

The B. C. Teacher

OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

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Published on the 10th of each month, except July and August, by the B. C. Teachers' Federation,
410 Campbell Building, Victoria, B. C.

Annual Subscription \$1.50 Members of the B. C. Teachers' Federation \$1.00

Printed by the Diggon Printing Company, Victoria, B. C.

VOL. V.

September 1925

No. 1

EDITORIAL

THE absence of Mr. Harry Charlesworth in Edinburgh, where he has been attending the sessions of the World's Federation of Education Associations, has placed much of the work of preparing this issue of the magazine on the shoulders of amateurs. Teachers must overlook the imperfections of the editorial work and charge the mistakes to inexperience. Thanks are especially due to the willing aid of several of our members, particularly Captain Brown, of Victoria, who has not only looked after the advertising, but has also been the man-on-the-spot, untiring in his efforts to make this a creditable issue. Miss N. Margaret McKillican, of Victoria, and Mr. A. S. Matheson, of Penticton, also gave very valuable assistance, and the prompt and efficient co-operation of Miss Charlotte Clayton, the assistant-secretary, has steered us clear of many a difficulty and helped us over many an obstacle. By next issue we hope to have once more the regular editor in charge.

This issue also marks a change in our printer. The Cusack Printing Co. has gone out of business since the death of Mr. T. R. Cusack. After calling for tenders and after very careful consideration, our Finance Committee has made a new contract with the Diggon Printing Co., known already to our teachers for its "Diggonisms." This firm is excellently equipped and has given us a very satisfactory arrangement. We have every reason to expect that the high quality of work in our magazine will be well maintained.

During the summer two gatherings of especial interest to teachers has been held: the Canadian Teachers' Federation Convention at Toronto, and the Biennial Conference of the World's Federation of Education Associations at Edinburgh. The Toronto meeting is fully reported in this issue. We are making in the September and October numbers a special feature of the Edinburgh gathering. In connection

with the latter conference, Toronto is making a very strong bid for the privilege of being chosen as the meeting place in 1927. If this invitation is accepted, it will be a wonderful and unique experience for teachers of Canada to have in their midst so remarkable a gathering and act as hosts to educationists from all parts of the world.

One more word. There are a few loyal teachers who, by their work for the Provincial organization, are giving unstintingly of time and effort to the improvement of our profession. There are a larger number who are the heart and soul of progress in Local Associations. But there is a mass of teachers who wait to be circularized, canvassed, and coaxed from year to year before they even join. Such urging is unproductive and heart-breaking work, but necessary to the life of our Federation. Will those teachers take a little thought, and start the new school year in a new way, and send in their fee without asking? This is the appeal of your president—as a teacher to his fellow-teachers—that you will in this way set active workers free for productive endeavour in projects to the accomplishment of which every teacher is looking.

Editorial Note

This issue of the magazine contains part of the President's opening address at the meeting of the World Federation of Education Associations held at Edinburgh. The October number will contain further addresses and sectional reports, together with some impressions of the conference itself.

As will be readily understood, the great value of such gatherings lies in the personality of the delegates attending, and in this regard the Edinburgh meeting was probably the most outstanding educa-

tional gathering ever held. As director and as one of the delegates representing Canada, and British Columbia especially, I was privileged to meet many of the outstanding visitors and by so doing was able to establish personal contacts with representatives of educational associations in other countries; contacts which are of great importance to our work in British Columbia.

Probably the main committee of the conference was that entrusted with the Revision of the Constitution, and as a member of this committee I had many very interesting experiences. Its members included amongst others, the president and secretaries of the leading teachers' organizations of the world, and its work was confronted with great difficulties for it is no easy matter to draw up a constitution acceptable to delegates from so many countries with such widely differing conditions.

The committee laboured for many days, and it was only after many adjournments and round-table conferences that unanimity was reached. It augurs well, however, for the future success of the World Federation that when such a wonderfully harmonious result can be obtained from what at first would seem to be a hopeless situation. The spirit of fairness and equity together with the necessary factor of compromise shown by all the delegates proves conclusively that educators from the world's various countries have really embraced that spirit of goodwill and friendship which will remove mountains of prejudice and intolerance and will ultimately have a far reaching influence in moulding the minds of future generations along lines of international amity.

HARRY CHARLESWORTH.

U. B. C. SUMMER SCHOOL

The Recommendations and Organization Committee of the U.B.C. Summer School has prepared an interesting and careful report containing many recommendations for the improvement and extension of the courses. In a letter accompanying the report the convener writes: "Possibly, we may hold that this work of extending the University facilities and thus raising the academic and professional status of members of the teaching profession is the most important work at present."

One of the most important recommendations made by the committee is the concentration of the University Summer School and the one held at Victoria at a common centre. The advantages of this arrangement are that, since many of the courses offered at present overlap, economy might be effected; students would have a wider choice and could take advantage of both kinds of work; greater continuity

and progressiveness of teacher-training could be attained, and the magnetism of numbers would be a stimulating factor. Problems of accommodation, independent control with mutual working arrangements, it is believed could be readily solved.

Another important recommendation is the urging of Extra-Mural courses. The University has always been sympathetic to this demand, but lack of funds has been an obstacle. The committee feel the time for extension has now fully arrived. Especially should assistance be afforded to those working in other Provincial districts. Remoteness should not imply intellectual isolation. It is suggested that evening classes could be organized for Greater Vancouver areas, and courses by correspondence for those at a distance. With this end in view, the committee has prepared a questionnaire which has already been circulated among the students of the U. B. C. Summer School, and which it is planned to circulate more fully through "The B. C. Teacher."

For the advancement of the work in Pedagogy, the committee recommend the appointment of experts in Educational Tests, Measurements and Statistics, and in Vocational Guidance. They point out it would be an advantage to local School Boards to assist by employing these experts for periods of service when initiating work in public or high schools.

For next year's courses the following recommendations have been made:

1. A course in "Psychology and Morals" as a supplement to the very popular course of this year in "Social Psychology." This proposed course should deal with character-formation, and sufficient of the studies of Psycho-therapeutics, Psycho-analysis and unconscious factors generally as will aid teachers in giving practical direction in actual problems of life and conduct.

2. The hope is expressed that work pertaining to the third and fourth year in Social Psychology and Geography may be given.

3. Additional classes in Chemistry (2), Economics (3), History (8), and two other courses in English leading to the requirements of the Third Year have been asked for.

4. The class in History Interpretation which was much appreciated, and it is hoped that it will be possible to arrange it for the morning session to make possible a larger attendance.

Further recommendations include the suggestion for a course in Physical Education, the recognition of Education as a major subject for the attainment of an Arts degree, and the issuing of next year's syllabus about Christmas time to enable students to procure the prescribed text-books and do preliminary reading and preparation.

The report is signed by G. R. Pollock, President; and Geo. P. Young, Convener.

MUSIC IN THE SCHOOLS

By Mr. Roy Robertson (Music Teacher and Examiner for the Departmental Music Curriculum)

After securing facts and data relative to the success of Music Credits in the High Schools of other provinces in Canada as well as the United States, the Department of Education of British Columbia has decided to make Music as an optional subject in the High School curriculum commencing in September, 1925. Already the Preliminary Test in Violin and Piano for grading purposes have taken place at the Normal School, Vancouver, and also at Kelowna and Penticton in the Okanagan District, by the Board of Musical Examiners, comprising F. T. C. Wicklett, Victoria; Holroyd Paull, Frederic Chubb and Roy Robertson, Vancouver.

As Music is a regular school subject, it behooves every High School teacher, as well as the principals of the Public Schools, to delve into and learn the regulations required as prescribed by the Department. It will necessitate education among the students as well as the parents. In any case the High School teachers must be prepared to answer numberless questions from the general public.

A Few Facts re the New Course

1. In Grades 9, 10 and 11 students may substitute Music for Geometry or any one of the science subjects in the requirements for admission to the Normal School.
2. Any student who does NOT intend to attend the University may take Music as an optional subject. (This applies to the several special courses as well as the Normal Course).
3. The musical subjects are piano and violin—a short written paper on harmony to go with the study of either instrument will be required.
4. Music lessons to be given by music teachers outside of school hours—the same as at present.
5. Only students who have studied music for at least one year may choose Music as an optional subject.
6. They will be required to pass an entrance test at which they must give proof that they possess natural aptitude for the subject or enough ability to make success possible. The candidate must possess a "good ear" as well as a good sense of rhythm.
7. Students will be required to take at least one lesson per week and to give the principal of the High School at Christmas, Easter and at such other times as may be deemed advisable a written report from their music teacher on their general progress and regularity.
8. The music syllabus has been divided into six sections, three of which, each covering a year's work, must be taken. Examiners will classify the candidates at the preliminary test and will determine which three

sections a candidate is capable of studying.

NOTE—This rule is a very important one which works two ways. It enables the examiner to prevent a student who has been studying music for several years and who is quite advanced, from choosing the easiest section and making the highest marks with little or no effort. This would not be fair to the student who has been studying the subject about one year. On the other hand, it prevents a student, who, through false pride or egotism, chooses a section much too difficult which might, at the end of the term, result in failure, consequently endangering the whole school year.

9. The syllabus has been so framed that candidates, while studying the prescribed course will be able at the same time, should they so desire, to prepare for any of the examinations conducted by the various musical institutions examining in the province.

10. Students already in Grade 10 or Grade 11 of the High School may choose Music, provided they are sufficiently advanced to be able to take Section 2 or Section 3 respectively of the course.

11. An examination will be held annually and will consist of two parts—a practical test and a paper in theory or harmony, the latter to be written at the time of the regular Departmental Examinations in June. The practical test will also be held in June. Every student must take the examinations.

12. Pieces not included in the requirements of the section in which the student is entered will be accepted.

13. Only the examiner, or examiners, and the candidate will be permitted to be present in the examination-room during the progress of the practical examination. An exception is made in the case of an accompanist to a candidate to a violin. Those requiring the use of music-stands must provide themselves with such.

14. The maximum number of marks obtainable in the preliminary test is 100. In sections 1, 2, 3 and 4 the maximum number is 80 for the practical test and 20 for the written paper; and in sections 5 and 6, 75 for the practical test and 25 for the theoretical.

15. Fees for the examinations are as follows: Preliminary test, \$2; Sections 1 and 2, each \$5.00; Sections 3 and 4, each \$6; Sections 5 and 6, each \$7.50.

Music really is one of the oldest of the Arts and as such should be given its proper place in the education of the young. This we are proud to say, is being done in British Columbia by our leaders of education, and it is to be hoped that in the near future the University of British Columbia will see its way clear to allow

music as a matriculation entrance subject.

Finally, it is the sincere wish of music teachers of the province that the principals and teachers of the Public and High Schools co-operate with them in assisting the Department of Education to establish music on a firm basis in this province and this success shall only be achieved by all teachers knowing thoroughly how the system is worked in order to properly disseminate the knowledge to the public when required. In UNION there is STRENGTH—Let us all CO-OPERATE!

THE PROVINCIAL SUMMER SCHOOL

"By mutual intercourse and mutual aid,
Great deeds are done, and great discoveries made;
The wise new wisdom on the wise bestow,
While the lone thinker's thoughts come slight and slow."

Surely the Department of Education, when it inaugurated its first summer school eleven years ago, had in mind the above quotation, and the 3,500 teachers who have been in attendance since that time can attest to the soundness of the author's knowledge regarding the limited capacity of the average isolated worker.

The ultimate success of any school depends to a large extent upon the personal ability and skill of its staff of instructors, and those chosen for this year's session were assuredly men and women of well-earned reputation in their respective lines of educational work. It may be said here that the absence of Mr. J. W. Gibson the director, was less keenly felt because of the happy choice of Mr. John Kyle as interim director. Another factor that contributed greatly toward the success of the school was the splendid co-operative spirit of the student-body, which was evidenced throughout the term, in every department and on every occasion. No indoor or outdoor function was held without an enthusiastic attendance which would have precluded success for undertakings of lesser excellence.

One of the outstanding features of the summer school was the facility with which teacher met teacher, whether he be student or instructor. The grade teacher surely left Victoria feeling himself to be as necessary and as important in the educational field as the college professor. When a Vancouverite met a Nelsonian, whether it was on the golf links, on the tennis court, in the corridor, or in the ballroom, it was a meeting of British Columbian with British Columbian, and surely, for those two teachers the result of this meeting will eventually be a broader outlook upon the problems of life, a quickening of sympathetic feeling toward their fellowmen, and a burning desire to achieve that which last term was deemed impossible.

IMPRESSIONS OF THE CANADIAN TEACHERS' FEDERATION CONVENTION

By Mr. E. H. Lock

The most striking impression that the session of the C.T.F. convention left on me was the evidence of unity that has grown up among the teachers of the Dominion. The twenty-five delegates gathered around the table in the Senate Chamber of Simcoe Hall were, for the most part, strangers to one another. Coming from all parts of the Dominion, they represented very different educational systems and varied industrial and social conditions. These various conditions were necessarily reflected in the different opinions of the delegates, and each province seemed to advocate a distinct and characteristic policy. Yet, in spite of these differences, there was apparent from the very beginning an earnest desire to find common ground. There was an eagerness on the part of the delegates from one province to understand the problems in another province as matters that concerned themselves. It was apparent that the East was vitally interested in the West and had a wider sympathy for and clearer understanding of the newer parts of the Dominion. All had something to learn from one another. Thus the exchange of ideas that resulted from the discussion of each provincial report was the most interesting and illuminating part of the sessions. It was this intimate mingling of thought, of question and answer, of criticism and elucidation, that was one of the most worthwhile discussions of the Convention. By such exchange of ideas the professional consciousness of the teachers of Canada is being crystallized into concrete expression. By such means the profession is gradually shaping the fundamental basis of its aims, and is formulating very definite concepts of what is needed in the improvement of the status and dignity of the teacher.

The seriousness of purpose and business-like procedure was another very striking characteristic of the meetings. A group of strangers coming from such widely separated districts and such different environments might well be excused if they required considerable time to come to a working understanding. But teachers have learned to talk a common language; they have invented a terminology and a technique universally understood by the initiated. No body of people could speak more to the point, or waste less time, than did the teachers in convention at Toronto. No organization similar to the C.T.F. plans its business as definitely and keeps as closely to its plan when made and finishes as promptly on schedule. But after all, this increased efficiency and harmony is only a further evidence of a real unity among the teachers' organizations of Canada.

SOCIAL SIDE OF THE TORONTO CONVENTION

IN TORONTO

Toronto extended the warmest of welcomes to the provincial representatives of the Canadian Teachers. Their words voicing this on Tuesday morning were followed in the afternoon by a drive around the city, on which occasion the delegates were the guests of the City of Toronto. After visiting Jarvis Street Collegiate to show a building of which Toronto may be justly proud, a tour of the city was made—through beautiful residential districts, past the richly wooded Rosedale Ravine, to the Exhibition Grounds, and along the waterfront. To have the opportunity to see so much of interest and beauty made a charming close to the business sessions of the first day.

Then, as guests of the Toronto Board of Education, the delegates were taken across to the "Island," where, set in the midst of green lawns and bright-hued flowers, is the Royal Canadian Yacht Club. Here, after dinner amid nautical scenes, real and pictured, Toronto's educational and civic representatives recapitulated and added to what they had already said at the morning session, to which remarks the representatives of the C.T.F. replied. Underlying both welcome and response was a deeper thought, for was not this the centre of books and learning for Canada extending its hospitality to lovers of books and learning throughout Canada?

Finally, back across the lake to where the lights of Toronto beckoned to the delegates to return and work out the inspirations gained into results tangible to the teachers of Canada.

THE EVENING AT HART HOUSE

Wednesday evening the delegates were the guests of the Toronto Teachers' Council. All were counting on this as a great occasion, but the welcome extended by the brilliant crowd of Toronto teachers and citizens exceeded expectation. It was with a thrill that one entered the gaily lighted banquet hall.

The dining-room of Hart House is always impressive; but, set for a banquet, it provided an unforgettable scene. There is something of an abbey refectory and a baronial hall of olden time in the atmosphere

of the place. The high trussed ceiling, the gargoyle heads on which the cornice rest—each one a fresh fantasy of the artist, the long plain tables, the massive candle-sticks, the noble lines from Milton's "Areopagitica," beginning—

"First, when a city shall be as it were besieged
and blocked about—"

an inscription that runs entirely round the hall, all these gave a mediaeval solemnity to the place that suggested silent files of cowed monks or the rhythmic swelling of Gregorian chant. On the other hand, the richness of the carving, the shielded scutcheons of the universities of the Empire, the dais, the richly-laden tables, made one feel that he was partaking of the bounty of some Tudor noble.

The speakers of the evening were no less imposing. Canon Cody, ex-Minister of Education for Ontario, gave an inspiring address full of phrases that cling to the memory. He complimented the teachers' organizations on their endeavour to set up ideals, and to regulate and discipline their own profession. He stated that the teachers by their own corporate efforts were making a permanent contribution to the national and imperial life of the day. He urged that there was an essential relation between the teaching profession and religion; and that, even if religion can not be taught, it can be caught from our unconscious example. "Teaching is truth conveyed through personality," he quoted from Phillips Brooks. He further stated that this is a time of mental and moral shirking, and that the greatest need today was clear-thinking on the vital issues of life—spiritual and moral. Mr. Munro Grier, the President of the Arts and Letters Club, gave us a masterpiece of poetic and fluent English. It was not so much what he said, though that was worthy, but the beauty of phrase and aptness of figure that entranced. The charm of his address will linger in the memory of all who heard him.

THE DAY AT NIAGARA

"Suppose we should sleep too late in the morning!" But how could we, after accepting the invitation from the Ontario teachers to visit Niagara then? So, having risen betimes, by seven forty-three, with a good

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two minutes to spare, we were aboard the boat, where we found most of those who had worked with us throughout the week. By the time we had found out "what the morning papers said about yesterday's meeting," we were nearing the Niagara River. Here our hosts and hostesses helped us to visualize pioneer days, till Lundy's Lane and Chippewa were no longer mere names. When, in the evening, we found the tablet which marks the spot where Brock was wounded, or climbed the monument erected to that General's memory, we were but making a fitting evening for a day filled with historical associations, revealed to us by those versed in the sanctity of the ground.

Space does not permit, even if words were available, to tell in detail of our day—of the Falls by day and by night, or the beauty of the gardens at the Refectory, of our interest in the power plants, and of Queenston. Ontario's arrangements were perfect, even to the sunshine in the afternoon, although clouds were what the weather-man had originally planned.

The final proof of perfect thoughtfulness was that, on the delegates' arrival in Toronto, a grey bus was waiting to convey them to the University.

Last scene of the Sixth Annual Convention: the breaking of the early morning stillness of the University grounds by "Au Revoir! Charlottetown, 1926!"

From the Newspapers

Apart from the general benefit which must accrue from the mutual interchange of views when delegates engage in a common life work assembled in convention from all parts of Canada, the meeting of the Canadian Federation of Teachers has a worth-while achievement to its credit this year with the adoption of the resolution yesterday urging the adoption of a uniform standard of contract.

This is a reform in the profession which The Star has consistently and continually advocated. Its greatest benefit will be felt in the Western provinces, where the School Trustees are too often men without either training or aptitude for the responsible office to which they are elected. That a province of Canada was forced to place on its statute book a law providing that one of the essential qualifications of a School Trustee should be an ability to read and write is a damning indictment of the machinery which the country provides for the selection of its teachers.

Moreover there have been glaring examples, especially in the prairie provinces, of teachers dismissed to satisfy the whim of some trustee or to give place to another who is given the post for nepotism or because he or she will work at a lower salary than the teacher displaced.

There can be no hope of improving the personnel of the teaching profession in any material degree until the teacher feels a sense of security of tenure, and the only grounds for dismissal after a contract has been entered into should be incompetence, neglect of duty or misconduct. Moreover, there should be a court of appeal to which the teacher can apply in case of dismissal, whose hearings should be in public and where the teacher should have an opportunity of meeting and replying to the accusers. If the adoption of a standard contract accepted by the various provinces can accomplish these things, the convention of 1925 will have made a most valuable contribution to the cause of education in this country. The fact that Mr. R. E. Howe, principal of the Westmount High School, and a prime mover in all that promotes the advancement of his profession, has been elected president of the Federation for the ensuing year gives promise of an increased usefulness and an even greater vitality to that organization. — Editorial, Montreal Daily Star, Friday, August 14, 1925.

CONGRATULATIONS TO MR. HARRY CHARLESWORTH

Preliminary reports from the Conference of the World Federation of Education Associations held in Edinburgh during the summer reveal that our General Secretary has won recognition overseas. The Scottish Educational Journal for August 7 gives a list of the new officers:

President—Dr. Thomas, U.S.A.

Vice-Presidents—

Mr. Harry Charlesworth, British Columbia

Dr. Kuo, China.

Mr. Sainsbury, England.

In addition there are nine directors.

We heartily congratulate Mr. Charlesworth on his high honour. It will give B.C. teachers a great satisfaction to feel that one of our number has been able to take a leading place among the educationists of the world.

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OBITUARY

SINCLAIR LAIRD MILLER, B. A.

By the sudden death of Sinclair Laird Miller, the profession has lost one of its most learned and faithful members.

Born at Jarvis, Ontario, in 1873, Mr. Miller was educated at Port Dover High School, and upon graduation taught in the "little red schoolhouse" near Cayuga, Ontario, amongst other country schools.

Upon receiving his degree of Bachelor of Arts from Toronto University, he was appointed to the staff of Trinity College School at Port Hope. Here his sterling qualities, not only of character, but his great ability in handling boys, led to his appointment as House Master. Whilst at Port Hope Mr. Miller



The Late Sinclair Laird Miller

married Miss Mary Bailey, also of the staff of the college, and after nine years' service was appointed as teacher of Science and Mathematics at Montreal High School. After three years at this famous school, he left the East to take up work at the King Edward High School, Vancouver, in 1913.

When the Vancouver Technical School was founded in 1921, those who had been associated with the technical department at the King Edward High were transferred to the new school, and it was as a member of the staff of this school that Mr. Miller's scholastic career came to an untimely end in July last.

To some men it is given to serve their chosen profession by their public work. To others, service in the prosaic work of the school and classroom is the contribution which they make to the advancement of their fellows. In the latter class, Mr. Miller was one of the outstanding men of his time. Although he

never shirked work for his fellow-teachers, either locally or nationally, yet he never sought "the centre of the stage," but was always content and willing to take up the more trying detailed work "behind the scenes." Here he did valuable work, and only those who were in intimate contact with him and his services can appreciate just what the profession has lost by his untimely call.

As a teacher Mr. Miller's work will long be remembered by those who were fortunate enough to have been his pupils, for, he had the rare faculty of making a boy desire to learn. Nothing was ever too much for him to do for them either in the classroom or out. It was said of him by more than one parent, that to be in intimate touch with Mr. Miller was an education in itself. His idea of his duties was that school started when there was any work to do and finished when that work was done.

His mind was a store-house of detailed information, rare indeed in these days of the superficial and spectacular, and this immense fund of knowledge was ever at the disposal of his students, not merely for the purpose of passing examinations but for that larger and truer purpose of training a boy to "wish to know" and to learn where to find the information which he wanted.

Ever a hater of sham, humbug and pretence, Mr.

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Miller was a stern disciplinarian, and because of that there was never a boy who did not love him both during school and long after schooldays were things of the past. This was amply evidenced by the fact that when his body was committed to the ground in the East his funeral was one of the most largely attended in many years in his native town, and this by the old boys who had known him in years gone by and who as men had now learned the value of the training he had given them in the impressionable years of their youth.

As a colleague and co-worker, the staff of the Technical School will long remember Mr. Miller's genial smile and unlimited capacity for work, and his going will be felt by them second only to that felt by his loving widow.

During Mr. Miller's long and studious life he gathered together a wonderful library of books, not only of a scholastic character but, indicative of the man, books such as are only to be found in the public libraries or only rarely at least in a private collection. Mrs. Miller has asked the principal of the Technical School to choose from the shelves such volumes as he may think would be of use to the students of the school. Thus there will be founded the nucleus of a library for the school (probably to be known as the Sinclair Laird Miller Library) which will not only perpetuate Mr. Miller's memory, but, what will be more pleasing to him, a method will be perpetuated by which his love for boys may continue to function even though his soul has passed along before its time.

JANET SHEEPY

On Friday afternoon, August 28, there passed away one of God's greatest women, Janet Sheepy. Coming to Vancouver from the prairie provinces, she entered the Children's Home as teacher of twenty children, wards of the Children's Aid Society. Later, when the Board of School Trustees of Vancouver built a school for these children, Miss Sheepy was engaged by the Board and continued for sixteen years in their employ.

She saw the Home grow from an institution housing twenty to an institution having at one time one hundred and seventy-five children. These children all passed through her hands and all loved her. No task was too great for her to do for these helpless ones, and more than one will testify that the one bright spot in his life was Miss Sheepy.

She has ever been a faithful member of the Vancouver Teachers' Association and of the B.C.T.F.

"The sweetest lives are those to duty wed,
Whose deeds both great and small
Are but the close-knit strands of an unbroken thread,
Where love ennobles all.
The world may sound no trumpet, ring no bells,
The Book of Life the silent record tells."

THE ALBERTA TEACHERS' ALLIANCE AND THE BLAIRMORE SCHOOL BOARD

From the report of the General Secretary of the Alberta Teachers' Alliance, the following is the situation at Blairmore:

The Blairmore School Board notified its teachers last June that they would receive a cut in salary. The teachers replied that the salary scale had been arrived at by negotiation between the Board and the Local Association, and therefore requested that the Board discuss the matter with the Local Association. The Board, however, would deal only with the teachers individually, and wrote to each teacher to the effect that unless he, or she, accepted the Board's dictum by June 26, the Board would take it as an indication of a desire on the part of a teacher to resign from the staff.

The Alberta Teachers' Alliance has asked the teachers to remain at Blairmore in September, and has undertaken to compensate them for the loss that they may incur by so doing. The Alberta Alliance states that the Blairmore Board was not forced into the action taken because of financial stress, but on the contrary is quite able to pay the salaries according to the terms of the original contracts. The main issue involved is the recognition of the Teachers' Alliance and the right of the Blairmore teachers to transact their business through that organization.

After careful discussion at the Canadian Teachers' Convention in Toronto, the following resolution was passed on this matter:

"Resolved that this Convention of the C.T.F. having heard the report of the Alberta delegates with respect to the dispute existing between the Blairmore School Board and the Alberta Teachers' Alliance, hereby endorses the action of the A.T.A. and pledges the support of the C.T.F. until such time as a settlement may be reached satisfactory to the Alberta Teachers' Alliance."

VERY IMPORTANT NOTICE

All teachers who change their address this September are most earnestly requested to notify the Federation Office, 410 Campbell Building, of such change, so that our mailing lists may be corrected. Failure to do this will result in much disappointment and waste, for magazines sent to wrong addresses are not returned by the Post Office, and hence the reason why some readers fail to obtain their copies. Here is a case where one minute's work and a two-cent postcard will bring large returns both to you and to your Federation.

Report of the Sixth Annual Convention of the Canadian Teachers' Federation

By Miss N. Margaret McKillican

"Where did you meet? Whom did you meet? Why did you meet?" In answering these three questions might be summarized an account of the Sixth Annual Convention of the Canadian Teachers' Federation, the replies to the former two forming a background for the more important "Why."

The Place of Meeting

Through the courtesy of the University of Toronto the Convention convened in the Senate Chamber, Simcoe Hall, where the dignity and beauty of the room lent something of itself to the atmosphere of the sessions. Also, the visitors were accorded the privilege, during the week, of residence in the University and of dining at Hart House. The place of meeting, in its architectural beauty and its wealth of associations, gave a setting to the events of the week, always felt and often remarked upon by the delegates.

The Delegates

In answer to "Who were there?" let us imagine the provincial representatives seated around the great walnut table, at the head of which is Mr. R. E. Howe, Vice-President, an ideal chairman in his unobtrusive, but absolute control over the sessions. On his left are the delegates from Prince Edward Island—Mr. Herbert Yeo, Mr. Lewis Wynne and Mr. Cecil Brehaut; the visiting delegate from Nova Scotia, Mrs. Nina Davidson; those from Quebec, Mr. E. M. Campbell, Miss Jessie Norris and Mr. C. N. Crutchfield. At the end of the table are the delegates from the central provinces: Ontario, represented by Miss H. E. Carr, Mr. Bryson and his alternate delegate Mr. H. J. Colling, and Dr. A. E. Hardy; Manitoba by Mr. A. C. Campbell, Miss Hazel Manwaring and Mr. E. K. Marshall. Representatives from the Western provinces fill the other side; Saskatchewan, Mr. M. J. Coldwell, Miss J. E. Walls, Miss Edith Philbeam; and the representative of the Saskatchewan Secondary Teachers, Mr. Ballard; and lastly, on the right side of the chairman, your delegates from British Columbia, Mr. E. H. Lock, Miss N. M. McKillican and Mr. A. S. Matheson, and the one upon whose work depended so much of the success of the Convention, the Secretary-Treasurer, Mr. G. J. Elliott.

Present at the sessions too were many men and women who showed their interest in the proceedings and added materially to the discussions, the fact that they came from all the provinces being evidence of the reality of the Federation of Canadian Teachers.

Expression of Sorrow

At the opening session on Tuesday morning Mr.

R. E. Howe expressed the regrets of the Convention, as well as his personal sorrow, at the absence of President Mitchell, in whose hands had been the burden of planning for the Convention, but whom an unfortunate accident rendered unable to be present at any of the sessions.

Welcome

The Convention was welcomed to the University by Dean Mitchell of the Faculty of Engineering of the University of Toronto, who while doing so paid a large tribute to the teaching profession and indicated that the work of the teachers was to correct the restlessness of the age, set an example to the pupils in their charge, and to point out that in the realms of Science, Literature and Art many opportunities await the youth of today.

The Province of Ontario was represented by Mr. G. S. Henry, Acting Premier and Minister of Education, who welcomed the Convention to the Capital City of Toronto. During his address, Mr. Henry expressed his feeling that it was the duty of the teaching body to lead the way to the improvement of educational systems.

The City of Toronto had two representatives. On behalf of the City Council Controller MacGregor spoke of the interest shown towards problems of education, while Mrs. Groves brought a cordial welcome from the Board of Education.

The teachers of Ontario voiced their welcome through Mr. H. J. Colling, Secretary of the Men Teachers' Federation; Miss Helen Carr, Secretary of the Women Teachers' Federation, and Dr. Hardy, President of the Toronto Teachers' Council and of the Ontario Secondary Teachers' Association.

Reply to Speeches of Welcome

Reply to the speeches of welcome was made by Mr. E. H. Lock, as representing the province farthest west, and by Mr. Yeo that farthest east. On behalf of the delegates were expressed appreciation of the warmth of the reception received, of the arrangements made and of the privilege of meeting in the City of Toronto and in its University.

Greetings

During the Convention sessions fraternal greetings from other groups of teachers were read—the National Teachers' Council of England, the World Federation of Teachers and the American Federation of Teachers.

A large part of the sessions was taken up with reports from the various provinces and discussions on points thus raised. This method of exchanging views on many topics was felt by all to be so valuable that it was decided to continue the practice of having the written reports read and discussed.

In the absence of the President his report was read by the Acting President. A few passages from this will reveal its optimism and belief in the future of the C.T.F.:

Optimism of Presidential Address

"Steady progress and quiet consolidation have marked the year 1924-25. The report of the Secretary will undoubtedly show a satisfactory increase in membership. No serious disturbances have arisen in any of the provinces. This is the result of a better understanding of our aims and ideals. At the outset our organization encountered much opposition from the mistaken belief that our sole object was to raise salaries. The falsity of this view is now generally recognized. For our chief activities have been concerned with educational surveys, reasonable security of tenure, the raising of professional and non-professional qualifications, the establishment of satisfactory superannuation schemes, interchange of teachers between the provinces, etc. The public is beginning to realize that we have at heart the highest interests of true education.

"During the year frequent messages of encouragement have been sent by me to all the provinces."

"A bright future for the Canadian Teachers' Federation is assured if the present unity among the members is maintained, and the officers adhere to the safe and sane conservative policy that has prevailed since its foundation.

"In closing I would be remiss in my duty if I failed to pay tribute to the conscientious and painstaking work of our efficient Secretary Mr. Elliott, and to the untiring energy of the chairman of the Programme Committee, Dr. E. A. Hardy, who with representatives of the Teachers' Council of Toronto, have laboured long and unceasingly to ensure the success of our Annual Meeting.

"To the members of the Canadian Teachers' Federation, I desire to express my sincere appreciation of the honour conferred upon me in electing me to the highest position in their gift. The confidence of my fellow-teachers will be an unfailing source of pleasant memories."

Secretary-Treasurer's Report and Message

The report of the Secretary Treasurer revealed the same note as he urged upon the provinces that they do their utmost for the upbuilding of a strong C.T.F.

"The year just closed has been marked by an absence of the spectacular. No difficulty has assumed proportions to demand Dominion-wide attention. No endeavour has called for Dominion-wide co-operation. Yet each province presents its own difficulties and each provincial organization is working earnestly to solve its own particular problem.

"Progress and success is indicated by the fact that our teachers are taking a larger share in public life; our organizations are being taken much more seriously by School Boards, while our teachers themselves are taking a greater pride in the profession. This is indeed reason for satisfaction, for it is not our work but what we think of our work that kills or makes alive.

"Our membership has increased about 20 per cent., Ontario being responsible for the greater part of this growth. We now number somewhat over 15,000.

"One of the gratifying features of this year's work has been the attention given the Normal School students, and the way in which these teachers-in-training have responded. We may expect much from their young enthusiasm and their energetic co-operation.

"From more than one province has come the statement that there is, at present, a surplus of teachers. This situation calls for careful consideration, well-balanced judgment and sane action.

"I might speak of the difficulty experienced in endeavoring to keep the provincial organizations in touch with one another, and express the hope that conditions in this respect may improve, as undoubtedly they will, when we all realize the necessity of co-operation, even when there are no clouds in the sky.

"May I urge each delegate present to see to it that the various provincial and local organizations are fully informed in regard to the aims of the C.T.F. its limitations and its accomplishments. Many of our teachers are painfully unaware of our work. Let us lighten the darkness!

"In conclusion let me thank the members of the Executive for the co-operation accorded me during the past year. Particularly do I appreciate the fine spirit of leadership of our President. Given a continuance of existing conditions in our organization the day is at hand when the C.T.F. will exercise a mighty influence in advancing the interest of education in every province, thereby making for that unity of communities and provinces that will make possible Canada's largest contribution to the welfare of our Empire and the peace and prosperity of the world."

The financial statement showed a substantial credit balance of \$3,643.58.

Why We Met

During the year committees from the various provinces had been at work securing data upon many questions of interest to teachers. Reports from these

committees were presented in due course, showing the progress made and pointing out what remained to be done.

Statistics on Educational Costs:

Alberta had been compiling statistics on educational costs. This was a very large task, involving a great deal of intricate figuring. Much had been gathered, but was not yet in such form that it could be presented as a report. Therefore, the Committee on Educational Costs was instructed to continue in office for another year, and the incoming Executive was instructed to authorize the granting of a sufficient sum to carry on the work throughout the ensuing year.

Provincial Interchange of Teachers:

This subject had been dealt with by the Ontario teachers, who recommended that the machinery already in operation for arranging the interchange of teachers between the different parts of the Empire be used for provincial exchange also, since it seemed that such could be done. However, it was pointed out that the Ontario Department of Education, at least, had already made arrangements for conducting interchange of teachers in the Dominion. For this reason the following resolution was passed:

(a) That the Canadian Teachers' Federation are in heartiest sympathy with the exchange of teachers within the Dominion and within the Empire;

(b) That we recognize the Departments of Education of the Provinces as the official media of exchange;

(c) That, if any further organization be required the incoming Executive of the C.T.F. be authorized to set up the necessary machinery if funds will permit;

(d) And that the Secretary be instructed to send letters to this effect to the secretaries of all Provincial organizations with the request that due publicity be given to the information.

Dominion Registration of Teachers:

Manitoba had put much thought upon this subject during the past year and had sent out a report on the feasibility and advisability of establishing such registration. After the matter had been thoroughly discussed in convention, it was decided that so important a matter as this should be laid before each provincial organization for full consideration, and that the next C.T.F. Convention should deal with the matter in the light of such findings. The report presented by the Manitoba Teachers' Federation was as follows:

A.—The Register

1. That the Dominion registration of teachers is feasible and advisable.

2. That the first three years' registration should

be under the direction of the Canadian Teachers' Federation. After that time on a petition of fifty per cent. of the registered members, control may be vested in a council or other body elected by the registered teachers. The C.T.F. should work out the procedure for such an election.

3. That there should be a record of each registered teacher kept on file at a central office, showing academic and professional training, teaching experience, and such other information as may be called for by resolution of the controlling body, and that a duplicate copy of the file be sent to the applicant.

4. That a certificate of registration should be issued good for seven years and renewable on application without charge. The applicant may add to his registry at any time on payment of a nominal fee.

5. That registration may be cancelled for cause but only after the person concerned has had a full opportunity of defending the case.

6. That the names, professional addresses and registry numbers should be published annually, but all other information shall be considered confidential.

B.—Qualifications of Applicants.

1. That applicants for full registration should give evidence of:

(a) Professional spirit.

(b) Academic standing.

(A minimum of three years High School work beyond Grade 8.)

(c) Professional standing.

1. Permanent Certificate and five years' successful experience after receiving same, or

2. One year's Normal School training, or its equivalent, permanent certificate, and three years' successful experience after receiving same, or

3. Two or more years' Normal School training, or its equivalent, permanent certificate, and one year's successful experience after receiving same.

2. That the fee for registration should accompany application and should be one single payment of five dollars or such amount as shall be determined from time to time by the governing body. The fees shall be used to defray necessary expenses of registration and the balance held in trust by the Canadian Teachers' Federation until a Registration Council has been organized.

Annual or Biennial Conventions

The resolution submitted by Saskatchewan on this subject had a second clause concerning the choosing of a permanent meeting place for the C. T. F. After

a frank discussion on the whole question, the motion was lost, the feeling being that the possibilities awaiting the Canadian Teachers' Federation were just beginning to be apparent, that our efforts should be put forth in furthering such, and that in changing the convention city yearly, the giving and receiving of hospitality drew the provinces together.

A Dominion Educational Magazine

The Quebec Committee reported on this matter, telling what had already been ascertained. In the light of the expense involved, the printing of a magazine would not be feasible at present, but might be so at an early date. Therefore, in order to continue the inquiry and to extend it, two committees were formed, one from Ontario, one from Manitoba, to continue this work.

The Convention recommended the continued use of the Provincial magazines for the dissemination of the Canadian Teachers' Federation information.

Contracts

This topic had been assigned to the Saskatchewan teachers who reported as follows:

"Your Committee, after considerable study, has arrived at the following conclusions:

1. That there is a wide diversity in the different provinces in regard to teachers' agreements;
2. We believe that a standardized form of contract should be drafted as soon as possible.

From the teacher's point of view, the contract should provide for a security of tenure, that is, it should be a continuous contract. We believe that any prescribed form of agreement should include clauses covering the following points:

1. Statement of salary and time of payment of same;
2. Dates upon which notice of dismissal may be given;
3. Length of term of notice;
4. Reasons for dismissal—Incompetency, neglect of duties, misconduct. (We believe that for notice of dismissal a statement of reasons, signed by the person or persons making the charge, should be included).
5. Contract should continue in force from year to year, unless and until terminated by notice in accordance with previous clauses."

After an animated discussion, it was decided "that a committee be appointed to draft uniform legislation, which would tend to obtain security of tenure for teachers in the various provinces, and to draft a form of contract which would implement the intention of

such legislation, and further, that competent legal advice be obtained at an expense not exceeding \$50, and that such expense be hereby authorized."

Representation on the Senate

The Constitution and Policy Committee having given this question their serious consideration and reported, the following resolution was presented and carried:

"That the Canadian Teachers' Federation support the idea of representation on the Senate of Canada, and that the Executive memorialize the Prime Minister of Canada and the leader of the Opposition to this effect."

Permanent Headquarters

The Constitution and Policy Committee, feeling that more data were required on this matter asked that a committee be appointed to investigate the question of permanent headquarters and to report to the next annual meeting. This was adopted.

Re Fellowship of the Maple Leaf

This subject was brought to the attention of the Convention by the Secretary in his report, when he said:

"I might mention that during the year the attention of your Secretary was drawn to the activities of an organization which claims to have brought a large number of teachers to Western Canada. As we have in these provinces a surplus of locally trained teachers, a protest was deemed in order. This protest appeared to have had some effect, but recently there have appeared various newspaper reports of appeals being made on strong sentimental and patriotic grounds to young men and women of the Old Land, urging them to come to Canada and engage in the teaching profession.

"Believing that the effect of such reports upon the minds of trustees and teachers is prejudicial to the best interests of education, and that these volunteers are being led to believe that in Canada there are many communities where children have little or no educational privileges because of a lack of teachers; I would suggest that this Convention take such action as will put Old Country teachers in possession of the true facts of the case."

The resolution adopted by the Convention was as follows:

"That the Secretary of the Canadian Teachers' Federation notify the Executives of the British Teachers' organizations that the statements of the Fellow-

ship of the Maple Leaf regarding scarcity of teachers in Canada is false, and that there is a surplus of teachers instead, and that the incoming Executive take any further action necessary."

Railway Fares

It was pointed out that teachers travelling from the East to the West were able to obtain a much greater reduction in fare than those going from West to East. While the reasons for this are to some extent obvious, yet it was felt that the railway companies might take the matter of a reduction into their favourable consideration. Therefore, the Executive was instructed to take steps in this matter by making application to the Railway Commission.

Next Convention of the World Federation of Teachers' Associations

(In the Secretary's report, he states: "During the year considerable thought has been given to the Edinburgh Convention of the World Federation of Teachers, and credentials from the Canadian Teachers' Federation have been issued to 21 official delegates, 12 alternate delegates, and 1 participating representative.")

The delegates to this year's Convention at Edinburgh were instructed to issue an invitation to the World Federation to hold its next Convention in

Toronto, 1927. Booklets had been printed, extending such invitation and stating facts relevant to the matter. At the time of the C.T.F. meeting no definite answer had been received. However, since the holding of such a convention in Toronto would entail an immense amount of planning in advance, the Executive was instructed that, should it be decided to hold such convention in Canada, the necessary committee be appointed by them.

Organization in the Provinces

In accordance with the feeling of Dominion-wide interest and activity a committee was formed to consider the feasibility of rendering assistance in organizing teachers in those provinces where the difficulties of organization are great.

Teacher Training

There is still a wide difference in the requirements demanded in each of the provinces, although this year, for the first time, most of the provinces had a minimum of one year. The Convention went on record, as reiterating "its policy, heretofore approved and adopted, that the minimum period of professional training for teachers be not less than two years."

Nova Scotia and New Brunswick

Although the annual conventions of the C.T.F. have had the pleasure of meeting and extending the courtesies of their convention to visiting delegates from these two provinces, the federations there have never been part of the C.T.F. Therefore, the Secretary was asked "to extend a cordial invitation to the teachers of New Brunswick and Nova Scotia to co-operate with the C.T.F. in the effort to build up a Dominion-wide Federation."

High School Curriculum

In the matter of obtaining from each province information for distribution to the provincial organizations on the topics suggested by B.C., since time did not admit of the holding of a discussion during the sessions, all action was referred to the incoming Executive.

The questions as suggested were:

- (a) To what extent is the High School curriculum dominated by College Entrance requirements?
- (b) What are the chief defects of the High School curriculum?
- (c) To what extent are there graduation diplomas other than the University Matriculation certificates?
- (d) What recognition is given to such High School diplomas by the University?

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(e) Is the Unit or Credit system in use?

(f) Are there Accredited High Schools?

(g) Would it be feasible to have a student with a High School graduation diploma, other than a University Matriculation certificate, admitted to the University on his standing, provided he has reached the standard demanded in High School subjects to be continued in the University, and could make up the Units required in the First Year from subjects begun in the University, such as Biology and Economics?

(h) Would the standard of education be lowered by making more subjects optional?

(i) What other facts relevant to this inquiry can you supply?

Re Excursion to British Isles in 1926

The following resolution was adopted:

"That the Canadian Teachers' Federation is of the opinion that an excursion of Canadian teachers to the British Isles in 1926, under the auspices of the Canadian Teachers' Federation, would be desirable, and instructs the incoming Executive to appoint a committee to consider the matter."

Re Duty on School Supplies

The Secretary reported on the work of a sub-committee, which during the year had carried on correspondence with members of the Dominion House concerning Customs Duties on text-books and educational material purchased outside the Dominion. It was resolved:

"That the representatives of the affiliated organizations shall supply specific information to the Secretary-Treasurer in regard to difficulties encountered in obtaining passage through the Canadian Customs, of books and material for use of teachers in their professional work."

(Will, therefore, any member of the B.C. T.F., having specific information on this matter, kindly send such to the Federation Office, 410 Campbell Bldg., Victoria?)

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Officers for 1925-26

The following officers were elected for the year 1925-26:

President—Mr. R. E. Howe, Westmount.

Vice-President—Mr. M. J. Coldwell, Regina.

Sec'y-Treasurer—Mr. G. J. Elliott, Winnipeg.

Members of the Executive—

Mr. E. H. Lock, British Columbia.

Mr. F. Parker, Alberta.

Mr. W. L. Wynne, Prince Edward Island.

Lt.-Col. Wm. C. Michell, Ontario.

(Mr. L. J. Colling, alternate).

1926 Annual Convention

During the week telegrams and letters were received and read from provincial, civic and teacher organizations, inviting the C. T. F. to hold its next convention in Charlottetown, in Winnipeg, and in Montreal. It was unanimously decided to accept the invitation extended by Charlottetown, and the Convention in 1926 will, therefore, be held in that city.

Before adjournment, in addition to the formal resolution of thanks, the delegates found an opportunity to voice their appreciation for the many kindnesses shown and the excellent organization effected by Dr. Hardy and his associates during the week of the Sixth Annual Convention of the Canadian Teachers' Federation.

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Progress and Problems in the Provinces

Prepared by Mr. A. S. Matheson of Penticton

After the formalities and preliminaries incident upon the opening of a Dominion-wide conference the first business to occupy the attention of the delegates was the consideration of the reports from the various provincial organizations now affiliated with the Canadian Teachers' Federation. Commencing with British Columbia and moving eastward, province by province, the reports were read and thoroughly discussed. While this procedure consumed a very considerable portion of time it was well worth while; probably in no other way could the diversified problems confronting the Federation have been so successfully laid before the conference. During the reading and discussion of these reports the delegates learned much that was new to them and came to understand in a new way the problems facing sister organizations and as well something of their achievements in the realm of true educational progress. Thus, at the outset, was established a mutual sympathy and understanding which did much to insure the splendid success of the gathering.

British Columbia

The report for British Columbia was prepared by the General Secretary, Mr. Harry Charlesworth, but owing to his absence in England, it was read by Mr. E. H. Lock, President of the B.C.T.F. The report showed that the membership in British Columbia had been well maintained and that the financial condition of the organization was in a very satisfactory state. In general, prospects for the coming year were encouraging.

In dealing with the past year's activities chief emphasis was laid on the work of the Federation in connection with the Educational Survey. Since this work has been fully reported in earlier issues of "The B. C. Teacher" we will content ourselves with the bare mention.

Mr. Charlesworth further pointed out that a very fine spirit of co-operation existed between the British Columbia Teachers' Federation and other organized bodies actively interested in education, including the Provincial Department of Education and the Teachers' Association.

Alberta

The Alberta report was prepared and presented by Mr. J. W. Barnett, General Secretary of the Alberta Teachers' Alliance. The opening paragraph of the report may well be quoted:

"The year 1924-25 has been probably the most

successful year in the history of the Alberta Teachers' Alliance. Not so much from the standpoint of membership as from a standpoint of advance in legislation and success in law courts, and in the general confidence and support extended to the Alliance by the Department of Education, the School Trustees and the general public."

Re legislation Mr. Barnett reported that the Alliance had been successful in having the Alberta School Ordinance amended in the following particulars:

1. To make Easter week a statutory holiday, thereby giving every teacher the right to attend the annual sessions of the Alberta Teachers' Alliance which convene during Easter week.

2. The adoption of a 200-day school year instead of 210 days as heretofore. It seems that some rural boards have so arranged matters that it was impossible for teachers to teach the 210 days and then deducted from the teachers' salaries for the number of days which had not been taught. The new amendment makes such procedure practically impossible in the future.

The Alliance won an important legal victory in an action against the Castle Hill School Board. This board had followed a rather remarkable, but all too common procedure in rural Alberta of appointing several teachers to one position and later after acceptances had been received, cancelled all but one of the appointments. The Alliance, in this connection, took up the case of Miss Morrison against the Castle Hill Board and won a decision in court whereby the said Board was compelled to pay damages to Miss Morrison and the costs of the case. It is felt that this victory will go a long way toward putting a stop to such an unfair practice on the part of School Boards.

Owing to unfavourable economic conditions many rural schools have been closed for all or part of the past year. Consequently the supply of teachers has been greater than the demand and this together with general financial depression has given rise to a more or less province-wide effort on the part of School Boards to force down the salaries of teachers. In this respect the Alliance has had a strenuous year but has met with a considerable degree of success. The Blairmore case may be cited as an example. (See the special article on another page).

Saskatchewan

The Saskatchewan reports, while hopeful in tone, frankly revealed the very real difficulties confronting the organized teachers of that province. Because

of the scattered nature of the population and comparatively few urban centers with sufficiently large teaching bodies to successfully organize locals, the task of organizing the teachers of Saskatchewan has proved a very slow and difficult undertaking. Furthermore, the difficulties of organization, inherent to a rural province, are greatly augmented by the constant shifting of teachers, for according to the Saskatchewan report, the average tenure of the rural teacher is considerably less than a year.

In this province the elementary and secondary school teachers have, temporarily at least, organized in two groups working, however, in the closest harmony. Their combined membership is still under 600 and consequently their activities are considerably circumscribed through lack of numerical and financial support. However, the organizations have been seriously setting themselves to the solving of their most pressing problems and report progress in the revision of the curriculum for secondary schools, the obtaining of more adequate teacher training, better protection from unscrupulous boards, a pension scheme, a contract guaranteeing greater security of tenure, and the birth of a provincial teachers' magazine, "Modern Education."

On the whole the outlook for the Saskatchewan teachers seems to be improving. There seems to be a growing tendency on the part of the hitherto uninterested teacher, to recognize the necessity for, and the benefits to be derived from united effort, and with the improving economic conditions throughout the province, most communities will put forth greater effort to attract and retain the most desirable type of teacher.

Manitoba

The report for Manitoba was presented by Mr. E. K. Marshall, the recently appointed General Secretary for that province. For several years Manitoba teachers have felt a growing need for a full-time official and last August Mr. Marshall, who has been intimately connected with the work of the Manitoba Teachers' Federation, was appointed to the position. In many ways the Manitoba teachers have had a very successful year and no doubt feel that their new undertaking in the appointment of a secretary has been fully justified.

Manitoba reports 1426 paid up members and a balanced budget. The prospects for a largely increased membership for the coming school year are encouraging, and particularly so as a large percentage of the Normal students who are going out to the rural schools are already associate members of the Federation. This fact will remove, to a large degree, the former difficulty that has been experienced in interesting rural teachers in the work of the Federation.

In connection with a pension scheme the report contained the following interesting record of progress:

"During the year the Government passed the 'Teachers' Retirement Fund Act.' Under the terms of the Act every participating teacher shall contribute from and after July 1, 1925, part of his or her salary to the General Pension Fund the amount being deducted from the salaries by the School Trustees of the various school districts, other than that of Winnipeg. (Winnipeg does not come under the Act because it has already a successful pension scheme in operation.) The department will retain from the legislative grant to each school district an amount equal to that paid by the participating teachers. In addition to these monies coming from teachers and boards, provision is made for government grants, etc. but up to the present the Government has not seen its way clear to make any contribution. With its shortcomings the scheme is accepted by the majority of the teachers as a substantial beginning. All teachers beginning their work in Manitoba after July 1, 1925, automatically come under the Act."

Another triumph for the Manitoba Teachers' Federation is the disappearance of the Short Term Normal Course. Henceforth the minimum professional training is to be one year.

Perhaps the most important achievement of the year was the work of the educational committees illustrating as it does the extent to which the organized teachers are helping to shape the educational policy of the province. This work centred largely in the active investigations arising from the report of the Murray Commission and the representations made by the Teachers' Committee to the Review Committee which has been appointed on the recommendation of the Commission to consider more definitely the content and arrangement of the Programme of Studies.

The Manitoba Federation is given to understand that their representations to the Review Committee were about the sanest and most reasonable presented.

Ontario

The Ontario teachers are organized in three groups; viz., the Secondary School Teachers, the Public School Men-Teachers and the Public School Women-Teachers. Because of the large number of teachers in Ontario this plan of organization is working out well, and particularly so as the leaders of each of the three groups realize the necessity for close co-operation amongst the three federations. In Toronto, for instance, while the teachers seem to be divided into three distinct groups, yet their efforts are co-ordinated by the Toronto Teachers' Council which is composed of elected representatives from each group.

Throughout Ontario the three Federations have had a very successful year. All three groups report large increases in membership and satisfactory financial standings. In Ontario, as in the Western Provinces, the teachers-in-training are being interested in the work of organized teachers and very many of them are becoming associate members while they are still in the Normal Schools or Training Colleges. The gratifying effects of this policy are becoming more and more evident as these young teachers take up their work in the more remote rural sections.

The surplus of teachers in Ontario, particularly Public School teachers, constitutes a real problem. The Federations are endeavoring to have standards of scholarship raised and the minimum period of professional training increased from one to two years. So far the Government has taken no action but the teachers believe that their proposals are receiving careful consideration.

While the Public School teachers report a more or less general tendency on the part of boards to cut salaries, the Secondary Teachers state:

"We have heard of only one case where there has been any attempt at decreasing a salary schedule. In one large city, which is one of the few whose salary schedule allowed a \$200 annual increase, the Board passed a resolution cutting this amount to \$100. Following the representations of a committee of the teachers, an amicable agreement was reached whereby the \$200 increment was retained until at least the end of 1926."

The Secondary Teachers' Federation has recently formulated and printed a code of ethics, a copy of which may be procured from Mr. S. H. Henry, 226 Evelyn Avenue, Toronto. This federation has also a committee engaged in the consideration of "what revisions in the statutes would be desirable from the standpoint of the teaching profession."

Quebec

In Quebec the teaching body is divided into two groups, viz.: The Protestant Teachers and the Roman Catholic Teachers. The latter group are not affiliated with the Canadian Teachers' Federation and consequently this report refers only to the former.

The report states, "The past year has brought few changes in conditions affecting teachers in the Province of Quebec." And this statement is not to be interpreted as indicative of inertia on the part of the teachers, but rather that in many respects the

Quebec Teachers are already enjoying the very things for which the teachers in the newer provinces are now striving. In matters of salary, tenure, teacher-training and pensions conditions are satisfactory, the Pension Act being amended to the advantage of the teacher, from time to time.

Re the last provincial convention the report states: "The last convention of our Association, held in October last, under the Presidency of Mr. R. E. Howe, M.A., was one of the best in the history of the Association. The enregistration was 1307, a little better than 50 per cent. of the total qualified teaching force of the province. This we consider highly satisfactory as our territory covers places over 800 miles from the point where the convention is held."

Recently, through the activities of a committee of the Association, extra-mural privileges, for the first two years of the Arts Course, were granted to teachers by McGill University. This, it is felt, will do much to encourage teachers to improve their scholarship and, in time, to raise the standard of scholarship throughout the profession.

In some of the smaller rural communities where economic conditions are unfavorable, salaries have shown a downward tendency, but elsewhere have been well maintained.

Nova Scotia and New Brunswick are not yet affiliated with the C.T.F., and consequently there are no reports from them.

Prince Edward Island

The Island delegates report that 88 per cent. of the teaching body of that province is enrolled in the Prince Edward Island Teachers' Federation, and that a very large percentage of these regularly attend the annual conventions.

The two most immediate aims of the Island teachers are adequate facilities for teacher-training and representation on the Provincial Board of Education. Strong and energetic appeals are being made to the Government relative to these matters, but while the teachers are hopeful that some progress has been made no positive results are yet manifest.

In order to improve the financial condition of the Federation and make it entirely independent of Government assistance, a new sliding scale of fees is to be introduced at the next annual meeting. If the scale is adopted the position of the Federation will be greatly strengthened.

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PARENT-TEACHER PAGE

HISTORY OF THE "WORLD GOOD-WILL MOVEMENT" IN BRITISH COLUMBIA

The Parent-Teacher Organization of British Columbia in Provincial Conference, April, 1924, passed unanimously a resolution submitted by their Executive Council in January, 1924, endorsing the movement originated by the World Educational Conference in San Francisco for celebration of "Good-Will Day" on May 18th of each year.

Accordingly, in January, 1925, the Executive Committee of the Provincial Parent-Teacher Federation made request to the Department of Education that May 18th should be observed in some fitting manner in all the schools of British Columbia.

In February an answer was received from Mr. Willis, Superintendent of the Department of Education, voicing approval of the observance of "Good-Will Day" and suggesting that the Provincial Parent-Teacher Federation consult with representatives of the Teachers' Federation in preparing a suitable programme for the same.

In accordance with this suggestion, a "Good-Will Day" Committee was appointed with full power to act, working in conjunction with representatives of the Department of Education and the Teachers' Federation.

The work of this Committee resulted in the preparation of suggested programmes for different grades of public and high schools. It also provided for the formation of a "World Good-Will Society." The names of all pupils desirous of promoting the purpose of this Society were enrolled in registers provided by this Committee.

Certificates, which accompanied these registers, declared the purpose of the Society to be "to promote fairplay, friendship and fidelity among ourselves and with all nations."

Space was assigned on each certificate for the signatures of the pupil and of both teacher and parent, in sanction of the child's action. These joint signatures are emblematic of the co-operation of parent and teacher in the interests of the child, which is at the root of all Parent-Teacher work.

A very fine reproduction of a photograph of the Peace Palace at The Hague was secured from the Carnegie Endowment for International Peace, and given a prominent place on each certificate. This was deemed very appropriate, as the date, May 18, of the world's first peace conference at The Hague was the one selected by the World's Conference at San Francisco for celebration of Good-Will Day.

Permission was secured through Sir Eric Drummond, Secretary-General of the Secretariat of the League of Nations, at Geneva, for the registers con-

taining the children's signatures to be forwarded to The Hague for permanent preservation.

Through the efforts of the "Good-Will Day" Committee, the following proclamation was issued by the Department of Education regarding Good-Will Day:—

"That in a Convention held in San Francisco in July, 1923, of the World Federation of Education Associations, which aims to promote good-will and world peace through education and the work of the schools, a resolution was passed urging that May 18 be set aside in all countries as an International "Good-Will Day";

"That the resolution has been endorsed by the Parent-Teacher Federation and Teachers' Federation, as well as by other prominent bodies in this Province, and

"That it is desired that the schools of the Province assist in every way possible in advancing the aims of the World Federation and to recommend that May 18 next be proclaimed as "Good-Will Day" in British Columbia, when teachers shall hold exercises aiming to make their schools an influence in the movement to promote good-will among the nations and to advance world peace."

(Signed by) WILLIAM SLOAN,
Presiding Member of Executive Committee.
J. D. MacLEAN,
Minister of Education.

Approved by

His Honour the Lieut.-Governor.

Accordingly, on May 18 a special "Good-Will Day" programme was presented in the public and high schools of the Province.

These programmes included appropriate hymns set to different national anthem tunes, responsive reading, a dramatization of "Children of Many Lands," a dramatization of "The Corfu Crisis," and several readings.

The Good-Will Committee acknowledges the great assistance rendered by other organizations in the carrying out of their programme.

It is the earnest hope of the Provincial Parent-Teacher Federation of British Columbia that the "World Good-Will Society" as inaugurated in this far western province may extend its membership to include all the children of the world.

On behalf of Good-Will Committee,

LOUISE D. FULLER,
Convener.

MARGARET M. DELMAGE,
Secretary.

The World Federation of Education Associations

The Conference of the World Federation of Education Associations opened its meeting in the United Free Assembly Hall, Edinburgh, on the 20th of July. Dr. A. O. Thomas, Augusta, Maine, U.S.A., the President of the Conference, took the chair. He was accompanied to the platform by Mr. E. J. Sainsbury, of Thames Ditton, Surrey, Vice-President; Professor W. P. Paterson, D.D., Edinburgh University, Mr. D. M. Cowan, M.P.; Mr. George C. Pringle, Secretary of the E.I.S.; Mr. John Stewart, S.S.C., O.B.E., Executive Officer of the Edinburgh Education Authority; Mr. J. Clark, Director of Education for the City of Glasgow, and Mr. Charles H. Williams, Columbia, Missouri, U.S.A., the Secretary-Treasurer of the Federation. At the opening of the Conference forty-six nations and countries were represented from the following:—Scotland, England, the United States, Australia, Bulgaria, Burmah, Canada, China, Czechoslovakia, Ecuador, Egypt, Hayti, Honolulu, India, Ireland, New Zealand, Persia, South Africa, Venezuela, Hawaii, Holland and other countries.

Presidential Message

Dr. Thomas delivered the following address to the Delegates. He said—

Members of the Delegate Assembly of the first Biennial Meeting of the World Federation of Education Associations, Greetings:

First, I wish to mention the pleasure of the Association in coming to this historic city to hold its first biennial meeting, not only because Edinburgh is one of the most remarkable cities of the world, but because of the high quality of its schools and its sympathy for the movement we represent. It is interesting, also, to meet on British soil, because the British people have interests in every part of the world and have come more directly in contact with all peoples than any other nation. Their business interests have necessitated a sympathetic policy in dealing with peoples of other lands, and the spirit of co-operation has necessarily been one of the chief features of these associations. I voice the sentiment of the delegates assembled from many nations when I express our pleasure in the acceptance of the Educational Institute of Scotland to make Edinburgh the place of meeting.

The Scottish Committee E.

The joint committee made up of local educational and civic organizations and headed by Secretary George C. Pringle, as secretary, deserves special commendation for the efficient manner in which they have made arrangements for this meeting, which bids fair to be one of the outstanding and most important events of the generation.

It is no small task to find world-wide educational contacts; to make known the purpose of this organization and to secure delegates who will undertake at their own expense the long journey necessary. The San Francisco meeting in 1923 demonstrated, however, that educational workers in all lands are liberal in their views and anxious to promote the general interests of the teaching profession. They believe that education is the moulding and directing force of civilization, and that the time and means required to attend such a meeting are well repaid. The work carried on this year by the officers of the Federation and the local committee will make it easier when the call comes for the second biennial meeting to arouse an interest and to secure the same high class of delegates who make up this Conference.

Influences of Conferences of 1923

The Conference of 1923 established a definite programme of procedure calculated to secure international co-operation in educational enterprises; to foster the dissemination of information concerning education in all forms and among all peoples; to cultivate international goodwill and to promote the interests of peace throughout the world. It recommended, first, that an educational attache, who shall be a recognized educational expert of the highest rank, should be provided for each embassy or legation.

Second, that the various governments, universities, schools and other educational organizations of the world be requested to appropriate a reasonable sum available for scholarships for mature graduate students of education desiring to study in foreign countries, and that these students should especially devote their attention to international civics, economics and comparative education, reporting the results of their studies and research to their respective governments, universities, schools and other educational organizations.

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Third, that this Conference form a permanent federation of education associations and that a temporary constitution be adopted, the name of this organization to be the World Federation of Education Associations.

Fourth, that steps should be taken to bring about a greater unification of scientific terminology.

Fifth, that the World Conference on Education undertake the organization of a permanent bureau of research and publicity, whose duties it shall be to publish an International Digest of Education, and to furnish information concerning the publications on education of different countries in order to facilitate the exchange of periodicals and articles.

Sixth, that a universal library bureau be established which might ultimately be connected with a world or international university.

Seventh, that a representative committee be appointed to investigate the question of the establishment of a world university.

Eighth, that the International Educational Association undertake at once a study of ways and means to assist national educational bodies to see that the preparation of text-books and other methods of instruction employed by their own countries is governed by fairness and goodwill.

Ninth, that the World Conference on Education requests the proper educational body of each country to outline for its own schools a system of training that will cultivate in children attitudes of mind and habits of thought and action appropriate to effective membership in this world community, such outlines to be presented to the next world conference for comparison, discussion, and publication throughout the world.

Tenth, that this Conference adopt in outline a basic plan of character education to be worked out in detail by each co-operating nation.

Eleventh, that a universal aim in teaching the history of a country should be to teach the social, economic, and political development of the nation, and to show the relationships of these three lines of activities to similar lines of development in other countries.

Twelfth, that as a means of promoting the spirit of international goodwill, a day in the year, to be designated "Good Will Day," be observed in the schools of the world. The 18th of May, which commemorates the opening of the first Hague Conference—the first gathering of the nations in time of peace for the consideration of means of settling international differences by peaceful methods—is an especially appropriate day for concentrating upon the ideals of justice and world friendship.

Thirteenth, that aid and encouragement be given as far as conditions and resources may permit for the improved professional training of teachers and leaders in health education, by the offering of scholarships

for study and training in countries which may provide desirable facilities for such professional training.

Fourteenth, that an international commission on illiteracy be appointed, consisting of representatives from every nation to work towards the removal of illiteracy from all countries as soon as possible.

Fifteenth, that public provision be made for training in the specific vocations for all persons who may profit therefrom, regardless of age or condition.

Sixteenth, that in the several countries where sufficient opportunity for the higher training of women does not exist the attendance of women upon State and national institutions shall be permitted.

Seventeenth, that this Conference generally endorse all movements which tend to improve the educational opportunities for all rural children.

Eighteenth, that special State or national aid be given to communities lacking the financial resources to maintain efficient schools.

Nineteenth, that suggestions be formulated for the most effective use of all forms of visual education in the promotion of international justice and goodwill.

Twentieth, that the Conference endorse the development of international school correspondence and the appointment of an educational representative in each country to co-operate with all agencies equipped to work with the schools in the promotion and execution of similar programmes.

Our Aims Must Not Be Side Tracked

As time goes on the Federation must come into vital contact with educational advancement in many forms but it must never lose sight of the first principles under which it operates. It must never be allowed to become entangled with political contentions nor must it allow itself to become partisan in regard to religious questions. Purely educational problems of all phases may be courageously discussed and fearlessly advocated. It must be understood at the outset that this is no attempt to break down national lines and reduce the love of country which citizens of each nation must feel. Our whole purpose is to build a type of civilization and to develop those civic virtues which commend themselves to the patriotic citizen and with it to develop a patriotism upon service and love of country rather than upon hatred of other peoples.

Peace and War

Perhaps universal and perpetual peace is the greatest issue before the people of the world. Our generation has suffered the clash of arms to greater destruction than any other generation. War is a hang-over of barbaric days. It is not an art of civilization. War as a means of settling disputes between nations is an index of the degree of development of civilization. It is liable to continue for generations yet to come, but this generation, which has had its lesson, should do all in its power to advance the time when the "spear shall be beaten into pruning hooks and the sword into ploughshares." The last war cost the destruction of nearly two hundred billions of wealth and settled a debt almost as large upon the necks of the nations. This debt may be a bone of contention for generations to come, but more appalling is the loss of human life. If the dead of the past war could be marched ten abreast with the ranks two seconds apart, it would require forty-six days for the columns of the dead to pass the reviewing stand. We as teachers must do our best to develop in the hearts of the rising generation the spirit of brotherly love and the attitude of the good neighbour. We must practice the Golden Rule among nations as among individuals. We are the keepers of the young and can direct their interest and their attitudes. We should support the nations in their attempt at mutual reduction of arms until such time as arms may be laid aside, but disarmament alone will not bring peace. We might conscript wealth and materials as well as fighting men and still not

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prevent war, but these will help. War is of the heart. We must believe with Ella Blair Jordan that "If hearts too young for enmity, there lies the way to make men free; when children's friendships are world-wide, new ages will be glorified. Let child love child, and strife will cease, disarm the hearts, for that is peace."

Amend Our Constitution

At San Francisco we adopted a temporary constitution under which we are now operating. It has many shortcomings. It will be the duty of this Convention to make such amendments as will facilitate the work we are attempting to do. As President, I have appointed a committee, who will report at this meeting on the revision of the constitution, but the appointment of such a committee does not interfere nor hinder others who have ideas as to the organic structure of the Federation making beneficial suggestions. First, there should be a board of trustees made up not alone of educators, but of men of affairs well known for their business integrity and their successful handling of investments. The committee should be large enough to safeguard the interests of all. It should have charge of the raising of funds for a definite financial foundation and to some extent of the organization. In addition, there should be an executive committee made up similar to that now provided

by our constitution and should have charge of activities.

We should have first of all, a delegate assembly made up of a definite number of members from each member organization. If ten members should be selected, and all nations should have organizations, we would eventually have a Delegate Assembly of six or seven hundred members. This might make a rather unwieldy organization, but for the present it would not be too many. There should be one organization of national scope whose delegates should sit in the Delegate Assembly. But this is not sufficient. It is necessary for us to come into contact with the whole world-wide teaching force, the five million teachers teaching the quarter of a billion of the world's children. Therefore, there should be admitted all educational organizations, probably as associate members, whose delegates would have the right to participate in the several units, with the right of participation in all affairs aside from those which are constitutional.

There should also be participating representatives from all kindred organizations which are interested in the work we are doing. In addition to these, there should be sustaining members and patrons of the Federation. Whether or not these patrons should be allowed to vote in the General Assembly is a question for this meeting to determine.

There should be, first, a Delegate Assembly;

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second, a plenary session, which would act as a sort of lower house, and, third, the groups or units open to institutions and individuals, who would be interested in assisting the Federation in its deliberations.

Finance

The very nature of the work we attempt will require generous financing. It is not too much to undertake to place the Federation on a permanent financial basis of at least ten millions. This can not be secured immediately, but eventually it is a possibility. Until the foundation is laid, however, there should be a definite programme of temporary finance of at least one hundred thousand per year. I am satisfied from my contact with people of means that this programme is not too much to undertake, and that we can secure through the direction of a board of trustees sufficient funds to carry our work. Education is fast becoming recognized by diplomats and by business men as our surest means of progress. We can not content ourselves with merely coming together occasionally and discussing ways and means, educational methods, educational procedure, and educational attitudes, all of which would be well and somewhat worth while, but we must offer a definite and constructive programme of educational work to the world if we are to justify our existence to the fullest extent. To carry on the work of the various departments, to provide a suitable staff of workers and to pay the necessary expenses, the amounts specified above do not

seem unreasonable. This session of the Federation should definitely authorize its officials to undertake this financial foundation. We already have prospects of realization to a gratifying degree.

(To be continued)

MEMBERSHIP IN PROVINCIAL TEACHERS' ORGANIZATIONS

(As reported at Canadian Teachers' Federation Convention)

Organization	Reported last Year	Present Membership
B.C. Teachers' Federation	1830	1845
Alberta Teachers' Alliance	1880	1945
Saskatchewan Teachers' Alliance	500	472
Saskatchewan Secondary Association	—	142
Manitoba Teachers' Federation	1444	1426
Ontario Secondary Teachers	1492	1919
Ontario Men Teachers	424	1241
Ontario Women Teachers	2850	3483
Quebec Protestant Teachers	1365	1317
Prince Edward Island	362	322

We extend to the Manitoba Teachers' Federation congratulations on having signed up its two-thousandth member and thus having marked its emergence from the doubts, uncertainties and diffidence of youth into the confidence and full-fledged powers of maturity.

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Easterners, Attention! Westerners, Awake!!

The 1926 Canadian Teachers' Federation Convention is to be held at Charlottetown P.E.I., and a number of our teachers have suggested that this might be made the occasion of a special teachers' trip to the East. Assuredly no other objective in Canada could give to Western teachers an opportunity to obtain a more comprehensive view of our Dominion.

Teachers' tours are becoming very popular and during the past summer a surprising number of teacher groups have arrived in the West from Eastern Canada and England, and all have been enthusiastic about the success of the trips. For a number of years the Ontario teachers have been organizing trips through the Northern part of their own province and have become convinced of the value and advantages of such ventures. It is, therefore, an easy matter to organize a party of Eastern teachers for a tour.

Our own trip to Penticton last Easter proved so pleasurable and inexpensive that we have no doubt that venture will prove to be the beginning of bigger undertakings on our own part. If the group be sufficiently large, it is surprising what can be obtained in the way of special advantages, special trains, special stop-overs, special drives, special prices and special

entertainment, that turn a mere journey into a delightful holiday.

The Prairie Teachers' Federations are looking to British Columbia to initiate a trip which they could join as the party progressed across the continent to Charlottetown. Even if we started with one or two special cars we could possibly build up a special train at Winnipeg. A party of 100 to 125 could obtain a special train, and there is no reason why there should not be a sufficient number ready to go from British Columbia to make that possible.

Each year there are many teachers going East who, if plans were made in time, might avail themselves of this opportunity. The important thing is to start early. All Easterners who have the faintest idea of seeing the home folks next year, or of seeing once more the scenes of happy youth, let us know at once what places you want to visit and when you would like to go. All Westerners who have the least desire to see the beautiful and historic spots in the East sacred to our history and to our literature, let us know at once your special desires.

Remember we must plan early to enable other provinces to fall in line.

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