impossible for a teacher to bring forth adequate educational results from a year-before-last notebook, as it is to hatch chickens from cold storage eggs.—(H. E. Winship, in "Danger Signals for Teachers.")

Education and the Good Life

JEANETTE CANN, M.A., *Victoria College*

MR. BERTRAND RUSSELL'S "*Education and the Good Life*," promises to reach a very large circulation. It will be read both by parents to whom it is addressed, and by many unmarried teachers.

Those who have been engaged in the work of training children will naturally approach the book with a mental attitude which is somewhat critical. The fact that Mr. Russell's practical experience in the field which he has just entered is limited to two pupils, a boy who was three and three-quarter years old when the work was written and a little girl just under two, will, it is to be feared, "put off" a good many professionals who will be made impatient by the seriousness with which the doings and sayings of the two little Russells' are recorded. If they forget the purpose of the book, they will resent, too, the "educational" platitudes it contains. Teachers can hardly read without irritation that "patience and industry ought to result from a good education" or that while formerly it was thought that good habits must be imposed by external authority, "it is better to stimulate the ambition required for overcoming difficulties, which can be done by grading the difficulties so that the pleasure of success may at first be won fairly easily." And when it comes to advice upon discipline, the teacher is perhaps a bit oversensitive. If he labours with forty or more children for five days a week in an over-crowded room, he may be forgiven for being madened by what he reads on page 67.

There the writer—without turning a hair, as far as one can observe—says: "I suggest that no one should learn to obey and no one should attempt to command. I do not mean, of course, that there should not be leaders in co-operative enterprises; but their authority should be like that of a captain of a football team, which is suffered voluntarily in order to achieve a common purpose. Our purposes should be our own, not the result of external authority; and our purposes should never be forcibly imposed upon others. This is what I mean when I say that no one should command and no one should obey."

If, however, the irritated reader, with a snort of disgust, closes the book at this page, he will make a mistake. In spite of its extravagances and obvious weaknesses, which have just been indicated, it demands the consideration of every teacher. If the views concerning education which Mr. Bertrand Russell sets forth can, in the main, be accepted by all teachers it will be possible in a reasonably short

time to inculcate these views in the minds of people generally, with the inevitable result that great changes will take place in our educational system. If the views cannot be accepted, since they are supported by a considerable amount of recent research they, at least, deserve study and refutation.

The book contains no ideas that are exactly new (is there anything really new in the theory of education?) But the data which support the writer's contentions are new; and his earnest belief that the application of psychological truths to the training of children is feasible now, and could, in a few years even, so transform human behaviour that we should have an altogether different and better society, is a conviction born of modern science.

The motive force of the book is the belief that the very earliest years are all-important in the training of a child. Experimental work in psychology is showing that many of our actions which we have been in the habit of regarding as instinctive responses are not native to us but have been acquired at a very early age. While there is such a thing as instinctive fear, for example, it seems that very few of our particular fears are instinctive. We are not born afraid of the dark, of high places, of certain animals or of the hundred and one things that we have been told that it was natural to fear. Many of the irrational fears which cripple us in our endeavours to make something worthwhile of our lives, fears which in aggravated forms produce pathological conditions, need never have existed at all. They have been suggested to us by our parents, our nurses or our playmates. And so with the over-development or wrongly-directed development of other primary instincts, such as fighting and self-assertion. If a child could be given a favourable environment from birth until six years of age, the right habits of conduct would be firmly established. From that time on education might concern itself mainly with intellectual development. The great work of building of character having been almost completed in the first six years there could be given the kind of training which naturally results in the acquiring of the intellectual virtues, the lack of which causes much of our misery. These are curiosity, open-mindedness, patience and belief that knowledge is obtainable though difficult.

It is not possible, Mr. Russell maintains, that the best early education could be given in the home: hence the necessity for nursery-schools such as that of Miss Margaret MacMillan at Deptford. To such schools, children should be sent at the age of two if not before.

Such a scheme of education is very expensive, but it is pointed out that the English Education Act, of 1918, provided for the establishment of nursery-schools to be maintained by Government money; and that the Geddes axe has only postponed such beneficent action.

What could we do for children if we were able and wanted to use the knowledge that psychology already lays before us? Mr.

Russell maintains that we could make them comparatively free from fear; that we could free them from the unhealthy repressions which prevent independent thought and action in adult years; that we could tell them the truth about sex and prevent an enormous amount of suffering; that we could foster in them a sensitiveness to the beautiful and a sympathy for their fellows that would make war and other evils impossible. A few months ago I stood in Brussels at the place where Edith Cavell died for her countrymen and I looked at the spot where lies buried the German soldier who refused to fire upon her. I think it was not a sense of injustice that withheld him but that it was physically impossible for him to shoot a woman. Mr. Russell believes that the same kind of sensitiveness towards all, irrespective of sex, can be developed in young children. Do we want this and the other qualities that the author maintains are essential to a good life?

"The power of moulding young minds which science is placing in our possession is a very terrible power, capable of deadly misuse; if it falls into the wrong hands, it may produce a world even more ruthless and cruel than the haphazard world of nature."

"A thousand ancient fears obstruct the road to happiness and freedom. But love can conquer fear, and if we love our children nothing can make us withhold the great gift which it is in our power to bestow."

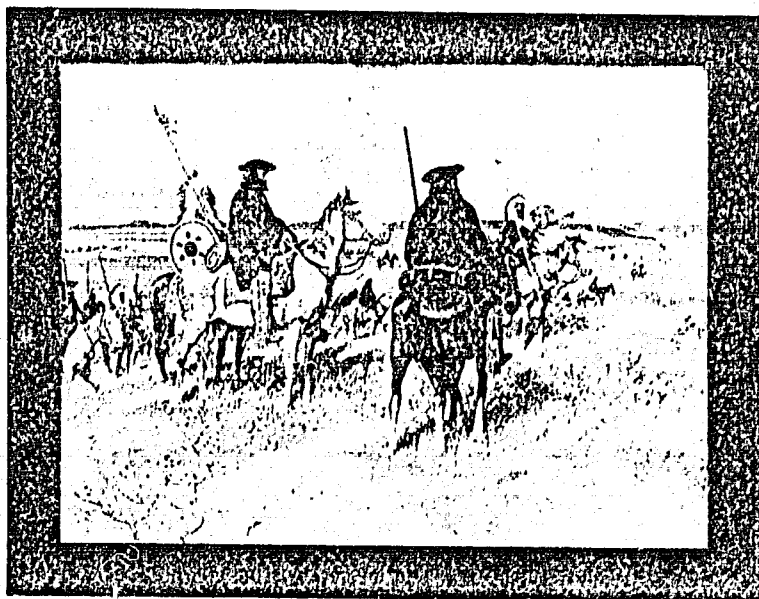
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| 4. La Verendrye. | 9. The Pioneer. |
| 5. The Founding of Halifax. | 10. Laura Secord. |
| | 11. Meeting of Fur Traders. |
| | 12. Battle of Fish Creek. |

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News of Branch Associations

Kamloops Convention

A most successful Convention of the North Thompson Valley Teachers' Association was held in Kamloops on January 3rd and 4th. About a hundred teachers attended.

Addresses were given by Mr. A. E. C. Martin of the Vancouver Normal School, Dr. Wyman of the University Education Department, and Inspectors Stewart and Matthews. Two fine demonstration lessons were taught, one by Miss Jones of the Vancouver Normal School in Physical Training, and the other by Mr. Gray in School Music.

Mr. Geo. W. Clark, the President of the Federation, attended the Convention and addressed the teachers on the work of the B.C.T.F.

With all this stimulating and solid palbulum, it should not be omitted that the teachers assembled at Kamloops displayed a human side. On the Monday evening a dance was held, in which youth and exuberance were able to turn the tables for a few brief hours upon wisdom and stability. Alas! Eminence in educational circles does not always consort with ability in the art of terpsichore, nor weight of intellect with physical agility—youth must have its hour.

To end on a serious note, the president of next year's Convention will be Mr. McGowan, of North Kamloops, and we wish him a continuation of the success which attended the Convention recently held.

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Provincial Secretaries

British Columbia Teachers' Federation—H. Charlesworth, 614-616 Credit Foncier Bldg., Hastings & Hornby Sts., Vancouver.

Alberta Teachers' Alliance—J. W. Barnett, Imperial Bank Bldg., Edmonton.

Saskatchewan Teachers' Alliance—R. Henderson, Mayfair School, Saskatoon.

Manitoba Teachers' Federation—E. K. Marshall, 403 McIntyre Block, Winnipeg.

Ontario Secondary School Teachers' Federation—S. H. Henry, 226 Evelyn Ave., Toronto 9.

Ontario Public School Men Teachers' Federation—L. J. Colling, 98 Barnesdale Ave., N., Hamilton.

Federation of Women Teachers' Associations of Ontario—Miss H. E. Carr, 54 Proctor Boulevard, Hamilton.

Provincial Association of Protestant Teachers of Quebec—R. P. Bissell, 181 Querles Ave., Outremont.

New Brunswick Teachers' Association—C. T. Wetmore, Hampton.

Nova Scotia Teachers' Union—Miss Laura Martin, Amherst.

Prince Edward Island Teachers' Federation—Miss Jessie Fullerton, Charlottetown.

National Union of Teachers (England)—F. W. Goldstone, Hamilton House, London, W.C.I. (England).

Educational Institute of Scotland—Mr. Henderson, 47 Moray Place, Edinburgh.

American Federation of Teachers—F. G. Stecker, 327 La Salle St., Chicago, Ill.

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A Cartoon in Words

IN A RECENT issue of a magazine I notice an apt cartoon. Several men are pulling a heavy wagon, with the box on, up a long, steady incline. The wagon has a long tongue. On the end of the pole a couple of fellows are pulling with dogged determination, the perspiration falling from their cheeks as apples fall from a tree in autumn. These two fellows are calling to the others to "grab the pole and pull too!" One or two other men, by pushing for dear life on the rear of the wagon, are doing as much as the two on the pole towards getting the wagon up the hill. Beside the wagon on both sides several people are giving a friendly, one-handed shove whenever asked; they are not much interested, but "would hate to see the thing fall back now once it's started." Along both sides of the road saunter the herd. Little do they care whether the others accomplish anything or not; but if they do this herd will help them share in the success. Some of them are poking fun at the endeavour, others are bitterly criticizing it, while others still are smilingly looking on at the show. One man is remarking crabbedly, "Those two fellows on the pole are doing it all," just as if the two fellows were to blame. To this a brother-in-affliction replies, "If anyone else did take hold and pull on the pole, those two fellows would be mad!" But the worst feature is that three men are actually sitting in the wagon smoking cigars or eating mince pie and are being pulled up and over the hill by the efforts of other people!

This cartoon is designed to show each member of the organization of which the paper is the organ, exactly where he should from now on place himself regarding the work of the organization. But it applies with equal vigor to any institution: to the Oddfellows, Free Masons, Sons of Temperance, the public school, the Church, the Teachers' Federation, and many others. Never stop to think out which persons in your organization are on the pole, or behind shoving, or in the cart, because that places you in the group who are doing nothing but criticizing. Never dwell upon where you yourself have been in the past. Let the past be past. But decide this moment where you will be in the future. You have five choices: first, on the pole pulling; second, behind the wagon shoving; third, walking alongside giving a little help when asked; fourth, doing nothing but looking on at the show; fifth, in the wagon being carried up hill by the struggling efforts of other people.

"The situation demands of our public schools that they fit all the children of all the people for all of the duties of life which God has given them power.

For such work all of the people contribute a common fund which can rightfully be used only for the common good of all."

(William Hawley Smith, in "All the Children of All the People.")

British Columbia Teachers' Federation

COMPARATIVE STATEMENT OF MEMBERSHIP

	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27 (to Jan. 15.)
Associate	2	2	4	5	3	2
B. C. Mainland Educational Handwork.....	18	27	32	24	19	17
Burnaby	54	48	63	42	56	38
Chilliwack	26	17	31	26	11	12
Comox District	14	17	20	11	11	11
Cranbrook	17	9	4	6	3	5
Esquimalt	19	16	13	12	5	—
Fernie and District	22	25	22	16	11	13
Grand Forks	14	12	10	8	4	3
High School Teachers of the Lower Mainland	13	74	80	90	86	82
Kamloops (now Thompson Valley)	16	12	19	—	—	—
Kaslo	6	—	1	4	2	—
Kimberley	—	—	—	—	—	2
Langley	—	—	—	20	19	12
Mission	12	16	10	13	10	14
Nanaimo and District	28	34	43	49	47	37
Nelson and District	30	23	33	31	11	2
New Westminster	91	89	81	79	89	81
Nicola Valley	10	11	18	12	13	9
Normal Graduates	—	—	61	134	127	67
North Vancouver City	34	29	41	38	31	41
North Vancouver District	17	14	14	17	21	14
Okanagan Valley	72	79	114	102	88	82
Point Grey	59	54	73	79	73	101
Port Alberni	4	9	19	9	6	10
Prince Rupert	20	27	35	25	25	21
Revelstoke	4	10	7	14	10	3
Richmond Municipality	9	16	11	10	6	2
Saanich	32	30	32	36	3	—
Salmon Arm	9	—	4	4	1	2
South Vancouver	169	170	181	156	162	139
Surrey	11	1	1	—	—	—
Thompson Valley	—	—	—	49	20	32
Trail-Rossland	31	28	34	23	13	9
Unattached	112	161	272	231	154	166
Vancouver	341	347	330	277	295	261
Vancouver and Dist. Home Economics	17	14	17	12	10	11
Vancouver Island H. School Teachers	27	14	11	8	7	9
Victoria	143	124	143	154	135	85
West Vancouver	3	—	7	12	8	15
Total	1606	1559	1893	1838	1595	1410

Forward	1606	1559	1891	1838	1595	1410
Life Members	—	—	1	1	1	3
Honorary Members	—	2	2	2	7	7
Membership allowed (sickness, leave of absence	—	—	—	14	14	19
Student Members	—	—	—	—	—	232
Total	1606	1561	1894	1855	1617	1671

Here and There

A good thing to remember,
And a better thing to do,
Is to work with the construction gang,
Not with the wrecking crew.

(Penn. State Journal).

IT IS A fact not without interest to us in British Columbia that the new superintendent of education for the Province of Nova Scotia, Dr. H. F. Munroe, was appointed at an initial salary of \$7,000 per annum.

Toronto teachers, largely under the lead of Dr. E. A. Hardy, are at work, according to last reports, on a scheme for acquiring suitable headquarters. It is proposed to take over the former premises of the Granite Club, and establish there a Teachers' Club. The result will be watched with great interest.

The public of our cities are recognizing more and more the value of teachers as leaders in public life. Edmonton, Calgary, Regina, and Saskatoon, have all recently elected teachers as aldermen, and in three cases a teacher-candidate headed the poll.

The Milwaukee Board of Education is considering a scheme for sabbatical leave, providing for twelve-month vacations for teachers, every seven years, to be spent in improving their education and broadening their experience by travel. Teachers on probation will serve as substitutes, and a teacher absent on sabbatical leave will receive the regular salary less the amount paid the substitute.

According to an announcement recently made by the Premier of Ontario to a delegation from the two Ontario Public School Federations, the two-year Normal Course will commence next year. Students entering Normal School in September, 1927, will, on graduation in June, 1928, be granted an interim certificate good for two or three years (or possibly slightly more, to enable the student to earn sufficient funds for further training) at the end of which period attendance at Normal School for a second year of training will be necessary before a permanent certificate will be given.

Correct Word Test

(50 Words)

(NOTE: The suggestion has been made to us, that we might publish occasionally, tests made by those engaged in B. C. Schools. The following has been submitted by a member who has used it with success in his school and who feels that the interchange of educational ideas is of value to all teachers, and so should be encouraged. Perhaps others will follow his example.—EDITOR.)

Underline the correct word in each case where you are given a choice.

1. This is intended for you and (I, me).
2. Sit down here between Jack and (I, me).
3. The leaders chosen were Mary and (I, me).
4. Either Harry or (I, me) will do that.
5. He can beat both Harry and (I, me) at that work.
6. They referred to (she, her) and her sister.
7. Both (him,) and his brother were present.
8. (It's, Its) color was blue.
9. This is the boy (who, whom) I said was elected captain.
10. The boy (who's whose) book was lost is not (here, hear).
11. (There, Their) were (to, too, two) boys present.
12. That is(to, too, two) big for either (he, him) or (I, me).
13. He said you (did, done) that.
14. That is the best book I ever (seen, saw).
15. That will very soon be (wore, worn) out.
16. That window has been (broke, broken) for some time.
17. This board has (lain, laid) on the ground all winter.
18. Either (him, he) or his brother (was, were) (there, their).
19. Each of the girls (was, were) doing (her, their) own work.
20. Everyone must do these exercises for (themselves, himself).
21. Do not work so (slow, slowly).
22. We don't need to make use of (any, none) of these books.
23. He could not have spoken (more clearly, clearer).
24. He is much taller (then, than) (I, me).
25. I wish you would (learn, teach) me how to skate.
26. This is the (girls, girl's) section of the school grounds.
27. They bought a (ladies, lady's, ladie's) hat.
28. Mary is by far the (taller, tallest) of the two girls.
29. My book is (quiet, quite) different (from, than, to) (yours, your's.)
30. Both (him and me, he and I, I and he) (was, were) interested.
31. (Can, May) I open the window, please?
32. Jack, who has two brothers, is the (taller, tallest) of his father's sons.
33. He hurried as fast as he could (and, but) he was quite late.
34. I try to do this work (like, as) my father does his.
35. I took the book to (friend of mine (which, who) owns a store.

36. The paper who, which) I gave you was not (torn, tore).
 37. The weal to (effect, affect) his health.
 38. The (pr de) reason for his success was that he
 wo
- No. Right
 No. Wrong
 Mark (R—W)

Large Column

THE said us in all lands. In "Education," the organ of the South Wales Teachers' Federation we read: "Now when a teacher begins to become dull to his pupils, when he allows himself to lapse into settled and almost automatic methods of instruction, and above all when he comes to look upon himself as an expert on education, then he ought either to indulge in a real course of self-examination or he ought to retire. Some are too old to adopt the former course, others are mentally too lazy."

An interesting item in a recent "Manitoba Teacher" contains the following arithmetic paper set at an entrance examination in 1880 in Ontario. How would the average eighth grade pupil in British Columbia regard this in 1927? What mark would he make on it? Would a high mark indicate good teaching of arithmetic?

June Examinations, 1880, Admission to High Schools

Values Time, Two Hours.

10 1. Multiply one hundred and seventy-four millions, five hundred and fifty thousand, six hundred and thirteen, by six hundred thousand, four hundred and seventeen. Explain why each partial product is removed one place to the left.

10 2. Define measure, common measure, and greatest common measure. Find the G.C.M. of 153517 and 7389501522.

10 3. Show that $\frac{1}{2} = \frac{1}{2}$

$$\text{Simplify } 4\frac{1}{2} \text{ of } \frac{1}{2} \text{ of } 7\frac{1}{2} \quad + \quad 2\frac{1}{2} + 1\frac{1}{2} \quad = \quad 12354$$

$$12\frac{1}{2} - 2\frac{1}{2} \quad + \quad 9\frac{1}{2} - 3\frac{1}{2} \quad = \quad 12355$$

10 4. A brick wall is to be built 90 feet long, 17 feet high, and 4 feet thick; each brick is 9 inches long, $4\frac{1}{2}$ inches wide and $2\frac{1}{2}$ inches thick. How many bricks will be required.

10 5. A merchant received a case of goods invoiced as follows:

12 pieces of silk, each 48 yards, at 5s. 3d. per yard.

15 pieces of cotton, each 60 yards, at $6\frac{1}{4}$ d. per yard.

20 pieces of cotton, each 56 yards, at $4\frac{1}{4}$ d. per yard.

14 pieces of Irish linen, each 40 yards, at 1s. $3\frac{1}{4}$ d. per yard.

Supposing the shilling to be worth $24\frac{1}{2}$ cents, find the amount of the above bill of goods.

10 6. Divide 76.391955 by nine hundred and twenty thousand, three hundred and eighty-five ten billionths.

10 7. D. D. Wilson, of Seaforth, exported last year 8,360 barrels of eggs, each containing the same number. He received an average price of 14.85 cents per dozen. Allowing the cost (including packing, etc.) to have been 13.5 cents per dozen, and the entire profit to have been \$7,900.20; find the number of eggs packed in each barrel.

10 8. The dimensions of the Globe newspaper are 50 inches by 32 inches, and the daily issue is 24,000 copies. How many miles of Yonge St., which is about 70 feet wide, might be covered with ten weeks' issue?

10 9. A flag staff 120 feet high was broken off by the wind, and it was found that .76 of the longer part was 2.15 of $9\frac{1}{2}$ times the shorter part. Find the length of each part.

The Portland Grade Teachers' Association recently held an entertainment to raise funds to endow a school-room in the Doernbecher Hospital. There are always many children in the Hospital well enough to receive school instruction, and the Association has assumed the responsibility for the provision of a well-furnished school-room.

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