

OFFICIAL PAGE OF THE NEW BRUNSWICK ASSOCIATION

REPRESENTATIVES of the Teachers' Association of Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia met in Calgary on July 19-20-21 and formed the Canadian Teachers' Federation. The purpose of the Federation is to co-ordinate the efforts of the Provincial Associations, to unify their aims and to raise the salaries of teachers in 1921 to double the amount that they were in 1914.

The following are excerpts from newspaper editorials on the Calgary meeting.

"The organization of the Teachers' Federation of the different provinces was forced upon the teaching profession because the public did not properly appreciate the services of the teacher."—*Calgary Albertan*.

"Accepting probably the ancient adage that the best help is self-help, the Canadian Teachers are rapidly binding themselves together in professional alliances. The most recent movement in this direction was the federation of the provincial organizations of five of the provinces which was effected at the meeting

held in Calgary. At that meeting it was reported that 14,000 of the Canadian teachers were organized. The most far-reaching provision of the constitution is that in matters of dispute all provinces in the Federation will act together."—*The Manitoba Free Press*.

"The New Organization will undoubtedly prove one of the most powerful professional agencies in Canada."—*The Winnipeg Tribune*.

"The responsibility resting upon the shoulders of the teacher was never greater than now, yet the teacher is miserably underpaid. It is regrettable that the teachers, having a well established claim, have not been able to obtain fair treatment and have found it necessary to take the step which is implied in the formation of an inter-provincial association. The fault is not theirs."—*The Montreal Gazette*.

The Teachers' Association of the province of Nova Scotia at a meeting held last month decided to join the Canadian Teachers' Federation. Should the New Brunswick Teachers' Association not do likewise?

Book Reviews

Dr. Sloane, Normal College, Truro

THE STORY READERS: PRIMER, AND FIRST YEAR:

Published by World Book Co., Yonkers-on-Hudson, New York; mailing price, 36 cents for each volume.

Here are two books of unusual interest and charm for little people. They will delight, too, the teacher and parent. Paper, print and illustrations are all admirable, while contents are arranged on a novel plan and one which, we believe, is of special value. The letter press is made up of the adventures of Dot and Don, two little twins of nursery age, who have parents, grandparents, uncles and aunts, all devoted to the pleasurable entertainment of the little folk. And so, in language of studied simplicity, these little people embark into the world of learning thru the very pleasant medium which provides them with manual occupations, games and sports, as well as with delightful anecdotes, fairytales, gems of simple classic character, and a great many other things calculated to attract, to interest, to engage and to educate.

The First Reader follows upon the Primer in language of increasing variety and difficulty, and maintains the interest in the two little people whose minds are expanding under the kindly tutelage of those who love them. As supplementary readers they would be of surprising value.

From the same publishers comes the *Conservation Reader*. Please do not mistake: conservation, not conversation; for the book is designed to create, thru the agency of the public school, an intelligent interest and an enthusiasm for the conservation of our national resources of forest, field, water course, mine and fishery; of our wild birds and animals, and by implication, of our human resources of childhood, too often forgotten in our schemes of conservation. To our view, the book is a very pleasant pre-

sentation of the ends, purposes and methods which should actuate an interpretation of much that now passes as unproductive study in physical geography classes. The illustrations are most instructive; the letter press, paper, and binding are of the same high quality as in the books just above reviewed. We cannot commend this book too highly. The worst failure in geography teaching has been where we have neglected to relate our studies of the earth's surface to the needs and purposes of mankind. This book sets us right. We have not even studied our home geography justly until we have tested the economy of our environment and sought to ascertain in how far the community has husbanded the resources of nature for future use. The increasing cost of wood and wood products, such as paper, is bringing the nation to its senses as regard to forest conservation. There are, however, resources of water-power, of irrigation possibilities, of land fertility, of drinking-water supply, of wild game, both four-footed and feathered, nay, even of wild flowers and shrubs, which we must be taught to protect and even to increase.

The author is Harold W. Fairbanks, well-known as a text-book writer of geographical subjects. It is a book of 216 pages.

THE PROGRESSIVE ROAD TO READING, 5 VOLUMES, VIZ., STORY STEPS, BOOKS I, II, III, IIIA;

Published by the Educational Book Co., Toronto

There is also a sixth volume called *Plan of Work*, which interprets the teaching of elementary reading on the fonic plan. The books are excellently put together both materially and in intellectual content; their illustrations are artistically effective; and they have all the merits of the best modern elementary readers. The authors keep in view the necessity of careful ear training as well as eye training, recognizing, obviously, the fact that the reading class should provide the very highest standard of English utterance. By implication, they insist upon the reading lesson providing not merely material for fonic drill, but