

# The B. C. Teacher

OFFICIAL ORGAN OF THE B. C. TEACHERS' FEDERATION

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## EDITORIAL

### A PERSONAL APPRECIATION

Upon returning to editorial duties, I desire first of all to express my sincere thanks to all those who were responsible in any way for the production of the excellent September issue of the magazine. In the editorial written by President E. H. Lock, he very rightly mentions the names of Captain Brown, Miss Margaret McKillican, Mr. A. S. Matheson and Miss Charlotte Clayton, all of whom performed yeoman service, and made possible such a successful number. To these I also wish to tender my hearty appreciation.

Mr. Lock, however, as might be expected from his usual modesty, does not even hint at the amount of extra labour which devolved upon him as President, during my absence. Those who are in a position to know will testify that he had to undertake many duties, and that he gave himself freely and whole-heartedly to the tasks involved. I feel sure that all teachers in the Province will appreciate the magnificent services he has rendered, and I welcome the opportunity which the magazine affords me of expressing my personal thanks to him for all he has done. Mr. Lock has always shown a willingness to undertake any task in the interests of the Federation, and has been most conscientious in the discharge of all of his duties. If the members of the Federation give him the support which he so well deserves, his year of office should be outstanding in the history of the Federation.

—H. C.

### Conference Impressions

Owing to the lack of space this month, the impressions of the World Conference on Education and also of the Annual Meeting of the Educational Institute of Scotland, have had to be held over until the next issue.

### Congratulations

We beg to extend to Mr. G. A. Fergusson, B.A., hearty congratulations upon his re-election as Representative of the High School Teachers of the Province on the Senate of the University of B. C. Mr. Ferguson has done excellent work in this capacity for the teachers during the past three years and his re-election for a further period of three years is a fitting and well merited tribute to the high regard with which he is held by the teaching profession of British Columbia.

### Inauguration of B. C. University at Point Grey

It is our intention to give in the November issue an account of the important ceremonies in connection with the opening of the University buildings at Point Grey. In the meantime we wish to congratulate the University on the fact that it has now entered its permanent home, and has thus taken a great step forward in its development. Even under the adverse conditions of the past, the University has built up for itself an enviable reputation among the institutions of higher learning of the North American Continent, and with the greater opportunities now open to it, there can be no doubt that its future success will be such as will give pride and gratification to every citizen of the Province.

### Editorial Board

Arrangements are now almost completed with regard to the Editorial Board of the magazine. A meeting will be held in the course of the next few days, and full particulars will be available in the next issue, which will be re-organized along lines which we hope will add further to the usefulness of the publication.

### Membership

We desire to bring before Federation members the fact that this year many have delayed in sending in

their fees, and hence our record at the present time is not what we would wish it to be. The end of October has always furnished us with a large list of renewals, and we would ask all who have not yet forwarded their fees for the present year to do so at the earliest possible date. The Federation has much important work to undertake during the next few months, work which is of supreme importance to every teacher in the Province. Our success will largely depend upon our membership, and hence we appeal for a large and early response.

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\$3,000 and over.....	12.00

Federation year extends from March 1st of each year until the last day of the following February.

**Another Teachers' Victory**

In the early hours of one morning last week, when the rest of the world was in bed, the teachers secured another notable victory in the House of Commons. This was on the Government Bill for providing pensions for widows and orphans. Allowances were to be paid for orphans until they reached the age of fourteen. The teachers moved to extend this to sixteen conditionally on the child continuing to attend school. They succeeded in persuading the Government that this was necessary, and received a promise that this should be provided for on the report stage of the Bill. Now that is not only a notable victory in itself, but has implications that will be very useful in future. We had, a year ago, to kill the desire of the then Government to bring children of fourteen under the Unemployment Insurance Act because we felt that this would have fixed fourteen for all time as the age at which the education of a child should generally end. That was the real reason why this provision also had to be killed. But now we shall have this position—that if a child's father dies, he can go to school till sixteen, but if his father lives his chances are small. You can easily see how that will help the propaganda for raising the school age.—Scottish Educational Journal, July 10.

# What System of Shorthand Shall I Learn?

There are three main essentials in a shorthand system:—

- (1) It must be easy to learn, so as to economize the efforts of the student.
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## "CREDO"

### LORD MILNER'S FAITH

*The following statement of Lord Milner's position in politics was found among his papers after his death. It was one of a series of notes which he had intended to embody in a volume of memories and opinions, and is now published, by Lady Milner's permission, exactly as it was written.*

CREDO. Key to my position.

I am a Nationalist and not a cosmopolitan. This seems to be becoming more and more the real dividing line of parties.

A Nationalist is not a man who necessarily thinks his nation better than others, or is unwilling to learn from others. He does think that his duty is to his own nation and its development. He believes that this is the law of human progress, that the competition between nations, each seeking its maximum development, is the Divine Order of the world, the law of Life and Progress.

I am a British (indeed primarily an English) Nationalist. If I am also an Imperialist it is because the destiny of the English race, owing to its insular position and long supremacy at sea, has been to strike fresh roots in distant parts of the world. My patriotism knows no geographical but only racial limits. I am an Imperialist and not a Little Englander, because I am a British Race Patriot. It seems unnatural to me—I think it is impossible from my point of view—to lose interest in and attachment to my fellow-countrymen because they settle across the sea. It is not the soil of England, dear as it is to me, which is essential to arouse my patriotism, but the speech, the tradition, the spiritual heritage, the principles, the aspirations of the British race. They do not cease to be mine because they are transplanted. My horizon must widen, that is all.

I feel myself a citizen of the Empire. I feel that Canada is my country, Australia my country, New Zealand my country, South Africa my country, just as much as Surrey or Yorkshire. We are told that there is no such thing as citizenship of the Empire. In the purely juridical sense that may be true. Juridical definitions spring out of and no doubt strengthen and to some extent stereotype existing human relationships. They do not create them. The tendency to monogamy led to the institution of marriage. When men's political relationships were bounded by a province citizenship was limited to a town. In time it was widened. There is such a thing as citizenship of a country. It is only a question of time when the expansion of the race will compel a new juridical conception, that of a common citizenship of all the countries which that race inhabits or controls.

The wider patriotism is no mere exalted sentiment. It is a practical necessity, even from the point

of view of "Little England"—England, nay more, Great Britain, nay more, the United Kingdom is no longer the power in the world which it once was, or, in isolation, capable of remaining a power at all. It is no longer even self-supporting. But the British Dominions as a whole are not only self-supporting. They are more nearly self-sufficient than any other political entity in the world, that is, if they can be kept an entity, if their present loose and fragile organizations can be made tenacious though elastic.

This brings us to our first great principle—follow the race. The British State must follow the race, must comprehend it, wherever it settles in appreciable numbers as an independent community. If the swarms constantly being thrown off by the parent hive are lost to the State, the State is irreparably weakened. We can not afford to part with so much of our best blood. We have already parted with much of it to form the nucleus of another wholly separate though fortunately friendly State. We can not suffer a repetition of the process.

The time can not be far distant when this practical aspect of Imperial unity will become apparent to everybody. The work of British Imperialists during my lifetime has been to hold the fort, to keep alive the sentiments which made against disruption, which delayed it, against the time when its insanity became generally apparent. Their business has been and still is to get over the dangerous interval during which Imperialism, which for long appealed only to the far-seeing few, should become the accepted faith of the whole nation.

Time was, in my young days, when the gradual dissolution of the Empire was regarded as an inevitable, almost a desirable eventuality. This view is no longer anything like so general, anything like so potent as it was. In another 20 years it is reasonable to hope that it may be altogether extinct—that all Britons, alike in the Motherland, or overseas, will be Imperialists, that it will be the happier fate of those who come after us to create that State which it has been our duty to preserve for them the possibility of creating.

What makes this result possible, what makes it, thank God, I believe inevitable, is the shrinkage of the world.

—"The Times" Educational Supplement

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A little philosophy inclineth man's mind to atheism, but depth in philosophy bringeth men's minds about to religion.

—Francis Bacon.

## From the Newspapers

### TEACHERS' TRAVELS

There is no body of men and women to whom it is more important to have wide knowledge and first-hand information where possible than those who belong to the teaching profession. In the course of their travels through the Dominion we have already had here two parties of teachers and students during the present Summer. A third party of professional educationists from eastern centres will be here today. Next month two other parties will arrive from Britain. This movement of university professors and teachers from the lower schools is one of the striking indications of the times of the growing desire that exists for widening the scope of education by increasing the efficiency of those who have its conduct in their control. It is in reality an Empire movement, a desire to know the Empire at first hand, and the practice of enabling teachers to travel is one that, without a doubt, will continue to expand.

Those who come here today, and the others who will be with us next month, are deserving of a cordial welcome and there should be special arrangements made for enabling them to see everything of educative value while they are on Vancouver Island. They should be both entertained and instructed. There is perhaps no movement of more deep seated and perennial value in making for the cause of Imperial unity than these teachers' travels. It is an education that will make itself felt throughout the school system. Scores of those participating have never been to the Pacific Coast before. Many possibly know little except through maps of the Dominion's vast spaces, and know less of the problems felt in its different localities. They will go back to their duties wiser and more widely instructed men and women and with a finer conception of the truest aims of education. Teachers' travels in the vacation periods should be encouraged, as undoubtedly they will be, now that their value is becoming more and more recognized.—Editorial, The Daily Colonist, Victoria, B.C., Wednesday, July 29, 1925.

### OPTIMISM

*A new song to an old tune (?)*

Our salaries ran three hundred per  
In eighteen ninety-four;  
They used to get us cheap, you bet,  
But they ain't goin' to get no more.  
Oh, they ain't goin' to get no more,  
no more,  
They ain't goin' to get no more,  
The Federation's come to stay,  
Hard times come again no more.

### FOREST PROTECTION AND THE SCHOOL CURRICULUM

"Could not the teachers do more to spread the gospel of Forest Protection among the children of this Province?" is the question which is often propounded. At the first glance one is inclined to answer Yes. Then, as one looks more closely into it, one is forced to admit that the teacher's opportunities in that direction are decidedly limited.

Teachers are not free agents in regard to what shall be taught. They work on a very definite schedule which accounts for every minute of the day. In fact, there are critics a-plenty who insist that children are being taught too much already—that the child's mind is being brought to the state of the old-fashioned roll-top desk with its battery of pigeon-holes stuffed with a chaotic mass of data, relevant and irrelevant. How, then, is one to justify the introduction of another subject?

Quite right—although we can not refrain from interpolating that, to the young people of this Province, a knowledge of the elements of Forestry is as necessary as the "three R's." However, that is by the way—we will enlarge upon that angle at another time.

Of course, there are many ways all more or less apparent in which the teacher could assist in inculcating the principles of Forest Protection in the minds of the young people. All that is lacking is the time and opportunity. On the other hand, there are other ways not so apparent, to which attention might be drawn.

For instance, everywhere along our highways are posters and signs placed there by the Forest Service, urging people to be careful with fire in the woods. These signs were designed particularly to appeal to the young. Each one bears a message, simple and direct and couched in phrases which the young mind can easily assimilate and grasp. In fact, they might very well be termed the "Nursery Rhymes of Forest Protection."

Now, it would assist tremendously were teachers to make a point of drawing the attention of the children to these signs and posters, suggesting that they read and memorize them, and above all that they refrain from defacing or damaging them. We do not for a moment seek to infer that only children damage our signs and posters, but it is only the children that we are concerned with here.

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## World Federation of Education Associations

(Continued from September Issue)

### The President's Address (Continued)

#### The Herman-Jordan Plan

After the World Conference in 1923 Mr. Raphael Herman, of Washington, D.C., offered a twenty-five thousand dollar award for an educational plan calculated to produce world concord. The jury on award, made up of fifteen distinguished men and women, accepted the plan presented by the veteran educator, Dr. David Starr Jordan, President Emeritus of Leland Stanford University. The Jordan plan, instead of hurrying headlong into immature procedure, calls for the appointment of a number of committees to undertake as best they can scientific and educational study for the purpose of marshalling a definite body of reliable facts upon which to found intelligent opinion from which to develop a definite plan of procedure. This is wise, and no one who is interested in the broad outlook of the profession can well find fault with it. These committees assume at the beginning unprejudiced and open-minded attitudes for the study of the various problems coming under their dominion. These committees may report to the Federation from time to time for definite action and for guidance. If we put together the wisdom of the profession in the several countries, there is no doubt, in my mind, and I trust not in any, as to the value of such a programme. This plan will supplement the work already undertaken and the work which may be developed in the several fields by this Conference held here in Edinburgh, and should be accepted and put into operation as quickly as possible by the Federation. This plan has been printed in agenda form and distributed among the delegates so that all may study it and understand its importance. Such a plan should further world understanding, world friendship and advance the course of peace.

#### The Present Programme

As you have observed, the present programme deals with many phases of education affecting all sections of school work, beginning even with the pre-school child and continuing through the complete course of education. It attempts to deal only with those principles which may be universally applied and with those programmes, processes and attitudes

which may be accepted by all peoples. It involves a programme of universal education through the relief of illiteracy, the development of a programme of character education, the health of the world's children, together with the attempt to find means of utilizing the opportunities afforded by the various subjects taught in the curricula of our schools. Out of the discussion should come some definite, cardinal principles upon which we may build more satisfactory results.

#### The Next Meeting Place

That the World Federation is looked upon as a permanent force in world education is indicated by the number of applications we have for the next meeting. I have in my possession invitations from Berlin, Germany; Toronto, Canada; San Diego, California, United States; and Honolulu, in the midst of the Pacific. Tentative invitations from several other important centres are also indicated. It may not be possible for us to determine at this meeting, owing to contingencies, just where the next meeting may take place, but it is assured that we shall have a suitable meeting place backed up by a strong spirit of co-operation on the part of the city and country in which we meet.

#### In Conclusion

It is the purpose of this great organization to effect a closer unity of organized educational forces throughout the world, to stabilize so far as education can the trend of the future, to provide a sane and courageous leadership in directing the advancement of the human race. We do not seek to standardise education in the different countries nor to pull down what has solidly been built up. We should keep the organization faithfully to its task and steer clear of the rocks upon which nations may split. Only those materials, methods and means of more universal application should receive attention. We must keep faith with the self-determination of nations and the various social gifts which have added to the sum total of human advancement. We must keep unprejudiced and impartial, and the good of one must be exemplified and extended to the good of all.

Education has become a cause. Its purpose is the same in all countries. Truth and the materials of

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education are universal. They are not bounded by national lines. Each adult generation is the custodian of the one which follows it. If we would have a thought of the well-being of the future, we must weave the right sort of environmental influences around the children and teach them the virtues the world most needs. Whatever we would have appear in the life of the nation, we must first put into our schools. While we each of us are vitally concerned in the advancement of our own country, we must of necessity be interested in the advancement of all. Just as invention and discovery have brought the world into small compass and developed a community more highly sympathetic, so we must establish and abide by international social, commercial and diplomatic traffic rules. This necessitates an international attitude or more of thinking which we call the "international mind." The peoples of the earth must now live together, and we, the teachers of the world's children, must prepare them for these new relations. This does not mean that the new world citizen must be unmindful of his own country, that his patriotism must be discarded any more than by making a man a good neighbour would require a man to forget his own family.

The greatest problem before the world and the aim most devoutly to be wished is universal and perpetual peace. In order to achieve this, it is not suffi-

cient that nations disarm. This is important, but arms once thrown down may be quickly taken up again. A nation could secretly prepare for war just as nations have done. There is great importance to be attached to mutual disarmament, but peace is of the "heart," and until we have developed a sense of justice and the spirit of goodwill, we shall be disappointed now and then. In this, education seems the hope of the world. Education would be a "slacker" were it not willing to do its part.

#### Message to the King

The President announced that, since the Conference was meeting in Edinburgh, the ancient capital of His Majesty the King, and knowing well His Majesty's deep interest in the cause of education and his faith in its virtue, and knowing also, His Majesty's desire to promote goodwill and friendship among the nations of the earth, it should, as representing nearly all nationalities, send His Majesty a message of cordial goodwill and respectful homage. This was heartily agreed to.

#### Secretary's Report

The report of the Secretary, Mr. Charles H. Williams, Columbia, Missouri, was submitted, showing that since the Francisco Conference two years ago the Federation had made substantial progress in the development of its organization and the promotion of its fundamental aims. Mr. Williams expressed the opinion that the work of the Federation was just beginning, and said he was confident that the time would come in the not far future when the influence of the Federation would be felt in every country and every nation upon the globe. (Applause.) The report was adopted.

#### Professor Paterson

Professor W. P. Paterson, Edinburgh University, who moved a vote of thanks to the President, said there was once a time when Scotland lay at the very edge of the known world. It was then a very small, poor, and illiterate country. What made the difference? It was the discovery of America. With the discovery of America it became the centre of the land masses of the globe. (Laughter and applause.) With the discovery of coal and iron in Scotland and the discovery of the New World, what would have been an obscure country became one of the most famous countries, in proportion to its size and population, throughout the whole world. There were a number of things which Scotland produced that were almost unique. He believed we invented the game of golf, which went round the world. We invented the game of curling, and it went round the world. We invented a potation called Scotch whisky (laughter) and it, he regretted to say, had also gone round the world. Scotland had a great belief in education, and he believed no country in the world had such a group of secondary

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schools as there were in Edinburgh. That was where they were superior to America. He would say in all seriousness that the lesson they had to learn from Scotland was to put up in every one of their cities secondary schools that would be as good as the Royal High School, George Watson's, or the Academy. The American people had many defects—(laughter)—but he would say this about them, that there was no people who had brought more of conscience into international relations than the American people. (Applause.) He did not say that the conscience in municipal life was on such a high level as in this country. In the present Conference they had launched a great movement that would produce beneficent results to the end of time. (Applause.)

#### Dr. Nitobe

Dr. Nitobe, of the League of Nations Committee on Intellectual Co-operation, also spoke, and instanced the big and rapid advance that has taken place in the holding of international congresses compared with several decades ago. In the decade between 1840 and 1849 there were held only nine international congresses of all sorts; while in the three years 1920 to 1923 there had been no less than 1110.

#### Greetings

Several telegrams of greetings were received and read to the Conference. "May the schools become ever

stronger as agencies making for the peace of the world and for the development of Humanity," was the hope expressed in a telegram from Lord Burnham and the Right Hon. H. A. L. Fisher, ex-President of the Board of Education. A German organization—Manhood's Union of German Teachers—telegraphed greetings, and invited the Conference to Germany in 1927.

#### Evening Meeting

In the evening a meeting of welcome to the delegates was held in the Usher Hall. Sir John Gilmour, D.S.O., M.P., Secretary for Scotland, presided. When the audience rose to join in the singing of "The Old Hundredth," which marked the opening of the meeting, the hall contained a gathering of about 2000 people.

Among the platform party were Lord Provost and Lady Sleigh, Princess Radziwill, The Marquis and Marchioness of Aberdeen, Sir Alfred Ewing, Sir Henry Keith, Sir Donald Macalister, Sir Charles Cleland, the Hon. John Huxham, Professor J. Y. Simpson, Professor Russell, Professor Patrick Geddes, Professor Sarolea, Professor Kemp Smith, Principal Martin, Principal Laurie, the Right Hon. Wm. Adamson, M.P., Dr. A. O. Thomas and Mrs. Thomas, Dr. P. Kuo, Mr. Sainsbury, Mr. H. Charlesworth, Dr. Kavadas, Dr. George Macdonald, Dr. Morgan, Dr. Ogilvie, Dr. F. R. Jamieson, Dr. Strachan, Dr. Davidson, the Very Rev. Dr. Mackichan, Mr. J. C. Smith, the Very Rev. Dr. Smith, Mr. M. A. T. Thomson, Master of the Merchant Company of Edinburgh; Miss Tweedie, Mr. D. M. Cowan, M.P., Councillor P. H. Allan, and Bailie Ella Millar.

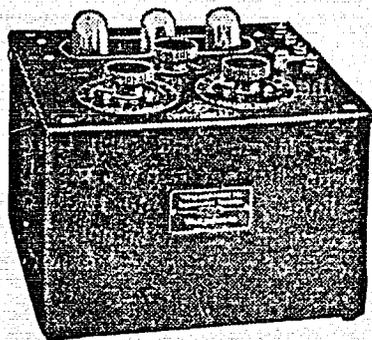
#### Message from the King

The Chairman announced that he had it in command from His Majesty to convey the following message in reply to the Federation's telegram:—

Please assure the members of the World Federation of Educational Associations, assembled in Edinburgh, of my hearty welcome to this country, at the same time expressing my thanks to them for their kind message of greeting and goodwill. I follow with interest and sympathy the great work of the Federation in the fostering, through the medium of education, of what may conduce towards the peace and happiness of the nations of the world.—George, R. I.

Sir John Gilmour said that the total of 1300 odd members in Edinburgh included visitors from every continent and practically every country which could make any claim to be civilized.

In Scotland they prided themselves, in particular, on their ancient system of education, on the close connection they established and maintained for many centuries with the great seats of learning in Europe, on their intimate association at this day with educational advances in every part of the world. If they



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had not yet reached the stage at which they should be safe in authorising every minister of religion to confer the degree of M.A. at baptism—(laughter)—they had, he thought, in proportion to their population, a larger number of pupils in their secondary schools and students in their Universities than in any other country in the world. (Applause.) The general standard of attainment was undoubtedly relatively high.

Some of them would no doubt feel that in one particular department or another there was little the Federation could learn from Scotland, and a good deal that Scotland could learn from the Federation. He was sure that they would find Scottish educationists very willing to absorb the lesson. He regarded that great conference as a manifestation of a still wider development of that spirit which was beginning to make its appearance. They heard more and more every day of schemes for the international exchange of teachers. Our scholars were exchanging letters and even visits with the children of other countries. Schools were exchanging flags with schools in distant lands. All these things were bound to work together for good, provided always that the result was not marred by artificial or over-zealous attempts to create a friendly atmosphere. Let the sense of friendship grow naturally; avoid all crude attempts at narrow propaganda, all unscientific endeavours to bias deliberately the teaching of the subjects in the school curriculum. No denunciations of the horrors of war, no exhortations to seek peace and ensue it, no theoretical disquisitions as to the blessings of arbitration would bring us much nearer "the Parliament of man, the federation of the world" unless the foundation of a right understanding had been well and truly laid, and once that had been done they would be needless.

The Lord Provost, in his address of welcome on behalf of the city, said that they recognized that the meeting of the Federation was not merely a compliment to Edinburgh, which they appreciated very sincerely; it was an occasion with great possibilities. They realised that the Federation represented, in a special degree, all those forces which were working towards a common ideal—that of universal education. The Federation could do much in that way to promote international friendliness, goodwill, and interest. They trusted that it would overcome those jealousies and differences which unfortunately prevented the attainment of the ideal to which Sir John Gilmour had referred.

Sir Alfred Ewing, Principal of the University of Edinburgh, said that his experience had been in what was called the higher education—a type which could not, and should not, be general. To try making it so would be futile; it would also be injurious to the in-

terests of the community, as well as to those of the individual. The higher education ought, at every stage, to be selective, to be continued by the few who were fit to receive it with profit. What should, by all means, be made general in that connection was opportunity. (Applause.) They must see that no person really worthy of the privilege should miss his chance of the highest education. Thanks to bursaries and grants, opportunity for the fit was now offered widely; it might require further expansion, but it should be associated with more careful sifting. Let them have faith in education, but not expect too much from it.

The Right Hon. William Adamson, M.P., said he spoke for those—and their name was legion—to whom the privilege of leisurely study within the seclusion of a University was never possible—the plain, everyday folk. As he sometimes told his classically trained Parliamentary colleagues, while they were studying at the college he was working at the "coal edge." (Laughter.) He was one of those who earnestly believed that the international promotion of education would be one of the greatest channels for extending peaceful sentiments and goodwill among the nations of the earth. To share ideas in common was one of the best means of achieving those ideals which made for human progress. He rejoiced to think that our conception of education was becoming more to be regarded as a matter of social training for future citizenship rather than the merely intellectual activity of minds that were being exercised in mental gymnastics. The increased attention paid to training for social life in the schools and colleges of all lands augured well for the future of society and the peace of the world at large. And such training, let him urge upon them, did not consist merely in the displaying of valiant phrases and texts on the walls, such as "Workers of the world unite," but the more vitalising process of training and moulding character in action, and above all the living out of those principles of human brotherhood and fraternity that they heard men talk so much of to-day. (Applause.) Without wishing to make distinction, he expressed the gratification at the presence of distinguished delegates from China and Japan, and from India, that far-flung outpost of the British Empire. Great and manifold were the problems of the Eastern world, calling for supreme wisdom and sympathetic understanding. Might he say that nothing was so likely to draw them

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closer in the bonds of unity than an extension of education as their common rightful heritage for every one of the peoples of the world. (Applause.)

Sir Donald Macalister, Principal of Glasgow University, said that the previous speakers had rightly spoken of and for Scotland as represented by Edinburgh, its comparatively modern capital with its comparatively modern University. (Laughter.) Scotland had older capitals, such as Scone and Perth and Dunfermline; and older Universities, while there was an older Scotland than the Saxon Lothians—the Celtic Scotland in the Highlands and Islands of the West and North. Apart from Scotland, and apart from Glasgow, he could speak also for a wide academic constituency. As Chairman of the annual University Conference of Great Britain and Ireland, and of the Standing Committee of Vice-Chancellors and Principals, he added—in the name of the Universities and University Colleges of England, Wales, and Ireland—North and South—the assurance of their sympathy with the purpose and aims of the Federation, and their devout desire that they might issue in peace the world over.

Miss M. Tweedie, Chairman of the Educational Institute of Scotland, said that in Scotland they might say, at long last, that education stood above politics. The Federation proved that education stood above national boundaries. They must hope that it would continue so to stand until it had become one platform upon which all the nations of the world agreed. She specially welcomed the Conference on behalf of the women teachers of Scotland.

Councillor P. H. Allan, who welcomed the delegates on behalf of the Edinburgh Education Authority, said that the holding of the Conference here was bound to give a great stimulus to education in Scotland and in Edinburgh.

Mr. George Duncan, speaking for the Association of Education Authorities, expressed the belief that it was only by harmony and active co-operation between the teachers and the administrators that education could make real progress in our land.

Dr. A. O. Thomas, replying to the addresses of welcome, said that while the delegates paid very little in duty when they came to Scotland, they would have to pay a very large duty on their educational baggage when they got back. They would have their suit-

cases and bags full of the very fine spirit which they found here. (Laughter.) The children of the world hereafter would know more of Scotland than they ever did before, for every teacher there would tell their pupils about the wonderful land of their visit and the wonderful people they had met. If it were possible for them to take a gathering of that kind into all the countries of the world, how soon the children in the schools of the world would know better the people and the children of other lands. (Applause.) Nothing could make for friendship and goodwill more surely than such a thing as that. One of the fine things of that organization was the fact that they would meet in the different lands from year to year, and as they met and came to know the different peoples more intimately, they would go back feeling that they were all of one flesh and blood, that they were brothers all, and that they had interests which were common, and that they would lift up their own estimate of their fellowmen throughout the world. (Applause.)

Dr. P. Kuo, late President of the South-Eastern University of Nanking, in a fluent speech replied as the representative of the Asiatic Division of the Federation. He wished particularly to bring greetings from the 200,000 teachers and educators of China. Dr. Kuo spoke of the absurdities of war, and said that if five million teachers were fully convinced of its evils, they could make a great contribution to the cause of peace.

Miss Olive Jones, Principal of Public School No. 120, New York City, in her reply, remarked that the training of children in international goodwill was essential to continued peace and prosperity. In the degree that they who to-day represented the teachers of their various lands remained true to the vision embodied in the creation of that world federation, would the children of to-morrow realise the ideals set forth in that vision. (Applause.)

### The Conference Luncheon

About 500 of the delegates to the World Education Conference were entertained at luncheon in the Music Hall, George Street, Edinburgh, on Tuesday, by the Scottish National Committee. Mr. J. W. Critchley, Dumfries, Joint Chairman of the Executive, presided.

The Chairman, in extending a welcome to the delegates, spoke of the arrangements made by the Scottish National Committee, and paid a special tribute to Mr. George C. Pringle, Edinburgh, Secretary of the Educational Institute, for his services.

#### China and Peace

The Chinese Ambassador said the Chinese people had been traditionally taught to be peaceful. Their classics in history and philosophy condemned militar-

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ism. The Chinese had developed their own civilization more in the direction of the spiritual than in that of materialism. Material things and scientific things could only be bought with money. A thing that could be bought with money was always not invaluable. The Chinese were very proud of their invaluable intellectualism, which they had naturally developed, and which money could not buy. (Applause.)

#### The Russian Dispersion

Professor Sarolea, Edinburgh, official delegate of the Belgian Government, had seen millions of homeless, penniless Russian students and children, were dispersed all over the ways of Europe, and their responsible leaders had asked him to state their case to the members of that Congress. It had often happened before in human history that whole nations or whole classes were driven into exile. They had only to recall the dispersion of the Jews, the expulsion of the Moors of Spain, of the Huguenots of France, of the Belgians during the Great War. But there never had been a catastrophe on quite such a gigantic scale as the dispersion of the Russian people. To-day there were large colonies of them in every big Continental city. The colonists were enduring their poverty and their sufferings with that stoical fortitude which was so characteristic of the Russian temperament. Surely,

as educationists, it was their business to inquire how those Russian children lived and how they were being educated. This was a vital problem for Russia as well as for Europe. Those schoolboys and students were the intellectual and moral reserves of the Russia which would be born again to-morrow. The future of Russia would largely depend on the quality and equipment of the present younger generation. Take, for instance, the case of the medical student. The Russian people would need tens of thousands of medical men and nurses. Unless Russian doctors and nurses were trained in sufficient quantities, the people in the villages would die like flies. Almost every country, except Great Britain and the United States, had made a substantial contribution towards the education of Russian children and Russian students. It was nothing to do with politics. They were not concerned to inquire why those Russians were driven out of their country. It was a duty of common humanity. It was also an excellent investment. For the Russian people would one day again be a great people, and Russia would one day again be an unlimited and remunerative market for trade. And the Russian people would one day remember those who helped them or who failed to help them in the hour of their direst need.

#### "The Uneducated Person."

Mr. G. K. Chesterton said if I were to say anything that had the slightest significance or meaning to anybody I should be inclined to suggest that the Englishman in his comparative evasion of scientific culture and his very genuine tradition, or what used to be a tradition, of personal liberty, does stand for something which must not be left out altogether in generalisations about education. There is an impalpable thing which is alive in all culture. I cannot define it, but if one called it enjoyment I think one would come near to its nature. Whatever may be their other faults, Englishmen generally have had considerable power of enjoying themselves. The man enjoying himself means a man who is able to enjoy himself all alone. That is why Englishmen always want a railway compartment to themselves—(laughter)—particularly when they have before them the prospect of getting off the railway train in Scotland. By all means hurl at me your vast and organised systems of education, trample me underfoot with all your tremendous scientific apparatus of knowledge and culture, but leave some small fragments of me, after the operations are over; let there be, as it were, a kind of remnant of that original individual love of liberty which is not altogether valueless to the world. (Applause.)

#### An Afflicted Nation.

Dr. Kundt, Buda-Pest University, said he spoke as the representative of an afflicted nation. He em-

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phased the seriousness of the distress in Hungary as a result of the war and the Peace Treaty. If the Hungarians got justice the Hungarian teachers would be most zealous workers for world peace.

### CIVIC RECEPTION

Some fifteen hundred guests attended a reception given in the College of Art by the Lord Provost and Council of Edinburgh. In the absence of the Lord Provost, Baillie Couston received the guests on entering. A musical programme was provided in the hall, with selections by pipers at intervals. The company included members of the Education Authority and of other administrative bodies of the city.

The principal interest of the reception was the opportunity afforded of conversation between the guests, who are drawn from all parts of the world. A considerable number appeared in their national costumes. In one group, including two young Chinese delegates from Amoy, the progress of European ideas amongst the Chinese was discussed. The Chinese ladies, who are the daughters of the Principal of a school in Amoy, stated that English, which is taught throughout one of the two daily sessions in their father's school, is the most popular foreign language. This is partly due to its usefulness for the purposes of trade. Pianoforte music is also studied, and considered a desirable attainment. One of the English members of the staff has a diploma for music. Western ideas were steadily being adopted. There was, one of the Chinese ladies stated, a rapid movement in this way. This was illustrated by the fact that it would cause no particular comment for Chinese girls to attend a jazz dance unaccompanied by their parents—although, of course, there were many who regarded the new freedom as an undesirable indication of foreign influence.

### Public Meetings Friday Evening

At a meeting of delegates in the Usher Hall on Friday evening—Dr. Thomas presiding—Colonel Mitchell, Secretary of the Carnegie United Kingdom Trust, read a paper on "The Function of the Public Library in the Sphere of Adult Education."

Dr. Stephen P. Duggan, President of the International Institute of Education in the United States, in an address on "Nationalism and Internationalism," said that nationalism, as we understand it to-day, was the child of the French Revolution. Up to that time loyalty was primarily to the monarchy, but, as the result of the wars of Napoleon, it was transferred to the land and to the people in the land. To-day it had a strong hold in practically every country in Europe, but was nothing there to nationalism in the Orient. The great movement in China was, no doubt, the re-

sult of a great many forces, but one of the most impelling was the new spirit of nationalism.

Mr. Yusuf Ali presented a greeting from the International Moral Education Congress, which, he said, wished to discuss the various factors that underlay both the purposes and content of education, and with that object sought to review the different methods of presenting history, art, education, and even politics, so that they might feel that education, in the wider term, was worthy of the best efforts of mankind. No man could divest himself of his nationalism, and India, at the present moment, occupied a very interesting place in the history of humanity. It was one of the countries which had been touched with the spirit of nationality. Its peculiar conditions, as a land in which many races, creeds, and different kinds of culture had contributed to the institutions, enabled them to hope that when they did settle down they might be able to make some slight contribution to the world's great quest after the spiritualising of nationality. They were in a peculiarly favourable position in India to work out that real blending of nationalism with the international idea, which was the great need of this post-war period.

Dr. Georg Kerschensteiner, Munich, said—

The organization of public educational facilities for adolescents of from 14 to 18 years of age is an imperative task for any democratic community. It may be pursued along one of the following three lines, viz. :—

(a) Public Vocational Day Schools (Fachschulen) organized by the State or the city to meet the requirements of a profession; classes extending over three years at least, and attendance being either compulsory or voluntary.

(b) Private Factory Schools (Fabrikschulen) organized by an employer or by a corporation of employers for their apprentices, but not confined to a merely technical curriculum.

(c) Public Continuation Schools (Berufsschulen in Germany) organized by the State or the city, and corresponding to the various professions in which adolescents of either sex are employed; attendance being compulsory during apprenticeship and for three years at least. Each of these three forms may give real educational opportunities, or may fail to do so; this depends on the aim in view and on the spirit in

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which it is carried out. The aim should be not only to make of the youth a skilled worker, but to educate the whole of his individual personality through his work. The man must not be swallowed up in the worker.

The most important form of Adolescent Education in a democracy is the Public Continuation School, as it alone embraces the entire youth of a nation and influences their education. But in organizing Continuation Schools we have to deal with many difficulties, lying partly in the mentality of the employers, and partly in the type of mind of the individual youth. The mental structure of the adolescent is no longer as plastic as was that of the child. He already has a more or less established framework of aims, and is therefore especially interested in the means fitted to attain these aims. From this point of view, we may distinguish four groups of adolescents, viz. :—

(1) Those who have already found a proper calling, for which they are fitted and in which they are interested; and those who, not yet being employed, are seeking after an employment in accord with their fitness and interest.

(2) Those who are self-centred, but employed in a profession, interest in which can be roused by an appeal to their self-centred personality.

(3) Those employed in occupations for which men cannot experience a vocation, e.g., unskilled workers, day labourers, errand boys, life-boys, etc.

(4) Those who are neither employed nor interested in any kind of work, yet have other interests.

The difficulty of efficient organization of educational facilities increases in the order of these groups.

The following may serve as guiding principles for organizing Adolescent Education :—

(i) When dealing with youths occupied in work for which they can feel a vocation, centre the educational arrangements round this work.

(ii) See to it that the scope of the educational arrangements is not limited to this particular kind of work, but that the pupil's interest in his work is widened so far as to embrace activities of social significance, i.e. see to it that the man is not swallowed up in the worker.

(iii.) As soon as possible, organize the educational institution to be an active community controlled by common social values and aims.

(iv.) Where the adolescent's occupation is of a kind that no man can have a vocation for, let the education be based on social, aesthetic or religious interests, whichever may be present in the youth, and make any of these the source of development in his mind.

(v.) In the last case, that of the fourth group, only a personality sacrificing itself in love can help to educate them.

(vi.) The way to manhood lies through citizenship.

#### Saturday Evening..

A public meeting was held in the Usher Hall on Saturday evening, at which there was a large attendance. Dr. Thomas took the Chair.

Dr. W. F. Russell in an address on "Who Shall Mould the Minds of the School Children," said—

In the United States we have tried two types of curriculum control, local control, and State control. The local has been in the form of prescription by a small committee elected from the locality to manage the schools. Often the members know little of the problems of education; too often they are relatively untrained. Too often they are incompetent to select teachers, text-books and materials, or so lacking in training as to be unable properly to interpret the thought of the day. On the other hand there is the genuine advantage that comes from the personal responsibilities assumed for the children of neighbours, and usually there is a willingness to rely on judgment of people who combine knowledge and a disinterested point of view. But the ignorance, the lack of purpose, the divergence and the swaying to the winds of local public opinion incline many of us in the United States to seek for some solution.

Shall we introduce control of the curriculum by a nation-wide authority or a minister of education? Many of us in the United States have long viewed with admiration the effective system of schools that accompanies complete centralisation of authority.

But there have been some developments in recent years that have given us pause. In one country of Europe where the educational system had been growing and improving, where Minister of Education succeeded Minister of Education as the Governments changed, where slight changes were made now and then, but the essential principles followed, we suddenly saw a sharp change when a Radical Government of a partisan group was suddenly introduced. The new Minister of Education held himself responsible, not to educational advisors, but to party advisors. He discharged teachers of opposing convictions. He altered the course of study. He printed his picture in the text-books, together with those of other contemporary partisan leaders. He introduced the teaching of the

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principles of his own political party as the only friend of the child. He instituted the teaching of subjects calculated to prepare people for the kind of a society which his party was trying to introduce. Remember this was not one subject; it was all subjects. It was not one teacher in Dayton, Tennessee, it was all teachers; it was not one-fortieth of a nation, it was all the nation from north to south and east to west. Nor did the world laugh! Those of us who watched it, believed that the changes in the main were good. They should have been accomplished long ago. But the principle was terrifying. What might not the next more radical party try to accomplish? Will there be a change of curriculum and text-books every time a new political party comes to power? Is not that country entrusting to the successive waves of current political opinion the minds of the children of the next generation?

Thus we find ourselves confronted by a very difficult problem. Political authorities local, state, national, should not be trusted with the mind of the next generation. Neither should the teachers. Possibly the solution for the United States will be confidence of local authorities in the enlightened opinion of a profession that has taken the trouble carefully to study the situation and scientifically to arrive at conclusions.

May we conclude by suggesting that probably this problem is not exclusively American, that other countries either are or should be struggling with it as well; and may not the World Federation of Teachers' Associations establish a department of school supervision and administration, that here we may have the benefit of the advice, experience and researches of others? I am sure that we in the United States should appreciate your help.

Dr. Gennadius, in an address on "Education in Greece," said—

The unqualified acceptance of the principles, and the wholehearted espousal of Greece of the objects of this Federation was signalised at the very outset of the movement by the presence of a Greek representative at the Conference in San Francisco. Indeed it may be said in all truth that these principles lie at the very foundation of public instruction in Greece, such instruction being absolutely non-sectarian and free from any political or religious propaganda.

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It is doubtful whether any other people esteemed education as so material a concern of the State as the Greeks held it to be both in their prosperity and in the darkest days under the Turks. In ancient Greece the education of the young was one of the principal concerns of the legislators of all the City States, and the schools thus established persisted well into Christian times, where we find some of the most illustrious Fathers of the Church receiving their early education. St. Paul himself was a Greek in education and intellectual training, and the Jews in Egypt were Hellenized to the point of rendering the translation of the Old Testament into Greek necessary for their worship.

Although the Schools of Athens were finally closed by the decree of Justinian in 529 A.D. Greek learning rapidly revived in the Byzantine Empire with such force as to oust Latin as the official tongue; for, as Gibbon reluctantly admits: "The subjects of the Byzantine throne were still possessed of a golden key that could unlock the treasury of antiquity, of a musical and prolific language, that gives a soul to the objects of sense, and a body to the abstractions of philosophy."

With the fall of Constantinople to the Turks, in 1453, there came over the devastated land of Greece the stillness of death and the gloom of the mortuary. The last remnants of culture found refuge in remote Greek monasteries, where a flickering flame was kept alive, until, with the gradual emasculation of the Turk and the increasing prosperity of the Greek trade and shipping, Greek schools reappeared in many of the Greek communities established in Western Europe, and especially in the Danubian Principalities of Wallachia and Moldavia, then under Greek Hospodars. The famous school of Bucharest, in which George Gennadius kept burning the torch of Greek freedom, supplied the principal contingent of the "Sacred Band"—the first bloody sacrifice on the heroic field of Dragatchani (1821) for the liberation of Greece.

Three centuries earlier, towards 1590, the first school for girls was founded in Athens by Philothea, the only daughter of the ancient and powerful family of the Venizeloi, who for her saintly life and martyred death is honoured as the patron saint of her native city. And that same city, which in classic times was the sanctuary of Minerva, saw amid the devastations of the War of Independence the establishment, in 1825, of the first systematically organized school under George Gennadius, subsequent to the failure to create such a centre at Argos, as the Provisional Government had planned by one of its earliest administrative enactments.

On the establishment of the young kingdom public education was organized on the German model in

three sections, that of Elementary or Communal Schools, that of Secondary or Middle (Hellenic schools and gymnasia), and that of Higher or University education. Full details of the system are supplied with statistical data, which show that immediately before the wars of 1912-13 and 1914-20, education in Greece stood as follows:—

**Primary Education.**—3,550 Communal Schools (1,327 for boys, 680 for girls, and 1,565 rural or A.B.C. schools), with 271,844 pupils; besides 128 private primary schools with 11,990 pupils of both sexes.

**Secondary Education.**—379 Hellenic Schools, with 31,751 pupils of both sexes; 42 Gymnasias, with 94 professors and 5,862 pupils.

**University Education.**—3,358 students.

Besides these there were two Seminaries, two Training Schools, a Polytechnic School, and other such institutions, including several private schools, and the great school for the higher education of girls, counting 1,500 scholars.

Since the annexation of Epirus, Macedonia, and Thrace the existing educational system has been and is being rapidly applied to the New Provinces with the result that already the number of schools and pupils has increased enormously, as is shown by the following as yet incomplete statistics, which include both the old and the new territories:—

**Primary Education.**—1,562 Communal Schools for boys; 1,099 Communal Schools for girls; 4,875 Communal Schools mixed. About 600 just opened in Thrace. Say, about 8,000 Communal Schools, with 342,472 boys and 227,185 girls. To these must be added 11,156 infants of both sexes attending A.B.C. schools. Total, 581,513 pupils, with 6,930 male and 3,689 female teachers.

**Middle or Secondary Education.**—480 Hellenic Schools and 107 Gymnasias. Also 11 Lyceums, 26 Training Colleges, and 26 other various institutions, with 85,942 scholars.

**University Education.**—In the University of Athens 8,789 students. Primary education in Greece is obligatory under stringent rules. With the exception of comparatively nominal fees (which are even dispensed with in the case of poor students) education is practically free and gratuitous from the A.B.C. to a University degree.

In the absence of Mr. Y. P. Ysai through illness, his address on "Chinese Education: Its Historical and Present Conditions" was read by Mr. P. O. Chen as follows:—

In the recent years of the Manchuria regime, say, during the last twenty-five years, a rapid change came over the East, and education had to conform with the rest of life. Then the problem before us was to establish schools, from the most elementary kinder-

garten, to the university, on European lines. The Government schools, to begin with, were all of the Hsuyuan type, and were gradually converted first on the Japanese system, then on the German and French, and now on the American and English systems, and became, when properly managed, a vital and compelling force in the intellectual life without destroying our traditional methods of teaching. All schools were equipped with an ample and varied curriculum, and a new system of examination for the purpose of promoting the learners from one class to another, and for graduation, was promulgated.

The general policy was calculated to train men for practical purposes as well as for profoundly advanced research in the specific realm of learning or knowledge.

Since the Conference in San Francisco of this Federation, China has undertaken some more educational reforms. She has now clearly recognised that the regeneration of her ancient civilisation will be a reality if the rising generations can be educated on new lines.

The following facts, which show the progress and activities of the last two years, are worthy of consideration:—

1. In the first place, I should like to point out the emphasis laid on instruction in science. This has

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lately been a striking feature of Chinese education. In 1922 Dr. Paul Monroe, of America, visited China, and his observations confirmed the opinion of many concerning the defects of science instruction. On the invitation of the Chinese National Association for the Advancement of Education, following Dr. Monroe's recommendation, Dr. G. R. Twiss, of the Ohio University, went to China to assist in the improvement of methods of instruction in science subjects, such as mathematics, physics, and chemistry, etc.

2. The second point which concerns us is missionary education in China. According to recent statistics, the total number of students in the Protestant institutions at present is probably near three hundred thousand, and the number of students under the training of the Catholic churches about two thousand odd. There are promising signs that a certain tendency in the direction of an increase in students in these institutions is in progress. But as we all recognise, whenever a missionary school is founded, religious instruction of some sort is propagated, bringing about new effects and influences, thereby contradicting the traditional education. While neglecting Chinese history, literature and other important subjects, missions in China are now organising different sets of educational systems of their own, parallel to the Chinese Government system, which might prove in time irreconcilable elements in the Chinese national education. Moreover, the genuine belief, though not usually the professed precept, of Chinese educators, is almost wholly against the teaching of religion to children, who are merely so much material, to be recruited and manufactured by their elders. If we respected the right of Chinese children whose tradition and environment are non-religious, we should educate them in such a way as to give them knowledge and the mental habits required for forming independent opinions.

3. The third point is the movement for education of the masses. At the second Annual Convention of the National Association for the Advancement of Education held at Tsing-Hwa College, 1923, a national organisation for the movement to remove illiteracy was planned, and the movement received immediate support from all parts of the country. One of the chief policies for the movement is the adoption of spoken language, Pai-Hua, in its teaching and learning. Not only leading magazines, newspapers and novels are published in Pai-Hwa, but also standard

works on art, philosophy, and social science. It will not be long before we see a thorough system of compulsory education in China on the one hand, accompanied by taxation on "illiterie" on the other. Advocates of this movement are therefore making no illusory attempt at achieving the miracle of eliminating two hundred million illiterates in a generation.

Now I should like to say a few words about the present students' movement in China in connection with their National movement for liberty, which is a larger and urgent part of the prodigious world-question. We all here talk of promoting international peace through the schools. Who will respond to it? In my opinion we should begin by formulating plans for international goodwill and mutual understanding, fair and equal treatment among the nations. In China there are at least between four hundred and five million people, and amongst them works and seethes continually the mental evolution started by modern education and prompted by the sacred gospel of justice and humanity. Indeed, the question of promoting world peace through the work of the school is the fundamental problem in education. No other question approaches it in difficulty and importance.

#### MONDAY...

The Conference held its final business meeting in the United Free Assembly Hall on the forenoon of Monday the 27th inst. Dr. A. O. Thomas, the President, took the chair. There was a large attendance of delegates.

A letter was read from the Marchioness of Aberdeen, with farewell greetings to the Members of the Conference.

Miss Tweedie read a message in French from the University of Lille.

The secretary read the report of the Committee on the Revision of the Constitution with reference to the Herman-Jordan plan of education to develop international justice and friendship. The committee recommended the approval of five out of the seven sections of the plan. It recommended that the appointment of committees under Sections 3 and 4 (which deal with standing incentives to war and the question of whether war is necessary) be deferred.

The recommendations of the Plan, which were approved, refer to the following subjects:—History and intelligent patriotism, international athletic sports, a general peace committee, a bureau of conciliation, and general machinery for international co-operation. The acceptance of the Plan was recommended with the provision that the educational features of Section 3 and 4 be combined with other sections, and that the president, with the approval of the Board of Directors,

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appoint, at the proper time, the appropriate committees for the proposed studies.

The Constitution of the Conference was then discussed and revised. Some discussion took place as to what organisations should be entitled to membership of the Federation, and whether other than "nation-wide organisations" might be affiliated. It was pointed out that the new constitution provided for nation-wide organisations, for associations that were not nation-wide, and also for individuals. The chair ruled that all organisations wishing membership should make out an application and send it to the Executive Committee, and the Executive Committee would act upon it and notify that organisation at the earliest possible moment.

The treasurer's report, which was adopted, stated that there was a balance in hand of \$28.96, after an expenditure of \$5,750, including travelling, printing, and other expenses.

Votes of thanks were accorded to all who had helped to make the Conference a success.

Mr. G. C. Pringle, Joint Secretary, in his reply, referred to the remarkable response which had been received from all organisations concerned.

## FAREWELL MEETING

At the Valedictory Meeting, held in the Usher Hall, there was a large attendance, under the Chairmanship of Dr. A. O. Thomas.

Princess Radziwill, of the Secretariat of the League of Nations, said that the League had heard with the greatest interest of the work which the Federation was doing in Edinburgh. If the League of Nations were interested in it, it meant that 55 Governments of the world were interested in it also, and ready to do all in their power to help the work which the Federation was undertaking. (Applause.) Without international co-operation and goodwill the world was bound to come to a terrible end. The seeds of discord and hate were what they had to fight against.

M. Matti Rajamaa, Finland, spoke of the culture of his nation, which was older than its independence. Their first schools were established about 1400, and they now had three Universities and about 3,500 students. The Finnish people loved peace, brotherhood, and the goodwill of nations, and hoped the Federation would carry on its ideals to victory. "I thank

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you for lovely friendliness here," was his parting message.

Professor Dyboski, Poland, Professor of English Literature at Cracow University, who spoke on behalf of the two National Unions of Teachers in his country, said that he wished to mention that one of these had, in the few years of its existence, been able to erect a large sanatorium for tubercular teachers. He stated that he would urge both these bodies to join the Federation, and to secure representation at the next Conference.

Madame Dreyfus-Barney, of the International Council of Women, said that great international movements such as the Federation were like the seasons of the year—they must come. They knew also that the great work of peace must be done in the home as well as in the schools.

Mrs. Cora Stewart, Kentucky, spoke of illiteracy as one of the barriers to world understanding. Its removal was necessary to bring about peace and goodwill among the nations of the world. It was now for them to get to action. The fewer illiterates there were in a nation the less excuse there was for having any. The number of illiterates ranged from two out of every thousand in Sweden to about 920 per thousand in India and some South American countries.

Dr. Kuo, China, Vice-President of the World Federation, asked if the delegates were satisfied with the success of the Conference. His own reply was in the affirmative. He touched on the magnitude of the task of organisation, and said that they had now gained a clearer conception of their mission, and had made provision for the continuance of the work already started. The best results did not lie with the numbers attending the Conference or the resolutions

adopted, but rather in the spirit which had been manifested throughout. (Applause.) In spite of varying conditions of the different countries, difficulties had been overcome. What had made this possible was the spirit of tolerance, sympathy, and willingness on the part of delegates to give up their own views to meet the needs of others. This was the most encouraging aspect of the Conference in his judgment, which gave them hope for the ultimate success of their Federation.

Mr. H. Charlesworth, British Columbia, spoke of "Goodwill Day," giving particulars of the manner in which the day had been observed in British Columbia, on the initiative of The Parent-Teacher Federation; with the hearty co-operation of the Provincial Government. With regard to the fixing of the date on which it might be observed, he wished it to be understood that those responsible for the idea of keeping such a day were quite ready to accept any date suggested by the Federation. Displaying three large volumes heavily bound, Mr. Charlesworth said that the movement would be given a great impetus when the volumes, which contained the names of thousands of children in British Columbia who had become members of the Goodwill Society, could be deposited in the Palace of Peace at The Hague, and it was now his duty to take those books to Holland and to hand them over officially to the librarian, to be placed in the archives.

Norway's delegate, Frau Marie Michelet, gave splendid testimony to the work done in her country. There was not a child, she said, who could not take its schooling up to the University if it wanted to and had the ability, and there was no illiteracy among normal children. (Applause.) "We teach," she said, "in our country the blessing of not going to war." (Applause.) "To be able to teach this you have to live it." When they taught the children this, they knew that 1905 was a year in their history which had made two countries the best friends instead of enemies. If this hero question could be put before their Norwegian children, there would be many of them who would name King Oscar II. as the man who had made two peoples agree instead of going to war. (Applause.)

Lady Leslie Mackenzie said how much they in Scotland had enjoyed this strenuous week. She had been specially concerned in this Conference with the pre-school child. They had been trying to form a uniform plan for training little children from two to five, so that they could go into the schools of every country prepared to take the training essential for life afterwards.

Dr. Claxton, Oklahoma, spoke of Edinburgh University as one of the eyes of Europe. Geneva Uni-

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versity was the other. If the world, he said, was to undertake democracy, it must understand that universal education was the only means thereto. Otherwise, democracy was not safe for the world.

New Zealand's message was delivered by Mr. Arch. Lowrie, who said that a most up-to-date system obtained in his country, one of the chief modes of teaching being by nature study and handwork. Education was receiving a great impetus from this Conference.

Mr. Rajaram V. Gogate, India, one of the directors of the Federation, said it was possible, in the spiritual sense, to look upon India as one country, and to keep oneself aloof from the divisions back home. He spoke of the great efforts the Federation were making towards unity of the world by means of educational unity. It would be the duty of the Commission set up to look after the rights and privileges of the nations that were backward educationally and wanted to be represented on this body. A day was going to come when the millions of India would be united and brought before the world as their educational brothers and sharers in the task of establishment of world goodwill.

Herr Melk, Berlin, said that the Federation was trying to help poor, struggling mankind onwards and upwards. Their work must be done on a basis of equality based on mutual understanding. Wordsworth had said, "The child is father to the man," and Ramsay Macdonald had said the other day that no man was as bad as his enemies said or as good as his friends said. The same was true of nations.

At the conclusion of the meeting, before the singing of "Auld Lang Syne," a letter was read from Dr. Y. P. Tsai, Vice-Chancellor of Peking University, who regretted that owing to illness, he had not been able to attend the Conference.

#### RESOLUTIONS.

The following resolutions were adopted at the Plenary Session of the World Federation of Education Associations, held at Edinburgh on July 27th, 1925:—

##### General.

1. That the W. F. E. A. appoints standing committees on pre-school, elementary, secondary, and higher education, whose function shall be to co-op-

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erate with affiliated associations in furthering the objects approved by the Federation to make studies and reports upon such matters as the Federation may commit to their charge and to prepare the programme of their section at each ensuing biennial.

2. That special committees on health and on the removal of illiteracy be appointed by the W. F. E. A. with functions similar to those of the standing committees in the respective fields.

##### A. Pre-School Education.

3. In view of the supreme educational importance of the first years of childhood, provision should be made in every educational system for a type of education suited to the needs of that period. Such education, whether given in the home or in special groups, should include the formation of desirable physical habits, mental attitudes and character traits in an environment conducive to freedom, health, and joy of living.

4. That such pre-school education should be in charge of persons specially trained for the purpose in both mental and physical ways, and should be carried on when in special groups in close co-operation with parents. Public funds should be available for such education, and every encouragement should be given to research in this field.

##### B. Elementary Education.

5. That the W. F. E. A. affirms its belief in the potency of Goodwill Day as a factor in creating and fostering an international understanding among the children of the world, and that it recommends that affiliated associations secure where necessary or desirable national or official sanction for the observance of such a day from their Government and education authorities, and, further, that steps be taken in each country to prepare for the teachers an outlined programme as a suggestive guide.

Note.—The W. F. E. A. suggests with reference to resolution 5 that the affiliated and other associations be asked to report to this Federation upon the most suitable single date for Goodwill Day, and that upon the basis of these reports the W. F. E. A. have authority to select such a date.

6. That the W. F. E. A. affirms its belief that geography, history, and training in citizenship should be taught not only from a national point of view, but also from a modern sociological and international point of view.

7. That the W. F. E. A. endorses movements and committees which establish international contacts among school children through correspondence, exchange of school work, and interchange of pupils of suitable age between countries. To promote the more economical exchange of materials, the W. F. E. A.

shall use its best efforts to secure accommodation in the postal rates.

8. That text-books for the elementary schools of the world be prepared descriptive of child life in all lands, and setting forth in brief and simple form the best that each nation has achieved.

9. That in view of the fact that it is of the utmost importance that teachers of all nations should themselves possess the international outlook, the World Federation recommends the encouragement of special courses in teacher-training institutions and in Universities, and strongly recommends to its affiliated associations the promotion of plans for travel and interchange of teachers.

#### C. Secondary Education.

10. That the W. F. E. A. encourage co-operation with affiliated associations in the promotion of such aids to education as universal biography, visual instruction and the use of the motion film, particularly when of educational and scientific nature, literature and language study, particularly in the modern field, aesthetics, and training for citizenship as possessing great potentialities for the development of an international outlook.

*Note.*—The detailed statement prepared by the Conference on Secondary Education descriptive of the above courses is suggested for reference to the appropriate committee for its use and consideration.

11. That the W. F. E. A. prepare a statement of the ideals which should obtain in history and history teaching. Such statement should emphasise the necessity for an impartial treatment of international intercourse. A frank admission of shortcomings should accompany the claim of services rendered to the cause of human welfare in each country. In proceeding from national to world history emphasis should be laid upon the progress from conflict to conciliation.

#### D. Higher Education (Universities.)

12. That resolution 7, 1923, of the W. F. E. A. be amended to read, "That the W. F. E. A. utilize and advance inquiry into Universities in their history, their contemporary developments and possibilities and to investigate the question of the establishment of a World University."

13. That resolution 4, 1923, be amended to read, "That the W. F. E. A. enquire into the inter-relations and increasing unifications of the various fields of knowledge and research and towards the fuller and clearer co-ordination of subjects of instruction accordingly, with endeavour to bring about a greater unification of scientific terminology."

14. That resolution 6, 1923, be amended to read, "That the W. F. E. A. encourage the establishment of

a universal library office and enquire into methods of bibliography and their possible advances. This office may ultimately be connected with a World or International University."

15. That the recommendations of the National Office of French Universities and Schools be referred for further study, the W. F. E. A. affirming its approval of the objects which these resolutions are designed to obtain in an easier and more efficient and a more economical interchange of scholars, whether professors or pupils.

#### E. International Relations

16. This Conference of the W. F. E. A. is of opinion that it is the function of teachers to help their pupils to realise that the world is a unity, that nations and peoples are interdependent, economically and otherwise, and that true nationalism is not inconsistent with true internationalism.

17. That the W. F. E. A. co-operate wherever possible with international organisations and other organisations pursuing similar aims.

*Note.*—Three resolutions submitted by this Conference dealing with history, language and method of instruction are referred to appropriate committees for their use and consideration, as the committee on Resolutions is of the opinion that their substance has already been covered in resolutions of other Conferences.

#### F. Character Education.

18. That the W. F. E. A. affirms its belief in the importance of character training in education, and refers the subject to appropriate committees for future consideration in all sections of the Federation Conferences.

#### G. Health Education.

19. That the W. F. E. A. refer to an appropriate committee the detailed recommendations of the Conference on Health Education with instructions to carry forward in co-operation with the affiliated associations the steps recommended so far as these may be approved by competent authority. The W. F. E. A. affirms its sense of the importance of the plan presented, and affirms its belief that health education is the fundamental basis of all successful education.

#### H. Teacher Training.

20. That the W. F. E. A. gather and collate information upon the systems of training of teachers in the countries represented by delegates to the Conference of 1925, and that such information be made available to all who desire it, special attention being given to ascertain the steps taken to secure the fitness of entrants to the profession.

## ELECTION OF OFFICERS AND DIRECTORS

President: Dr. Augustus O. Thomas, U. S. A.

## Vice-Presidents:

Dr. P. Kuo, China.

Mr. J. E. Sainsbury, England.

Mr. Harry Charlesworth, Canada.

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Miss M. Tweedie, Scotland.

Mr. G. Pringle, Scotland.

Mr. R. Siders, U. S. A.

Mrs. Bradbury, U. S. A.

Dr. G. Macdonald, Canada.

Dr. S. Ling, China.

(with 6 others to be elected later from European and other countries, when the organizations represented in Edinburgh have completed affiliation with the World Federation).

## EMINENT EDUCATIONISTS HONOURED.

A special session of the Educational Institute of Scotland was held on Friday in the Synod Hall, Edinburgh, when the honorary degree of Fellow of the Institute was conferred on eleven distinguished scholars and men of affairs, from different parts of the world. Miss Mary Tweedie, Edinburgh, President of the Institute, presided, and Mr. Robert Dickson, Edinburgh, presented the following gentlemen for the degree:—

Mr. J. Clark, M.A., Director of Education for the City of Glasgow. Joint Secretary of the World Federation of Education Associations.

Sir Charles Cleland, K.B.E., M.V.O., D.L., Chairman of the Education Authority for the City of Glasgow.

Mr. J. Gennadius, G.C.V.O., D.C.L., LL.D., University of Athens. Honorary Envoy Extraordinary and Minister Plenipotentiary for Greece.

Mr. Raphael Herman, of Washington, Detroit, and Los Angeles, California.

Dr. P. W. Kuo, ex-President, South-Eastern University, Nanking. Vice-President, World Federation of Education Associations.

The Rev. D. Mackichan, M.A., D.D., LL.D., Chancellor of the University of Bombay.

Mr. George Macdonald, C.B., F.B.A., LL.D., D.Litt. (Oxon.), Secretary, Scottish Education Department.

Professor Paul Monro, Ph.D., LL.D., Columbia University, New York. (In absentia).

Sir Michael Sadler, C.B., K.C.S.I., LL.D., Master of University College, Oxford. Officer de l'Instruction Publique. (In absentia.)

Alderman Edgar J. Sainsbury, O.B.E., B.A., Vice-President, National Union of Teachers. (In absentia.)

Dr. Augustus O. Thomas, Commissioner of Education for the State of Maine, U. S. A. President of the World Federation of Education Associations.

Miss Tweedie said the occasion was without precedent in the annals of the Educational Institute, which dated back close on 80 years. In those 80 years it had conferred 42 such honorary degrees. Of these 42 honorary graduates eleven only were still alive. In the last six years two graduates only had been added to the ranks of those men and women, comprised of Lords of the realm, Secretaries of State, Principals, and Professors of ancient universities, men of affairs, very reverend fathers of the Church, and one woman. At one stroke they were that day doubling that honourable list, and she thought if they read over the names of their forebears they would agree that the Institute had set them in no mean company.

## OPPORTUNITY

"They do me wrong who say I come no more,  
When once I knock and fail to find you in;  
For every day I stand outside your door  
And bid you wake and rise to fight and win.  
Wail not for precious chances passed away,  
Weep not for golden ages on the wane.  
Each night I burn the records of the day.  
At sunrise, every soul is born again.  
Laugh like a boy at splendors that have fled;  
To vanished joys be blind and deaf and dumb;  
My judgments seal the dead past with its dead  
But never for a moment yet to come.  
Though doom me mire, wring not your hands and weep;  
I lend my arm to all who say "I can!"  
No shame-faced outcast ever sank so deep  
And yet might rise again and be a man.  
Dost thou behold thy lost youth all aghast?  
Dost reel from righteous retributions's blow?  
Then turn from blotted archives of the past,  
And find the future's pages white as snow.  
Art thou a mourner? Rouse thee from thy spell!  
Art thou a sinner? Sins may be forgiven;  
Each morning gives thee wings to flee from hell,  
Each night, a star to guide thy feet to heaven!"

—Walter Malone.

Walter Malone, jurist and poet, was a native of Memphis. He was born near Caplerville, Tennessee. He died a few years ago.

Blank—"Why do you call the maid Radio?"

Tank—"She's always listening-in!"

## LEAGUE OF NATIONS

Through the kindness of Mr. A. J. Cowan, Associate Secretary of the League of Nations Society, Vancouver, we are enabled to print the following on work at Geneva:

Professor Mack Eastman, whose appointment to the League of Nations in Geneva has been particularly gratifying to the University circles in British Columbia, has written to the League of Nations Society, Vancouver, giving his impressions of the work there.

He says:—

"My first impressions of the International Labour Office are very favourable indeed. The organization seems on the whole most effective, and the example of the Director in the matter of unremitting labour appears contagious. As you know, in our Society our speakers have treated of every topic except the International Labour Office. Its work is none the less fundamentally important. It can not by itself create international peace, but in time of peace it can consolidate the economic foundations of peace by inducing backward nations to agree with the rest of us upon conditions of labour and standards of living which will do away with the unfair competition from which the advanced nations always suffer most.

"The work of the International Labour Office, and specially of its brilliant and indefatigable Director, M. Albert Thomas, in securing the ratification by Governments of the Conventions agreed upon in the annual Labour Conferences, has been a gratifying success. Of course, while the world, and especially Europe, is struggling under the burden of catastrophies heaped up by the World War, it is sometimes impossible for Governments menaced with possible bankruptcy to ratify Conventions which would improve the lot of the toiling masses but at the same time impose a new strain upon their unsteady exchange. While the weaker or more backward governments are hesitating, obviously the governments of highly developed nations like Britain, and others, must frequently hold back also for fear of being worsted in the competitive commerce of our time. However, at the present moment there is every prospect that a large number of important nations will ratify all together the progressive Conventions which up to the present have been suspended in mid-air.

The budget of the I. L. O. is slightly over a million dollars. The work that it has been asked to do by governments and by associations of employers and employees would require a budget of between five

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and ten million dollars. There is no doubt that when the world gets to the point of spending ten million dollars per annum on the International Labour Office, it will be saving the major part of the four million dollars now spent annually on armaments. Of course, the budget of the I. L. O. is only part of the budget of the League of Nations, which for the present year is totalling about five million dollars."

Before leaving, several Vancouver teachers made enquiries as to what he thought would be the value of spending some time in Geneva during the League of Nations deliberations. With regard to this he says:

"Many teachers in Vancouver have asked me what I thought of the idea of their taking a year or half a year off and coming to Geneva for a bit of an education in world affairs. Although I have been here only a short time, I think I may answer the question with some degree of confidence. It would be bad financial economy to come for the whole year. Nothing much transpires in Geneva outside the closed doors of the Offices, except from May to September, inclusive, when events follow each other in somewhat the following order:

"The International Labour Conference in May; then lesser conferences sometimes following.

"In June begins the summer session of the University of Geneva, with fundamental studies in French Literature and World History, followed by lectures later on by some of the most eminent statesmen and scholars in the world.

"Then in July comes Professor Zimmern's International University Federation, with an intensive programme in French and English of studies in international affairs. This continues into September, during one week of which they have evening lectures by men like Briand, of France; Benes, of Czechoslovakia; lectures by Lord Robert Cecil, of Britain; and other premiers and ministers.

"In the meantime, about August 10th, comes the Geneva Institute of International Relations. This year it was opened by Sir Herbert Ames last Sunday evening in the Council Chamber of the Secretariat, where the famous Corfu incident and other incidents

have been handled. His address was followed by a League of Nations film prepared by the British League of Nations Union, which ran for half an hour, and pictured most dramatically the history, the struggles and achievements of the League."

Recent advices from Geneva state that Dr. Eastman has already made a mark for himself there. Vancouver, and the British Columbia University can point with pride to his success.

#### THE NATIONAL UNION OF TEACHERS

The plight of the secessionist teachers' organizations in England is at this moment very pitiable. They have not been able to make the slightest impression on the salaries award. The N. U. T. has the credit of having saved the national scales, and there is an obvious rally to its ranks from those who had been inclined to suggest other methods. The reduction of the Union subscription from two guineas to one guinea simply beats the "secessionist" organizations out of the field. They with their small numbers can not do anything with a subscription so small as that, and there is nothing they can do on the one matter on which they came into being—the salary problem—for the next six years. We shall see the membership of the Union, huge as it is already, go up considerably during the coming year. Sir Amherst Selby-Bigge, late Permanent Secretary to the Board of Education, dealt these secessionist organizations a very shrewd blow when he said at the Oxford Conference that he thought that coherent and strong associations of teachers made for the public interest, and that his own preference had always been for dealing with strong bodies of people. That was a very fine testimonial to the Union from a man who has had to meet its leaders for well-nigh twenty years.

—Scottish Educational Journal.

#### THE DONKEY

When fishes flew and forests walked,  
And figs grew upon thorn,  
Some moment when the moon was blood,  
Then surely I was born.  
With monstrous head and sickening cry,  
And ears like errant wings,  
The devil's walking parody  
Of all four-footed things.  
The tattered outlaw of the earth,  
Of ancient crooked will;  
Starve, scourge, deride me; I am dumb,  
I keep my secret still.  
Fools! for I also had my hour,  
One far fierce hour and sweet;  
There was a shout about my ears,  
And palms about my feet.

—G. K. Chesterton.

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## Our Parent-Teacher Section

By Mrs. T. C. Rae

Through the co-operation of the B. C. Teachers' Federation, and the kindness of their editorial staff, our Provincial Parent-Teacher Federation has been granted space in The B.C. Teacher, for articles interesting to our workers.

We need your support and co-operation: support in subscribing for the magazine yourselves, and inducing others to do the same; and co-operation in giving your magazine committee some idea as to what kind of articles appeal to you, and in sending to us for publication any material which you think would be of general interest.

Plans are now being considered for a further development of the P.-T. Section, but progress naturally depends entirely upon the financial support available from members by means of subscriptions to the magazine.

In the month of September, at the request of your magazine committee, the Provincial Executive took the responsibility for sending five copies to each association, feeling sure that they could very readily be sold. So far, however, the returns for the September issue are coming to us very slowly.

As we can not obtain progress without the whole-hearted support of our members, we appeal to all to send subscriptions, ideas and articles NOW.

### GIRLS' HEALTH LEAGUE

Approval of the formation of Girls' Health Leagues in the Point Grey Schools has been given by the Board of School Trustees and the Point Grey P.-T. Federation.

The Federation has very kindly undertaken the supplying of the necessary equipment, cribs, bathtubs, life-size dolls, layettes, etc., and as soon as possible classes will be formed in the David Lloyd George School, Marpoles, and the Lord Kitchener School, Dunbar Heights, under the direction of the school nurses, Miss M. Ewart, R.N., and her assistant, Mrs. C. M. Hyde, R.N.

The aims of the League: To create and sustain an interest in personal health and in the health of the community. To teach in a practical simple way the underlying principles in caring for babies.

This course will deal not only with the care of the baby, but a certain amount of instruction will also be given in personal hygiene, re clothing, exercise and posture, food, fresh air and ventilation, etc.

The classes will be of a half hour duration and held weekly for the girls of the senior grades.

### SOME REASONS WHY PARENTS' ASSOCIATIONS ARE WORTH WHILE

1. Home and school are the two great agencies in the education of the child; their aims are identical; neither can work effectively in ignorance of the other.

2. Certain problems arise in the school which teachers should not be obliged to decide. Where Parent-Teacher organizations exist the responsibility is readily placed upon the parent.

3. The intelligent demand of parents for improvements of any sort will meet with attention from Boards of Education.

4. A child's loyalty to the school is almost invariably a product of home understanding.

5. A fixed and regular date of meeting is a saving of time for both parent and teacher. The latter can present a problem or explain a point as quickly to fifty parents as to one. The former can be sure of getting the desired information without intrusion.

6. A ready means of suggestion from trained teachers to untrained parents should be provided; one day each month when parents regularly assemble in the schoolhouse gives opportunity for discussion containing valuable hints for the home.

7. The re-action of the child to his school-work is seen fully only in the home; the teacher who has no point of contact with that home loses the best opportunity of testing the value of his work.

### WHAT HAVE YOU DONE AND WHAT ARE YOU GOING TO DO?

What have you done during the past six months that has been of any benefit to your Association? What would become of the Association if every member had done exactly as you have done?

How many times have you been absent when you could have been present if you had made an effort to do so?

Have you visited the sick and spoken a kind word to cheer them in their affliction?

Would you be pleased to receive the same consideration in case of sickness as you have given to others?

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Have you told any of your friends of the aims and objects of the organization with a view of getting their application?

If you have been negligent, is it because you are at fault or because the rest of the members don't do their duty?

Are you going to continue in the same old way, or are you going to start something?

Are you in partnership with the rest of the members in running the business of the group?

Is it right for some one else to do all the work and for you to expect an equal share in the benefits?

(Adapted from the Beaver Magazine).

### CAUSES AND PREVENTION OF SICKNESS

#### Importance of Clean Hands

Hands are the prime offenders in distributing fresh bodily secretions, and germs both innocent and harmful. All health authorities agree on this point.

"Perhaps 90 per cent. of all infections are taken into the body through the mouth. They reach the mouth in water, food, fingers, dust, and upon the innumerable objects that are sometimes placed in the mouth. The fact that the great majority of infections are taken by way of the mouth gives scientific direction to personal hygiene. Sanitary habits demand that the hands should be washed after defecation and again before eating, and fingers should be kept away from the mouth and nose, and that no unnecessary objects should be mouthed. All food and drink should be clean or thoroughly cooked. These simple precautions alone would prevent many a case of infection."—(Rosenau: Preventative Medicine and Hygiene, p. 366.)

As Dr. Chapin says:—

"Probably the chief vehicle for the conveyance of nasal and oral secretion from one to another is the fingers. If one takes the trouble to watch for a short time his neighbours, or even himself, unless he has been particularly trained in such matters, he will be surprised to note the number of times that the fingers go to the mouth and the nose. Not only is the saliva made use of for a great variety of purposes, but numberless articles are for one reason or another placed in the mouth, but for no reason whatever, and all unconsciously, the fingers are with great frequency raised to the lips or nose. Who can doubt that if the salivary glands secreted indigo the fingers would continually be stained a deep blue, and who can doubt that if the nasal and oral secretions contain the germs of disease these germs will be almost as constantly found upon the fingers? All successful commerce is reciprocal, and in this universal trade in human saliva the fingers not only bring foreign secretions to the mouth of their owner, but there exchanging them for his own, distribute the latter to everything that the

hand touches. This happens not once, but scores and hundreds of times during the day's round of the individual. The cook spreads his saliva on the muffins and rolls, the waitress infects the glasses and spoons, the moistened fingers of the peddler arrange his fruit, the thumb of the milkman is in his measure, the reader moistens the pages of his book, the conductor his transfer tickets, the "lady" the fingers of her glove. Every one is busily engaged in this distribution of saliva, so that the end of each day finds this secretion freely distributed on the doors, window sills, furniture and playthings in the home, the straps of trolley cars, the rails and counter and desks of shops and public buildings, and indeed upon everything that the hands of man touch. What avails it if the pathogens do die quickly? A fresh supply is furnished each day."—(Chapin: The Sources and Modes of Infection, p. 188.)

### NEW SCHOOLS OPENED

Two new structures have been opened recently, the functions being under the joint auspices of School Boards and Parent-Teacher Associations, one in South Vancouver and one in North Vancouver.

#### Norquay's New Six-room Structure

The formal opening took place under the auspices of Norquay Parent-Teacher Association, and an official welcome was extended by the president, Mrs. Taylor, to all visitors.

There was a very large attendance, which included Chairman J. W. Dingle and members of the school board, Reeve Tom Brooks and members of the municipal council, South Vancouver's representative at Victoria, and many visitors.

The cost of the new structure, with equipment, was \$36,000.

#### Lonsdale School Annex

The formal opening of the Lonsdale School Annex took place on Tuesday evening at 8 o'clock in the annex. The double room was filled to capacity, about two hundred people being present.

The evening was a very pleasant one. Mrs. Sanders, the new president of the P.-T.A., presided. Trustee A. G. Perry substituted for Trustee Dalton, chairman of the Board, who was unavoidably absent.

Trustees Perry, Mrs. Cant, Clements and Garrod spoke on the annex, giving details as to construction, etc., and stated that they had not had to pay more than was estimated, the money by-law passed in the spring being sufficient.

The piano purchased by the P.-T.A. for \$325 was heard to advantage when played by Miss Muriel Stewart, A.T.C.M., Mrs. Duncan, Miss Anderson and Mr. Flett all pleased the audience exceedingly with their sympathetic renderings of beautiful songs. Miss Spracklin and Mrs. Bailey accompanied.