THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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Editorial

Further Superannuation Progress:

THE October issue of the Magazine contained a brief account of the progress made on "Superannuation" until the date of its publication. Since that time, a great deal of detailed work has been done, and much further progress has resulted. In accordance with the desire of the Federation Executive and the Superannation Committee, to keep all members informed of developments, the following summary of the chief events is given:

On October 19th the General Secretary visited Victoria, and had further interviews with the Minister of Education, the Superintendent of Education, and the Assistant Superintendent of Education, concerning the details of the suggested Bill. From these discussions the need of statistical information was very apparent in order that the financial obligations involved in the scheme might be broadly estimated. As there was little time available before the date of the Committee's conference with the Minister (such conference having been arranged for October 23rd), the Superintendent agreed to the suggestion that the Questionaires filled in by the teachers two years ago should be brought over to Vancouver for the work of tabulation.

After very strenuous efforts over the week-end, the required information was summarized. Some idea of the magnitude of this task may be gained when it is stated that there were 3176 individual returns (out of a total of 3300 teachers) to be segregated and studied, and incidentally the large percentage of returns made by the teachers was ample evidence of the tremendous interest now taken in the question of Superannuation.

Tables were made up—giving the number of teachers at every age from 18 years to 82 years—with the length of service in British Columbia, length of service outside of British Columbia, and average salary for the last ten years, worked out individually for all over 55

years of age. From these facts, estimates of various costs were made.

On October 23rd the Minister of Education attended at the Federation office for a conference, at which the Federation was represented by President T. W. Woodhead; Mr. G. W. Clark, Chairman of the Superannuation Committee; Mr. H. Norman Lidster, Federation Solicitor; and Harry Charlesworth, General Secretary. At the Minister's request this conference was confined to a discussion of the broad general principles of the suggested bill, and the approximate costs of the obligation devolving upon the Government. After a session lasting for almost two hours, a satisfactory understanding was reached on all matters, with the exception of the provisions for raising the necessary amount of money required for payment of an allowance for "service in British Columbia, previous to the passing of the Act."

After further study and investigation of this phase, a meeting of the full Superannuation Committee was called, and it was decided that additional negotiations should be undertaken with the Minister on this aspect of the situation.

The General Secretary again visited the Education Department and interviewed Dr. Willis and Mr. Gillis previous to waiting upon the Minister of Education. It was now very clear that the crucial question was the difficulty of obtaining a suitable solution to the problem of how to raise sufficient funds to meet the requirements of the older teachers, who would reach retiring age within the next few years without opportunity of providing much for themselves by means of the contributory portion of the Act. Such payments must, of course, be met from a Special Reserve Fund to which the Government would be asked to contribute. In view of this very obvious and concrete difficulty, the General Secretary advanced the suggestion that the necessary additional finances over what is available in the Reserve Fund might be raised by means of loans (or temporary transfers) from the capital account of the Superannuation Fund to the Special Reserve Fund, such loans to be repaid as the obligation involved by the "back-service allowances" diminishes or ceases. This suggestion met with strong support and was later brought before the Minister, who also was in agreement with the principle, and thought it would provide a way of meeting the situation. The Minister asked that this suggestion, together with other details, should then be taken up with the Finance Department. The Deputy Minister of Finance, however, being absent through illness, arrangements were made for the General Secretary to discuss the matter with the Civil Service Commissioner, Mr. Cox, and his assistant, Mr. Baker. A 2-hour conference was held with them, during which the details of administration involved in the suggested Teachers' Superannuation Bill were fully discussed. Splendid progress was made, and it was decided to continue the matter in joint conference with the Deputy Minister of Finance as soon as he returned to duty. The Minister of Education has promised to arrange for this conference, but Mr. Johnston has not yet recovered from his illness. The Federation Solicitor has also

interviewed Legislative Counsel, and forwarded a draft of the Bill in preparation for further conferences.

The foregoing summary of events will serve to show that the Federation is progressing towards a completion of its Superannuation work with all the energy available. We hope soon to be able to forward to all schools the full details of the Bill, so that all may know what is contained therein, and may prepare to support our movement in every way.

G. A. Fergusson Memorial Fund:

Amounts received to November 8th, 1928:

Previously acknowledged	$469.50
Alberni School	2.00
Okanagan Valley Teachers' Association	100.00
Magee Public School, Point Grey	17.25
L. B. Boggs, Penticton	5.00
Miss H. R. Anderson, North Vancouver	25.00
Total	$618.75

Note: Subscriptions from Associations, schools or individuals will be welcomed, as we are anxious to complete the "Memorial Fund" at the earliest possible date. Please make all monies payable to "The G. A. Fergusson Memorial Fund."

Federation Membership:

We wish to make a most urgent appeal to all members to forward their membership fees at the earliest moment, for our Federation year is now almost five months old. To date we have 1565 members on our rolls, but of these only 405 have paid the present year's fees, 1160 being carried from last year's record. November is always our banner month, and we hope for a record enrolment this year.

HARRY CHARLESWORTH,
General Secretary.

B. C. TEACHERS' FEDERATION SCALE OF FEES

	July 1st, 1928, to June 30th, 1929	Special Rate to Normal Graduates
For salary of $1000 or under	$ 5.00	$2.50
For salary of $1001 to $2250	7.00	3.50
For salary of $1251 to $1500	8.00	4.00
For salary of $1501 to $2000	9.00	4.50
For salary of $2001 to $2500	10.00	5.00
For salary of $2501 to $3000	11.00	5.50
For salary of $3001 and over	12.00	6.00

Libraries in High Schools and Graded Schools

By R. P. Steeves, *Chairman of Committee on School Libraries*

FOR the purpose of carrying on the work of the British Columbia Teachers' Federation Library Committee, a questionnaire regarding library service in High Schools and Graded Schools was sent to all such institutions in the Province. Replies were received from 216 of them, 30 being High Schools.

A preliminary survey of the replies received indicates that the library conditions in these schools are more satisfactory than in the one-room schools. This would naturally be expected, as schools of the graded type are generally situated in districts permanently settled and able to raise funds for library purposes, either by taxation or by organized though unofficial effort.

Every school reporting gives indication of some form of library activity. At the same time, there are many schools where this important work has apparently as yet made very little progress. For instance, 69 schools report that during the years 1926 and 1927 they received no funds from school boards or from government grants for libraries, and of these schools, 48 did not raise funds for library additions from any other sources. It is still more significant that 35 of the 69 have apparently spent no money on books of any description, as there is no mention of the purchase even of supplementaries or magazines.

The report on book stock shows a total of 111,279 volumes, of which 75,134 are supplementary readers and 9,544 are reference works for the special use of teachers. It is noteworthy that some 13,000, or 12 per cent., of the total stock, were added in 1927.

In Graded Schools, the libraries were generally of the classroom type. The range in number of volumes is from 12 to 150, giving an average of about 40 per classroom. These classroom collections are sometimes composed of books drawn from the general school library. Others are built up of books brought in by the children themselves. The owners have no doubt read these books, but they are still new to other members of the class.

Many teachers require that all pupils make a formal report on all school library books read. In fact, frequently a teacher will demand this report as a condition of obtaining a new book. This procedure is probably not advisable, and might tend to inhibit free use of books. Numbers of other teachers ask for such reports frequently, though not regularly. Another suggestion was that such reports should be demanded of backward readers only, or that the subject matter read should be used to supply matter for oral reproduction. Many feel, however, that these reports may be of great value. Put up in the form of booklets, they provide a record of the pupils' reading accomplishments for the year. The best of them, in booklet form, gives the class another book worthy of a place in the permanent library.

Several teachers are of the opinion that reports should be required of those pupils who ask for several books in the course of the week. It is frequently found that such children are not really reading. The classic example of this type of reader is the old lady who was given the Holy Scriptures by a suspicious librarian, on Saturday afternoon. The librarian was not surprised when the book was returned on Monday, but she was surprised when the old lady said she "had read it all, enjoyed it immensely, as it ended happily in the last chapter."

Modern methods of teaching reading in the schools demand an almost unlimited number of supplementary readers. As a result, the funds that might be available for general library purposes are generally used in this way. That this is being done is clearly indicated by the answers to the questionnaire, as the number of volumes of supplementaries far exceeds the number of all other books in the general school library.

The 216 schools reporting tell of a total expenditure of $4,099 for supplementary readers, of which sum $2,598 was spent by Vancouver schools and $1,501 in the remainder of the Province. As already suggested, these book supplies, however valuable, are really something quite distinct from school libraries proper. For all other books, including professional books and magazines and books for teachers, the expenditure was $7,561, of which amount $2,251 was reported from Vancouver and $5,310 in the remainder of the Province. The disproportion between outlay for supplementary readers and that for all other books is very noticeable.

Practically every school reports the possession of reference books for the special use of teachers. That this very important branch of the school library is not being neglected is indicated by the fact that a number of schools have 100 or more such volumes, in one case as many as 400.

In school districts where there is a public library, frequent reference is made to the co-operation which exists. In one instance, where the school depends entirely upon the public library for all library material, there is difficulty in obtaining an adequate supply of reference books. This would seem to indicate that reference material which is frequently used should be permanently in the school.

The demand, which is often expressed, for an up-to-date list of books from which selections might be made for the school library is about to be met. A very capable committee under the direction of the Department of Education has prepared such a list, which is now in the schools. This will furnish expert guidance in the choice of books, which should take the place of the apparent haphazard selection indicated in many reports.

A great many schools report a large fraction of their general school library as out of date or otherwise unsuitable. In one case the teacher in charge expresses the opinion that 80 per cent. of the books are entirely useless. This naturally raises the question as to why such books should be allowed to clutter up library space. The method of one principal seems more reasonable, when he says that none of the books in his library fall into this category, since books, when they reach this stage, are at once disposed of.

Teachers are apparently attempting to give their pupils some systematic training in the use of the library, 53 in all answering this question in the affirmative, but such instruction must necessarily be inadequate, as the number of trained librarians among the teachers is very low. Indeed, only in the largest schools of the Province do we find trained librarians. One school reports a full-time librarian; four report part-time librarians. With these exceptions, the care of the library is an addition to the teacher's regular duties. The best use of the library is further restricted by the lack of reading rooms in our schools. Less than a dozen schools report having such a room.

Frequent ill-feeling has arisen between schools in the same district in cases where the Provincial grant for libraries has been divided among the several schools, though obtained largely through the efforts of one particular school. . In these cases the local board has, apparently, felt no responsibility toward supplying library facilities. It has been suggested in some reports that library material should be as much an accepted part of school equipment as supplies for physics or for chemistry. In regard to the distribution of the Provincial grant, some more equitable provision should be made than a maximum of $50 per school district. Probably the grants should be made to specific schools on the basis of the number of teachers employed.

That full value for the money expended is not always obtained is pointed out by several thoughtful teachers. A more economical use of library funds will be secured when more trained librarians are obtainable. This training might be given in modified form at the Provincial Normal School, and more fully as a part of the University Educational Course. A library course at the Summer Schools would probably be very popular and useful.

Such opinions are crystallized in a covering letter which accompanied one of the returned questionnaires. Several paragraphs from this letter deserve quotation:

"I substantially but emphatically submit that lack of financial support is but a secondary consideration. The sine qua non is business methods of handling these libraries—the simple effective machinery essential to any properly functioning library.

"In their present status, our school libraries, generally, of course, are little better than places where some more or less useless books are periodically planted to accumulate dust, become entirely useless from abuse and lack of timely repair, or gradually disappear—God only knows where or how—through dowdy indifference and neglect.

"An honestly acquired but seemingly unusual interest in libraries and a little teaching experience back of beyond and here convinced me that no amount of public money spent upon school libraries will do much more than add junk to the junk cupboard our school libraries now are, until it is realized by teachers and school boards that a library is like a living organism or business.

"Who that has built up with thankless drudgery a perfectly functioning school library, only to see it melt away and pass into desuetude as soon as he took his hands from the lending and repair system, wants to build up more than a dozen such? Who, among those who might, wants to give really useful books to a school library, knowing that if they are worth anything they will soon be missing or beyond repair, that they will not have a chance to serve their purpose—all for lack of even the simplest common-sense accounting and repairing and a complete failure to see the need of any such things? Until business ideas and methods, however limited, can be introduced and enforced by legislation or otherwise, and appreciated by teachers and school boards, what is everybody's business will remain nobody's business. A school library will grow surprisingly, even with the present doles, if handled with library methods. Most money now spent on school libraries is easily wasted."

Principals and teachers point out that they do not feel free to include a library period in the regular school time-table, on the ground that the demands of an already crowded curriculum leave no time for reading apart from the regular course. . It has been proposed that such a period should be officially authorized in the prescribed course of study.

It is only right and just, in concluding this third and last bulletin on the School Libraries, to extend the thanks of the British Columbia Teachers' Federation to the Public Library Commission, who have made the work of the committee possible. The commission have placed every facility, including funds, secretarial assistance, and expert advice, at our disposal.

In addition, the committee wishes to thank those who have aided their work by returning the questionnaires sent out, and especially those who gave us the benefit of their experience in covering letters.

In the hope that these bulletins will prove of some assistance to the teachers, and will aid in bringing to the attention of those concerned the need of better libraries, this report is respectfully submitted.

Time Associations as Objectives in Our Teaching

(*By* W. G. Black, *Vancouver Normal School.*)

IS IT necessary for the teacher to make definite provision for the development of time ideas in the minds of her pupils? Some people would answer this question in the negative, for they recognize how great is the amount of incidental learning acquired by most girls and boys. Many time concepts are developed by children both during the pre-school period and during the school period, not as a result of conscious effort on the part of parents or teachers, but solely as a result of experiences with playmates and with the objects and events of nature. Today, tonight, morning, afternoon, evening, yesterday, tomorrow, second, minute, hour, day, week, month, year, seasons, long ago, a little while ago, now, soon, sometime, never—such time ideas as these are often acquired by informal contacts.

However, it is obvious to those who have studied school children that there is need of definite provision for the teaching of time ideas in the schools. Incidental education is valuable, but by its very nature it is lacking in system. It is a truism that children of any one age differ in numerous respects. Certainly they do differ as to the number, nature, and order of development of their time concepts. A little girl of average native capacity may be sadly deficient in her store of temporal ideas just because of the nature and sequence of her pre-school experiences. The teacher of a class of beginners must cope with a real problem, the problem of teaching a lesson involving time elements to children who differ widely from one another in their ideas of time and, consequently, in their time vocabulary. It will be her task and that of her successors to supplement the incidental learning of these children, to fill in the gaps in their knowledge, to consolidate and systematize, and then to teach new and useful time ideas.

Children who lack a knowledge of certain common time names, such as "month," "season," "second," and "evening," eventually have their deficiencies supplied at school, for these words are used frequently either in the conversation they hear or in the books they read. The task of the intermediate and upper-grade teachers consists of developing in the child time associations which will be useful to him in his mental reconstruction of the past. The development of many time concepts should result from the systematic teaching of elementary science. A simplified explanation of rock stratification, of glacial action, and of the origins of various plant and animal forms would obviously require the introduction of the time element, and if well done would result in a very wholesome expansion of the child's temporal horizon. Arithmetic is of great value in the teaching of time facts, since it includes within its scope methods of measuring time. Literature also has its part to play. Selections such as "Horatius at the Bridge," "Laura Secord," and "The Charge of

the Light Brigade," and books such as "Ivanhoe" and "Westward Ho!", cannot be fully appreciated unless they have been placed in their temporal setting.

History is the subject most fitted for the development of time associations. Chronology is an integral part of it. Time is the framework into which historic facts are fitted. Teachers of history aim directly at the development of time associations, partly because the contrasts between periods become significant in a temporal setting, partly for the reason that causes cannot be fully understood unless the events involved are known in their order of occurrence. Now, just what constitutes the time knowledge which the girl or boy should acquire from the history course? The necessary analysis should prove profitable.

Most people agree that dates should be learned, but seemingly no two people can agree as to just what these dates should be. Should an elementary school graduate be expected to know that the Treaty of Paris was signed in 1763 A.D., or is 1759 A.D., the date of the surrender of Quebec, the only necessary point of reference for that stage of our national history? Should every pupil who passes the entrance examination be expected to know that the Province of Manitoba was formed in 1870 A.D., and should this date have been so well learned that the memory of it will be permanent, not just retained for a few weeks after the examination is over? Such questions cannot be answered on the basis of Opinion. Social Needs and Individual Needs—these are the two primary criteria, the criteria which should be used to gauge the value of every date included in our set of history objectives. Even Expert Opinion is not a primary criterion; it must be formulated from the results of a great number of thorough, painstaking, and systematic studies concerning the time ideas used by children and adults. Until such studies have been made and verified we should err on the conservative side, and teach too few rather than too many dates. Ten dates from Canadian History, each one well taught, each one replete with meaning because it is the centre of a cluster of associations, each one a pivotal point in thought concerning the past, each one so often used that it cannot be forgotten, are worth far more to the elementary school graduate than twenty-five dates taught hurriedly, rarely reviewed, and seldom used in historic thinking. "Minimum Essentials Well Taught" is a good motto for the history teacher insofar as the teaching of exact dates is concerned.

It is possible for the student to increase his stock of temporal reference points by learning a goodly number of approximate dates. Most of these may be learned as approximating the nearest century mark. Is it not sufficient for the ordinary person if he knows that Marathon was fought about 500 B.C., that Socrates lived about 400 B.C., that the Roman armies defeated Hannibal about 200 B.C., that the sacking of Rome by the Goths took place about 400 A.D., that those two famous religious events, the missionary visit of Augustine to England and the flight from Mecca of Mohammed, occurred about 600 A.D., that Leif Erickson discovered North America about 1000

A.D., that England lost most of her domains in France about 1200 A.D., and that such famous historic characters as Wat Tyler, Wycliffe, Chaucer, Hotspur, Henry V., and Joan of Arc, lived about 1400 A.D.? Let the cynical reader ask himself if he remembers the exact dates of the aforementioned events or lives before he condemns this method of learning. The writer contends that for many of the important events occurring prior to 1500 A.D. it is sufficient if the ordinary person can place them by their nearest century mark.

Some dates may be learned as approximating the nearest half-century mark. Near the date 1550 A.D. there occurred the adoption of the Book of Common Prayer, the death of Archbishop Cranmer at the stake, the loss of Calais, and the succession of Elizabeth to the English throne. Near the date 1650 A.D., there occurred in Europe the closing of the Thirty Years' War, the drawing up of the Solemn League and Covenant, and the overthrow of the despotic Stuart monarchy, and in Canada the founding of Montreal, the destruction of the Hurons by their Iroquois enemies, and the journey of Radisson westward towards the Mississippi River.

Such approximate dates as these serve as points of reference for a great many important events happening near them in time. Very few important events occurred in such a year as 1649 A.D. It is obvious then that the learning of an approximate date means economy of mental effort. But it means more still; it means that inferential thinking is made possible. If the student knows that both the signing of the Covenant and the overthrow of Charles I. happened near the date 1650 A.D., he might be led to infer that possibly there was some casual connection between the two events. Approximate dates possess one further value. They are easy to remember, because the insignificant digits have been shorn off. When learning such dates the student does not feel that he is cluttering up his memory with facts that do not matter.

Approximate dates may be written down in the following manner, the letter A. representing the words "about" or "approximate":

Alfred the Great	A.	900 A.D.
Canute	A.	1000 A.D.
Bannockburn	A.	1300 A.D.
Danlac's Defence	A.	1650 A.D.
Braddock's Defeat	A.	1750 A.D.

It can be inferred from the above discussion that there is another type of time association possible of development. In addition to the use of exact or approximate dates as points of reference, the student may make use of inclusive units of time, either arbitrary or logical. Millenia, centuries, half centuries, quarter centuries, decades—these are arbitrary units. The Age of Pericles, the Augustan Age, the Dark Ages, the Age of the Crusades, the Renaissance Period, the Elizabethan Period, the Victorian Era, the Present Era of Reconstruction—these are logical units. "The Hebrew patriarchs lived in the second millenium B.C." "Charles Martel overthrew the Moors in the eighth century A.D." "Raleigh and Frobisher sailed on voy-

ages of exploration during the Elizabethan Period." Many people find such time classifications as these valuable, and also easy to use.

The point must be emphasized that a date is not the same as an inclusive unit of time, though both devices may be put to the same use. We may say either that the first important [illegible] railway was built in 1825 A.D., or that it was built during the first half of the nineteenth century. Our two methods of placing that event differ largely because of the imagery we use. Some people, when they think of the date visualize a point, and when they think of the period they visualize a line of a certain length or an area surrounded by certain set boundaries. Other people think of dates and of periods in terms of auditory or kinaesthetic imagery, and with them, as with the former group, the imagery for dates differs from that representing inclusive units of time. Both of these methods of thinking about time are useful, and the student who has learned to use them extensively will be able to think about the events of the past with great assurance and ease. Possibly inclusive time units such as centuries or periods will be used more often than approximate dates in one's thinking. A great number of important events can be assigned to the sixteenth century A.D. A much smaller number of events can be associated with the date A. 1600 A.D., simply because our approximations cannot be carried too far afield.

Time associations of these four kinds, of facts with exact dates, with approximate dates, with arbitrary periods of time, and with logical periods of time, are well worthy of a place among our curriculum objectives. Two qualifications must be made to this statement. One is that the facts we associate should be significant facts, useful to us in the widest sense of that term. The other is that we should not use exclusively any one of these four methods of association, but should rather employ them all.

Oral and Written Composition

Its Claim to a Larger Share of Attention and Time in Our Schools

(W. C. R. ANDERSON, M.A., *William Dawson School, Montreal.*)

(From the "Teachers' Magazine," Quebec).

(CONTINUED FROM OCTOBER ISSUE)

Meanwhile there are a number of other things which need doing at once very badly, and which you can start doing with greater devotion than ever before.

Is it worth while? Yes, if "Education in English should take precedence of all other branches of learning." Yes, if "Our pupils' capacity for self-expression is essentially the measure of the success or failure of our school." Decidedly yes, if the Indianapolis Course is correct in stating, "Ideas clothed in skillfully chosen phraseology now, as always, rule the world." Most assuredly, yes, if your pupils' capacity for self-expression is the measure of the success or failure of your class. But what can you do? Well, you can:

1. Be seized of the importance of English in all your work. In every department of school work confused and slovenly English must be regarded as the result of failure on the part of the teacher.

2. Make use of every lesson to develop the powers of your pupils to express themselves grammatically, in well constructed sentences. Even the writing, the drawing, the sewing, the arithmetic lessons provide opportunities that are sadly neglected in many a classroom. Use the special phraseology appropriate to the subject under study. Use "multiply" not "times it," "invert" not "turn upside down," quotient, product, result, etc.

3. Note the character of the pupils' replies under your teaching—how few replies are more than a word or a phrase. Change this—it can be completely changed in two weeks, if you set about it. Formulate your questions so that a word or phrase does not answer them. Give exercises, oral and written, which require several sentences to answer; when the complete information required by any question has to be obtained piecemeal, do not pass on till one or more of those who failed to supply a complete answer have done so. The English Report referred to so often in this paper has this to say in this connection, "We wish, therefore, very strongly to insist that training in continuous oral expression should be brought to the front as the most indispensable part of the school course." What's that? Training in continuous oral expression is the most indispensable part of the whole course. I sometimes think, in pessimistic moments, that teachers have never heard of the idea. And where does their English text refer to it?

4. Take care in explaining the meanings of words or expressions; cultivate the dictionary. Resolve to give explanations and meanings to words and expressions that are accurate, clear, that show you have prepared the subject matter. Hazy, inaccurate meanings and explanations, unless rare, are a certain evidence of your unpreparedness. Which is worse—an unprepared pupil or an unprepared teacher?

5. Give much more attention to extending your pupils' knowledge and use of words and give much less concern to their ability to spell hundreds of words that are not a part of their vocabulary. Educators everywhere are agreed it is unreasonable to expect children to spell words that are outside the range of their own vocabulary. Neither should a child's first introduction to a word be learning how to spell it. And yet how often teachers are guilty of this very thing. The "Teaching of English in England" says, regarding vocabulary. "All (witnesses) agree in emphasizing the value of oral exercises. All call attention to the need of enlarging vocabulary and for watching the extent to which the children prove able in their own writing to draw upon the vocabulary of the book they read. In this connection do not merely watch—encourage, call attention to neat ways of saying a thing; ask them if they won't try to remember the one in point and try to find an opportunity during the day and during subsequent days to use it."

6. Use to the full your class or school library. The value of reading in developing power to express thought is inestimable. For pity's sake do not let good books lie for weeks and months in the cupboard unopened—is not such action robbing your pupils of their opportunities? Get non-readers reading—anything rather than nothing. If they only read there is a chance they may turn from the light the trivial or the tawdry to something better. Lead those who are readers to read better, not more, books—to choose those whose English will help their English, whose subject-matter will broaden their knowledge of persons and things. Induce them to choose some that are non-story.

7. Read to your class—stories? Yes, in part. Not necessarily fiction. But read to them from good books. If you choose the right material they will enjoy poetry as well as prose. Why use the time to read matter that is merely entertaining when you might with care procure material equally entertaining and really worth while?

8. Develop the idea and the ability of your pupils to summarize a sentence, a paragraph, a section. Reading, Geography, Hygiene, History, Literature provide opportunity in plenty for this. They should have both oral and written practice in this exercise.

9. Make more demands on them for interpretive work in literature. Practice in explaining what words, lines, expressions, sentences, or short verses or paragraphs mean to them. If they do this hazily in poor English, or otherwise unsatisfactorily, secure from others procured from the class or contributed by yourself what is desired, and then return to the pupil whose response was defective or incomplete and require him to answer, but with improvement. Show your pupils by the way you deal with them that they are required to give evidence that they have benefited from the contributions made by others to the discussion.

10. One written composition a month seems the most common practice of our schools. Compare that with one a week and that, too, in places where very much more oral composition than we give is

taken. Lest you think I am advocating an unreasonable amount of work by the teacher let me show how the amount of work may be reduced by quoting from a monograph issued by the Board of Education for Newark. It runs thus: "The most practical way to teach anyone to write is to have him write numerous paragraphs, for the paragraph is really an essay in little, yet it contains almost every element contained in an essay at large, and it exemplifies almost all the principles of structure exemplified in an essay at large. In writing a good paragraph, as necessarily as in writing a good essay, one must choose, limit and word his subject; gather, select and mass his material; write, revise and re-write his creation. Yet, the paragraph because of its small and convenient compass, may be written, abused, destroyed, and re-written, whereas the complacent bulk of a complete essay deters one from mutilating it, and frightens one from re-writing it."

11. Arouse the pupil's interest and desire to improve his own English and make him aware of how he can do it. This includes effort in eradicating errors in his English-pronunciation, enunciation, grammar, diction. Have each pupil of the class make a list in his English Composition Book of his own errors in English. As this list grows and he becomes aware of the frequency (because this can be recorded, too) and the variety of his errors it will arouse his interest, pique his self-respect, quicken his desire to set about a cure. When he succeeds in conquering an error so that it does not occur more than once in a blue moon, he will take satisfaction in drawing a line through that error in his list, while you and he take breath before turning to the next. Try it. All courses of study in English feature Correction of Errors. But as stated in the Boston Course, "No amount of drilling, however, will be of any avail unless there is created in the pupil a desire for better speech." The statement continues as follows: "There are four steps in the teaching of correct speech and all four should be used. In the lower grades, language games and incidental instruction are the means to the end. Later, drills and incidental instruction become the medium, and in the upper grades the drills are continued with reasons given for the correct form." When all is said and done, it is constant practice under never-failing watch and correction that makes pupils talk well. Correct the errors of speech as they occur. It is a waste of time to drill on errors that are not common to the class. How can you drill on the right ones unless you list them at the beginning of the child's day in your class? The Indianapolis Course states: "The best means to correct individual errors is to keep careful notes, until each pupil's wrong habits are fully understood, then these may be broken down one or two at a time. It is the habitual errors which are important to his teacher. If he makes too many casual errors, his fault is carelessness; he should be reprimanded for that, not for his English.

In dealing with Correction of Errors, however, a word of caution given in the same Indianapolis Syllabus merits careful attention. "There is a serious pedagogical blunder in much of the most conscientious teaching of English—the blunder of starving a child's

vocabulary and power of expression by enforcing correctness at all cost. If a child is penalized hard enough he stops mispronouncing, or misspelling, or whatever the fault may be. But some nine times out of ten he does it by deliberately refraining from using language in which he can possibly make an error. He keeps out of trouble with his teacher, but in so doing he cripples his self-expression. Finally, correct speech is not acquired by relying on lessons in formal grammar. To be sure, the fact that pupils know some grammatical rules, when old enough to apply them, may be help. The teacher will aim to make the child's knowledge of formal grammar function in his everyday speech, but she will depend far more on watchfulness and correction to bring about the result she wishes.

But this paper has grown long enough. Let us gather up the threads. What shall we conclude?

1. The capacity of its pupils for self expression is the measure of the success or failure of the school.

2. A child learns to speak and write not by reasoning over what is correct or incorrect, nor yet by a set of rules, but by imitation and practice. As he grows older that still remains the main means for his continued growth. Hence, we must surround our pupils with as rich an environment of good English, both oral and written, as we can, and then provide him with as much practice in oral and written Composition as possible.

3. The teacher should pay much attention (often much more than she is now doing) to correction of faulty expression, whether of pronunciation, enunciation, grammar or diction; this requires attention throughout the school day; its method and extent must be such as not to shut the child up like a clam. She should strive to improve her own use of the language through self observation and by a rich and varied reading of English Literature.

4. The disciplinary plea for the teaching of grammar, i.e. its value in sharpening the wits or teaching pupils to think, has been too largely discredited by a mass of adverse evidence which has been accumulating during the past twenty-five years to be longer seriously put forward.

5. Grammar is unsuited to children before the age of twelve. Because of its abstract character and its demands on the reasoning powers young children fail for the most part to see any sense to it. Makers of modern courses of study generally recognize this eliminating all grammar before the fifth year or even delaying it till the sixth or seventh.

6. If you are really to be teachers of English, you must reduce to a minimum (in many classes 75%-90%) the number of single word and short phrase responses of pupils. You must frame questions that require sentence answers or answers of several sentences. You must produce pupils who can recite topically. You must give much attention to extension of vocabulary—encouraging the use of new words and choice expressions; teach the use and develop the habit of con-

sulting the dictionary; work more earnestly to induce the nonreading child to read and the reader of fiction and stories to choose other types of books as well.

And finally, to secure best results our teachers are greatly in need of a text in English that stresses Oral and Written Composition; that is intriguing through its wide variety of interesting material—material selected through an intimate knowledge of children and of progressive methods and devices of teaching English; a book with a wealth of instructional material and provided with a plentitude of carefully graded and progressively difficult exercises.

Physical Education and Leisure Time

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HOW would you define "leisure?"

Webster's dictionary gives the following definition: "That margin of time left, after all our duties have been discharged, to be used at will." If this definition is accepted, I am certain that many would promptly say: "The subject doesn't concern me, for the time left after the discharge of my duties is too little to cause worry."

A cross-section of modern life, with the frantic effort to live five days in one, does not picture many idle hours. Economic necessity, the urge of professional ambitions, social desires, and the spirit of the times are factors tending to drain life of its richest and most buoyant elements.

There are many who look askance at leisure time and who draw insidious comparisons between a life overcrowded with work and one which can boast of a reasonable amount of leisure time. The worth of it is expressed by Davies in a bit of poetry called "Leisure":

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep and cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see in broad daylight
Streams full of stars, like skies at night.

No time to turn at Beauty's glance
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this if, full of care,
We have no time to stand and stare.

The right use of leisure time is an acquired characteristic to be gained through education. We are trained, not born, to spend it wisely. The worthy use of leisure is always included among the

objectives of education, and the activity which contributes to it must measure up to the following standards: 1. To contribute to present leisure; 2. To contribute to future leisure; 3. To be recreation to body, mind and spirit; 4. To furnish means of individual growth.

Out of the leisure spent in silent meditation, such as the poem refers to , come some of the greatest achievements of life; out of the leisure spent in travel comes a veritable education; out of the leisure spent in well-chosen reading comes a fund of knowledge and appreciations, and out of the leisure spent in trivial idling and nonsensical frivolities comes nothing. Leisure may be a blessing or a curse, depending upon its use.

Students familiar with the trend of social evolution often point with a warning finger to the once-flourishing empires, such as Rome, which declined with the increase in prosperity and the failure to use wealth and leisure to deserving ends. An analysis of modern civilization shows a steady increase in industry, a decrease in the hours of labor, and the consequent creation of more leisure.

A recent survey made in the United States gave light to the fact that the three activities making the largest contribution to leisure time are music, literature and motor activities, and, furthermore, that over sixty per cent. of the people engage in the latter. This last fact gives a vital objective to the professional worker in the field of physical education, and carries with it both an opportunity and a responsibility to formulate such a programme of activities as will help to solve one of the most serious problems of the present day by contributing to leisure time.

The instructor of physical education who desires such a contribution needs to make a survey of the leisure time activities in the local community in order to ascertain which activities should be emphasized in the curriculum.

During the session of 1927-28 at McGill University, questionnaires were given to the women of the Freshmen class [illegible]ober and May. The following tables compiled from the que[illegible]ires show the activities in which the students participated during t[illegible]ir leisure time, in order of their preference:

October, 1927

Activity participation in order of preference:

Activity—	Per Cent.
Swimming	22.7
Tennis	21.2
Dancing	16.2
Skating	7.5
Golf and Skiing	6.3
Hiking	5.0
Riding	3.7
Badminton, Baseball, Basketball, Gymnastics and Hockey	1.2

May, 1928

Leisure time participation in order of preference:

Activity—	Per Cent.
Dancing	17.9
Tennis	16.1
Swimming and Skiing	11.7
Golf	10.2
Badminton and Hiking	8.8
Riding	7.3
Skating	5.8
Basketball and Fencing	1.4

The two lists bear a surprising similarity, which is evidence of the fact that the leisure time pursuits and student preferences remain practically the same throughout the Dominion.

The student body at McGill University represents every Province in the Dominion, and the preceding results should, therefore, be fairly representative. A survey made in any locality reflects the available facilities; however, the activities stated in these lists are possible in practically all parts of the Dominion.

* * * * *

The following table, taken from the questionnaire given in October, shows the emphasis of physical education programmes and the carry-over value of each activity throughout the Dominion:

Subject—	Per Cent. Having Taken the Subject in School.	Carry-over Value.
Gymnastics	91.25	12.3
Basketball	63.75	47.
Dancing	55.00	60.
Apparatus	51.25	....
Baseball	41.75	21.2
Tennis	37.5	153.
Swimming	31.25	208.
Track and Field	22.5	....
Hockey	13.75	45.4
Skiing	13.75	327.
Badminton	8.75	85.6
Snowshoeing	3.75	200.
Riding	2.50	333.
Hiking	1.25	1300.
Fencing	1.25	....

Note: The high percentage in Hiking, Riding, Snowshoeing, Skiing, Swimming and Tennis are due to the large number of students reporting participation and stating that the activities were not learned in school.

The educational principle of "learn by doing" is universally accepted today, and when interpreted in terms of physical education it means that the way to become proficient in an activity is to participate in that activity. The expert tennis player is the person who practices tennis and who develops the skill in relation to the specific activity.

It may be seen from the preceding tables that the greatest emphasis has been placed on gymnastic exercises, and undoubtedly those responsible for the construction of the curriculums would claim a contribution to leisure time activities by the development of muscular co-ordination needed in games. There is no question but that muscular co-ordination is necessary for motor proficiency in games, but it is also true that the gymnastic exercises do not teach the skills needed in any game. While gymnastic exercises do achieve muscular co-ordination, it has been developed apart from the activity, whereas participation in the specific game develops the co-ordination in relation to that activity. Although I know of no scientific

apparatus. I seriously doubt that all professional or amateur athletes of outstanding ability have developed their proficiency through the medium of gymnastic exercises.

The physical education programmes of the future designed to contribute to leisure time activities must be constructed on a sound psychological foundation. It is a well-known fact that human actions are more often guided by attitudes than by reason. It is a rare person who voluntarily performs an act which is distasteful or in which he has no interest.

A love for wholesome activity must be developed in the mind of the participant in order to assure a carry-over. The act which is performed out of sheer joy in the act itself needs no requirements for its repetition. The result of the performance is a great determining factor for its continuance, and unless personal satisfaction is an end result of the performance, a desire to continue will rarely be formed.

Another important factor in determining the contribution of physical education to leisure time is the degree of skill developed. It is human nature for all of us to enjoy doing the thing we can do reasonably well, and for this reason it is practically impossible to develop an attitude apart from a skill. The school programme of physical education should aim to develop a commendable skill in such activities as possess a carry-over value.

It has been said that a worthy aim for education would be

> "to teach children to do better the **desirable** things they are going to do anyway!"

If the above principle is accepted, the proper procedure would then be to start with the student preferences (such as the table on pag 3), to weigh their values, to include the desirable and to exclude the undesirable. While student preferences should not be the only determiners, they may be trusted, to a great extent.

The programme of the future must offer sociologic benefits and must provide development of the gregarious instinct. Group activities should be provided and so guided as to offer wholesome and natural social contact.

In order to provide a natural situation, careful selection is necessary, for it may be readily seen that, while a cadet in a military company is one of a group, it could hardly be termed a natural situation, whereas a game of tennis, golf, or the like, allows of free and natural social intercourse. The situation which more nearly resembles a life situation provides a better opportunity to develop desirable social traits.

When a physical education programme is formulated, the activities included bear the stamp of approval of the instructor, and the emphasis of the programme should be on those activities having the largest carry-over value. There is small justification for the programme of activities which begins and ends in the gymnasium.

It is a common practice to engage in gymnastic exercises, tactics, apparatus, and an occasional game during the school period of physical education, and to offer an after-school programme of the in-

formal activities making the attendance voluntary. The required programme reaches all students, and thus has 100 per cent. enrollment, whereas the voluntary programme usually reaches from 10 per cent. to 75 per cent. of the total enrollment, and allows specialization by participating in only one activity. If the instructor wishes to achieve 100 per cent. of the potential contribution to leisure time, the school period should be used as an instructional period to teach the techniques necessary in the various game skills. To emphasize such activities as do not possess a high percentage of carry-over is to fall far short of the potential contribution to leisure.

There has been for many years a mistaken belief that a game exists merely for amusement and should be given as a bonus for satisfactory performance in gymnastic exercises.

*John Dewey, one of the greatest living philosophers, throws light on this matter when he says:

> "It is quite possible to be playful and serious at the same time."

Play is defined by some as an attitude of the mind, which thought makes possible the above quotation. Merely because an informal play activity abounds in pleasureable elements does not prevent it from possessing more serious values. Furthermore, these pleasureable elements usually lead to the continuance of the activity and to the formation of habits of exercise, and are, therefore, of inestimable value.

If the physical education profession hopes to function in the life of the boy and girl, it must organize such programmes as provide equal opportunities to all, and to devote the school period to such wholesome and suitable activities as will carry the work beyond the four walls of the gymnasium.

The activity needs of the individual at different ages have been scientifically determined by Clark W. Hetherington to be:

**Age—	Activity Needs.
Elementary School	4—5 hours daily
High School—Early adolescence	2—3 hours daily
College—Late adolescence	1—2 hours daily

It may be readily appreciated that the required work in physical education classes, which usually ranges from one hour per week to one-half hour daily, cannot possibly furnish the total amount of activity needed at any school age, and for this reason one of the main objectives of a department should be to form exercise habits. Habits of activity will be formed only if a love for activity is developed, if the facilities are provided, and if the school programme teaches skills in such activities as will carry over into leisure time.

The professional worker who desires to achieve the potentialities of the activity programme, and who faces the responsibilities of present-day civilization, will make every effort to contribute to that cardinal principle of education, the worthy use of leisure time, and will give serious consideration to the following questions:

1. Does the required programme of physical education teach

the skills needed in leisure time activities?
If not, where will the children learn these needed techniques?

2. Do the classroom activities carry-over into leisure time and thus help to develop habits of exercise?

It is not my intention to claim that the problem of mis-spent leisure can be entirely solved by the profession of physical education, for it is quite improbable that all people would engage in motor activities during their leisure even though their education had been directed toward that end. It is, however, my aim to show the potential contribution to leisure by motor activities and to try to point the way toward its realization.

The programme of physical education which hopes to justify its existence and to achieve its potential worth must be constructed in light of the problems of present-day civilization.

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*John Dewey, Professor of Education, Teachers' College, New York City.

**Hetherington, Clark W., School Programme in Physical Education, World Book Company, Yonkers, New York. page 56.

ON LOOKING AT A PICTURE OF THE RUINS AT STONEHENGE

(I)

YE tumbled masses of an age long past,
Lifting thine arms suppliant to the sky.
Those gray, gaunt limbs which many an icy blast
Has in its fierce relentlessness passed by.

(II)

Ye tumbled masses, rise and tell the tale
Of kings and courtiers long since turned to dust.
Ye stones which hoary Druids used to hail
As symbols of their faith and lasting trust.

(III)

Ye tumbled masses, tell what is concealed
Beneath your crumbled ruins. Fain would I know,
That something to my mind might be revealed
Of those who labored here so long ago.

(IV)

Ye tumbled masses, raise your voice in praise
Of him whose master mind conceived your form,
Of him whose art your massive walls did raise
To stand the ravages of time and storm.

ANNIE C. L. MUNRO, *Terrace School, B.C.*

Ramblings of Paidagogos

On Teachers Being Born

I AM a little weary of the recurrent sophism that teachers are born and not made: because half-truths bear about the same relation to truth that half-wits bear to Shaw and Sheridan. There is just enough basis for the observation to make it dangerous.

To be entirely logical, the exponents of this specious and economical doctrine should first close the Normal Schools and the University Teacher-Training Department, and afterwards place all educational books and journals upon the Index. They could then proceed to discover born teachers through the medium of meditation and prayer.

The plain fact that teaching is a science as well as an art makes extraordinarily slow progress in the face of human inertia and conservatism. People who would not dream of submitting their bodies to the inspired tinkerings of a "born" healer, nor of placing their engineering problems in the hands of an amateur, will nevertheless cheerfully contend that skilful teaching is the manifestation of some divine gift. And this fairly widespread point of view is, of course, utterly destructive of any professional status whatever.

Yet the science of education ramifies through the whole field of mental phenomena; there are laws of learning that underlie every pedagogical method; teaching, in short, is a branch of applied psychology. To say, therefore, that the teacher is born and not made, is to contend—with what show of reason any intelligent person may judge—that certain individuals miraculously attain to a comprehensive knowledge of psychological laws. Indeed, "comprehensive" is too limited a term, since it may leave some stray loophole for learning; their knowledge must be complete; it must spring full-armed from the head of Jove!

But this is a little too much; the most brilliant psychologist in Chicago would make a precipitate retreat from such an invidious position. Even Minerva turned out to be a myth.

We are all willing to admit that some people are better fitted than others to be teachers. To say that is one thing; but to assert that the mastery of educational science is not a long and arduous labor is to provoke inextinguishable laughter.

Is a Clearing-House Needed?

Some years ago the Department of Education took a big step forward, when it inaugurated a record-card system, by which an accurate school-history might accompany the pupil throughout his educational life. This valuable innovation was received by most of us with enthusiasm, and we proceeded to implement the departmental idea in a whole-heated fashion by putting in many hours of monotonous clerical work. I may add that we did this willingly, and that the benefits are both obvious and considerable.

But there is still an annoying barrier to the smooth working of the scheme, a barrier which can only be removed by the central authority.

How many principals, filled with faith and optimism, have sent requests to the four corners of the province for these cards, only to be met with silence or excuses? Through what a gamut does one pass in this connection! The civil demand having failed, we may be moved to wrath, or the more emotional among us may give way to entreaty mingled with tears. In each case the result is much the same.

To be quite frank, the transfer of cards is at present both wasteful of time and about 25 per cent. efficient, so that a large measure of the success which the scheme deserves is being lost.

Could not the difficulty be overcome by the establishment of a central clearing-house in the Department itself? Record-cards could be forwarded to this clearing-house immediately upon the transfer of a pupil, and could be filed in a simple alphabetical system. By means of a brief printed form, principals would then be able to secure the record-card of any pupil within a few days of his admission. Health-cards, of course, could be treated similarly.

Under this arrangement, one clerk could successfully perform a task which now inefficiently consumes the time of many individuals; and it would, moreover, be possible for departmental weight to be placed upon those schools which fail to treat the cards seriously.

When one considers the great flux of population in this province, the extent of loss under present conditions becomes very apparent.

The Mercenary Teacher!

Not long ago I read in a newspaper—that vade mecum of the superficial mind—a broken-hearted wail about the payment of teachers. It seems that we are become materialistic and business-like; that we no longer regard our calling as a gratuitous mission; in short, that we present a bill for services rendered.

Now this is a deplorable state of affairs. Especially is it so when we are contrasted with other professions. Let us therefore examine the situation for our souls' good.

Medical men are rightly alluded to as the great alleviators of human suffering. Their service to the world is both urgent and essential, and they spend their strength freely for the general well-being. All this and a great deal more we can cheerfully assert. But what about the little matter of bills? Surely here there is a splendid lesson for the financially-minded teacher.

Consider now the lawyer, whose function it is to smooth out the quarrels of the world. How sadly and with what abnegation does he endure the seamy side of life that he may bring peace and comfort to distressed hearts. How unselfishly does he mask his true

feeling and uplift his naturally gentle voice that he may compel the truth from reluctant witnesses. And what is his reward?

It is amazing how far the teacher will go in the face of these unfavorable contrasts. But surely the golden age of impecunious idealism is past, for the temper of the teacher has unaccountably changed. He seems, alas! no longer to be satisfied with patronizing benedictions; the "Well done" of society has somehow ceased to be a sufficient return for his expensive training and his intellectual labors. The man has become audacious; he apparently demands a salary commensurate with his value!

And I, Paidagogos, renegade that I am, rejoice much, and wish him God-speed in his iconoclastic advance. To condemn myself utterly, I look forward to the day when some faithless teacher will be able to retire with a competency. The time seems ripe for a change of emphasis from the humility of the "pro quo" to the pragmatic sanction of the "quid."

"The Normal Grads."

ON Wednesday evening, September 26th, several graduates of the Vancouver Normal School met together and organized a club for the purpose of engaging in athletic and social activities. "The Normal Grads" is to be the name of the new organization. Every Tuesday evening, from 7 p.m. to 10:30 p.m., the members will meet in the Normal School Gymnasium to play badminton and volleyball. The basketball enthusiasts will play in the gymnasium every Wednesday evening, from 8 p.m. to 10:30 p.m. The latter group have entered a girls' team and a men's team in the Vancouver and District Basketball Association. Mr. Walter McGown is the athletic convener of the club.

The club plans to have several social functions each year. The first dance was held in the gymnasium on October 30th, the dancers appearing in a great variety of masquerade costumes. A Hallowe'en supper was enjoyed at midnight. Much praise is due to Miss Peggy Carty and Miss Phyllis Reeve for the way in which they organized the party.

A cordial invitation to join the club is hereby extended to all graduates of the Vancouver Normal School. Those wishing to join should communicate with Mr. W. G. Black or with Miss Vivian Jones at the Normal School, or with Miss Gwen Cather, 2005 Fourteenth avenue west, who is secretary of the organization. The fee of $1.00 per year is payable to Mr. Lorne Brown, treasurer.

The Healthy Teacher

(*By* HELEN C. SCOTT, M.R.C.S., L.R.C.P.)

IT IS supremely important that a teacher should be well. A great business may be directed by a sick man; a brilliant writer may be a chronic invalid; great music has come from a death-bed; indeed, some creative work seems to be directly inspired by physical pain; but the educator and instructor of children must have his *corpus sanum*. Sickness distracts one's attention from outside things; even being run down makes one dangerously introvert. A teacher should be an extrovert; he must be alive to the outside world, wide awake to other people's feelings, often disposed to lose himself in his work. He must be healthy.

The Vicious Circle

It is easy to get run down and to neglect the symptoms. Then there is a perfect vicious circle; work suffers and the teacher becomes dull and lifeless; this is sensed at once by the class, which becomes restless and unmanageable and unwilling to learn. Then results more nerve strain, weariness and depression for the teacher, and his chances of recovery are bad. The moral is: Take things in time, rest when necessary, take sick leave when it will save a long illness, or when two days' rest will prevent two weeks' irritation and bad teaching. Teachers are on the whole a conscientious body and loath to take time off; but an even finer conscience would often claim a needed rest; for, setting aside the tremendous duty to himself, a teacher has no right to let his work suffer avoidably. There is a great need for judgment and a sensing of things on the part of heads of schools and colleges, who ought to keep a sympathetic eye on their staff. The writer has many teacher patients who seem afraid to take a few days' badly needed leave, and who for want of it are doing their health permanent injury.

Teaching has its own very special worries. There are inspectors to be anxiously awaited and to be pleased; there is discipline to be thought about a great deal, always a compromise between several conflicting theories and systems, and seldom if ever entirely satisfactory to all parties. There is a never-dying concern about the term's syllabus, about keeping the class interested and alive and generally putting up a good show. The headmaster and inspector must be satisfied, as well as the children and their parents. It is a wonder that any teacher escapes a nervous breakdown! But these cares, however important, have no right to intrude themselves upon all his free time and spoil his rest. The more he escapes from them within reasonable limits the better they will be dealt with. An inspector is more easily faced on Monday morning after a week-end walking tour than on Friday afternoon after much forethought and preparation of lessons. A troublesome class is more easily managed and taught if the previous night has not been sleepless on account of it.

Tough problems of discipline are not solved by much care, but by the fresh buoyancy resulting from physical fitness and a consciousness of health.

There are many factors combining to make most teachers irritable people. The greatest child-lover in the world could not face fifty small pupils daily without his nerves suffering. Children, who in twos and threes are attractive and attentive, are unmanageable and stupid in a huge class. The movement at present on foot to make classes smaller should have whole-hearted support from the teaching profession and from parents. Meanwhile the nerve strain should be relieved or cured by suitable methods. One of the best nerve tonics in the world is sunlight—natural sunlight at high altitudes in a clear atmosphere, or artificial sunlight at low levels and where the air is smoke-laden; the potent healing rays are very easily filtered out by dense air. The ultra-violet part of the spectrum acts as a nerve sedative as well as a general tonic. It increases the absorption of calcium from the food, and calcium tones up the nervous system to the right pitch. It invigorates and gives a sense of well-being, and the winter passes more easily.

Recreation

There are many compensations in the teacher's life. He enjoys short working hours, long week-ends, long holidays. He has more leisure than most people—necessarily, for his work needs preparation, concentration and the giving out of a good deal. But that leisure is too often wasted on over-much study, or even on over-much reading of fiction. This way of spending free time is to the teacher too much like shop; it is easy, but not restful in the right way, not enough of a contrast to work. Sport is forgotten by so many people just because of inertia. Every one likes tennis; but does every school staff have its tennis club and play its evening games regularly throughout the summer? Teachers and other brain workers should give their bodies full play in sport and fresh air, and come back each Monday, after a physically strenuous week-end, ready for the mental and moral strain of work. It takes an effort, but it is worth it. Some will say that circumstances keep them at home, others that their health will not bear much physical exercise; but most, if they would, could get out a good deal, and bring back to their class rooms something new and something fresh.

Teachers should be theatre-goers. Even when we hold our heads high and say all the plays in London are bad, the theatre has something to tell us of life, of literature and progress. There is mental relaxation in a light and silly play that is good for the mind's and body's health. And there are generally one or two plays that for their own intrinsic merit should not be missed. Recreation must be social and spiritual as well as physical. Circulating libraries are not enough. The teacher flies to them readily as an easy dope in times of worry or boredom or loneliness; but, like most dopes, they are deadening in large doses, and do not stimulate to the variety of thought and expression that we should always semi-consciously be reaching after.

Study and Research

The present generation is filled with a feverish urge to advancement and "go-getting" that often kills its own aims. Teachers are inclined to be examination fiends, and think they are not living usefully unless they are preparing for some examination and creeping up the academic ladder. Some who have not graduated make haste to do so; some who have done a pass pine for honors, proud holders of a B.A. or B.Sc., want their M.A. or Ph.D. And so there are long evenings of study, long Saturdays in the British Museum reading room, and pale faces and weary eyes. Too much stress is laid by the powers on academic and paper credentials.

A considerable amount of good research work is done by teachers in this country, but much more in America. This does not indicate any slackness or want of enthusiasm in the English teachers, for in America there is systematic provision for such work: the research teacher does not attempt two men's jobs, but leaves off teaching until his research is finished, living meanwhile on an adequate studentship. In time this country, too, will make it possible to "add to the sum of the world's knowledge" without the sacrifice of every scrap of leisure and surplus energy, and the undermining of physical health. In the meantime it is well for teachers not to be rash in the matter of undertaking too big a task, which will bring with it a greater loss than gain. Good health is better than extra knowledge or more letters after one's name.—The Schoolmaster.

Trinity of Pitfalls in Education

(By WILL C. WOOD, *Superintendent of Banks of California, formerly Superintendent of Public Instruction.)*

THE three most dangerous pitfalls schools must avoid if they are to remain progressive agencies are standardization, mechanization and institutionalization.

The purpose of education is not to make people more nearly alike, but to enable each boy to become the best and most effective man he has it in him to be. With necessary verbal adaptations, the same statements hold for the girl.

In the "fundamentals," such as the mechanics of arithmetic, spelling and reading, we may reasonably strive for uniformity of response from children. Standardization in these fields, except as to teaching methods, is not to be challenged or criticized. But the standardization and mechanization of work in history, literature and other humanistic studies does not necessarily result in education, or the drawing out of desirable qualities in the individual pupils. Success in these studies depends upon the kind of reaction they set up in the pupil, and this depends upon two things—how to get the matter over to the pupil and what there is inside the pupil to react to the matter we try to get over. William Edward Hickman, for example, was an apt student of history if we measure his work in a mechanical way. He shows exceptional knowledge of men and events of the past. Undoubtedly he made a high score in his tests. However, his teachers didn't get from him that kind of response that makes for better manhood. There was something lacking inside, or that something was so hidden that ordinary teaching methods couldn't reach it and make it respond.

The application of factory methods in the schools kills interest, and brings only a mechanical response to teaching. Factory methods in education stand in the way of our teaching the thing in the individual that ought to be reached and made to respond. In the end, such teaching is wasteful because unrealized possibilities in any individual are unrecoverable losses.

The teacher is an artist, not a mechanic. Standardized teaching has about the same relation to real teaching as mechanical piano playing has to Paderewski's piano artistry. Both tickle the ear drums, but only the artistry of the great player brings a soul-stirring and broadening response. Teaching has a higher purpose than the tickling of ear drums or the storing of facts in the mind like cordwood in a woodshed.

In the training of teachers, isn't there too much emphasis placed upon the mechanical and methodical elements? Isn't there too much tendency to make teachers conform to a pattern or mold—

too great dependence upon courses, units, semester hours and summer sessions? These things, within limits, are good; teachers should be encouraged to keep up to date. However, courses, like other good things, can be overdone and overemphasized. School boards and superintendents are too prone to judge a teacher's qualifications by the degrees she holds—the letters she can write after her name. They do not realize that these letters may, after all, be dead letters. It is the living letters that one writes in his daily work that count toward real education. Degrees are good things to have if they are the outward sign of an inward grace; they aren't worth much if they merely bear witness that the holder has spent four years in an institution without being found deficient or defective.

A degree is good if it helps the holder to render better service and be better company to himself and others. However, degrees are not idols; they have no qualities which should command worship.

What would happen if teachers were judged on the basis of what they can do, rather than on the basis of where they have been and how long? Of one thing I am convinced—that judging the teacher by what she can do would give her new spirit and dignity. It would encourage her to strive to become a teacher artist. It would check the tendency to institutionalize education, which, if carried too far, will kill the spirit which makes for life and progress.

Of Mutual Assistance

The New Physical Education

(By Margharetta S. Taylor.)

THIS is such a broad subject that I shall have, of necessity, to confine myself to the major features of what is, to many, a new departure from the established order.

Many of my readers may have visions of a group of pupils wearily "pushing" and "pulling," "turning" and "bending," their way through tedious and dreary exercises in the vitiated air of the class room in which they have spent the entire day. By no amount of vim, no expenditure of energy, could the teacher hope to arouse spontaneous ardor in the hearts of her charges. The fact that something is "good for them" means little to the average child. It must seem "good to them." It has taken us a long time to find out that that which is liked well is done well.

That was the class room of yesterday. How different is the class room of today—and tomorrow. The walls have disappeared and the good outdoors is all about us. Even the term "physical exercises," with its limitations, has gone and left in its place the broader "physical education." We may follow a different programme every day of the week without exhausting our resources. Singing games, folk dances, mimetic drills, decathlon events, field and track events, outdoor and indoor games of all descriptions, remedial and preventative exercises for postural defects, all form component parts of the broader whole.

Let your watchword be "variety." You will have your problems, of course, but they will be as nothing compared to the lack-lustre of the old regime. I am not disparaging the old Strathcona Trust plan. It had its uses. So has senna tea. But children do not cry for it.

Unfortunately, the past system has developed a few star athletes who play on every team and crowd out the shy child who stands most sorely in need of the development, physically and mentally. Get all the children playing. Select games at first in which an unlimited number may participate and which require no great amount of skill. Allow no partiality. Cultivate the spirit and habit among them of giving every child a chance. Develop leadership and dependability. Put the children in charge of equipment; allow them to umpire games, at times to organize games. Make them self-reliant. As they become fit for it; put the onus upon them so that they may be able and anxious to play anywhere and any time, peaceably and profitably.

Do not limit your folk dances and singing games to the girls. These wonderful historic dances, so rich in folk lore and tradition, were performed by both sexes, and you will find the boys as eager

as the girls. If their first attempts are a little awkward, be not too exacting, have a blind eye at the proper moment, for you must at all costs prevent self-co[illegible]usness. That my faith in the boys is justified was proved, I [illegible] beyond a doubt by their performance at the British Columbia Music Festival, where they won first honors in the senior class.

If possible, be conversant with the history of the dance and lead up to its performance with a picture of the age and of the people who first performed it. Every action has its own significance.

The posture work is, by its very nature, of paramount importance. One cannot be well, mentally or physically, with a poor posture, so it behooves the teacher to check up continually throughout the day. Reduced to its simplest terms, good posture should be: Stand tall. Feet straight (not pointed outward). Chest high. Abdomen in. Neck against your collar. These terms are understandable by the smallest child, and complicated terms should be avoided.

In Hastings School we have been giving the triple posture test for over three years. Four times per annum each child's mark, now reduced to the letters A to E, as in other subjects, is recorded on the pupil's monthly report card, and we find that this has been a valuable added incentive in improving the posture.

I have been asked to recommend a few books on Physical Education. The following I have found of value:

Bowen & Mitchell—The Practice of Organized Play—Barnes & Company.

Jessie H. Bancroft—Games for the Playground, Home and School—Macmillan.

Pearl & Brown—Health by Stunts—Macmillan.

The Playground Book—Board of Education & Parks, Cincinnati, Ohio.

Nils Berquist—Swedish Folk Dances—Barnes.

Elizabeth Burchenal—Folk Dances and Singing Games—Schirmer. (Three other volumes by this author.)

C. Ward Crampton—The Folk Dance Book—Barnes.

C. Ward Crampton—The Second Folk Dance Book—Barnes.

Cecil Sharp—The English Country, Morris & Sword Dance Book.

I am indebted to the United States Department of Labor for several booklets on Posture Exercises which would be of incalculable value to every teacher. These, on request, were forwarded free of charge, although marked to sell at ten cents per copy.

In the foregoing I feel that I have only scratched the surface of this tremendous subject—tremendous because, of all school subjects, it is the one whose mark we shall surely carry with us to the day we die. Our health, our happiness, our very life, is inseparably bound up with our posture. If we teachers can turn one puny, narrow-chested misfit into a strong, healthy adult, we have justified ourselves in this generation and the next, and as we see many such develop we feel that, after all, the great thing is still as of old, "a healthy mind in a healthy body."

Penmanship

(By Miss M. A. Warner, *Teacher of Writing, Hastings School.)*

A PUPIL'S appreciation of the qualities of good writing is soon apparent in his work. He may not as yet be an excellent writer, but his attempt is satisfying. He is beyond the stage where writing is a case of just copying. Rhythmic work does away with much possible drudgery and encourages bursts of inspiration. In the following lessons the ovals are done to the beat of the metronome, individual letters to counting, and rhythmic motioning in the air precedes the writing of the word "pen."

"Writing!" The tense stillness is suddenly broken by a greatly hurried moving of some things off desks, some things on to desks and in place, and a quick adjusting of feet and arms. Then all is as quiet as before. The prize for this race is the winner's name written on the board, where it remains until the following Monday. It is remarkable how quickly and perfectly pupils really can prepare for writing. Rarely is it necessary to check a pupil at this stage in the lesson.

"p." A large model is carefully made on the blackboard. The pupils see that their compendiums are open at that page. We soon decide on a general movement drill. About two minutes' work on it "loosens up" our arms. Now we discuss the letter to some extent. Then someone suggests an exercise for getting the long straight back. Probably a little general caution concerning posture or penholding is now necessary. We do a bit of the specific movement exercise and then try the letter.

"Now I'll go down this row to see if your underswings are long enough. Good, everyone perfect. Now I'll go down this row to see if you are closing the loops into the straight back." And so on until all main points have been drawn attention to and obtained.

"Pens down!" The word "pen" is written on the board. Probably it is written a second time so that the pupils may more correctly get the movement and form. "Who would like to write it on the board? Alright, Mary." Mary writes. "Oh, what's wrong, class? Yes, that point should be twice the height of a small letter. Suggest a way in which Mary may correct her mistake." One says, "Pause longer at the top and see that you're high enough before starting down." Another says, "Motion a longer upward swing before making it." So Mary tries again and gets it. If she had failed teacher would probably have taken her hand and swung it into the proper strokes. Now the class write in their books.

"Well now, here's someone working so hard he's trying to make his nose help. Children, you **all** had better lift your heads a little and give your arms more freedom."

After writing several lines, the pupils' attention is again called to the board. "The letter 'p' belongs in a group; can you give me

the other letters?" They give "t" and "d." "So that all may remember them, let's get a word which contain those three letters. Yes, 'painted' is a good word. Let's write three words. Now draw a light line to see if 'p,' 't' and 'd' have the same height."

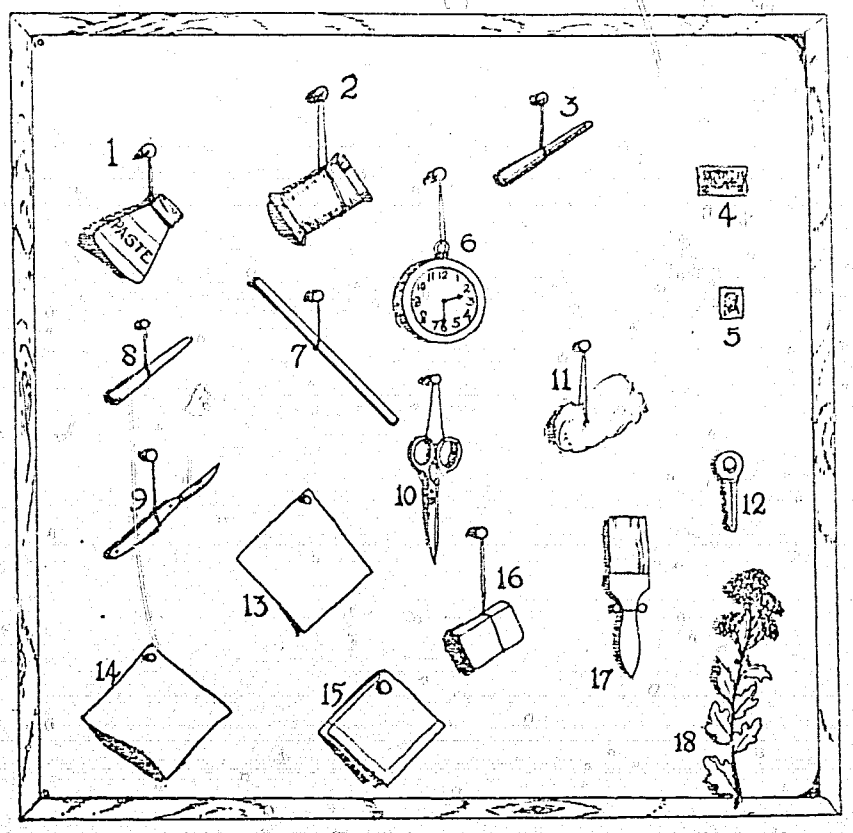
The class has been working hard, so we leave our lesson to be continued next day, and review some capital work with which we are familiar—something we can swing with ease and confidence.

"Put away your work!" The books are blotted and put away, inkwells closed and nibs dried on penwipers which hang on sides of desks.

The next day we alter our lesson somewhat. Instead of discussing the letters first, we motion it several times in the air and then write a line. We frame the best letter and then find its value—a mark for each correct detail. We may give a perfect letter five marks. We probably do a group drill and write words suggested by the pupils—words having "p" at the start, at the finish, doubled in the body of the word, etc.

We have a special day for sentence writing. The sentence is carefully chosen. It contains letters recently taught. If written just the correct size and with the correct slant and spacing, it will fill a line. Individual letters, words and starting and finishing strokes are practiced before the sentence as a whole is attempted. Then there is a little competition, for the best writer in each row is named. If these six best bring their books up to the front, many will be found anxious to come up and find the best of all.

Special work—that is, something on foolscap—appeals to the children. It may be just a sentence written many times, a paper of capitals, an assortment of movement drills, a poem or a paragraph. But the vast majority will hand in a neat paper which also shows attention to arrangement, spacing and muscular movement. If good exercises are exhibited at the back of the room and pupils allowed to look at them during their writing period, further interest may be created.



(1) Bottle of paste. (2) Spool of thread. (3) Piece of green chalk. (4) Green two-cent stamp. (5) Yellow one-cent stamp. (6) Toy watch. (7) Lead-pencil (unsharpened). (8) Orange chalk. (9) Jack-knife. (10) Scissors. (11) Cotton-batting. (12) Key. (13) Yellow paper. (14) Red paper. (15) Folded handkerchief. (16) Eraser. (17) Paint-brush. (18) Chrysanthemum.

Reasoning From Trained Observation

PUPILS in the first three grades may be taught education, the foundation of reasoning, by comparing objects placed on a card which is fastened to a board three feet square. The children say in what ways the objects are alike and in what ways they differ. The teacher brings Class A, B or C to the front of the room and allows the pupils to see the board for a few seconds only, and then she asks them to name the different things which they have observed. Such training leads to alertness and has a distinct transfer to life situations. A child needs to be observant to cross the street in safety and the regular habit of noticing detail is of the utmost importance in our daily lives.

When interest has thus been centred in the objects, the board is placed before the pupils and suitable questions are asked. Teachers who will try this device have a treat in store, for the enthusiasm of the children is

unbounded, and when they are taught constructive thinking, there will dawn a new era in education. Such a lesson for a few minutes daily will pay dividends in interest, alertness and response. Some of the objects should be changed each time. Below are types of questions of increasing difficulty on the object board in the illustration.

1. What two objects are used together? (Thread and scissors).
2. Name two other objects that are used together. (Pencil and eraser).
3. What are the third pair used together? (Paste and paper).
4. What two do the same thing? (Pencil and chalk).
5. Name something on the board not ready for work. (Pencil).
6. Do you see something that will make it ready for work? (Knife).
7. What are the differences between the two pieces of chalk? (Colour and size).
8. Find six things on the board that the scissors could cut. (Thread, string, flower paper, stamps, and cotton-batting).
9. What could the knife cut that the scissors could not? (Pencil, eraser and chalk).
10. How are the scissors and knife alike?
11. How are they different?
12. What things on the board are made of wood?
13. What two things can only be used once? (Postage stamps).
14. What is the longest thing on the board? (Thread on the spool).
15. Why does the spool have a hole through it? (For the sewing-machine).
16. Which one will last the longest time? (Key).
17. Which one is easiest broken? (Chalk).
18. Which one lasts the shortest time? (Flower).
19. Which has the most parts? (Watch).
20. Which one always has the same value? (Postage stamp).
21. Name something missing from the board which is to the pencil as the eraser is to the chalk. (Pencil-eraser).
22. Which is most like the cotton-batting? (Thread).
23. Which one has something taken from an animal? (Brush).
24. In what way are the thread and flower alike?
25. On which have the scissors been working? (Pieces of paper).
26. Which ones are used by a man?
27. Which ones are used by a woman?
28. Why do you think the watch belongs to a small boy?
29. What does each of the following need to be of any use: Thread, paste, key, brush, stamp?
30. Which one works the longest hours? (Watch).
31. Which one tries to make things look better? (Paint and brush).
32. Which one is afraid of robbers? (Key).
33. In what way are the pencil and spool alike? (Both have both ends the same).
34. How are the paste and thread alike? (Both hold things together).
35. Which one is used when you make a mistake? (Eraser).
36. How is each one used in a school?
37. What is most like the watch? Pencil? paste?
38. Classify the objects according to the animal, vegetable and mineral kingdoms.

Teachers' Association

Okanagan Valley Teachers' Convention

THE Tenth Annual Convention of the Okanagan Valley Teachers' Association was held in Penticton on October 11th 12th and 13th, with about 150 teachers in attendance. The convention was opened on Thursday evening with a public meeting in the School Auditorium presided over by Mr. S. A. MacDonald, the president of the association. The teachers were formally welcomed by Reeve Kirkpatrick and Mr. R. Wilton, chairman of the Penticton School Board. After some very enjoyable musical items, the convention was addressed by Professor Sage of the University of British Columbia on "Some New Aspects of Canadian History."

On Friday morning the convention broke up into sectional meetings. Professor Sage spoke to the High School section on "Some Thoughts on the Teaching of History." The Primary section had two addresses, one from Miss J. E. R. Fisher of the Vancouver Model School on "Individual Method of Teaching Beginners as Applied to Reading and Number," and another from Miss Gertrude Smith on "Types of Primary Grade Seatwork." The Senior and Intermediate sections had Mr. A. R. Lord of the Vancouver Normal School on "The New Course in Geography"; Mr. F. T. Marriage on "The Teaching of History in the Senior Grades," and Inspector Sheffield on "The Teaching of Literature."

On Friday afternoon the Primary section had a demonstration of teaching singing to Receiving classes by Miss Page of Penticton and Mrs. Wilcox of Vernon. Then all the sections combined to hear an address from Mr. C. B. Wood of the Victoria Normal School on "Recent Developments in Educational Psychology." Then the High School section met with Inspector DeLong, while Inspector Hall spoke to the Public School section on "Some Essentials of the Teaching Process."

On Friday evening about 125 teachers attended a most enjoyable banquet at the Incola Hotel.

On Saturday morning our General Secretary, Mr. Charlesworth, spoke to the business meeting on some very important Federation matters. One business item of interest was the decision to donate $100 to the G. A. Fergusson Memorial Fund. The executive for the coming year was then elected, as follows:

President—Mr. A. S. Towell.
First Vice-President—Mr. C. Frederickson.
Second Vice-President—Miss M. V. Wood.
Corresponding Secretary—Miss F. M. Chapin.
Recording Secretary—Miss N. Swenson.
Treasurer—Mr. F. T. Marriage.

Here and There

THE Education Department of B. B. C. (Great Britain) reports that nearly five thousand schools are now equipped with wireless installations, and of these at least 3,000 schools may be regarded as regular adherents, taking at least one wireless lesson every week in term-time. The British Broadcasting Corporation issues a printed syllabus to all schools participating in its educational programme. A Director of Education has been appointed recently.

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The Egyptian Gazette for September states that there is a shortage of British teachers for Egypt.

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The reorganization of Birmingham (Eng.) schools is under consideration. "We have not got near the solution of it," says Dr. Innes, Director of Education. "Before the Committee comes to any decision you may be sure we shall try to get some help from the teachers on the matter." * * * *

A recent issue of the Scottish Education Journal devotes considerable space to the navigability of Hudson Straits and the new Hudson Bay Railway.

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The Province of Alberta is busy on a new School Act. There is every reason to believe that the old rural school board system will be discarded and that some county system will take its place. Whether villages will be included in the county systems has not yet been decided. The Teachers' Alliance of the province favors such an inclusion.

* * * *

Miss L. G. Woodcock, a representative of the Australian Union of Teachers, now in England, says: "Our organization is strong to get a common standard of leave for teachers. We know that such a period of leave is of great benefit to them, especially in helping to spread knowledge amongst ourselves. The State of Western Australia has what we term a period of rest for study and travel. At the end of ten years' service, one is allowed to take six months' leave on full pay, or twelve months on half-pay. The schools are so staffed that all teachers who are on this status can take their leave. At the end of fifteen years a further period may be granted for the same purpose. New South Wales has slightly different rates. This State allows three months' leave aften fifteen years, and six months' after twenty years. For every year beyond twenty years' service a week's leave is granted. The great difficulty in New South Wales is that leave is curtailed, as staffing is too inadequate to enable the authorities to grant it. Queensland and Tasmania allow their teachers leave of absence after a number of years, but the regulations are now under revision. South Australia and Victoria have no definite scheme, but on application teachers are spared for definite refresher courses, travel or study."—The Schoolmaster.

Teachers of the West Riding, Yorkshire, are determined that the authorities consult them before making important decisions concerning the schools and teachers' interests. Active and definite steps are being taken to safeguard teachers' interests.—"Schoolmaster."

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"Through the efforts of our President and the Department of Education, a committee was appointed to frame a pension scheme for the teachers in the Province of Nova Scotia. The scheme outlined by them was accepted by the Government and will become effective on July 31st, 1928.

"The activities of the Union to secure an increase of Government grants to teachers were crowned with success."—Nova Scotia report.

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"It is not the taxpayers, nor the departments of education nor the school boards who make the school. It is the teacher who makes it. It is not the education system; it is not the regulations, it is not even the curriculum or the text-books, much less the elaborate and imposing buildings of brick and stone, that make the school. It is the teachers who make it."—Winnipeg Tribune.

The Teachers' Bookshelf

Patriots of the Nineteenth Century. Smith. (Longmans Green & Co., $1.00). First class collateral reading for matriculation students.

Rock Gardens. Rockwell. (Macmillan Co., Toronto. $1.00). An excellent book for teachers who have failed in school garden projects because of unsuitable ground, but who desire to have a bit of real garden about the school. A rock garden is a possibility in any British Columbia school yard.

Educational Psychology. Peter Sandiford, (Longmans Green & Co.). A book on the newer experimental work in education. Do you want to know the latest laws of learning, what improvement curves have to teach, how mental fatigue is measured, what are conditioned reflexes? Peter Sandiford, of Toronto University tells you simply and modestly. From James to Pavlow he surveys the field of educational psychology for the working teachers' benefit.

School Libraries. Practical Hints on Management. Fegan. (Heffer & Sons, Cambridge. $1.00). A librarian's ideal guide.

Oliver Cromwell. Drinkwater, (Doubleday, Doran & Co., $2.50). Avowedly an ardent admirer of Cromwell, Drinkwater has, nevertheless, succeeded in painting a comprehensive portrait of the puritan general and statesman. Much there is in it that a writer like Lord Lytton would repudiate, but it is by no means "a whitewash." Rich as it is in source material, it stands forth as a fine bit of literary work. It is well within the range of the average matriculation student, and it might well be added to the history shelf in every high school library. As general reading, the average reader will enjoy the freshness and directness of John Drinkwater.

W. M. ARMSTRONG.

University of British Columbia
Summer Session, 1929

JULY 2 TO AUGUST 24, 1929

ADVANCE NOTICE

IT is of the utmost importance to all teachers who intend attending the University Summer Session next summer to know that if they wish to register for six units of credit they must register at once and do the prescribed reading for each course before next July. Failing early registration they may register for four and one-half units only.

Clause 5 of the regulations governing Summer Session work states: "Preparatory work shall be provided from September to June prior to the Summer Session."

Clause 7 states: "A candidate proposing to undertake this preparatory work shall register prior to October 1 (or subject to the penalties applying to late registration in the Winter Session, between October 1 and January 1)."

(NOTE.—The penalty applying to late registration in the Winter Session is an additional fee of $2.00. By special permission of the University authorities the last day of registration without penalty this year is November 30. This concession has been granted upon the request of the Summer Session executive owing to the late publication of the Summer Session Calendar).

Clause 8 states: "A candidate who does not undertake this work (preparatory reading) may register at any time prior to the commencement of the Summer Session but may not register for more than four and one-half units of work for credit."

Clause 9 states: "The preparatory work shall be tested by a paper to be written in the first week of the Summer Session."

Fees are $26 for three units (at the rate of $13 for each one and one-half units). Fees are payable one-half upon registration for preparatory reading and the balance at the beginning of the Summer Session.

Students borrowing books from the Unversity Library for preparatory reading will be required to make the usual deposit of two dollars with the Librarian to cover mailing cost.

The Summer Session Calendar may be obtained by applying to the Registrar's office at the University.

Below will be found the Time Table for the 1929 Summer Session. (Owing to lack of space it is impossible to publish here the list of

prescribed readings for each course, but all teachers who intend registering are strongly urged to **apply at once to the Registrar's Office for a Summer Session Calendar,** which contains this list).

Time Table of Lectures

Monday, Tuesday, Wednesday, Thursday, Friday

8 a.m.—Physics 1(a); Physics 2(a); Mathematics 1(a) (Algebra); Philosophy 1(b) (Logic); Government 1 (Constitutional Government).

9 a.m.—Physics 1(b); Physics 2(b); Chemistry 2(a); English 2(a) Mathematics 1(b) (Geometry); Philosophy 1(a) (General Psychology); English 1(a); Beginners' German; Government 1 (Constitutional Government).

10 a.m.—Economics 1(a); Education 2 (Elementary Educational Psychology); English 1(b); English 2(a); Chemistry 2(b); English 9 (Shakespeare); History 1 (Canada since 1763); History 3 (Medieval History, 814-1453).

11 a.m.—Latin 1(b); History 2 (Western Canada); Education 3 (History and Principles of Education); English 16 (Romantic Poetry); English 2(b); Economics 1(b).

12 Noon—History 4 (Revolutionary and Napoleonic Era); Latin 2(b); Beginners' German.

1 p.m.—French i(a); French 2(a); Educational Supervision (not for University credit); Philosophy 7 (Introduction to Education).

2 p.m.—French 1(b); French 2(b); Educational Supervision (not for University credit); Philosophy 7 (Introduction to Education).

Biology and Botany

2 p.m.—Biology 1(a) Lect. (Monday, Wednesday, Thursday).
Biology 1(b) Lect. (Tuesday, Friday).

3 p.m.—Biology 1(a) Lab. (Monday, Thursday).
Biology 1(b) Lab. (Tuesday, Friday).
Biology 1(b) Lect. (Wednesday).

4 p.m.—Biology 1(a) Lab. (Monday, Thursday).
Biology 1 (b) Lab. (Tuesday, Friday).

Commercial Work

9-10—Stenography 1; Accounting 2.

10-11—Stenography 2; Accounting 1.

11-12—Laboratory work for all.

Exercises in English for the Juniors

(Extracts from a series of articles in "The Schoolmaster"

by Robert T. Lewis, B.A., A.K.C.)

Introductory Exercises

THE object of these exercises is to break down the nervousness of the child when talking before a class and to dissipate that feeling of oppression which is characteristic of the classroom. There is no greater spur to any school work than to lull the child into the belief that the matter in hand is outside the curriculum, and hence it is a useful plan to set aside, say half an hour each Monday (when everybody, including the teachers, is fresh) for "wasting time." The following games I have found useful for this "wasted" period. Remember their objective before you criticize them.

1. Call out a boy or girl and give him a letter. He has to make as many words as he can beginning with the letter in a minute. Divide the class into teams and score the number given. This exercise is useful for vocabulary building and demands concentration on the part of the child. Further, the whole class is naturally anticipating the words while the exercise is going on.

2. Two children stand before the class, having first chosen a pair of homonyms, e.g., rain and rein. They carry on a conversation with each other, giving some indication of the word they represent. The boy representing "rein" may say this:

"Most horses know me and at first they don't like me. In time they don't seem to mind very much."

"You are something like me," the other will say. "Men hate me, almost all of them except the farmer. Even he is very hard to please."

The conversation goes on, always having some bearing on the words until one of the class thinks he has guessed the word. He then joins in the conversation until he has established the fact that he has discovered the word. Any member of the class can ask a question but must not use the homonym. He should so frame his questions that the answer will give him the required information without letting the class into his secret. A question, "Are you part of the horse's harness?" would tell the remainder what word he had in mind.

3. This game is known as "Man and his Object." A boy stands before the class representing some well-known person and his characteristic, e.g., Nelson and his blind eye, Noah and his ark, Lord Burnham and his Scale. The class asks questions in turn, the boy answering "Yes" and "No" only. After ten questions the class may be asked

to write down what they have learned from the answers. Another good plan is to allow one boy to ask ten questions and then let the class summarize what they have found out. Here we have training in cross-examination, later very useful in our trials.

4. A similar game is "Animal, Vegetable or Mineral." A boy chooses anything he likes, and the class by questioning must find out what it is. I have worked large classes by dividing the children into groups of eight and letting each have a boy representing the same object. The group that finds out first wins.

5. This is a rhyming game. A boy stands up and says, "I know a word that rhymes with 'chair.'" Then the class asks questions in turn, "Is it a word meaning part of the head? Is it an animal? Is it what flames do? Is it a fruit? etc. This is an excellent exercise for young children in describing words and their meanings.

6. A useful game for developing vocabulary, teaching spelling and creating effective questioning is the one where a boy stands before the class and announces, "I have the word." The word he chooses should be of five or six letters. The class or group is allowed to ask questions, but nine questions answered in the negative means victory for the boy. They start by trying to find the vowels. "Is there an 'o' in it?" etc. Having found the vowels they then try to discover where they are situated. If the word has five letters, and they discover that the third and fourth are "e" and "a," they write these down, making spaces for the other letters. They find words which would complete these and by questioning find which is the correct word. Nine wrong guesses, however, means failure. Correct guesses do not count.

7. "Who Am I?" is another popular question game, the class being in the secret and the questioner ignorant of his identity. He goes out of the room and the class decides that he represents some well-known character from fiction or history. He asks questions, and it is up to the class to give as misleading answers as they can, yet they must be true. The teacher acts as referee to decide whether an answer is just.

8. "Witnesses" is a game which requires a little more effort and preparation, but is, therefore, the more valuable. Three, four or more children work up a little scene, depicting, say, an attack, theft, or any dramatic incident. The class watch carefully and then are asked to answer twenty or so questions, as though they were witnesses. At first they will be the obvious ones, but after some practice the answers will require some careful deductions.

Such games are intended only as introductions to oral work. Many of them can be used with experienced classes, especially the above, where considerable skill in questioning is called for, and keen concentration required of, the class. We shall now pass on to the second stage.

Explanations, Instructions and Questions

Dictating a Diagram.—A boy is given a diagram which he has to make the class draw by giving verbal instructions. No illustration is allowed. At first it is a simple diagram, a square with given measurements, a triangle, etc. Later, more elaborate diagrams are given. For such the class will be provided with set squares, compasses and rulers.

Finding a Town or River in the Atlas.—Lines of longitude and latitude are not allowed. The boy before the class must make the others start from some known point, sometimes transferring from one map to another.

On Friday give ten minutes to questions. Boys must volunteer to provide answers for the following Monday. This exercise is useful at all ages and can be readily linked with written work by making members of the class record the questions in the form of minute Readers should refer to Mr. Lamborn's "Expression in Speech Writing." They may gain courage thereby. In the minutes o class we read:

> Mr. Simms asked Mr. Redknap why he had not brought the book on butterflies he had promised to lend him. Mr. Redknap said his mother would not let him. Mr. Smart pointed out that there was a large book on butterflies in the reference room at the Public Library.
>
> In matters of public interest: Mr. Pulker said that Mr. Lamborn had called him "a barbarous Hun" on Friday, and he did not think a schoolmaster ought to say such things. Mr. Lamborn explained that the honorable member had murdered and mangled a beautiful stanza by reading it worse than any foreigner, and that he thought his expression justified. Mr. Pulker said he was not satisfied.

We may assume that this is a record of "easy and natural conversation between pupil and teacher" which is so much desired by the authorities.

The teacher can often pass on instructions to the class through one of the boys. Whenever it is possible, let him explain to a pupil exactly what he wants the class to do. After ascertaining that he has been thoroughly understood, leave the rest to the boy and the class. Take advantage of this in such lessons as drill, woodwork, chemistry, physics and map-drawing.

It is a good plan to set the class, as a whole, a question and give them a day or week-end in which to find the answers. This is preparation for debate later, as very often two questions elicit the points for and against a proposition, e.g., What are the advantages of public parks? What are the disadvantages of public parks? The information obtained should be summarized either by the children or the teacher. The following questions will suggest others:

What is the value of a public library?
What good do books do?
Why do people go abroad?
What makes you think it will rain tomorrow?
Why do boys collect cigarette cards?
How do policemen help children?

The Collection of Information

The class should be called upon regularly to collect information on various topics. Very often they can get information about the work their fathers do which is interesting to the class. A boy whose father is a plumber should be able to give much useful information about taps, burst pipes, gas-pipes, etc. Of course he will be forgiven if he forgets his notes; we must accept the disadvantages of heredity with the advantages. Find the occupation of the children's parents and set each some little branch of knowledge on which to collect material. A gardener's son should be able to tell the class how to plant and grow potatoes, a baker's son should discourse on the advantages of the various-shaped loaves, etc. Children take a delight in posing as authorities, especially if they are backed up by exclusive information from their fathers.

Very often the teacher will find that he is drawn into an interesting conversation with some boy, only to discover that the class as a whole has lost interest. Stop suddenly in the conversation and ask the class to write down a summary of what has been said. If written work has not been started, let the conversation be summarized orally. A few surprises of this type and the class will keep continually on the qui vive.

Write on the board an advertisement for a boy to become, say, an errand boy, an apprentice to an engineer, a clerk, etc. Let each member of the class decide what qualities the employer will want, and apply, either orally or in writing. The teacher will then interview, say, six applicants. The class is to judge which boy, by his answers, has shown himself fittest for the post. Where honors are even, some elementary form of debate will quickly follow.

Another exercise which I have worked with children of varying ages is to let one member of the class be responsible, say, for a page of the reading matter in the story-book. By the help of dictionaries, encyclopaedias and the teacher, he has to be prepared to answer the questions asked by the class. The class, knowing what is coming, pay equally careful attention to the work in their endeavor to trip up the "authority."

"For the first time in years there appears to be a decided upward movement of teachers' salaries in Manitoba."—Manitoba Teacher.

British Columbia Junior Red Cross

RED CROSS SOLID BEHIND THE SCHOOLS

The Red Cross Society, during its war service period, learned the true value of human life during four years' experience of bitter suffering. It realized more than ever before the importance of the world's childhood, and determined to throw the weight of the organization into the support of the schools. In British Columbia the active support and co-operation of the Education Department and the Provincial Health Department have been given at all times, while the British Columbia Medical Association has rendered very great assistance.

DESIRE FOR GREAT EXTENSION OF MOVEMENT

It is earnestly hoped that this year will see the formation of branches in all schools and districts and the hearty support of all teachers will be very highly appreciated.

BRITISH COLUMBIA JUNIOR RED CROSS ACTIVITIES INCLUDE

(a) Support of crippled and handicapped children, with provision for medical surgical and hospital treatment;

(b) Support of children in the Solarium, Vancouver Island;

(c) Training in application of health habits—a practical hygiene course for schools;

(d) Training in practical citizenship;

(e) Training in socialized classroom procedure;

(f) International school correspondence—children's or class letters exchanged with other countries;

(g) Exchange of descriptive albums, portfolios, or class projects between different countries.

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Among those serving on the Junior Red Cross Committee are: Dr. S. J. Willis, Superintendent of Education; Sir Richard Lake, K.C.M.G.; Dr. H. E. Young, Provincial Health Officer; C. Wyee, F.R.C.S.; F. C. McTavish, M.D.; Miss Ethel Morrison, R.N.; with representatives of the B. C. Teachers' Federation, Provincial Trustees' Association, Provincial Parent-Teacher Association, and Service Clubs.

Teachers interested are asked to write for further particulars to the Junior Director, Miss Meta Hodge, 113-4 Campbell Building, Victoria, B. C.

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