

The B. C. Teacher

OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

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No. 10

EDITORIAL

HOLIDAYS

In keeping with the season, we are printing in this issue some holiday suggestions. Even for those who may not be able to avail themselves of the opportunity of visiting some of the "Beauty Spots of the Dominion," the information given will, we trust, be of general value and interest in connection with geography and history lessons.

Our advertisements also give outlines of the summer courses offered at the various universities, and at the Provincial Summer School.

In addition to travel and study, however, every teacher should make a special effort to obtain a few days' real vacation, and in this connection we feel that Mrs. L. O. Anderson, President of the Washington Education Association has expressed the case most succinctly in her message to the teachers of our neighbouring state.

She says in part:

"But what of the summer vacation? Do we school teachers belong to that unfortunate group who do not know how to take a real vacation? Are we like the sexton, in a story by Charles Dickens, who took a vacation after twenty years of continuous grave-digging? He had looked forward to this vacation for years, and when the day came he was told that he could spend it in any way that he chose. So he walked over a hill to the next cemetery and spent his day there watching the other sextons dig graves.

"The very thought of vacation fills the heart of the pupil with joy because it means for him a time when he can play, when he can do as he pleases, when he can be free from responsibility. He knows that instead of doing what he has to do, he will be able to

do what he wants to do. The biggest lesson that we can learn from these 'real vacationists' is to relax, to re-create and rejuvenate ourselves. Some of us have been grinding away year after year in spite of the fact that our fagged brains and our jaded nerves cry out for a complete change. Do we expect perpetual motion?

"It is a tragedy if we no longer feel an inner urge to play. 'We do not stop playing because we grow old, but we grow old because we stop playing,' was the belief of G. Stanley Hall. Every teacher needs time—a week or two at the very least—in which to do as she pleases—to take up her temporary abode in the charmed land that knows no duty or obligations.

"Why not yield to that longing for a real vacation? It may be in a flivver, on a camping trip, into the hills or mountains, beside some stream or merely sitting in the shade at home. It is change—it is rest.

Mental upkeep and trips to mental repair shops are a necessary part of our business, but in our anxiety to cram life so full of useful things are we not in danger of taking ourselves too seriously?

"After holding ourselves rigidly to our chosen tasks during the past year should we not look to our own souls as did Sambo, the coloured boy? 'What you all doin' there, Sambo, strummin' at the banjo an' singin' away all by yerself?' taunted a passerby. 'I's just a serenadin' my own soul,' was Sambo's serene answer.

"If we would but yield, for even a short time, to that vacation spirit, we would come back to our schools in the fall with renewed enthusiasm and strength. We can not give so freely of ourselves month after month during the school year unless we build up a great reserve of physical and spiritual

energy. Paradoxically during the vacation we sometimes gain the most when we work the least. So let us lapse for a brief period into a 'beautiful emptiness of mind,' let go of this nerve tension, and then start all over again.

"Let each of us plan for the summer that lies just ahead a few days of real vacation—days in which we shall do as we please. Not what other people like or what we think we ought to like, or what we are supposed to like or what we try to make ourselves believe we like."

"All together now—study, travel and R-E-S-T for the summer vacation so that next year may be the best ever!"

EDUCATION '26 AT U. B. C.

Education '26 has had a splendid year. We have been well received in the schools, and have not suffered too keenly, at times. We just send our little song along to those who have already acquired the dignity of being teachers, to remind them of the experiences they themselves passed through; and we join in thanking them for helping us in our Hour of Trial.

SONG OF EDUCATION

Sing a song of "Education '26 at U.B.C."
From the peaks of pedagogy, we descend O Varsity,
To proclaim our worthy station, for each student will agree
That the future of the country must depend on such as we.

Sing a song of "Education"—far above a mere degree,—
Dabbling in a score of subjects,—do not wonder,
Varsity,
If at lowly, High School lessons, we are labouring anxiously,
For we have to get the feeling, and like little children be!

Sing a song of observation! Off we go, an eager band,
Into schools to watch and wonder, visiting our Promised Land;
Sing a Song of Practice-teaching; sing it in a minor key,
For the sake of past misfortunes, and the miseries to be.

Sing a song of "Education!" We know every kind of "Q";
We are masters of the secret—what is false? and what is true?

Oh, the joys of pedagogy are recited full and free
In our weekly spare half-minute—Miserere Domine!

ELSIE RILANCE, Ed. '26.

OSCAR HARRY ANDERSON

The death of Oscar Harry Anderson, only child of Mr. and Mrs. John Anderson, of Revelstoke, took place on April 10th, following an illness of scarlet fever. He was born in Revelstoke on January 21st, 1906, and received his early education in the public and high schools of that city. He matriculated in June, 1922, and took the first year course of the University of British Columbia.



In June, 1924, he graduated from the Victoria Normal School with a First-Class Certificate, and during the year 1924-1925 taught at Balmoral School, near Notch Hill.

Last September he took charge of the Bowie School, about 40 miles west of Revelstoke, and taught there until the beginning of the Easter vacation. He was planning to attend the University of B. C. summer sessions to work off the second and third year courses, with a view of taking up High School teaching.

He was a young man of sterling character and most exemplary habits. As a teacher he was very successful and gave promise of developing into an outstanding member of the profession. He was much loved by all who knew him, and will be sadly missed. Mr.

Anderson joined the Federation during his Normal School course and was a loyal supporter at all times. We extend to his parents our heart-felt sympathy in their sad bereavement.

Canada as a Tourist Mecca

By E. H. Banks

In few countries of the world today can a holiday be better enjoyed than in Canada, which is slowly, but surely, becoming a world wide tourist centre. In fact, competent judges consider that it will not be long before the annual tourist traffic brings into the country a sum of money equal to sixty per cent. of Canada's average yearly wheat crop.

As so often happens in such cases, this homeland of ours is better known to outsiders than to ourselves. The holding of the Canadian Teachers' Federation this year, from August 2 to August 6, at Charlottetown, Prince Edward Island, should, however, enable the teaching force of the Dominion to grasp the situation thoroughly, as cheap fares are being put into force to Charlottetown, over the Canadian Pacific Railway, from all parts of Canada.

It will, therefore, only be a matter of time before our teachers instill into the rising generation a complete knowledge of the country.

Many of the teachers will not, for various reasons, be able to make the long journey to Prince Edward Island, and the purpose of this article is to give a slight sketch, more particularly of the beauties of the Canadian West.

For centuries the Alps of Switzerland have stood pre-eminent among mountain ranges that combine beauty and sublimity in equal measure. In the last half century, however, a new mountain range, the Canadian Pacific Rockies, equalling the Alps in their mingled beauty and grandeur, has been opened to the world.

It is, in fact, less than forty years since the Canadian Pacific Railway unlocked the closed door to these Canadian mountains, and yet the yearly visitors are even now numbered in tens of thousands.

Absolute comfort is assured the wayfarer, whatever part of the mountains he may care to explore, for, in addition to the palatial hotels at Banff and Lake Louise, the Canadian Pacific operates no less than nine bungalow camps, with a total accommodation of approximately 400 rooms.

Charges at these up-to-date camps are very reasonable, and have been fixed at an inclusive price of \$5 per day for each guest. These camps have been built at Hector (2); Field (2); Lake Louise; Castle Mountain (2); Radium Hot Springs and Invermere. These camps are all very easily reached from the railway, and a great many of them are within easy distance of each other. A favorite camp is the one at Wapta, from which Lake O'Hara Camp can be reached in a short time.

Meals in the mountains are all good. But meals at

the Lake O'Hara camp take on an extra special wonder, by virtue of the fact that everything has to be brought in over that nine mile trail from Hector. Yet you have whatever your heart could desire, including salads and the choicest fruit.

The accommodation at these camps is of a nature that especially appeals to the climber, the hiker, the trail rider, or the artist. It consists of sleeping accommodation in small log bungalows, which cluster around a central community building, in which is an attractive dining and lounging room. The camps are, of course, much less formal than the hotels, and very much favored by people who prefer to be where there is a quiet and peaceful atmosphere.

Banff and Lake Louise are the show places of the Canadian Pacific Rockies, and here in very truth, grandeur and an endless beauty reign supreme. Banff, which is on the eastern slope of the mountains that lead down into the prairie realms, has been for many years the gateway to Rocky Mountain National Park, and has attracted countless tourists and lovers of nature from all corners of the earth.

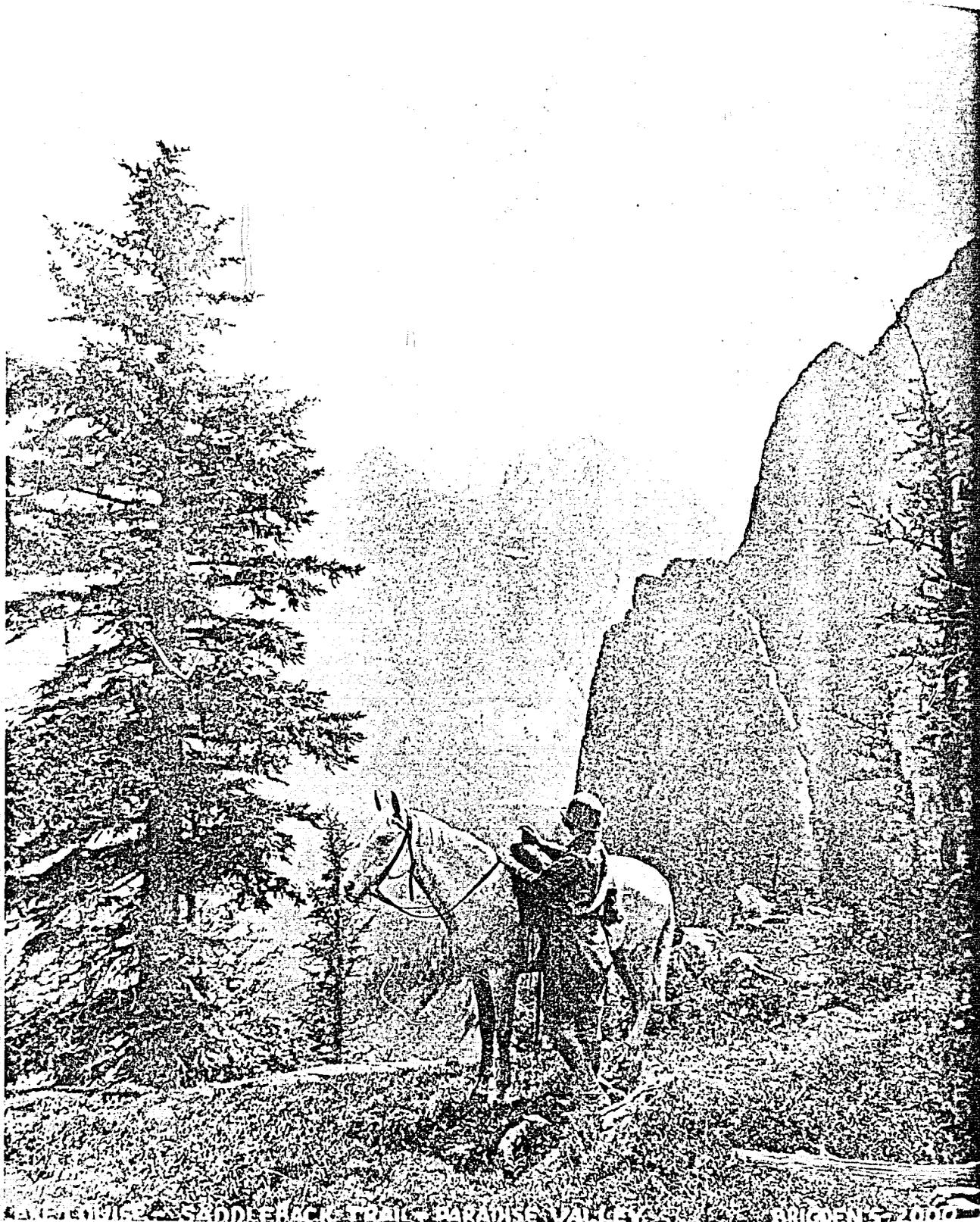
If the traveller wants a holiday, he or she will find all wants supplied at the finest mountain hotel in the world—the Canadian Pacific Banff Springs Hotel, which has just been rebuilt. Sulphur springs, bathing pools, also an excellent golf course and tennis courts, form some of the many attractions at this resort.

A short way west on the main line is Lake Louise, known far and wide as "The Pearl of the Rockies." This simply perfect lake bears the liquid music and the soft color notes of its name into the realm of the visible. It is indeed one of Nature's beauty spots.

Here, on the margin of this angelic lake, the Canadian Pacific has placed the far-famed Chateau Lake Louise in one of those marvellous alpine flower gardens in which the Rockies abound.

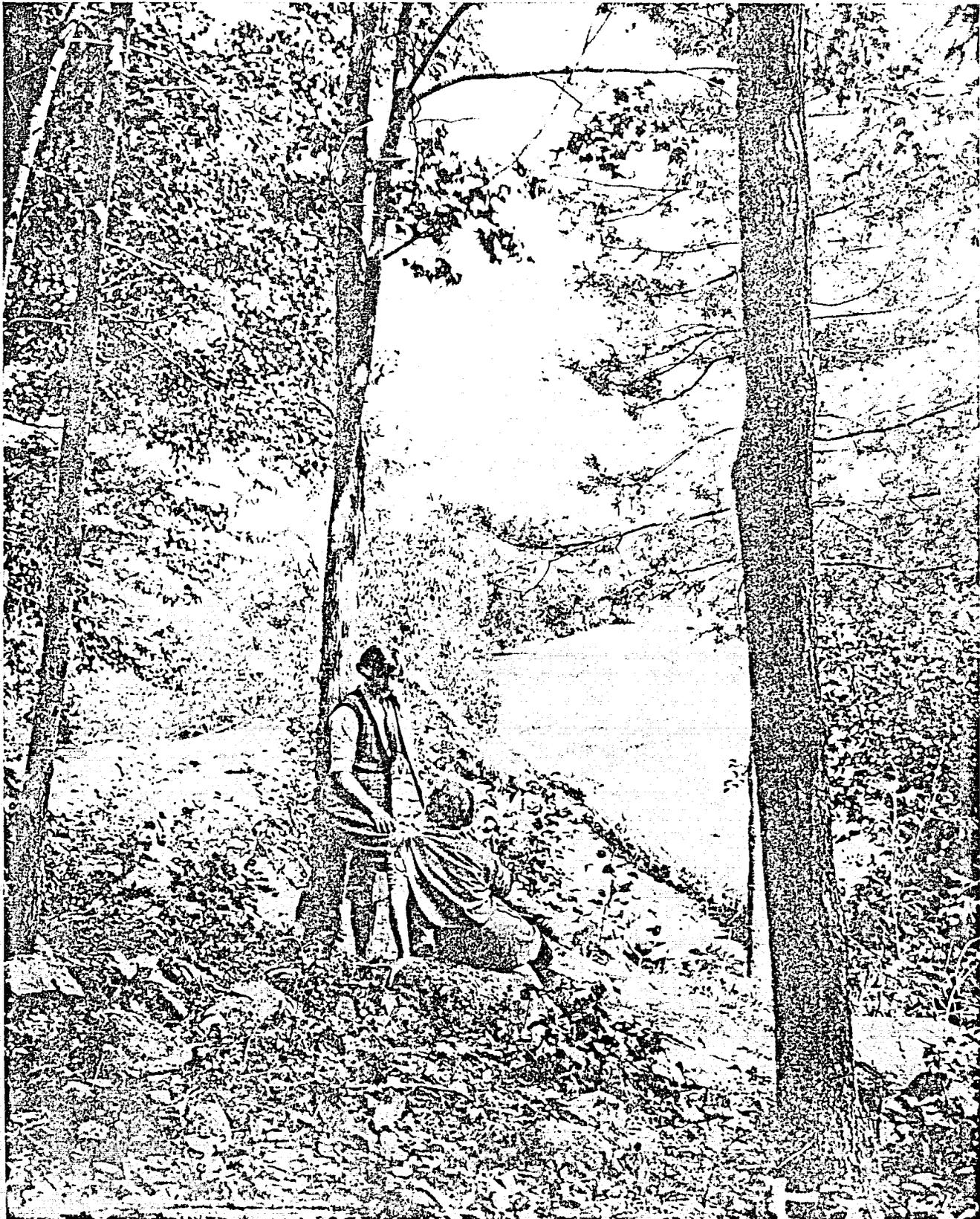
If one is not keen on going farther afield than British Columbia, there are numbers of most interesting trips which can be taken through the province itself. For example, for a few dollars over the twenty dollar mark the holidaymaker can journey to Sicamous, thence go through the beautiful Okanagan Valley to Penticton and back home over the Kettle Valley Railway, or he or she can go through the Arrow Lake district, taking in Nelson. This latter trip costs but \$35.05, and the two combined \$41.95. Both these trips are rail and water trips combined, and are through a country of great scenic beauty.

If a water trip entirely is desired, the trip to Alaska on either the Princess Charlotte, Louise, or Alice,



SADDLE BACK TRAIL, PARADISE VALLEY, B.C.

(Courtesy of C.P.R.)



THE CALL OF THE WOODS

(Courtesy of C.P.R.)

will give the tourist one of the times of his life. Equally enjoyable is the sail round the West Coast of Vancouver Island to Port Alice.

This year the British Columbia Coast Steamship Services are featuring a special seven-day circuit tour round Vancouver Island, for an inclusive price of \$60. The Princess Mary will take this trip, and will sail on July 3, and already there are signs that all the 125 berths will be fully booked. While it is impossible in a short article to do more than touch on the beauty spots of any single country, mention must certainly be made of Revelstoke, in British Columbia, which is a veritable mountain paradise. Here is a first-class hostelry operated by the railway, while the Revelstoke National Park is a picture, situated as it is, on a wide park-like plateau, with scattered groves of balsam and fir. Everywhere, growing in great profusion, are daisies, lilies, marigolds, lupins, and red mountain heather.

This summer the Canadian Pacific Railway has decided to issue low fares to all eastern destinations, both in Canada and the United States, and all those contemplating anything of a lengthy holiday should not fail to spend several days in Toronto, Montreal and Quebec. Nor should the magic beauties of the Maritime Provinces be overlooked, and he would be a poor Canadian, if he could afford to do so, who did not visit Winnipeg, the gateway city of the West, and sojourn awhile at the prairie cities of Regina, Saskatoon, Edmonton, Calgary, Moose Jaw and Lethbridge, where the people are the most warm-hearted in the

world, and the climate in the summer equal to the Riviera.

The provinces of Quebec and Ontario abound with places of interest, practically all of which can be reached by the Canadian Pacific Railway. As large almost as half of Europe, the beautiful province of Quebec has a wealth of attraction. In the province are over 3,500,000 acres of lakes and 130,000,000 acres of forests. The countless rivers, streams and lakes teem with fish, while the forest shelters deer, moose, bear and smaller game. The social centre of the province is the Canadian Pacific hotel, the Chateau Frontenac, situated in the historic city of Quebec, which was founded twelve years before the Pilgrim Fathers reached this continent. Commandingly situated on Dufferin Terrace, it affords magnificent views of the noble St. Lawrence. It is an ideal spot.

The Algonquin Hotel at St. Andrews, New Brunswick, is Eastern Canada's summer resort, charmingly situated overlooking Passamaquoddy Bay. During the summer months the Canadian Pacific operates a through sleeping car service between Montreal and St. Andrews.

The railway operates three bungalow camps in Ontario, at French River, Nipigon River and Devil's Gap Camp at Kenora. It also operates several fishing camps. The Lake of the Woods country in and around Kenora, which is 126 miles east of Winnipeg on the main C. P. R. line, is about as pretty a country as is to be found anywhere in the world. In addition, splendid fishing for bass, lake trout and pike can be had.

Federation News

H. Charlesworth, General Secretary)

Membership.

Special efforts have been made to enrol a record membership this year. The results to date have been encouraging in some respects—but very discouraging in others.

A particularly gratifying feature is that already 102 new paid-up members have been enrolled since Easter—and 98 former members, who have been out of the organisation for a year or more, have returned, and are now in good standing on our paid-up files. A further satisfactory condition lies in the fact that we have 106 unattached members on this year's records. The isolated teachers are always more difficult to reach, but we have had splendid success in this regard. Again, we have 121 student members enrolled from the Victoria Normal School, and the U. B. C. Education Class. The Vancouver Normal School students will be addressed this week with a view to enrollment.

Our present paid-up membership for this year is 837, and our complete membership 958—including the student members—as against 664 at this time last year.

In addition, we have definite promises of renewal in the months ahead from 252 of last year's members.

Our complete enrollment at the present moment is as follows:

Carried on records from last year	1608
New members added - - - -	200
Student members - - - - -	121
	<hr/>
	1929
Number resigned — leaving profession - - - - -	14
	<hr/>
Present number on records - - -	1915
	<hr/>

Some of our Local Associations have done good work, as may be seen from the list below, but, unfortunately, in spite of many appeals, others have not held meetings, nor have they made any definite attempt to assist in the work of building up our organization.

The Federation has sent out literature and appeals to every teacher, but the individual teacher in centres where there are local organisations can only act through the Association, and if no local effort is made our work is of no avail. We have been informed of cases where the teachers have never been asked for a fee by the local officers or staff representatives, and in some cases teachers do not even know the name of the person to whom fees should be paid. We realise very fully the good work done by many local officers, and we have a deep sense of gratitude for the time and energy they display in the discharge of their honorary duties. We hope that those whose membership is low may emulate those whose record is indicative of good work well done.

Our main idea was to have the bulk of our membership files completed by June, so that we could plan for definite constructive work in the Fall without having to be constantly returning to membership details. We have superannuation, a standard salary scale for the Province, definite research work in B. C. education, etc., before us, in addition to a system of Fall Conven-

tions, and organisation meetings in connection with parts of the Province at present unorganized. The general secretary is planning to visit every local association when the schools reopen, with the specific purpose of outlining many of the activities of the Federation which have as yet received no publicity, but which amply prove its value to every teacher in B. C., no matter what his or her position or location might be.

May we, therefore, once again ask that an effort be made to enrol every possible member before school closes, and may we ask last year's members who have not yet paid their present year's fee, to notify us of their intention to do so, and the time of such payment, on the stamped addressed envelope already forwarded, or the stamped addressed envelope already for-
letter. This simple duty will aid us tremendously, and in asking this we are seeking only to further the interests and increase the efficiency of the Federation.

MEMBERSHIP RECORD TO JUNE 7, 1926

Association	Last Year	This Year to Date
B. C. M. E. H. A.	19	7
Burnaby	56	25
Chilliwack	11	4
Comox District	11	1
Cranbrook	3	2
Dewdney	2	2
Esquimalt	5	0
Fernie	11	2
Grand Forks	4	2
High Sch. T. A. L. M.	86	49
Kaslo	2	0
Langley	19	7
Mission	10	7
Nanaimo	47	22
Nelson	11	2
Nicola Valley	13	0
New Westminster	89	22
Normal Graduates	127	5
North Van. City	31	29
North Van. District	21	12
Okanagan V. T. A.	88	29
Point Grey	73	31
Port Alberni	6	1
Prince Rupert	25	20
Revelstoke	10	1
Richmond	6	2
West Vancouver	8	11
South Vancouver	162	109
Thompson Valley	20	19
Trail-Rosland	13	7
Unattached	152	106
Vancouver	295	208
Van. & D. Home Econ.	10	7
Van. Is. High School	7	3
Victoria	136	53
Student Members	—	121
Life Members	1	3
Associate	3	2
Honorary Members	7	7
Fees Allowed	8	12
	<hr/>	<hr/>
	1608	952

This Is It

THE
"Daily Assignments" Pad

Endorsed by every teacher and student who has seen it. A simple means of recording the work assigned in any subject to any class, from day to day, for the school-year. Suitable for both teachers and students in high schools, normal schools, technical schools and in the higher grades of the public schools.

Sample will be mailed to teachers for the price—20c, and if the teachers will, in August, send in the name and address of the dealer who handles their school supplies, together with the number of pads likely to be needed, these will be on hand at the dealers in time for school-opening in September

D. L. MILNE
HIGH SCHOOL PRINCIPAL
WEST SUMMERLAND
British Columbia

Report of Federation Executive Meeting--Saturday, May 29th, 1926

A meeting of the Executive Committee of the British Columbia Teachers' Federation was held in the Technical School, Vancouver, B. C., on Saturday, May 29th, 1926.

The following is a brief synopsis of the business transacted, in addition to the ordinary routine work of the Federation.

(a) Appointment of Fraser Valley representative on the Executive left over until reorganisation of the Valley in the Fall.

(b) Letters from Mr. G. A. Fergusson and Mr. J. M. Campbell expressing appreciation of honour of Life Membership conferred at Annual Meeting.

(c) Letter from Mr. Alex. Martin resigning position on Executive, as it has been the custom to have the Local Association President a member of the Executive, and Mr. Martin is now Past President of the Local Association. The resignation was laid on the table until the next meeting, with the request that Mr. Martin be present in person to discuss the matter with the Executive.

(d) General Secretary's Report dealing with membership and law cases (as outlined in this issue)

(e) Report of delegation, consisting of Mr. G. W. Clarke, J. G. Lister and Mr. H. Charlesworth, to Department concerning "Superannuation." Mr. Lister reported good progress made and preparattin for definite scheme to be submitted to Federation in the Fall.

(f) Mr. F. H. Dobson was appointed by unanimous vote to the Vice-Presidency of the Federation for the present year.

(g) The General Secretary brought to the notice of the Executive that certain teachers in assisted schools had suffered a reduction in salary in April, by reason of the Legislature having reduced the amount paid to the school, in the estimates, and suggested that this matter be taken up with the Department, it being pointed out that every teacher was by law entitled to an annual salary in ten equal instalments, and that these teachers had only received seven sunh instalments before a reduction was made. It was decided to ask the General Secretary to take the matter up with the Department.

(h) Report of Editorial Board outlining definite proposals for magazine for coming year. Owing to a division of the work involved, and with specific plans for development mapped out, future prospects are most encouraging.

(i) Plans for formation of a Federation Educational Research Committee, the magazine being used to publish and record its findings. This committee is to investigate and conduct experiments in educational problems as they affect our Province, and is to appoint sub-committees and secure outside co-operation as they deem advisable.

(j) Budget for year was presented by the Finance Committee and adopted.

(k) Arrangements were made for calling for tenders for printing of the magazine for the next year.

(l) After full discussion of details re moving of the Federation Office to Vancouver, it was left to the Consultative Committee to make the final arrangements concerning new offices, and time of moving, etc.

(m) Mr. G. W. Clark, Mr. W. H. Morrow, and Mr. H. Charlesworth were appointed Federation delegates to the Canadian Teachers' Federation meeting at Charlottetown, P. E. I., in August. Miss N. M. McKillican and Mr. E. H. Lock were nominated, but could not accept for personal reasons, and withdrew their names. As alternate delegate Mr. F. H. Dobson for Mr. Clark, Mr. H. W. Creelman for Mr. Morrow, and Mr. A. S. Matheson for Mr. Charlesworth, were appointed.

(n) Report of delegation from the Provincial High School Teachers' Section, to the Department, concerning Convention resolutions. Delegation consisted of Mr. G. W. Clark, Mr. W. R. Smith, Mr. J. T. E. Palmer, Mr. J. H. Hall. Mr. Smith reported a very successful meeting, and outlined the progress made.

(o) Report of the Blairmore Fund showed contributions received from a few of the Associations and individual members. Association representatives were asked to take this matter up in their various districts.

(p) Mr. Fergusson High School representative on the Senate of U.B.C. spoke on Matriculation Credits, the Department being willing to give credit to any student who makes 50 per cent. on any paper, and also stressed the necessity of every teacher doing all possible to secure support for the idea of a complete degree course by extra-mural work. He also brought forward the idea of pressing for opportunities whereby those within reach of the University should be given an opportunity to take work by lectures (on some evenings and Saturdays) so as to get extra training in education. He was authorised to take this matter up with the proper University authorities on behalf of the Federation.

(q) Mr. Charlesworth spoke on the matter of general protection of teachers in rural districts, particularly from petty persecution on the part of parents, and in some cases trustees, and promised to outline some concrete proposals for the next meeting.

(r) It was decided to remind all Federation members that in case of difficulty they should get in touch with the Federation Office immediately, and that no action, particularly of a legal nature, should be undertaken before communicating with the Federation, unless in an emergency.

(s) It was decided that a letter of condolence be sent to the parents of the late Miss Loretta Chisholm,

teacher at Port Essington, who was the victim of a brutal murder.

Mr. Charlesworth reported that the Vancouver School Board had decided to adopt a by-law calling for a reduction of 1-250 of the annual salary (instead

of 1-200 as has been the case formerly) for each day's absence of a teacher. This in line with the amendment covering rural schools, and will, no doubt, be generally adopted, thus ending a long Federation fight to prevent 1-200 being legalised.

Two Important Law Cases

I. Injunction to Prevent Suspension of Pupil.

During the past month two cases of extreme importance to teachers of B. C. have been decided in the courts.

In the first case a pupil of the Kamloops High School was dismissed from school for persistent idleness, disobedience, and general misconduct. The parents made application to the Supreme Court for a mandatory injunction against the Kamloops School Board, and J. W. McNab, as Principal of the Kamloops High School, for an order that the Kamloops School Board rescind the suspension and admit the boy to High School to continue his tuition.

The case was brought up before Mr. Justice W. A. Macdonald, and after a full day's hearing, the plea of the applicants for an injunction was dismissed with costs.

The judge expressed himself as being of the opinion that it would not be conducive for proper discipline in school if it were possible for a pupil to appeal to the Courts for what was to all intents and purposes a review of his teachers' actions in enforcing discipline. He felt that it was entirely within the province of the teacher to apply such disciplinary methods as he saw fit, including dismissal as provided in Section Eight of the Rules, provided that where such teacher would actually dismiss a pupil that the report was made with a certain degree of promptitude to the School Board.

Arising out of this case, the Federation solicitor, who held a watching brief for the Federation, makes the following important suggestions, which all members would be advised to follow:

- (1) For the protection of the teacher a report, such as is contemplated in Section 133, should be in writing, this preventing any misconception arising at a subsequent date. While the Act does not call for this, it would be to the advantage of all concerned.
- (2) A report of a dismissal should be made to the School Board on the same day as the dismissal takes place, and some instructions asked for as to the immediate disposition of the pupil.

II. Claim for Sick-pay Allowance:

The second case was that brought by Miss Farnell, of Esquimalt High School, against the Esquimalt School Board, for payment of ten days' sick allowance for the present year, together with four days' accumulated sick allowance from last year. The Board had

a counter claim for the amount paid to Miss Farnell's substitute.

There were many exceptional circumstances in this case. Miss Farnell was ill for a few days during June of last year, and was advised to undergo an operation. As she has no relatives in Canada, she desired to visit and consult with her parents in England before coming to a decision. This she did, and was finally operated upon in London, in July. During August and early September, she was convalescing in France and England. She returned to Esquimalt in time to resume teaching in October.

She had not notified the Board directly of her inability to return in time for school opening in September, but her parents had notified the Principal of the High School, who, however, had not given this information to the Board until the day school actually opened. In this connection he explained that until that day he thought that the school could continue without a substitute, but that owing to a change in the location of the High School, three rooms in the Public School being used, it was impossible to continue as he had hoped.

At the completion of an all-day hearing the judge ruled that the Act had been fully complied with by these proceedings, no absence having been in existence until school actually opened, in spite of the Board's claim that they should have been notified immediately. He also ruled that the teacher was entitled to ten days' sick pay during the month of September, but under the circumstances was not entitled to the accumulated portion from the previous year. The Board's counter-claim was not entertained.

Although Miss Farnell was not a Federation member the Federation was represented in the case by Mr. H. Norman Lidster, Federation Counsel, who again held a watching brief on behalf of our organisation. It was realised that the decision would involve a question of importance to every teacher in the Province, namely, "What constitutes a day's pay for a teacher." This has never been judicially determined, but it is involved in the decision given in this case. After some discussion on this matter His Honour, Judge Lampman, reserved his decision.

These cases will be referred to again in the September issue. In the meantime, however, it is a matter of satisfaction to note that in each the teachers' position has been vindicated, and precedents of great value have been established.

Past, Present, and Future of the League of Nations

III—THE ACHIEVEMENTS OF THE LEAGUE

By Frederick H. Soward, Assistant Professor of History, University of British Columbia

(Continued)

PEACE

Whatever the League has done to promote Justice and preserve Life it must be judged primarily by its attempts to keep the Peace. Without Peace, Justice vanishes and millions are robbed of Life. Moreover the problem of Peace is the most vital one of our generation, since we are still staggering from the shock of the World War and know only too well that the next would be infinitely more deadly and far-reaching in its effects. To-day there is, perhaps, among the great mass of Europeans a stronger will to peace than ever before in history. Yet Europe is so torn by fear and hate, by suspicion and chauvinism that the descent to the abyss of War is only too easy.

In its work as a Peace-maker the League has been often in the position of the Psalmist who wrote mournfully "I labour for peace but when I speak unto them thereof they make ready for war." The League has been specially hampered by the absence from its Councils of the United States, Russia and Germany. It has had to bear the brunt of reproaches for defects in the Treaty of Versailles while powerless under the Treaty to discuss such questions as Reparations that have helped to heighten discord. Most of all it has been faced by a vicious self-regarding nationalism that has forgotten or forgiven nothing. Yet with all these defects the League has helped to guide us into the way of Peace.

Political Disputes

The first political dispute settled by League machinery was the quarrel between Sweden and Finland over the Aaland Islands in the Baltic Sea. These islands were governed by Finland since her independence in 1917 but were inhabited by people of Swedish origin who wished to be under Swedish rule. Under Article XI of the Covenant, Great Britain exercised her friendly right of bringing the dispute before the Council. In January 1920, Finland though not at that time a member met with Sweden and the Council to discuss the dispute. A Commission of three, one Belgian, one Swiss and one American visited the islands and on their advice the Council recommended that the Islands be neutralized, that Sovereignty remain with Finland, but that she give new, and guarantees of, Minority rights to the Islanders. This Finland did, and, though disappointed, Sweden to her lasting credit accepted the solution. The Swedish people then inaugurated their record of service to

the League in a true international spirit, that no country has surpassed.

In the same year (1920) the League Council was asked by Poland to intervene in the quarrel between Poland and Lithuania over boundaries. The Council prevented open war between the Countries but was unable to reach a solution satisfactory to both parties despite the unwearying efforts of Monsieur Hymans of Belgium, President of the Council. The main reason was the ardent nationalism on both sides and the support of Poland by her ally France. Ultimately Poland received the disputed territory from the Council of Ambassadors who continued to function to liquidate the Treaty of Versailles. Thus in this instance the League had failed to reach a settlement but had averted open war. In 1923 Lithuania and the League were in dispute again over Memel, a German city held by the Council of Ambassadors. With the help of a Commission headed by Norman Davis, an American, the question was settled satisfactorily.

Albania furnished another opportunity for League intervention. Set up in 1913 after the Balkan Wars with vaguely defined frontiers Albania led a precarious existence during the World War and never acquired a stable frontier. After the war parts of it were coveted by Greece and Jugo-Slavia. In November 1921, press reports told of the invasion of Albania by Jugo-Slavia troops. The British Government promptly requested a Special Council meeting and the very possibility of League action curtailed Jugo-Slav credit and caused her to reflect. When the Council met, enlarged by Jugo-Slavia and Albanian delegates, the dispute was settled and a Balkan war prevented. Since then Albania has been helped to adjust her frontier with Greece, has been rescued from famine and disease and has been given a financial adviser.

The quarrel between Poland and Germany over the plebiscite area in Upper Silesia is the most thorny political dispute the League has tackled, being complicated by the quarrels between France and Britain over the same situation. In fact the question had only been given to the League after the Supreme Council had been unable to reach a decision. The League Council appointed a special commission of neutral powers, Brazil, China, Spain and Belgium to study the problem. They presented a plan which was, after slight alterations, accepted as a convention between Poland and Germany in May, 1921. This Convention of 606 articles, the longest in history, made some alterations in the frontier line and provided for a com-

mon "industrial triangle" for 15 years. Once again, the settlement was imperfect, from the very nature of the situation with populations hopelessly intermixed, but it broke a deadlock between Poland, Germany, France and Great Britain that might have had various serious consequences.

The Corfu case in September 1923 was made difficult by the inflammatory nationalism of Italy and the position of the Council of Ambassadors. When an Italian General, a member of a Commission between Greece and Albania was murdered by bandits. Italy presented a brutal ultimatum and seized Corfu as a "pledge." Greece appealed almost simultaneously to the League Council and the Ambassadors. Italy refused to recognize League jurisdiction but would accept the decision of the Council of Ambassadors. Hence the League wisely decided to offer suggestions to the Council that might help towards a peaceful solution. These were accepted almost in toto, although later the Conference of Ambassadors unjustly fined Greece for the murder. But as Mr. Baldwin has said, without the League "a resort to arms would almost inevitably have taken place." Again Italy's refusal to accept League mediation brought down upon her from the League delegates at Geneva a storm of protest and dislike that had a distinctly chastening effect. In fact Corfu gave one of the best examples of how a "League opinion" was being created.

The finest example of League prevention of war was given in October 1925 over the frontier fighting between Greece and Bulgaria. Bulgaria appealed to the League on October 23rd. The Council met on the 26th, the Swedish member coming by aeroplane in order to be on time. The Council commanded Greece and Bulgaria to withdraw their troops and gave them 60 hours to do so. The military attaches of the Great Powers, who were in the area of dispute were to report action. Both faced by a threat of League action did so and a Special Commission investigated the dispute. Greece was found in the wrong and fined for her precipitate action. A war had been averted and the power of the League had been demonstrated, as Mr. George Glasgow says, to be "100 per cent effective."

Besides these disputes the Council has had to mediate in numerous boundary disagreements as between Britain, Turkey and Iraq and Poland and Czecho Slovakia. These settlements or partial settlements show a steady increase in League technique and efficiency. It is probably not big enough yet to mediate with sure success in a "first class" war. But while it has been stopping minor wars it has been studying how to abolish war as an institution. Hence we must now study the growth of the movement for what Senator Borah has termed the "outlawry of war."

The Outlawry of War

To render war in the course of ultimate extinction it is essential to create a feeling of security for all nations, to establish a working system of arbitration, mediation and judicial settlement, to reduce armaments to the lowest possible degree consistent with natural security, to define aggressive war and to create a public opinion opposed to war as a means of settling disputes.

Since its foundation the League has attacked the questions from all these angles. Its Covenant makes war among member states a weapon only to be used in the last resort, the Council provides a means of mediation and of creating arbitration commissions and the World Court is an effective judicial body. In its efforts to achieve disarmament as required under the Covenant the Assembly recognized that security must come first. Hence the presentation of various schemes with that end in view. The first was the Draft Treaty of Mutual Assistance prepared from schemes which Viscount Cecil and Colonel Reguin presented to the Assembly in 1923. It declared aggressive war was an international crime—but did not define it. It permitted regional alliances to create mutual guarantees of security and offered a scheme for the general reduction of armaments under Council direction. The treaty strengthened this power of the Council under Article X to call for assistance for the

The Teaching of Shorthand in Business Colleges in Canada

The 1924 Survey of Education, recently published by the Dominion Bureau of Statistics at Ottawa, contains the following particulars regarding the systems of shorthand taught during the year:—

System	No. of Students	System	No. of Students
Isaac Pitman	6,147	Graham Pitmanic..	60
Gregg	1,971	Mack	1
Paragon	187	Perrault-Duploye ..	750
Boyd	69	Russell	60
Elie	145		

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victim of aggressive war. The Treaty was favoured by many European powers headed by France, but was rejected by Great Britain as not offering a real guarantee, and tending to make possible the dangerous system of "defensive alliances."

In 1924 the Assembly again tackled the problem under the leadership of Ramsay Macdonald and Edouard Herriot, Prime Ministers respectively of Great Britain and France. Under their direction and helped by an "American plan," the work of General Tasker Bliss and Professor J. T. Shotwell, the Assembly produced the Geneva Protocol for the Pacific Settlement of International Disputes, which was signed by 10 member states. The Protocol declared aggressive war an international crime and defined the aggression as a state which refused mediation, arbitration, or the World Court for its disputes or which resorted to war after it had accepted one of these means. Compulsory jurisdiction of the World Court and Compulsory Arbitration of non-justifiable disputes would arise under such a scheme. This means of procedure does not apply to "domestic" questions. The protocol strengthened the "Sanctions" provided for under Article X, and called for a general disarmament conference after its ratification.

Though the Protocol for the first time in history attempted to outlaw and define satisfactorily aggressive war, though it linked together Security, Arbitration and Disarmament, it was rejected by the British

Empire at the Council meeting in March 1925. The typical British dislike of logical generalities and the fear of complications through the non-participation of the United States in the League of Nations were the main motives of rejection. It caused deep disappointment among many of the European League members who announced their determination to continue to advocate the Protocol Principles. The British were now in honour bound to promote security in some other means and hence grasped at the German offer to promote security with France. Hence the Locarno Pacts which use the Protocol definition of aggressive war, hinge upon Germany's entering the League, and last until declared unnecessary by the League Council. In these pacts Britain accepted Compulsory Arbitration for France and Germany if not for the whole world.

The "Locarno spirit" has been somewhat soured by the recent fiasco at the special Assembly meeting to admit Germany. The failure to admit Germany reveals the strength of national egotism, the defects in the Constitution of the Council (but also its prestige value) and the menace of secret understandings as opposed to the normal frankness at Geneva. The Special Commission will undoubtedly propose reforms to meet the situation and next September will, in my opinion, see Germany enthroned a member of the League Council. In the future the League will probably tend to create more local security pacts on

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the model of Locarno and eventually link them in a general guarantee suspiciously similar to the Geneva Protocol. The more security pacts are made, the more disarmament will become popular. Until then disarmament in a large scale will not materialize.

The Future

In the future the League will constantly meet with new problems and new difficulties as any such international organizations must do. It will tend to become a World League, as American political memories grow dim and Russian suspicions and class-consciousness are allayed, as Turkey finds safety through co-operation and Mexico heals her internal disorders. The World Court must attain in time Compulsory Jurisdiction over all League members, and render decisions based on codified international law. As nationalism abates, the League will have to consider the dangerous problem of the revision of the Treaty of Versailles and kindred settlements. In the very distant future it may be the agent for the international distribution of raw materials and so check unhealthy monopolies in oil, rubber, potash or nickel. The League will constantly strive by its actions to enlarge the group of people, internationally-minded, who believe in the Unity of Civilization, the Brotherhood of Man and the Reign of Law. It needs Public Opinion more solidly behind it and in helping it to secure an enlightened public opinion education must play its part. Upon the teachers of the world there rests an honourable but heavy responsibility.

"WHAT IS THE MATTER WITH TEACHING?"

Many prominent magazines are devoting themselves to a campaign for the improvement of the nation's schools. A particularly notable article, written by John Dewey, and entitled: "What is the Matter with Teaching?" appeared in *The Delineator* for October. Accompanying the article was the announcement of a contest open to teachers, parents, and others interested in the schools of America. The offer carried attractive prizes and called for the solution to this problem: "What is the matter with the teaching profession, and how may its evils be solved?"

Mr. Dewey, himself, very thoroughly analyses the educational situation of to-day, discussing frankly the faults of America's schools, and laying the responsibility for them upon an indifferent public. His indictment contains at least six counts.

First, the people, while professing to believe in education, have not shown themselves willing to pay to keep in the schools the kind of men and women who are fitted for teaching.

Second, the people do not accord the teacher that position of esteem and social prestige which is the teacher's inherent right. The teacher, particularly elementary teacher, in some communities now occupies a position little better than that of a high-grade family servant.

Third, the country has not recognized the necessity of securing the finest teachers money can buy for the training of children from the very beginning of their school career.

Fourth, the public has taken little note of the call upon teachers of more gainful occupations, although this call in one year alone took more than 110,000 people out of the teaching ranks.

Fifth, out of the public's unwillingness to pay an adequate educational bill has come mass education, over-crowding, and uniformity. These evils have produced a state of nervousness in teachers and pupils, the danger of which is every day growing more apparent.

Sixth, and finally, the public has reduced the teacher to a rubber stamp. Local interests have continually interfered with the business of education by refusing the teacher freedom of speech on any controversial subject. By setting up an executive body distinct from the teaching body, and giving it far more deference than it gives the teaching staff, the public has driven the enterprising classroom teacher into the ranks of administrators for advancement. And then, making the yoke irksome to the last degree, it has so limited and censored the personal conduct of teachers, even in their social life, that men and women of spirit are either running out of the treadmill altogether, or breaking their hearts in its movement.—H. L. K.

—"Cincinnati Official Bulletin."

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Objective Tests and Their Use in Teaching

By D. A. Hamilton, Professor of Agricultural Education, the State College, Washington

"Tests will not replace skill, they will not replace tact, they will not replace kindness, they will not replace enthusiasm, or nobility. On the other hand they will not in any sense harm us, and they will be useful as helps, no matter how ideal our aims. Our ideals may be as lofty and subtle as you please, but if they are real ideals, they are ideals for achieving something; and if anything real is ever achieved, it can be measured. Not perhaps now and not perhaps in fifty years from now; but if a thing exists, it exists in some amount; and if it exists in some amount, it can be measured. I am suspicious of educational achievements which are so subtle and refined and spiritual that they can not be measured. I fear that they do not exist."—E. L. Thorndike.

History of Testing

Human nature is so constituted that we live in terms of ideals and visible accomplishments. Ideals and measurements motivate our work and thereby motivate life. Ever since the beginnings of formal instruction work, the teacher has tried to measure the progress of his pupils. Until the nineteenth century the oral type of examination was the most popular form of test used. Candidates for advanced degrees must, even at this date, undergo an oral examination. The prevalent "quizz" in classroom work is a relic of earlier days.

With the increase in the size of classes taught, the greater use of textbooks and more definite assignments for study purpose, tests requiring written answers gradually displaced oral tests in popularity, both with teachers and with pupils. Since 1875 the now, so-called, "traditional" type of written examination, a test consisting of from five to ten questions requiring theme-like answers, has been much in vogue. Even at this date, notwithstanding the publicity given to the new forms of tests during the last five years, the majority of teachers in college, High School, or Elementary grades are in blissful ignorance of, or do not possess the initiative and energy to try these new objective tests.

Objective vs. Subjective Tests

A subjective test is one in which the evaluation of the answer depends on the judgment of the examiner. The validity of the judgment is dependent on the mental efficiency, physical condition, amount of time available for examining the papers, and, unfortunately, on the personal bias of the examiner. The essay, or traditional type of examination is a good example of a subjective test. An attempt to evaluate the char-

acter of a person by means of a list of character traits, or to fix an I. Q. by means of intuition are examples of subjective testing. In objective tests the evaluation is not dependent on the examiner's judgment but on the actual production of the examinee. The latter's brain, not the former's, determines the grade in the test. It is an evaluation of the mental activities and resources of the person tested, and surely all agree that this is the purpose of testing. The "marking" of true-false, multiple choice, pictorial and other new forms of tests is not dependent on the opinion of the marker. In subjective tests this opinion or judgment as to the value of the answer is a variable quantity even in one person. If different persons mark the papers the variations in judgments are very great.

Unreliability and Subjective Tests

As early as 1889 the accuracy of examination grades, based on the essay type examination, was raised by Professor F. Y. Edgeworth of the University of Oxford. He asked the English "Journal of Education" to publish a specimen of Latin prose composition with the request that competent persons rate the paper. The marks received from twenty-eight competent examiners ranged from 45% to 100%. The studies of *Starch show similar amazing variations. On a final examination paper in geometry the grades given by 114 teachers of mathematics who examined the paper varied from 28% to 92%, and geometry is, supposedly, an exact science. Ten instructors in Freshman English in the University of Wisconsin graded ten final papers in Freshman English. The average score assigned to the papers by one instructor was 65.5%, while the average of another was 85%. In another experiment conducted by Starch a series of ten mathematics papers was graded by an instructor and then, after an interval of nine months, graded by him again, no reference being made to the former grades. The average difference in the grades assigned was 7.8%.

Weaknesses of Traditional Type of Examination

1. The marking must be largely a matter of the examiner's judgment.
2. The judgment of a person is a variable quantity, particularly under changing factors of time, environment, personal attitudes, and emotional state.
3. There can be no standardization, because standards vary widely among different examiners and with the same individual from time to time.

(*Starch Educational Psychology, pp. 434.47.)

4. The examiner is influenced frequently by the literary style, spelling, penmanship, neatness and other features of the essay type of answer.

5. There is much opportunity for camouflaging ignorance and other means of "fooling the teacher" on the part of the pupil; and, in many cases, the teacher is fooled.

6. Much time and energy of the pupils is wasted in the writing of the "essay" replies.

7. Only a small percentage of the major points of the field of work can be reached by a few questions.

8. Hours and hours of valuable time, and much energy, is expended by the teacher in reading the examination papers.

9. They permit much opportunity for the exercise of "personal bias," or "favouritism" on the part of the examiner.

10. There is no means of satisfying pupils as to the real worth of their replies.

Values in the Traditional Type of Examination

1. They are valuable in testing powers of expression.

2. They test ability to analyze and interpret.

3. They induce the exercise of initiative and originality.

4. They afford an avenue to the study of individual differences.

5. They give the superior individual a good opportunity for manifesting his ability. (Note. It is probable that some may regard this "advantage to the superior individual" as an argument against the essay type of examination).

Types of Objective Tests

1. **True-False.** In this type a statement is made and the student indicates whether it is true or false. The abbreviations T and F, or the signs + or -, may be used, and these may be placed at the left or right side of the paper. An example of a true-false question is:

+ The Guernsey is a dairy breed of cattle.

2. **Multiple Choice.** In this type the student is given the choice of several answers and must underline the correct and best answer. The multiple choice type is also called the alternate question or recognition type. An example is: A new moon appears every 7, 14, 21, 28 and 35 days.

3. **Completion.** In these questions one or more words or phrases are omitted from a statement. The

student must supply the words or phrases that will make the statement read correctly. An example of a completion question is:

Experience shows that only about _____ stalks of corn are secured from every hundred _____ planted.

4. **Pictorial.** In this type pictures, drawings or other kinds of pictorial representation are used. Parts are numbered and the names of certain parts, indicated by numbers, are requested; or the student may be asked for the names of objects depicted. Pictorial tests may be used in a variety of ways. An example of a pictorial test is: Name the parts numbered 2, 6, 9, 10, in the drawing or picture of a horse.

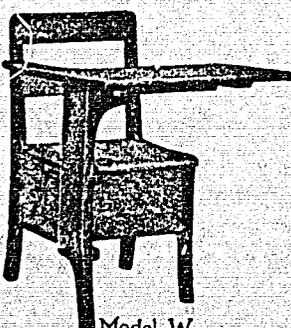
5. There are other types of objective tests in use, for example, the "matching test" and the "association test." Of these different types perhaps the most popular are the "multiple choice" and the "true-false," with the odds in favour of the former. Questions of either type are easily prepared and readily used in class. They may be mimeographed, written on the blackboard, or dictated. The answers can be checked very quickly and accurately by the teacher, or what is better, by the pupils, who exchange papers and check the answers which are read by the teacher. The answers to 100 questions in a class of 50 may be accurately checked in less time than that required to read the answer to one traditional question in the paper of one pupil. And the best feature is the high

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degree of satisfaction with the marking. There are few, if any, opportunities for making mistakes or favouring an individual, and pupils appreciate this fact.

Advantages in Objective Tests

1. A large field of subject matter can be covered in one test.
2. Little time of the pupils is used in answering the questions. Fifty questions of the new type can be answered in the time required to write the answer to one question of the traditional type.
3. Because less writing is required, and the worry about "the time left" is eliminated, the pupil can take more time for thought.
4. There is no chance to camouflage ignorance by writing unintelligible paragraphs of great literary (?) value.
5. The novice may complain, but after the first stage most pupils enjoy these tests much more than the old form.
6. Pupils are convinced that they receive the grades of marks that they deserve.
7. Any possibility of "personal bias" or "favouritism" on the part of the teacher is eliminated. This is a real worth-while advantage.
8. With these tests the student is placed in situations closely approximating those in which he will be tested in life. Is this statement true or false? Which of the facts given is the correct, or most nearly correct one? Only on rare occasions will any person, after he leaves school or college, be required to write an essay or make a speech on any school topic.
9. Much of the examiner's valuable time and energy is conserved and reserved for more profitable work than reading answers to examination questions. Any teacher who once experiments with objective tests

finds it very difficult to hold himself down to the reading of essay types of examination papers.

10. Objective tests have great value as devices in teaching. An occasional ten-minute true-false "preparation" test given at the beginning of a recitation period is an excellent means, in the experience of the writer, of developing good habits of preparation-study. The working out of a 25-question true-false preparation test for his class will insure the teacher's preparation on the problem assigned. Without special preparation for each recitation no teacher can teach with the largest measure of success. Again, objective tests make possible more frequent reviews, and much re-viewing of subject matter is desirable in teaching any subject.

Objective tests are not a panacea for all the ills of testing to which teachers and pupils are subject, but used in conjunction with subjective testing excellent results will be obtained.

"The fact that education is a matter of changes and improvements makes it certain that objective measurements will continue to be used in schools with ever-increasing accuracy and effectiveness. The measuring will continue to be used in schools with ever-increasing accuracy and effectiveness. The measuring instruments themselves will no doubt become more and more accurate."—M. R. Trabue.

(The Educational Review, New Brunswick.)

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Trail Public School Lunch Room---By Mary S. Balfour

There are 728 children attending the Central School, Trail, B.C., and of these an average of over 100 children daily, in winter as high as 170, find it necessary to bring their lunches.

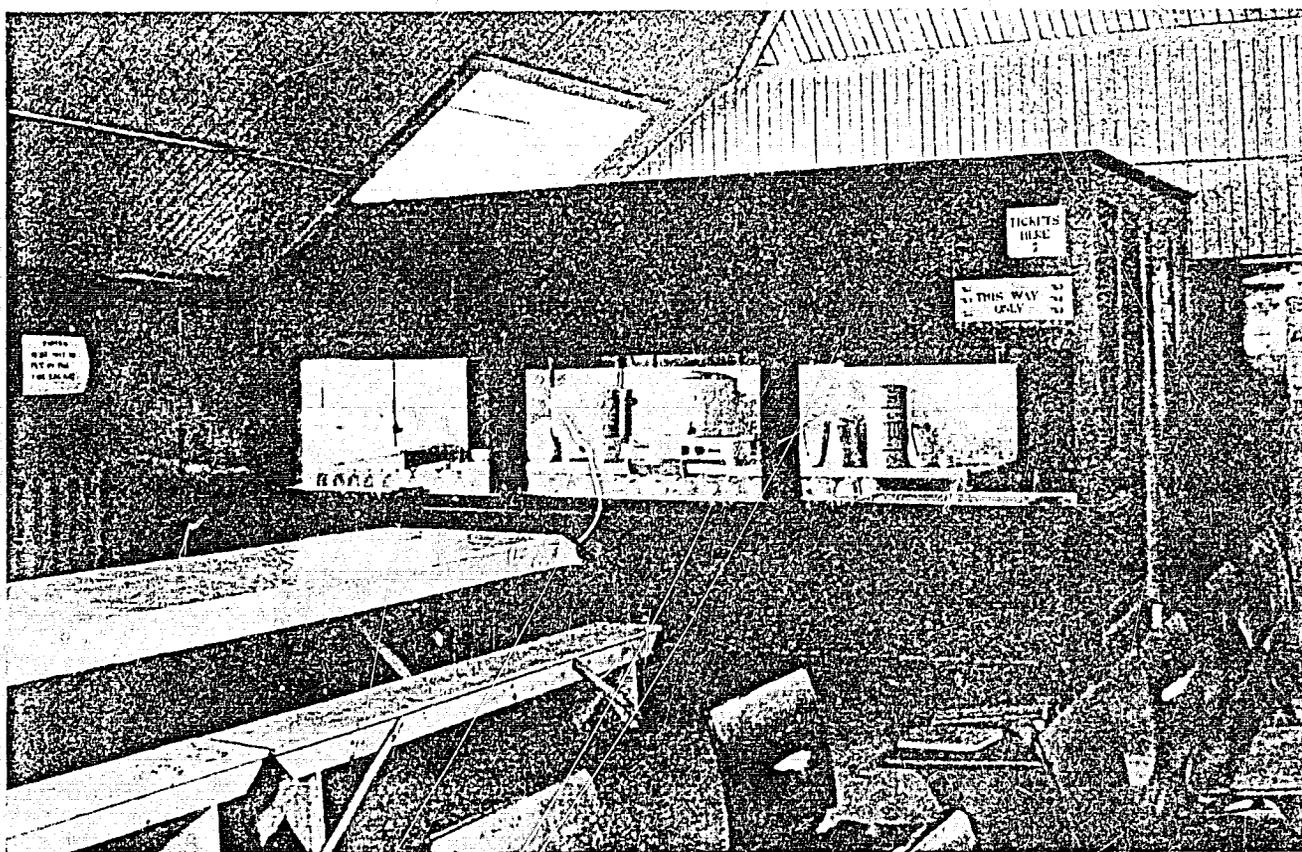
The two classrooms allocated as temporary rooms to eat in were overcrowded and the idea of having better accommodation and if possible of supplementing the sometimes cold and unappetising lunches brought by the children, was put before the Association meeting.

A Teachers' At Home was arranged. The public were invited to come up to the school and partake of the cup that cheers and donate 25c towards a fund for equipping a hot lunch room for the children. The

units, and that the sink is of the latest design. Cupboards and shelving occupy the space opposite the sink. On the outside the low bannister makes a passage. The children enter from the right, deposit their tickets, take a cup of cocoa or milk and pass on. It takes 10 minutes to serve 150 with cocoa or milk.

The cocoa is made and served by two senior girls who also do the washing up and are paid weekly for this service.

There is one teacher in charge of the sale of tickets and one on duty in the lunch room. Tickets are printed on the mimeograph and sold at the rate of five for ten cents for cocoa and five for fifteen cents for milk, hot or cold.



townspeople supported the idea and made the tea an overwhelming success, over 1000 tickets being sold. Many of the societies of the city now came forward unsolicited, and gave donations. In three weeks the sum of \$325 had been raised and work commenced on the new kitchen.

The attic of the school had in previous years been made over into an assembly hall. This would allow seating room and tables for 300 children if necessary. One corner of this hall was arranged as a kitchen and it can best be described by merely referring to the illustration accompanying this article. It will be noted that space has been left for additional heating

units. Many children also take milk at recess, this being served cold and at the same rate.

The lunch room was in operation from January 19 to April 23, and in that time served 4224 cocoas and 1600 cups of milk, an average of 98 daily. On the actual running expenses there was a surplus of about \$25 during the above period.

Next year it is hoped to add to the menu by having soup and perhaps sandwiches and fruit for sale.

The total cost of construction and equipment was just over \$500 and we are glad to state that the lunch room is already clear of debt and has a small balance with which to carry on.

Report of Manual Training Section B. C. Teachers' Federation-1926

(By FRED TURNER, Secretary)

When Mr. Charlesworth, the secretary of our B. C. Teachers' Federation, asked for a written report of the various Section meetings of the recent convention, he perhaps (?) little thought of the penance he was inflicting on at least one of the Section reporters.

Now it is all very well and enjoyable to attend a Section meeting, but it's quite another matter to "write-it-up!" This seems more especially true if it happens to be the Manual Training Section that one is reporting. The past, present, and future of manual training is of vital importance to M. T. teachers but how can one best interest others in this subject?—"aye, there's the rub." So often to the average teacher manual training is "something apart"! And yet, we all believe in the "free public training of both the hands and the mind of every child." Therefore, we are all interested in manual training.

Before actually writing of the Section meetings it will be necessary to digress a little.

For months during the past winter the B. C. Mainland Educational Handwork Association have held regular meetings in the Vancouver School Board building to consider the future of M. T. in this Province in general, and the section of the recent School Survey dealing with this subject in particular.

The following named were elected by the Association as a special committee to tabulate and present the findings of the Association at the annual section meeting.

Members of Committee

Chairman: Mr. A. S. Hamilton, Supervisor of Manual Training, South Vancouver.

Mr. S. Northrop, Supervisor of Manual Training, Vancouver.

Mr. H. Hill, Supervisor of Manual Training, Point Grey.

Mr. W. Steele, Teacher of Manual Training, New Westminster.

Mr. D. P. McCallum, Teacher of Manual Training, Lord Roberts School, Vancouver.

Secretary: W. A. Wishart, Teacher of Junior High School, Vancouver.

The committee's comprehensive and detailed report formed the basis of discussion for the M. T. section and the major portion of the time was spent on it.

At the organization meeting Mr. S. Northrop, Vancouver, chairman of the 1925 Section called the meeting to order, presided during the election of the 1926 officers, which resulted as follows:

Chairman—Mr. A. S. Hamilton, South Vancouver.
Secretary—G. F. Turner, Port Haney.

Much of the account of the Section meetings would be quite 'technical,' however, it would be in order to append some of the resolutions passed.

It was the unanimous decision of those present "that we go on record as favouring a systematic course of study and training." "That Manual Training must be taught systematically, that it must be graded, that what is to be taught must be definitely stated, the matter carefully selected and the aims and standards of attainment well defined.

"That the course of Manual Training consist of woodwork, drawing and theory—the whole to cover a period of 300 school hours, normally.

"That the Committee's recommendations for a manual training handbook be endorsed. The committee was asked to give further consideration to this question and report at a future general meeting."

The matters of Theory and Drawing were also referred back to the committee.

A revision of the scheme of projects was agreed upon by the Section. The most important being that the sixth project in each group—(up to the twenty-fourth project)—be a revisory project of the group and the same project to be used wherever this course is in operation. Also that the final (or fifth) group be carried on in principle as at present. A committee consisting of Messrs. Arkwright and Wishart were elected and asked to collect information with regard to "intelligence tests" suitable for manual training, and report at the next annual meeting. Mr. Hill, president of the B. C. Mainland Education Handworkers' Association dealt with the question of record cards and the special committee was asked to give consideration to his valuable suggestions.

At one of the Section meetings Mr. McClure gave a very practical and interesting demonstration on "wood finishing," Messrs. Hamilton, Hazelwood and Hill, who had arranged this meeting were warmly thanked by those present.

Not the least enjoyable event of the Section was the supper at the Ambassador Cafe on Thursday evening, arranged by Mr. Kitchen; some forty instructors were present. It was a real 'get-together' evening when community singing and reminiscences were interspersed.

Mr. John Kyle, organizer of Provincial Education, was present at one Section meeting. He outlined for us a progressive policy calling for enthusiastic endeavor and a broad sympathetic interpretation of manual training.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS—TORONTO. 1927

Since the formal announcement that Toronto has been chosen as the meeting place of the Second Biennial Conference of the World Federation of Education Associations in 1927 the Canadian Committee of Arrangements has been at work on preliminary organization. The Canadian Committee is organized as follows:

Chairman—Dr. E. A. Hardy, 124 Duplex Avenue, Toronto.

Secretary—Charles G Fraser, 10 Sylvan Avenue, Toronto.

Treasurer—R. M. Speers, 17 Woolfrey Avenue, Toronto.

The following main standing committees with their chairmen are:

1. Hotels, Restaurants, Registration, Excursions, etc.—S. H. Henry, 226 Evelyn Avenue, Toronto.
2. Halls and Ushers—Dr. D. D. MacDonald, 411 Annette Street, Toronto.
3. Entertainment and Local Programme—Dr. A. E. Marty, 113 Balmoral Avenue, Toronto.
4. Printing and Publicity—W. J. Dunlop, B.A., University of Toronto.
5. Finance—Dr. E. A. Hardy, 124 Duplex Avenue, Toronto.

The General Committee of Arrangements is composed of representatives of the World's Federation of Education Associations, Canadian Teachers' Federation, the Provincial Teachers' Associations throughout Canada, Canadian Delegates to Edinburgh Conference 1925, Toronto Teachers' Council, Hamilton Teachers' Council, Ontario Educational Association. The Central Executive Committee is made up of the Toronto and Hamilton members of the general committee.

An Honorary Advisory Council is being instituted to be composed of representatives of kindred Dominion and Provincial organizations interested in education.

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The teachers of Canada, through the Canadian Teachers' Federation, have pledged themselves to raise \$10,000 towards the general expenses of this 1927 conference and it is expected that a large share of that amount will be raised by June 30th of this year, so that the general committee will feel assured of the success of their undertakings.

The value of this great gathering to the teachers themselves and to Canada at large can hardly be over-estimated. Canadian teachers would do well to begin to plan now for their attendance at this conference of the world's educational leaders.

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"Some Sources of Error in Teaching"

B. HODKINSON, Principal, Inman Avenue School, Burnaby, F.C.

IT is an every day axiom in good teaching that whenever possible, the actual object or objects should be displayed, for nothing so impresses the mind, and particularly the mind of the child, as the concrete.

Yet in spite of the use of the actual object in a lesson success has not always resulted, and not even half a measure of success has been attained. It is evident to the most thoughtless teacher, that often the majority of children have sometimes, "eyes which see not" and "ears which hear not." This blindness enters into the commonest concerns of life. How many of our pupils could tell us the colour of their parents' eyes? How many can whistle the notes of our commonest song birds? or can tell how a cow lies down, or a horse gets up? One might go farther and ask how many grown-up persons observe anything correctly of the everyday happenings going on around them. If exemplification is needed of the slipshod way in which people see and hear, the nearest courthouse will supply any amount of evidence in the hopeless and absolute contradiction between the various witnesses.

Most lessons, however, are actually given without the first-hand aid of objects; and models, pictures, diagrams and the like take their place. If error enters in, and the observation is imperfect, or altogether wrong, when the actual object is present, what then must the result be when imperfect substitutes are used? But what may we expect, when neither object, model, picture or diagram is used. Surely then, the pupils will imagine a vain thing!

A celebrated Frenchman once remarked that "Language was given to man to conceal his thoughts." Satire, though this must be frequently true of teachers, who, by their considered use of words, hinder their pupils from gaining any adequate idea of the subject being taught or under discussion.

Even with adults it is very seldom that a word suggests quite the same shade of meaning to different individuals. What is more common than to find two persons arguing "in a circle" because some word or expression bears a different meaning to each of them.

Then how careful teachers ought to be when dealing with children! Children cannot lay claim to the same range of experience as adults; their experience of words is, indeed, most limited, and this limitation is further intensified in a non-English speaking family or community.

This point is best illustrated by the story of a child, who was asked along with others, what hymn she

liked best. She answered, "The one about the baby bear." The questioner was somewhat puzzled, but by a series of side-track enquiries discovered the child was referring to the hymn which contained the two lines:—

"Can a woman's tender care
Cease towards the child she bare."

The remedy for all the foregoing errors or sources of error, lies in the application of one sentence, which, like the word "Calais" with Queen Mary, should be engraved on the heart of every teacher:—

"Pupils should be regarded, not as receivers but as discoverers."

Why is memory teaching, in the main, so useless in affecting the intelligence? It is simply because good teaching deals with ideas, not words; because ability to reproduce exact words is no guarantee of knowledge, but rather a cloak which conceals the fact that there is no knowledge. Such teaching fails, in short, because it makes of the child nothing but a passive receiver.

The mind of a child seems to be regarded as a vessel, into which the energetic teacher must pump unceasingly, streams of information more or less useful.

A much truer analogy is that a child's mind is a sensitive plate, ready to receive impressions, if only the light is suitable and the focus true. The teacher is, or may be responsible for the light, but it is interest which adjusts the focus and renders the image sharp and clear, instead of blurred and indistinct.

Interest is an absolutely necessary condition of success in teaching. Unless the subject of a lesson arouses sympathy in the mind of a child, it is doomed to failure; for it must be remembered, that knowledge does not always awaken sympathy; indeed, it often breeds disgust.

Why do so few of our pupils continue their studies after they leave school? Simply because school life has robbed them of interest in the subject. It is scarcely an exaggeration to say that this is the common result of much of our teaching.

At the age at which a boy is sent to school he is so full of questions as to drive his intimates nearly frantic. When he leaves school, he is almost unable to frame a question, simply because he has been made to submit himself to teaching rather than encouraged to find out for himself.

A common proverb says, "First impressions are most lasting." If this be so, how very important therefore, must it be in our teaching that such first impressions should be both correct and favourable.

If not correct, they will be more than difficult to eradicate; if unfavourable, they will be responsible for a most deplorable lack of interest.

Three principles, then, should guide the really earnest and conscientious teacher, both in the preparation and presentation of his or her lesson, viz:—

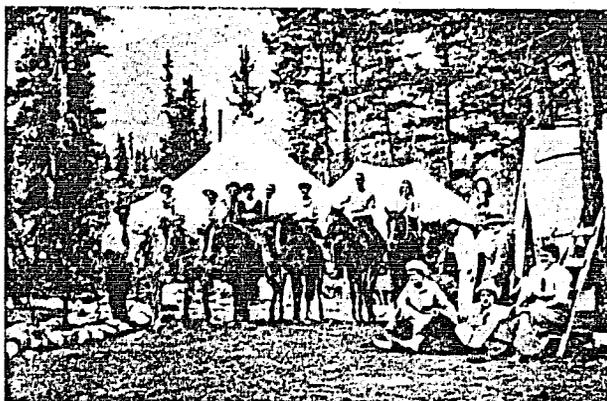
1st—How to arouse and sustain interest.

2nd—How to stimulate self-activity so that a pupil may find out, and find out correctly, for himself.

3rd—How to express himself or herself correctly, and in an easily understood manner.

These three are "bed-rock" principles, and without them all efforts will be in vain, for, without interest there will be no effort, without clearness on the part of the teacher there will be no understanding, and without self-activity there will certainly be no permanent result.

Children are unprejudiced and one of the great tasks of the teacher is to keep them so. Only the adult mind is unable to forget and forgive.



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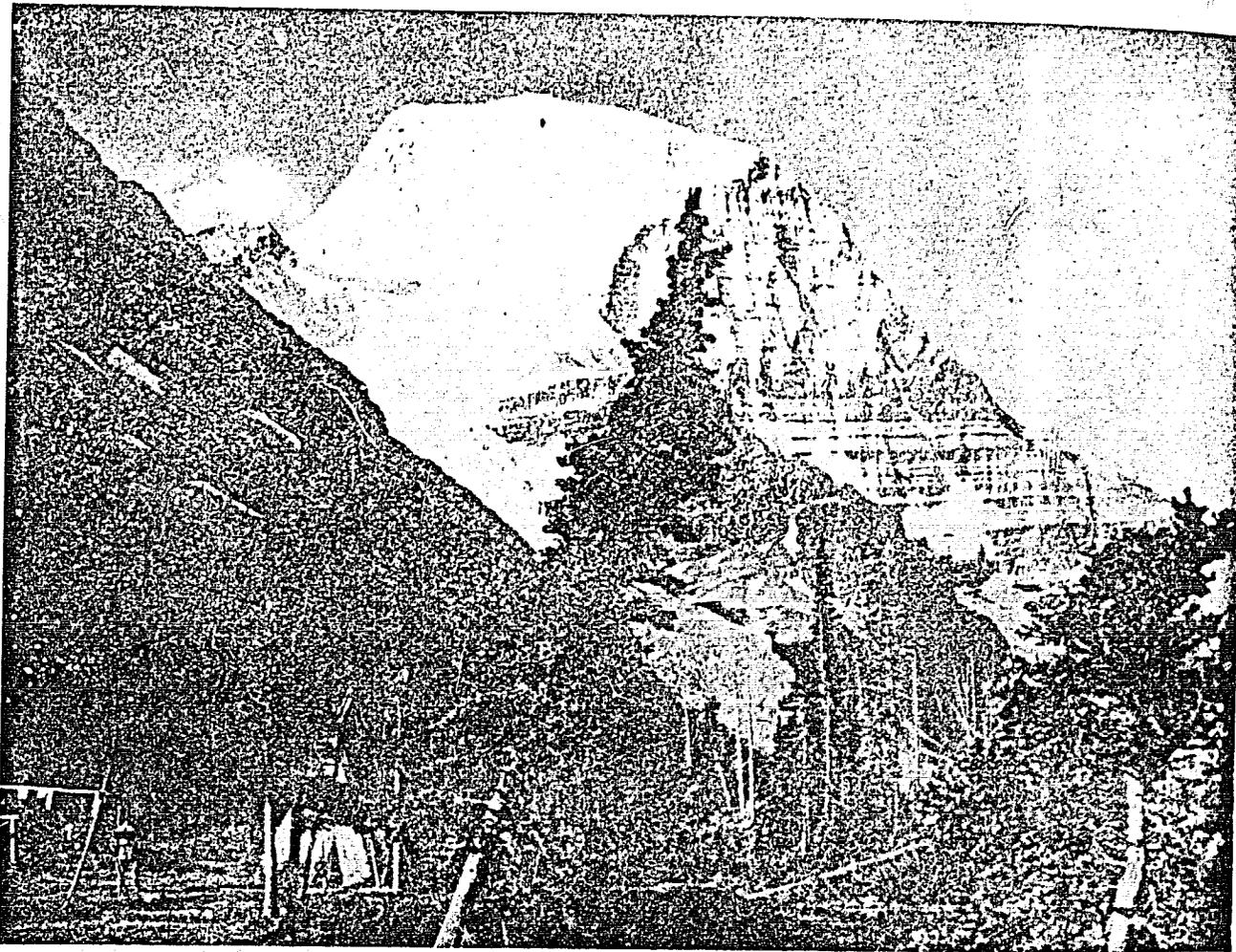
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Getting Acquainted With B. C.

Historical and Geographical Associations of the Triangle Tour

From Vancouver, the Inside Passage begins amid auspicious surroundings. Crossing the harbour, the steamer plows through the Narrows. Instantly one is fascinated. To the left is a close-up view of Stanley Park, and directly across, Black Mountain and "The Lions" stand guard over North Vancouver. Passing Bowen Island at the mouth of Howe Sound, Mount

island in the Straits, the steamer enters Powell River on its way to the large pulp and paper mills. Powell River is the outlet of a lake of the same name, which affords access to vast inland timber areas. The mills have a daily capacity of 225 tons of newsprint and sulphite pulp, and are the basic industry of the model industrial town that reposes in the background. The



MOUNT ROBSON, B.C.

(Courtesy of C.N.R.)

Ellsmere and Mount Wrottesley come into view.

The Straits of Georgia

The Straits of Georgia lie between Vancouver Island and the Mainland, resembling an inland sea, 250 miles in length and 30 miles in width. Placid waters continue for a distance of 75 miles. Little does one realize that where the deep waters lie, rich in warm color effects and dotted with skiffs, steamers and freighters, once a glacier 50 miles in width and 600 feet in depth held its patient and mysterious course.

Opposite the northern tip of Texado, the largest

entire coast of the mainland is studded with mountains and forested with a rich green mantle, affording scenic views of rare delight. Thence, the steamer sails through the remarkable maze of islands that crowd the upper end of the Straits and keep alive the names of Spanish navigators who frequented these waters in the sixteenth and seventeenth centuries.

A Medley of Fjords and Islands

The steamer next enters the famous Seymour Narrows and passes the village of Euclataw Indians, who

are reputed to be the worst tribes in the world. These narrows are 800 yards wide and half long, barricaded on either side by precipitous walls. Railway engineers doubt the practicability of bridging the strait to connect the railway with Vancouver Island. The Passage stretches a distance of 23 miles in which the tide at its flood rushes and swirls at the rate of 6 to 12 knots an hour. So many islands bewilder the tourist that he will need to be advised as he cruises along Johnston Strait that here the shores of Vancouver Island and the mainland reach their nearest proximity of twelve miles. The Indian village of Alert, occupying Cormorant Island, lies opposite the mouth of Nimkish River on Vancouver Island. It is fantastically decorated with streamers of different colours and groups of totem poles stand like ghosts of the past. Farther on, the steamer leaves the calm water in the lee of Vancouver Island, the largest island on the coast, and Queen Charlotte Sound affords a splendid sweep of the Pacific where forty miles of open exposure to the swells of the ocean adds novelties of contrasting variety.

After a sail of two hours, the steamer regains the calm waters in the lee of islands which the tourist enjoys throughout the remainder of the cruise. To the right, River's Inlet, famed for its salmon, penetrates the mainland more than 23 miles, barricaded by adventurous cliffs of rugged charm. Fitzhugh Sound is a slender serene waterway running directly northward 30 miles.

Dean Channel is kenneled amid surroundings of captivating enchantment. Fjords of magnificent beauty are walled to great height. Some are so narrow and so deep that the sunlight penetrates only a few hours each day, and eternal mist and twilight fill the spaces. Innumerable cataracts fall foaming down great precipices, filling the narrow canyons with soft murmurings. Other fjords are transparently clear and the stillness tense. It was here that Sir Alexander MacKenzie reached the Pacific Ocean—the first to perform the feat—after his overland journey across Canada in 1793, twelve years prior to the similar accomplishment in the United States from the mouth of the Missouri River by Lewis and Clarke. Two months earlier he might have met Captain Vancouver, who was in the same vicinity.

Ocean Falls is a fascinating industrial town built

on the steep mountainous slopes at the foot of a bewitching bay. Its white buildings contrasted against the dark green background of the forested mountain slopes, its bungalows adorned with trellises of red roses, set amid well-kept lawns and beds of luxuriant flowers, indicate the advance made over the rude encampments of a generation ago. Near the town, numerous caves open on the face of towering cliffs, excavated by Indians years ago to provide burial places for their dead. The residents of the town engage in the pulp and paper industry that is housed in the giant concrete mills producing 220 tons of newsprint daily.

Entering Millbank Sound, the tourist is carried through a maze of picturesque islands in Klentoo Passage. Finlayson Channel is a continuation of this same water avenue, shadowed by sheer mountain walls with occasional cataracts foaming musically down their fissures. This circuitous course in the lee of Princess Royal Island is pursued through Graham Reach which skirts the shores of Gribbeil Island on the right and opens into the mouth of Hartley Bay.

Passing Pitt Island on the left, the steamer cruises up Grenville Channel, a narrow, lovely reach extending northwestward for 45 miles. In its slender course it cruises neither to the right nor to the left. Crossing the broad mouth of the Skeena River the steamer arrives at Prince Rupert.

Prince Rupert, the Island City

Built on the top of a half-submerged mountain, now an island of tremendous rocks with a prominent peak standing erect in a central basin of peaks, Prince Rupert stirs the imagination. The novelty of its origin is captivating. Only twenty years ago, Charles Melville Hays, at that time president of the railway system, decided the location of the railway terminus; then, as if he had waved a magic wand, Prince Rupert sprang into being. The first through train from Winnipeg reached this northerly outpost in April of 1914. Less than four months later came the World War. Even though this city on the rim of civilization has suffered through the rigid economies incident to war, it has a confident future. It boasts an excellent land-locked harbour, 14 miles in length, upon which there has been built a dry dock costing two million dollars, capable of accommodating the largest ocean steamer in the world.

Evidence is not lacking that Prince Rupert's proximity to Asia has fired the imagination of creative minds, for it is 500 miles nearer to Japan or China

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than any other part of the coast of North America. The city patiently awaits its time. In the interval, fishing is the basic industry, requiring the construction of a cold storage plant, with a capacity of 7,000 tons of fish. The salmon output of the Skeena exceeds that of any other in British Columbia. Cod is brought in by the fishermen in great quantities and the famous halibut banks make Prince Rupert one of the great fishing ports of the world.

THE NORTHERN ARM OF THE TRIANGULAR TOUR

A Pageantry of Mountains

As the tourist entrains at Prince Rupert to follow the northern arm of the Triangle Tour, 721 miles to Jasper, instinctively he senses an affinity with the sturdy pioneers who have made this route replete with romance.

Skeena, the Superb

Innumerable canning factories, stilted along the river front beyond reach of full tide, and hundreds of fishing skiffs in infinite variety, compel the tourist's attention. Sixty miles inland, evidences of rising and ebbing tides appear, the channel continues broad, the waters are calm, and the superlative grandeur of the Skeena is apparent. Occasionally, a seal may be seen as the train skirts the river's edge. Cloud effects over the rippling waters have rare beauty, and again the tourist admires the apt intuition of the Indian who means by Skeena, "The River of Clouds." Following the river's winding course, the train penetrates the rugged mountains of the Coast Range.

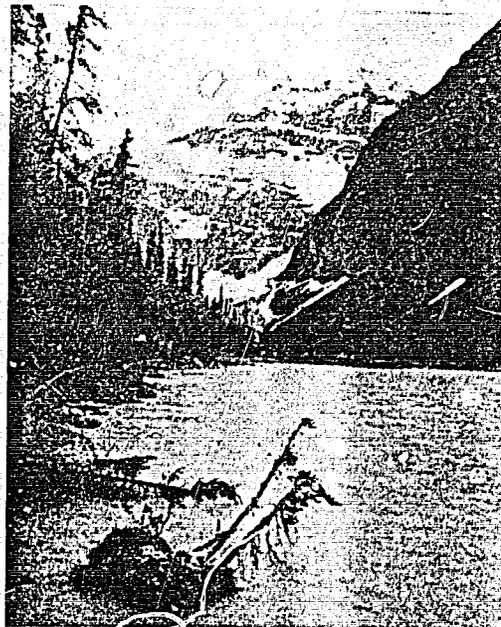
Terrace, located on the banks of the Skeena and encircled by mountains, forecasts the near approach of prosperous times due to its potential merits as the centre of a considerable fruit-growing district. Meanwhile, the train steams along a narrow lane between upstanding cedars and firs of gigantic stature, draped with lichen.

North from Doreen, Mount Sir Robert, bearing its snow-white turban aloft, and chilled by the massive glacier that clings to its flanks, may be seen in bold relief. It was named in 1916 in honour of Sir Robert Borden then Premier of Canada.

An opportunity is afforded the tourist to view the primitive modes of life among the Indians in these remote regions. At Kitwanga (People of the Rabbit), an Indian village, totem poles that have withstood the ravages of many seasons tower above modest cottages of the Indians. Each totem represents a family

and bears grotesque figures that have been carved with crude axes. The Indian graves bear silent witness to the tragedies enacted among these isolated souls. Over each grave stands a miniature house, weather-worn or painted in gay colours, and decorated with fantastic ornaments, each little roof sheltering clothing that hangs ready to adorn the deceased body on his return to life.

Even amid primeval solitudes, men build their trading-posts at the intersection of the great highways. Wherefore, Hazelton stands at the place where the Bulkley and Kispiox Rivers merge with the Skeena, and has been the distributing centre of that vast region for more than a century, since the Northwest Trading Company established a post on the site of an ancient Indian encampment. The town nestles along the



MOUNT EDITH CAVELL
(Courtesy of C.N.R.)

river in the valley-bottom, more than two hundred feet below the railway.

Above the Bulkley River

The journey of 100 miles along the mountain slopes high above the Bulkley River is a perpetual stimulus with many ecstatic thrills. Presumably, Nature in one of her capricious moods threw up Bulkley Gate to satiate the curiosity of those who penetrate her solitudes. At some remote time, a massive slab of rock eight feet thick and a couple of hundred feet in height was tilted edgewise across the deep canyon. The river brought her mysterious erosive forces to bear on the obstruction and through subsequent ages has cut a gateway, 250 feet wide and 150 feet deep, through the barricade. From a platform where the roadbed is flung high on the mountain's side, a magnificent view

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of the valley is obtained with the "gate" in Bulkley Canyon, 300 feet below.

Smithers lies snugly on a plateau of the Bulkley Valley, encircled by mountains. It is an important railway town, the centre of a promising dairying, fruit, and grain-growing district, and the outlet for vast areas that lie behind the mountains to the north.

The Nechako Valley

The railway enters the Nechako Valley which it traverses more than 200 miles. The valley, sheltered by mountain ranges, is adapted by virtue of its fertile soil and moderate climate for the production of grain, hay, fruit and vegetables.

At Fraser Lake, the route crosses the Nechako River and follows within a short distance of its course till it joins the Fraser River. The confluence of these rivers did not escape the sturdy pioneers, for on this site stands the town of Prince George. Here, in 1807, Simon Fraser established a port named Fort George, and the following year made it serve as the base of his explorations down the Fraser River to its outlet near Vancouver—an adventure attended by the most thrilling experiences. Alexander MacKenzie passed this way in 1793, on his historical overland journey across the continent to the Pacific. He portaged from the Bad River and launched his canoes on the Fraser, approximately 35 miles above Prince George. From the

train, the tourist may read the inscription on the monument erected in his honour.

Up the Fraser River

Even the far-flung reputation of the Fraser River fails grievously to adequately represent the achievement of its raging torrent and the road-bed over which the train glides enables the tourist to view the scenic splendour above the swirling currents through more than 200 miles of Nature's most accomplished scenic grandeur.

Farewells to Nechako blend with greetings to the Fraser, for where one traverses the long bridge, the former pools its water with the latter. Whereas the train follows the Nechako down stream, the journey along the Fraser is against the current.

Approaching Rider station, Mount Sir Rider Haggard calmly looms in view until its top can be seen in magnificent detail defining a gigantic lion couchant amid beds of perpetual snow, and above a gleaming glacier that levels the recesses at its base. McBride, in its setting of rugged charm, is the hub of the agricultural, lumbering, and fur-trading interests that abound in this luxuriant garden amid the mountains. Big game—black and grizzly bear, moose, caribou, mountain goat—lure hunters who love the sport, when the seasons are open. The Fraser Valley, through which the river flows, is guarded on its northerly side by the

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Rockies and penetrated from the south by the Caribou Range.

Tete Jaune perpetuates the memory of Jasper Hawes, an obscure half-breed trapper of the Northwest Trading Company, over a century ago. His head of yellow hair was so novel that his memory has been immortalized by Jasper, Yellowhead Pass, and this settlement of mountaineers. A magnificent view of yawning canyons, for which the Fraser is noted, may be seen upstream.

Mount Robson, the Monarch of the Rockies

If the tourist is alert he will need no man to tell him when Mount Robson displays its pure white peak, glistening in the sunshine. It affords the most impressive sight in the Canadian Mountains.

Mount Robson rises more than one thousand feet higher than any other peak in the Canadian Rocky Mountains, and 2,500 feet above Mount Resplendent, the highest mountain in the vicinity. It rises two miles above the Fraser, at its base, and cherishes the rare distinction of having an ascent of 10,000 feet within a mile therefrom. Robson is a giant pyramid, symmetrical and graceful, its summit bearing a white mantle of eternal snow and pedestaled upon an amazing buttress. The face of the cliff rises 8,000 feet from the floor of the valley at Kinney Lake and is the finest mountain wall in North America.

Mount Robson successfully resisted the skill of mountaineers until Rev. G. Kinney with "Curly" Phillips, after many failures and hardships, made the ascent.

Yellowhead Pass

Red Pass Junction is the appropriate name for the point from which the southern and northern arms of the triangle diverge. The southern arm was built originally as the route of the Canadian Northern to Vancouver.

The train follows the valley to the famous Yellowhead Pass, through which it crosses the crest of the Rockies at the amazingly low altitude of 3,727 feet, and enters the Province of Alberta. Heretofore the rivers have been flowing down the western watershed; henceforth, they follow an easterly course to the Arctic. What deeps of the human heart have been moved in tourists crossing this Continental Divide! Yonder, among the white-clad southern peaks, lie the headwaters of the Fraser which hurries northward to rest tranquilly in the turquoise-blue and emerald-green of Moose Lake before it plunges, wild and furious, through rock-bound gorges to the Pacific. The sources of the Miette River are here, and the railway follows its course to Jasper. At Jasper Lodge the tourist finds rest, amid suitable environment, in which to assimilate the splendour of the most magnificent alignment of scenic pageantry on the continent.

JASPER NATIONAL PARK

The Rendezvous of the Rockies

Jasper is the site of some of the most romantic scenes of pioneer days. Mountains, valleys, and streams immortalize the names of the sturdy adventurers whose ghosts linger amid the vast solitudes. David Thompson, a noted astronomer, was a familiar figure at Jasper more than a century ago when he reveled in rigorous exploits of the first fur traders. The name of John Jacob Astor clings to the Astoria Valley, even so long after his tragic failure to press the frontiers of his fur trade into these regions. Indeed, the superb Touquin Valley bears the name of his vessel, and Franchere Mountain commemorates the leader of the enterprise.

Jasper, the largest National Park in the world, is a vast reservation of mountainous country that figures in the comprehensive policy of the Dominion Government to preserve for posterity some of the most picturesque portions of Canada. Jasper Park comprises 4,400 square miles of the Rocky Mountain country in which the trail rider may experience many lively thrills.

A fascinating Lodge of rustic structure surrounded by a miniature village of bungalows has been erected on the shore of Lac Beauvert for the accommodation of tourists. Lac Beauvert, like a brilliant gem, lies sequestered among the pines three miles distant from Jasper station. Its emerald waters, touched by the breath of evening, quiver with fleeting ripples.

Jasper Park Lodge has an alpine setting. Mountains completely encircle it. Distinctly visible stands Mount Edith Cavell, clothed with a mantle of snow the year around, and named after the heroic British nurse who fell before a German firing party during the World War. With an altitude of 11,033 feet, it is the highest mountain in the Park.

Pyramid Mountain has a superb grandeur due to its unique colour effects of dark brown chestnut interspersed with threads of amber and gold. The face outlined on the dome of Old Man Mountain is as clear-cut as though some master sculptor had carved its lines. Presumably it is the face of an Indian reclining on his back, gazing into the far distances of the skies. In this region, where nature has wrought so marvellously, it symbolizes the Upward Look. Excellent motor roads to Mount Edith Cavell and the Ghost Glacier, Maligne Canyon, and other points have been built for the convenience of the tourist. The golf course is the pride of the management, and a delight to visitors who love the game. In addition to golf and motoring, one may play tennis, ride, hike, or climb with Swiss or native guides. Jasper Park Lodge, open for the reception of guests from May 22nd to September 30th, has accommodation for 400 persons.

who find beneath its hospitable roof a most congenial and happy social life. The new open-air heated swimming pool on the shore of Lac Beauvart is an added attraction alike to young and old.

THE SOUTHERN ARM OF THE TRIANGLE TOUR

The Route of the Canyons

Leaving Jasper, the tourist retraces his course through Yellowhead Pass to Red Pass Junction, where the two arms of the Triangle Tour diverge. Suddenly, above the sombre shoulder of the Rainbow Range towers the white summit of Robson, a brilliantly white spectacle, floating cloud-like high in the blue sky. Then, as unexpectedly, it sinks behind the same melancholy cliffs above which it has risen. But, as one rounds the westerly end of the Rainbow Mountain, the train stops for five minutes in full view of the unexcelled wonders of Mount Robson.

If the prevalence of waterways along the Triangle Tour has not already been apparent, it will become so before the 535 miles of this southern arm have been traversed. The engineers who marked the course of the railroad showed good judgment when they utilized the ancient valleys worn by rivers on their way to the Pacific. Almost the entire route follows the rugged and forested slopes of the Fraser and Thompson Rivers.

The Canoe River emerges through a gorge from a marvellous scenic country where it drains stupendous glaciers, bathes the base of enormous peaks, and slakes the thirst of game that abound in the Caribou Country.

At Hell Roaring Falls, the train pauses on the bridge spanning the stream that cascades down the mountain side a terraced channel of snow-white foam that spreads fan-like, tumbling to the level of the rails amid soft murmurings and ascending spray. Charmingly graceful under a cloud of vapour, the Falls surpasses anything of the kind on the route.

Beyond Clementia, the tourist obtains his first view of the Thompson River, which he follows southward some 270 miles. Simon Fraser attached the name in honour of David Thompson, the well-known explorer in these regions. At Wolfenden, a spectacular view of the famous Thompson Canyon may be had. Eight miles below at Messiter, "Little Hell's Gate" appears. Lofty precipitous walls of rugged rock rise above the torrent whose angry waters race and dash in their frenzied rush. Meanwhile, soft murmurings rise above the canyon and fill the air with music. Once only has a human being passed Hell's Gate alive, and he unwillingly went through, clinging to a log.

The traveler must adapt himself to scenes that shift from one extreme to the other. Kamloops, with a population of 5,500, is the most important town in the district and a place of many diverse interests. Some

110 years ago, it was the centre of fur-trading and supported a post of the Northwest Trading Company. In 1855, thousands of gold-seekers swept through to stake their claims and millions of dollars worth of gold was washed annually in the rivers. At Tranquille, the train traverses a splendid irrigated country and wends its way through a sunny valley, sheltered by ranges of mountains, where fruit and vegetables are grown in abundance.

At Lytton is the confluence of the Thompson and Fraser Rivers, beyond which the left bank of the latter is followed to New Westminster. Since leaving the Fraser on the northern arm, the river has penetrated the vast mountainous country enclosed by the Triangle Tour. It is known as the "river of canyons" and is one of the most gloriously turbulent rivers in the world. The two canyons for which the river is particularly noted, the Black Canyon and the Fraser Canyon, owe their existence to the encroachments of the Coast Range on the west and the Cascade Mountains on the east.

The Fraser Canyon extends fourteen miles below Boston Bar and the famous Hell's Gate appears midway where the walls close within forty yards of each other. Between these constricting barricades the river goes utterly mad and rages ferociously on its way. Far back among the mountains along its course of 800 miles, the Fraser has gathered the waters of a thousand torrents, and their tireless onslaught against those rock-bound walls will one day force Hell's Gate to open more graciously.

The Black Canyon is appropriately named. Its towering rugged rocks resemble walls of solid coal. This canyon is bridged below Stout. Under the precipitous cliffs, the train takes covert through a tunnel 1,049 feet in length. Thereafter the railway closely follows the canyon to its terminus. Just above Yale, the torrent emerges from Black Canyon through which its angry waters have lashed themselves into white fury.

Yale is the site of "the city of Golden Memories." As it marked the head of navigation on the Fraser, it was a rendezvous during the gold rush days in the sixties, and naturally, it is the scene of many thrilling stories.

Hope, Langley and New Westminster are passed and the tourist arrives at Vancouver, having traversed 1,806 miles through scenic seas and alpine splendour unequalled in North America.

Only through the heart as well as through the mind can we produce world-wide friendship.

* * * * *

If hatred can be taught then friendship and goodwill may be taught and how much more delightful the task.

Vacation Time--Off to the Woods

And so the North Pole has been discovered, at last. At least it has been flown over by an aeroplane and drifted over by a dirigible, but so far as the imprint of the human foot is concerned, it remains as aloof as ever—and what of it!

Norway, we believe, has registered a claim on any land that may exist in the vicinity of the Pole, and off-hand we should say that Norway is kindly welcome to it—she can have it!

When one thinks of the number of good men who have left their bones to bleach on those barren wastes, of the number of good ships which have been locked in the ice-floes, to rot and disintegrate, and of the amount of time and money which has been expended from time to time on expeditions—exploratory and relief—one is forced to the conclusion that Arctic Exploration is probably the most futile of all channels for the dissipation of human effort.

As a matter of fact, the North Pole has never really been lost. Everybody was prepared to admit that it existed, and its exact location has never really been in doubt. In fact, a child who might have considerable difficulty in locating Smithers, say, on the map, could place a finger unerringly on the North Pole. On top of which, most everybody had an idea of the conditions which would be found there, and that the North Pole was simply a howling waste incapable of supporting life in man or beast. Then, why expend all this time, trouble and money over it, to say nothing of human life?

And the amusing part of it all is that, if there is anything in Einstein's theory, the North Pole may be not at all where we have always thought it was, but may be in some perfectly accessible place to be reached by anyone who has the car-fare!

"But what has all this to do with Vacation time and the Woods?"

Just this. Mention the North Pole to almost anyone—the North Pole, cold, useless and aloof—and they will prick up their ears and listen with avidity. Talk to them about the Forests—the intimate, living, breathing Forests upon which the majority of us depend for our bread-and-butter, and they will give you just a certain amount of bored attention.

We must change this attitude. The Forest Service is doing its best with the present generation of citizens of British Columbia, but it is up to the schools to see that the coming generation is brought up with a proper appreciation of what our Forests mean to us.

What do they mean? They mean this — without them, we should have to derive from some other source One Dollar in every three in circulation in this Province. Without them, 40,000 workers would be workless — 40,000 workers whose annual payroll amounts to Fifty Million Dollars, or close to One Hun-

ded Dollars per capita of our entire population. Assuming that a third of them are married men with families, it is easy enough to visualise what a large proportion of our people are dependent upon the Forests for their daily bread. Roughly, one man in every four in this Province is in the lumber business in some shape or form.

Well, you ask, what can we do in the matter? Some of us can do more than others, but **EVERYBODY**—can do one thing, and that one thing is vital to the Forests and the vast industry which they support—we can all be careful with fire in the woods.

Now is the time, with the Summer Vacation looming largely in the minds of our young people, to impress this basic fact upon them. Give it the personal application—**You, YOU, YOU**, by a moment's carelessness or forgetfulness, may be the means of wiping out the livelihood of a sufficient number of people to populate a town. Get that!

Everybody has a clearly-defined duty in this matter of Forest Protection, which duty is to be careful with Fire in the woods at all times; to do your utmost to extinguish any fire that you may see, or, if that is impossible, to report it at once to the nearest Forest Officer.

W. H. C.

We desire to call attention to the advertisement of Mr. D. L. Milne, Principal of Summerland High School, concerning "Daily Assignment Pads." The idea is somewhat novel, and no doubt they will be of great assistance to both pupils and teachers. They have the merit of being the outcome of practical experiment.

The method of filling and the clever use of the perforated page make them a time-saving device of great merit.

A. H. FINLINSON

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