

# THE B. C. TEACHER

*Official Organ of the B. C. Teachers' Federation*

MANAGING EDITOR - HARRY CHARLESWORTH  
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JUNE, 1933

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## EDITORIAL

### A PERSONAL APPRECIATION

THE General Secretary, Mr. Harry Charlesworth, wishes to take this opportunity of thanking most sincerely the many Associations and teachers who extended such thoughtfulness and kindness to him during his illness, and particularly to the President and members of the Executive of the Federation for their many courtesies and personal visits, and for the extra duties they so willingly undertook in order to keep the Federation functioning efficiently.

It is a pleasure to report that, following his return to hospital for a successful operation, he has made excellent progress towards complete recovery, and his doctors assure him that he will now enjoy better health than he has known for many months. Though still on leave of absence during convalescence, he is already able to co-operate with Federation officers and committees on vital matters of importance.

### THE FERGUSON MEMORIAL AWARD

The attention of all Associations and members is drawn to the announcement of the Trustees concerning the Ferguson Memorial award, as printed in this issue. The award is to be made to the member or Association which has made an outstanding contribution to the progress and welfare of the teaching profession, or to the advancement of education in the Province. Nominations for this honour are called for and we would ask all to give thoughtful and serious consideration to this request.

### SCHOOL LAW AMENDMENTS

During the recent session of the Legislature many important amendments were made to the Public Schools Act. A number of

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these vitally affect teachers, and it is essential that all members should be familiar with them. For this purpose we print in this issue those amendments which are likely to be called into operation in the immediate future. We would particularly call attention to the changes governing the provisions for appeal against dismissal. The appeal must now be made within twenty-one days of the receipt of the notice of dismissal, and a memorandum covering the case must be lodged with the Council of Public Instruction and the School Board within that time. In order to provide against frivolous or unnecessary appeals the teacher must deposit the sum of fifteen dollars with the Council of Public Instruction, which sum, however, is returned to the teacher if he or she is successful in the appeal.

A further important point is that the appeal must be confined to the written reasons for dismissal as given by the Board. No outside or verbal charges will be considered. The Council of Public Instruction now also has the legal right to reinstate the teacher if he or she wins the appeal.

With regard to amendments concerning salary schedules, it should be noted that the act now refers only to "schedules of standard basic salaries" and not "standard schedules of salaries," as was formerly the case. Thus the figures of \$780 for Elementary, \$1100 for Junior High, and \$1200 for Senior High become in effect **minimum salaries**; and no School Board can gain anything financially by not paying such salaries as minima. The amendments make this quite clear.

It need hardly be reiterated that the Federation will be glad to advise any of its members concerning questions of dismissal, appeal, salary issues, or other difficulties, but it is advisable to get in touch with the Federation as early as possible, and **before taking any other action**, for often teachers in difficulties prejudice their case most seriously by ill-considered, hasty action before consulting the Federation. The Federation does not support its members if inefficiency is clearly evident, but it will at all times assist any member or group of members in preventing injustices whenever possible.

True love can fear no one.—Seneca.

The first ingredient in conversation is truth, the next good sense, the third good humor, and the fourth wit.—Sir. W. Temple.

Though familiarity may not breed contempt, it takes off the edge of admiration.—Hazlit.

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THE B. C. TEACHER

## The Fergusson Memorial Prize

THE Trustees of the Fergusson Memorial Fund are preparing to make the initial award this year, 1933.

The conditions governing the fund make provision for the awarding of a prize or scholarship to the Member, or to the Member-Association of the Federation who has made, in the judgment of the Trustees, the best contribution to Education.

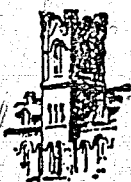
The prize shall be awarded in recognition of outstanding work or ability in connection with:

- (1) Research work in Education.
- (2) Summer School work.
- (3) Special contributions to educational progress in the Province.

The Trustees therefore request that information be placed before them in regard to any member or Association, that has made a valuable contribution in the educational field. Any person may nominate a candidate or an Association for the award. Nominations must be forwarded to the Federation Office, 1300 Robson Street, Vancouver, not later than June 30th. The nomination should be accompanied by a description, and supporting evidence, of the work for which the award is claimed.

The Trustees call to mind the excellent contribution made by the late G. A. Fergusson to the cause of education in the Province. His leadership, encouragement and inspiration was a guiding force whenever progressive action was demanded. The fact should lend significance to the proposed reward and should make it a prize well worth coveting.

Remember, nominations should be forwarded to the office by June 30.



### Higher Qualifications

THE teaching profession today requires higher qualifications of its members than ever before. The teacher who does not try to improve his academic standing is hopelessly handicapped.

During the past fifty years hundreds of teachers have qualified themselves for better positions through the Extramural and Summer School courses of Queen's University. Allowance toward a degree is made for subjects completed in Grade XII. For information write

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DEPARTMENT OF EXTENSION

KINGSTON, ONTARIO

JUNE, 1933.

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## Report of the Executive Committee

SATURDAY, JUNE 3rd, 1933

**P**LEASE note that the Executive lets no mere holiday or King's Birthday stand in the way of an all-day session for the benefit of teachers at large.

The session opened at 10 a.m. and closed at 5:45 p.m., after which a committee worked on a problem of security of tenure affecting some unfortunate member of our much oppressed profession.

President C. G. Brown reported that certain manual training and domestic science difficulties in Courtenay had been settled to the satisfaction of the teachers, and that these departments were again at work.

Mr. Pepper, for Fernie, was reassured on the question of expenses in presenting their case at a meeting with the Department of Education, which had been arranged by Mr. Dilworth of Victoria. There is nearly 100 per cent membership in Fernie.

Kamloops reported a case of misrepresentation by an agent of a certain Accident Insurance Company posing as the one accepted by the Federation. Teachers are hereby warned that all policies of this nature should be taken out through the Federation Office only.

Mr. John Sanford, chairman of finance, reported that the finances are in a satisfactory condition, although, naturally, the balance on hand is not so large as in former years. The Convention now pays its way.

There was much discussion regarding methods of reducing administration expenses. It was generally felt that since the teachers had strenuously opposed the onslaught on their own salaries, the Federation could not consistently apply this method of economizing to its own officers, particularly in view of the fact that the work of the Federation was increasing by leaps and bounds. However, an effort will be made to explore all avenues in the attempt to reduce the expense of administration.

The matter of scaling down the fees was put into the hands of the Finance and Membership Committees for consideration and report. It must be borne in mind that the Annual General Meeting fixed fees for this year. There has unfortunately, been an automatic scaling down of fees owing to the reduced salaries bringing teachers to a lower assessment on the scale.

Legal action was ordered taken regarding certain monies advanced for teachers in payment of Group Insurance Premiums, and which had not been refunded to the Federation.

Mr. Mitchell, chairman, Membership Committee, reported a total of 1989 paid up members. This, with honorary, life, and enrolled members, brings the total membership to 2400, which, when one considers there are 4000 teachers in the Province, does not speak highly of the intelligence or professional pride of some of the teachers here.

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Mr. Steeves, chairman, Convention Committee, has, through the generosity of Radio Station CKMO (1430 kilocycles) arranged for a broadcast every Wednesday from 8:15 to 8:45 p.m. This will at first be under the auspices of the Vancouver Principals' Association, but will be, later, taken over by the Federation.

Mr. Dilworth, our delegate to the Alberta Conference at Edmonton, remarked a radical spirit amongst these teachers, and that the C. C. F. is in evidence.

Mr. Thornber, Publicity Committee, reported that the External Publicity Department was suspended from the end of May until further notice. It had been very successful in bringing matters before the public, which, without the aid of a professional press agent, would have been impossible. There was a lengthy discussion and some criticism of certain phases of this publicity effort, all of which led to the decision that "the Press" is a delicate person to handle, and demands diplomacy and professional touch.

President C. G. Brown, for the Trustees of the Fergusson Memorial Fund, pointed out that the initial award will be made this year. The award will be for the most meritorious contribution to education given by a member or an Association of the British Columbia Teachers' Federation. Any person may nominate a candidate, but must forward description and supporting evidence to the Federation Office not later than June 30th.

Mr. J. R. Mitchell and his committee brought in a report against the appointment of an organizing secretary mainly on the grounds of dual control and expense, and this was accepted with some dissentient voices. Alternative constructive recommendations were made for a comprehensive plan of action involving work for members of the Executive. It was recommended that Mr. Charlesworth be impressed with the necessity of visiting up-country associations and unorganized territory more frequently.

It was arranged that members of the Executive undertake the office work usually borne by Mr. Charlesworth until the end of June. If the General Secretary is not able by that time to resume his duties, and the Consultative Committee thinks it advisable and necessary, a paid official will be appointed pro tem.

Mr. Calder, chairman of the delegation to Victoria to present resolutions from Conference, reported that Dr. Willis promised a written reply to these, which reply will appear in the next issue of the B. C. Teacher.

The resolution re joining the Trades and Labour Council roused many lions. It was finally decided to call upon the H. S. T. A. L. M., as sponsors of the resolution, to give the reasons favouring affiliation, and the obligations involved in such action; that these be sent to Local Associations for their consideration and comment; and that replies from these be submitted to the new Executive of the British Columbia Teachers' Federation.

The Canadian Teachers' Federation will hold a Convention this year in Eastern Canada. It was felt by our Executive that the Canadian

Teachers' Federation should make itself a more active agent in co-ordinating the various activities of the Provincial organizations, and our delegates will be instructed to that effect.

The general reorganization of "The B. C. Teacher" was placed in the hands of a committee consisting of Messrs. Armstrong, Morrow and Houston (Vancouver), Beairsto (Vernon) and McArthur (Nelson).

A happy incident in the midst of the session was the appearance of Mr. Charlesworth with a cheerful smile, and a few words to show he is still on the map.

(By S. NORTHROP)

NOTE: This report is in lieu of the monthly letter to Presidents and Secretaries of Local Associations.

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*We are pleased to print the following lines, received from two of our members who have suffered through the closing of their Home Economics Centres. At the same time we wish them every success in their courageous venture and trust those more fortunate members will render any assistance possible.*

\* \* \*

**T** IRED, tired teachers, at the end of June,  
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Sir

THE B. C. TEACHER

## IMPORTANT

# School Act



# Amendments

*(The following sections from the 1933 amendments to the "Public Schools Act" are of great importance to teachers of the Province. They deal with salaries, tenure, dismissals, appeal from dismissals, Board of Reference, etc.—all matters of direct concern to the welfare of the profession. As they include vital changes, it would be well for all teachers to study them carefully and to preserve them for reference.—HARRY CHARLESWORTH, General Secretary and Editor).*

### Definition

"**Salary actually paid**" means the amount of salary after deducting therefrom the amount of all rebates, deductions, and donations made voluntarily or otherwise, directly or indirectly, in favour of the municipality, the school district, or the Board of School Trustees, or for any project for the benefit of any of these, unless the rebate, deduction, or donation is in payment for services rendered or value received."

### Standard Basic Salaries

4. Section 20 of said chapter 226 is repealed, and the following is substituted therefor:—

"20. It shall be the duty of the Council of Public Instruction and the Council is hereby empowered to prepare and authorize **schedules of standard basic salaries** for all teachers, nurses, and dental surgeons employed regularly for purposes of the public schools of the Province, which schedules may vary for different districts, and, when considered expedient, to revise the schedules."

### Safeguarding Standard Basic Salaries

7. Section 24 of said chapter 226, as re-enacted by section 7 of the "Public Schools Act Amendment Act, 1931," is amended by adding thereto the following subsections:—

"(4.) Where the salary actually paid to a teacher, nurse, or dental surgeon is less than the salary of the position as designated in the schedules of standard basic salaries authorized under section 20, the **grant payable** by the Minister of Finance in respect of the salary of that teacher, nurse, or dental surgeon **shall be reduced by an amount equal to the difference between the salary actually paid and the salary designated in the schedules of standard basic salaries.**

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### **Safeguarding Teachers' Pension Contributions**

"(5.) A reduction of any grant payable under this Act in aid of public schools may be made in the case of any municipal school district in which the Board of School Trustees has failed to transmit to the Minister of Finance the amount required to be deducted from the salaries of the teachers under subsection (2) of section 3 of the 'Teachers' Pensions Act.' In case a reduction in the grant is made under this subsection, the amount of the reduction shall be placed by the Minister of Finance in the Teachers' Pensions Fund under that Act to the credit of the teachers concerned."

### **Council's Consideration of School Boards' Estimates**

12. Section 57 of said chapter 226 is amended by adding thereto the following proviso: "Provided that, if the Council considers that the total of the estimate so laid before it by the Board in any year is excessive or beyond the means of the municipality, the Council may by resolution request the Board to reduce the same, and if the Board refuses to reduce the total of the estimate to an amount satisfactory to the Council, the Council and the Board may at any time before the tenth day of March in that year enter into an agreement to submit the matter to arbitration in such manner as may be determined by the agreement. If the Council and the Board fail to enter into an agreement to submit the matter to arbitration, either of them may by notice in writing to the other on or after the tenth day of March and not later than the fifteenth day of March in that year demand arbitration in respect of the matter; and the notice shall be deemed to be a submission of the matter to three arbitrators pursuant to the 'Arbitration Act,' and to be binding on the Council and the Board. The Council and the Board shall each appoint one arbitrator, and the third shall be appointed by the two arbitrators so appointed. The award of the arbitrators shall fix the total amount of the estimate, and shall be binding on the Council and the Board. In case the Board refuses to reduce the total of the estimate to an amount satisfactory to the Council, and in case the Council and the Board fail to enter into an agreement to submit the matter to arbitration, then, if neither the Council nor the Board demands arbitration in respect of the matter by notice in writing to the other within the period prescribed by this section, the total of the estimate as laid before the Council by the Board, or, if subsequently reduced by the Board, as so reduced shall be binding on the Council and the Board."

### **Annual Meeting**

18. Section 81 of said chapter 226 is amended by adding to subsection (1) the words "Provided that, if the Board of School Trustees of any district considers it to be more convenient for the qualified voters, the Board of School Trustees may cause notice to be posted pursuant to section 90 for the holding of the annual meeting in any year on Wednesday of the week next following the second Saturday in July, and thereupon the annual meeting shall be held in accordance with the notice."

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#### **.Time of Elections**

19. Section 81 of said chapter 226 is further amended by adding to subsection (2) the words "Provided that, if the time so allowed for the taking of the poll is found to be insufficient, it shall be lawful for the chairman presiding over the meeting to extend the time for the closing of the poll to a later time in the same day to be fixed and announced to the meeting by him"; and by inserting after the word "time," in the fourth line of subsection (3), the words "not later than the second Saturday in October in any year."

#### **Voting of Money for Teacher's Salary**

20. (1.) Section 83 of said chapter 226, as re-enacted by section 19 of the "Public Schools Act Amendment Act, 1929," is amended by adding to subsection (2) the words "and shall also include such amount as is necessary to be raised to meet the portion of every salary that consists of the difference between the grant payable by the Minister of Finance under this Act in respect of that salary and the amount of the salary of the position as designated in the schedules of standard basic salaries authorized under section 20; and the additional amounts referred to in this subsection and any amount voted under subsection (3) shall be included in the amount determined upon at the meeting as certified by the Board of School Trustees to the Provincial Assessor pursuant to section 119."

#### **Annual Salary in Ten Equal Instalments**

27. Section 109 of said chapter 226 is repealed, and the following is substituted therefor:—

"109. (1.) The salary payable under this Act to every teacher, nurse, or dental surgeon regularly employed in a rural school district shall be by way of an **annual salary**, and the respective portions thereof payable by the Board of School Trustees and the Minister of Finance shall be paid in **ten equal instalments**, one at the end of each month, except the months of July and August.

#### **Statement Certifying Amount of Teacher's Salary**

"(2.) Before the end of September in each year, the Board of School Trustees of each rural school district shall submit to the Superintendent of Education a statement signed by at least two members of the Board and by each teacher then regularly employed in the district **certifying the amount of salary fixed for each teacher for the current school-year**; and, in the case of any teacher appointed at any later time during the school-year, a statement signed by at least two members of the Board and the teacher then appointed certifying the amount of salary fixed for that teacher shall be submitted to the Superintendent of Education within ten days after the appointment of the teacher. If any Board of School Trustees fails to submit any statement required by this section, the next succeeding quarterly payment due to that Board as authorized under section 123 may be withheld."

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### Dismissal of Teachers

31. Section 133 of said chapter 226 is amended by striking out clause (c) of subsection (1), and substituting therefor the following:

"(c.) Subject to the provisions of subsection (2), **to dismiss for cause** any teacher in the school district by giving him at least **thirty days' notice of dismissal**, and the reasons therefor, which period shall terminate and the **dismissal take effect on the thirty-first day of July or December** next following the giving of the notice."

### Appeal in Case of Dismissal

32. Said section 133 is further amended by striking out subsection (2), and substituting therefor the following:—

"(2.) Nothing in this section shall confer on a teacher a right to any length of notice of dismissal, or to salary in lieu of notice, where the teacher has been dismissed by the Board of School Trustees for gross misconduct. Every teacher suspended or dismissed by the Board of School Trustees for any reason may, **not later than twenty-one days after the receipt by him of notice of the suspension or dismissal**, appeal from the action of the Board to the Council of Public Instruction, by **giving to the Council of Public Instruction a written statement setting out in detail the grounds of the appeal and the facts in support thereof**, and by giving to the Board notice of the appeal accompanied by a copy of the written statement. The statement given to the Council of Public Instruction shall be accompanied by a deposit of the sum of fifteen dollars. The Council of Public Instruction may investigate the matter, or may refer the matter to the Board of Reference constituted under section 162h, for investigation and report. On consideration of any evidence satisfactory to the Council of Public Instruction, or on consideration of the report of the Board of Reference, the Council of Public Instruction may **confirm or reverse the action of the Board of School Trustees**; and if the Council of Public Instruction allows the appeal and makes an order for the reinstatement of the teacher, the Board of School Trustees shall reinstate the teacher forthwith. If the action of the Board of School Trustees is reversed, the sum of fifteen dollars so deposited by the teacher shall be returned to him; but if the action of the Board of School Trustees is confirmed, that sum shall be paid into the Consolidated Revenue Fund. If the action of the Board of School Trustees in suspending or dismissing a teacher is reversed on appeal, the Board of School Trustees shall forward the sum of fifteen dollars to the Minister of Education to be paid into the Consolidated Revenue Fund; and if the Board of School Trustees fails to forward that amount within one month after the decision of the Council of Public Instruction, the Minister of Finance shall deduct that amount from any moneys payable by him to the Board of School Trustees or payable by way of grant under this Act to the municipality comprised in the school district."

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### Board of Reference

35. Said chapter 226 is amended by inserting therein the following as section 162b:—

"162b. (1.) There shall be a Board to be known as the 'Board of Reference,' which shall consist of three members to be appointed annually by the Council of Public Instruction, one of whom shall be a member of the Bar of the Province nominated by the Chief Justice of British Columbia, which member shall act as Chairman of the Board, one of whom shall be the nominee of the executive of the British Columbia Teachers' Federation, and one of whom shall be the nominee of the executive of the British Columbia School Trustees' Association. On or before the first day of June in each year the Chief Justice of British Columbia and each executive shall notify the Minister of Education of the name of the person nominated by him or by it for the purposes of this section. In case it is found impracticable for the Chief Justice of British Columbia to nominate a member of the Bar to act as a member of the Board, the Minister of Education may request some other Judge of the Court of Appeal to nominate a member of the Bar to act on the Board, whereupon such member shall be appointed to act as Chairman of the Board. If the Chief Justice of British Columbia or the Judge of the Court of Appeal fails to make a nomination, the Council of Public Instruction shall appoint some suitable person as Chairman of the Board. If either executive fails in any year to notify the Minister of Education of its nominee as required by this section, the remaining members appointed to the Board shall have and may exercise the full powers of the Board; and if both executives fail so to notify the Minister of Education, the Chairman shall have and may exercise the full powers of the Board. The Chairman shall have the same right of voting as the other members of the Board of Reference, and in case of an equality of votes for and against a question the Chairman shall also have the deciding vote.

"(2.) The Board of Reference shall investigate all matter referred to it by the Council of Public Instruction under this Act, and shall perform such other duties as may be required under this Act.

"(3.) The Board of Reference may take evidence on any matter referred to it, or may appoint a responsible person to take the evidence and report the same to the Board. The evidence taken pursuant to this subsection may be taken under oath, and each member of the Board of Reference and every person so appointed to take evidence shall have full power and authority to administer oaths to the witnesses from whom evidence is so taken. The Board of Reference shall have access to the records of the Department of Education, and shall examine all documentary evidence submitted by the teacher and the Board of School Trustees interested in the investigation. On the conclusion of its investigation of the matter, the Board of Reference shall report its findings to the Council of Public Instruction. Where the matter referred to the Board of

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Eleven

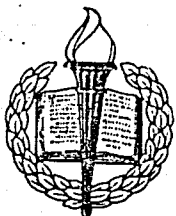
Reference relates to the dismissal of a teacher, the scope of the investigation and the findings of the Board thereon shall be limited to the reasons for dismissal given by the Board of School Trustees in its written notice of dismissal to the teacher.

"(4.) The Chairman of the Board of Reference and any person appointed by the Board to take evidence on an appeal shall be paid such remuneration for their services as the Council of Public Instruction may determine, but the other members of the Board shall not receive any remuneration for their services. All expenses necessarily incurred by the members in the performance of their duties and the expenses necessarily incurred by any person appointed by the Board to take evidence on an appeal, as well as the remuneration referred to herein, shall be paid out of moneys voted by the Legislature for that purpose. **Every teacher who appeals to the Board of Reference shall pay all expenses incurred by him in connection with the appeal, and the Board of School Trustees appealed from shall pay all expenses incurred by it in connection with the appeal.**"

I believe that we cannot live better than in seeking to become better, nor more agreeably than having a clear conscience.—Socrates.

It is the peculiar quality of a fool to perceive the faults of others, and to forget his own.—Cicero.

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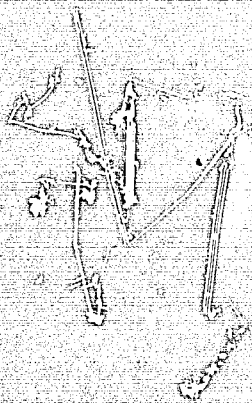
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Twelve

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# LOW

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# Canadian Pacific



JUNE, 1933

Thirteen



## In Memoriam

WILFRED J. FEE. BORN IN MARCH, 1881; DIED IN APRIL, 1933.

THE facts of Wilfred Fee's life may be simply and briefly told. He was born in Ontario but when he was three years of age the family moved to Hartney, Manitoba, where he received his elementary education. It is noteworthy of the years of his high school life that his



favorite authors were Dickens and Scott. The gift of interpretive reading which his friends and students of later years so much admired was developed by his practice of reading aloud to the family from his favorite authors. Often the characters would be impersonated and scenes dramatized. Thus was developed that interest in the drama which never left him, and which in later years was to prove of great service in his teaching. But such forms of art were not his only delight. He was deeply affected by music, and as a singer and as an accompanist he was in constant demand. He found pleasure in giving pleasure. With him it was not art for art's sake, but art for service. This admirable social quality helped him in his relationships with professors and

students of Wesley College, Winnipeg, where he enrolled as a student in the fall of 1897. Here were formed many of his lifelong friendships.

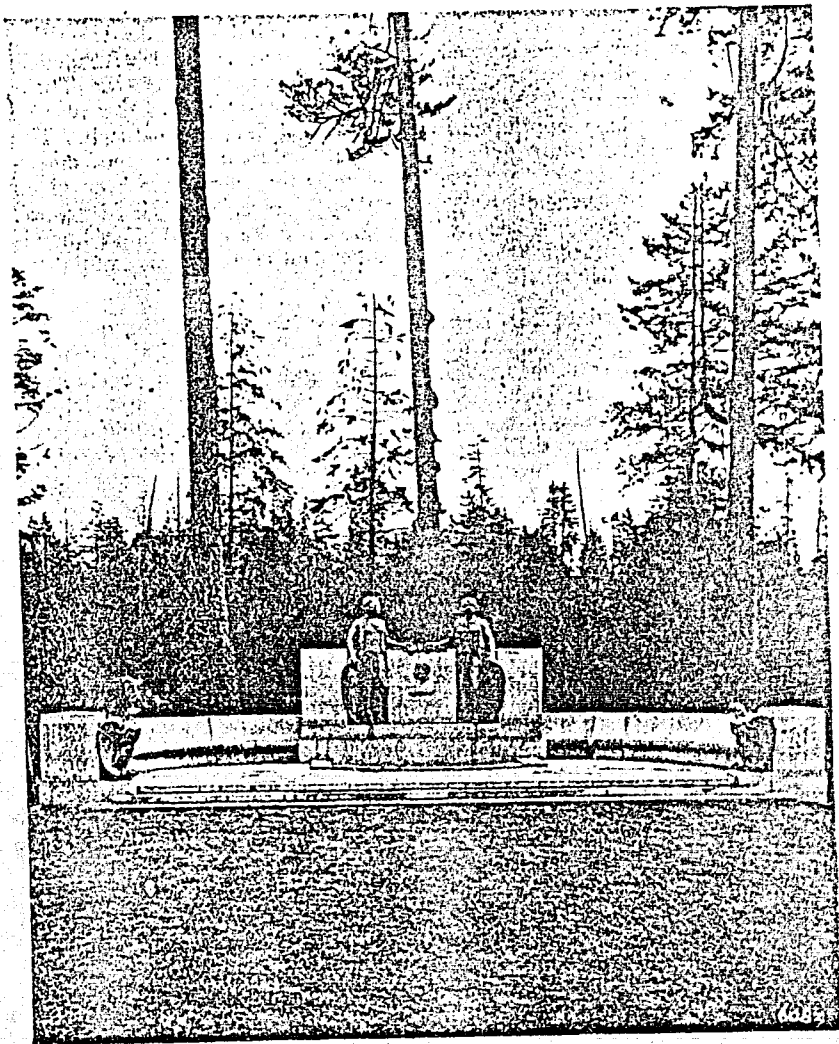
He graduated from the Provincial University in 1901 at the age of twenty, and in the following year entered the Normal School. His teaching career began in Treherne, where he remained two years. There he met Miss McLennan who later became Mrs. Fee. His last year in Manitoba he spent as principal of Hartney High School. He resigned from this post in 1906 and set out for Germany to continue the study of foreign languages. Six years he spent in Europe, principally in Germany, paying his way by teaching English. Not only did he study languages, but art and music also claimed his attention. He visited the art galleries and concert halls of Italy, Austria, France, and Great Britain as well as those of Germany. His letters of this period show that he was a keen and thoughtful observer of the lives of those among whom he found a welcome. Thus he acquired that rich experience and broad scholarship which were the admiration of all who came in contact with him.

From Berlin he came to Vancouver in 1912 and began his career as a teacher of Modern Languages in Britannia High School, under Mr. T. A. Brough. His work in teaching languages, his organization of a course in Spanish, and his deep interest in education are all well known. Such is the simple story of his life. What of the man himself?

Of him, no truer word could be spoken than "Never wilfully did he do or say anything to harm or offend." In his character was no trace of meanness. If ambitious, it was to be a better scholar. He aspired to cultivate the arts of life and the art of living. Catholicity of mind was a marked characteristic. He read widely, his last books from the Library being: "Island of Youth," "Afternoons in Utopia," "Family

History," and "Franz Werfel." As a recreation he was fond of walking and, accompanied by his wife, he would be found during the summer vacation rambling through the valleys and about the mountains of Banff. It is, therefore, not surprising that he was known to his friends as a sympathetic and genial thinker, whose conversation was always worth listening to, and whose advice was always worth asking. In him the old phrase "a scholar and a gentleman" took on an enriched meaning.

When the call came, it came quietly, as he would have wished, but in the words of Victor Hugo, "Doubtless some immense angel was standing in the gloom with outstretched wings waiting for the soul."



HARDING MEMORIAL, STANLEY PARK

## ❖ A UNIFIED HISTORY ❖

(By W. W. BRIDE)

WE hear many criticisms of our schools and our school systems today. Especially is it true of our curricula in the schools. Not only does the subject matter displease many but also the manner in which it is taught. Others recalling their own days of the Golden Rule, ask: "What use is memorizing all the kings of a country and all their dates? I never made any use of it." This is a just criticism. What use indeed? Who, a year or two after having learned it, can tell when Edward VI. ruled in England, or the dates of the reign of Commodus, or when the Turks overran Constantinople? Very few; there will be some who, because of a special interest, have continued in the historical field and can tell. The vast majority will not know definitely and will make no pretence of knowing. The cause is not hard to find, it is simply that they have been given no good reason for remembering when they were learning it in school. In later life they have not been called upon to make use of their knowledge because the connection between past events and present events has not been shown clearly to them.

A reply attributed to Mr. Henry Ford, when asked the question, "What is history?" aptly sums up many laymen's ideas on the subject. The eminent financier replied, "History is bunk." Yet in a very recent article on banking in the United States he draws many sound and definite conclusions from the past history of the banking system. He might have qualified his reply and said "History is, for the most part, *bunk*." This would have been hitting nearer the mark. More people would have heartily agreed with him, myself included.

Is it fair, however, to dismiss all past human activity with the one brief expletive, *bunk*? Does it not suggest the attitude of "Ye have eyes but ye see not?" That the average citizen completely ignores for all practical purposes the past story of the human race is one of the deplorable features of our present life. This feeling towards history is largely the fault of the schools, past and present. History is not taught as the other subjects are; it is not graded to the stage of development of the pupil; it is not organized in a manner to make the facts easy of assimilation; and, finally, there is no attempt at a unified view of the whole story of mankind. History in our schools, and particularly in our High Schools, is taught by means of extracts.

I take full cognizance of the fact that in the teaching of history, we must make it as real as possible to the student, link up history in the school, and what he sees around him. Principles, of the nature that I am describing here, would not be suitable for those just beginning history. There is in the lower grades a sound and efficient system of making history and geography a composite subject that is admirably adapted to the child's conception of the world about him. However, when the child

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enters High School, it enters upon a new phase of its life and development. It is here that the broadening process should begin to take form and show itself in more real and tangible form.

Our children are instructed in the very detailed account of events in one particular country, at first their own and then those of other continents, to the complete and outright exclusion of all other contemporaneous events. To make this exceedingly dull, and from the pupil's point of view, useless list of occurrences, policies, and aims the least bit human and interesting our system falls back upon personal anecdotes of great personages. Was not it Louis Napoleon who was fond of carrying a green cotton umbrella under his arm? Who does not recall, along with very grave doubts as to the exact time and place, the story of Alfred and the cakes?

As we now have it in our High Schools, there is the continent of America, which, for no good reason at all, is suddenly inundated with a flood of people of all nations—Portuguese, Spanish, French, English, each in its successive wave. Of the motives of these other European countries, their mad race in the application of the doctrine of Imperialism, no mention is made. Now, this is, in my opinion, something quite within the range of an average Grade IX student. It will not stand out, as an isolated fact for which he can see no reason; and for history to be vital and alive to him, he must see the connection between the past and the present.

If history were dealt with in the same manner as the other courses on our school curriculum, it would revive and take on a fullness and a richness that would make it interesting to the pupils for itself alone. Imagine the chaotic condition of a pupil's mind if chemistry were taught as history is now. Suppose we took one class of chemical substances, gases, and drilled them thoroughly, all their properties, pro and con, then set them aside. Now we turn to something else, to another group, minerals; we would teach all the facts, the differences, the similarities, drill them thoroughly, then set them aside. All of this, remember, with no mention made yet of any general laws, nothing about reactions or chemical change. At the end of three years of this all that would remain would be an isolated fact here and there that stuck through some vagary of the mind. As far as the science of chemistry is concerned the student would be as ignorant as when he started. There is a course in our curriculum, introduced in recent years, that of Health. What conception of the human body, as a compact functioning machine, would the average pupil get if this subject were taught like history? He would learn all about the eye, its structure, the names of the parts, and only incidentally a nerve going to the brain. He would learn all the facts concerning the pancreas and all about the liver, its functions, and incidentally, that the stomach was connected in some way with these. What a hodge-podge of isolated facts would result! The student would not be allowed to generalize, to expand to anything broad, to see anything unified or as a whole. There are in the elementary courses in the sciences provisions made for giving general ideas on the various laws on which the rest of the course is based. Could not this idea be established in history? In other words, what is needed in our schools is a book on the lines of Mr.

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H. G. Wells' "Outline of History," in a simplified form graded according to the ability of the student of the three or four-year High School course. The objection will promptly be made that it cannot be done; that the task is too great, that there is not sufficient time or that we must sacrifice too much. This is an old argument. But is it too great? Granted, we cannot at one and the same time study the past story of mankind both intensively and extensively. We, it is true, would of necessity be forced to leave out an untold amount of detail. But which would make the better citizen; the one who could glibly tell you the dates of the reign of William Rufus, or the one who could advance a plea against nationalism based on the rise of destructive forces such as the Huns in the past?

In this very feature lies another defect of our historical method in our high schools. The minds of the students are concentrated on local and trivial matters such as lists of the kings of a country, the dates of battles and the size of the armies. So much is this the case that they never attain any sense of a continuity of historical progress. Dates are not the important feature of history; less emphasis is placed upon these figures today than a generation ago. Serving the same purpose and having the added advantage of giving a grasp of history as a unified whole is the ability to associate an event in one country with an event in another at the same time. This, by some historians, is referred to as "the Time Sequence." This is not being developed in the pupils of our High Schools. This in itself is a serious problem.

It is all very well to adopt a stand-offish critical attitude. This serves no purpose if nothing is offered as a remedy. In place of this narrow nationalistic method of teaching history in the high schools, a wider, broader and more unified course should be adopted. Logically the beginning should be at the beginning. (This is always pre-supposing that the child has been oriented to his surroundings in the lower grades). A story of the stages of the world's cooling off, its gradual formation into mountains, valleys, rock plains; a description of the heavy clouded atmosphere would of itself be interesting to a Grade IX student. If the child then gets some impression of the immensity of the time elapsing before the first signs of life appear, even if it is at the expense of never having heard of Drusus the tribune, he will have the beginnings of the proper perspective of history. Then comes life on the earth. Here we would make no attempt to introduce controversial matter into the schools, which has been the dread of past ages. Our information will be based upon the work of archaeologists, men whose labor is no longer guess work but deserves to be placed upon a level with the sciences.

The common conception of prehistoric times consists of a vague idea of men, scantily clad, with huge stone hammers in their hands, pursuing with abandon, colossal and repulsive looking reptiles; reptiles that lived and died and passed into oblivion long before man appeared on this earth. This erroneous idea must be changed. The place to change it is in the schools.

Based upon the unceasing labor of geologists, it is now possible to reconstruct with a reasonable degree of accuracy, the geographical formation of the face of the earth centuries ago. We can by this show how

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past history was seriously affected by the presence of seas that are now land, of fertile sections that are now desert, of continents that are now islands. This is a phase of history that is entirely ignored by our schools.

I have often been asked by pupils of only average intelligence, what is the oldest known civilization on the earth? In the proposed plan we would make that our next step. At this point it would be advisable to bring in an illustration to emphasize the comparative recentness of our own civilization as compared to the immense expanse of time that preceded the arrival of man at the first Stone Age. An analogy of the following nature would be very effective. Let us imagine the whole gradual and laborious attainments of mankind compressed into the span of one life-time. That is, one generation, we shall say of fifty years, has accomplished what it took the race to do in 500,000 years. According to this, one year in their life-time would mean then 10,000 in the life of the race. On this scale, the man would be 40 years old before he reached the first Stone Age; six months later, writing would have been developed; and three months after that, another group would have set up standards in literature difficult of parallel. At this rate, Christianity would be but two months old, and the printing press but two weeks. Only within the last few hours would man have been able to fly; his improved fighting methods would be a matter of fractions of the hour. This I think would bring home very forcefully the rapidity of the growth of our world that we live in. There can be no proper grasp of the background of human history unless this slow growth through the ages is realized. Along with this goes the struggle of man to develop some means of expressing himself, both in speech and in writing. The vast changes wrought in the manners and customs and in civilization generally by the use of writing is an essential feature of any unified view of history. It is from this time that each generation receives a vast national heritage from the one preceding it. Democracy is based upon the intelligence of the people. Their intelligence is shown by their choice in voting. How can they make an intelligent choice if they have not the information? A man must know before he can answer or judge; he must be in possession of the facts. A vote is a menace, a danger if it is given to people who have not the knowledge necessary to its proper use. Voters in all nations are being called upon to judge of nationalistic policies today. An average person picks up the newspaper; he reads of the developing nationalist parties in Italy, in Germany, in India, and in Persia. Can anyone who has not had clearly shown to them, by past phases of history, the utter futility of attempting to have prosperity and plenty in one part of the world, while another section is wracked with poverty, famine and pestilence, form an intelligent, sound opinion of these movements on foot in the world today? As long as this feature of world history is omitted from our schools, then the nation at large will fail to grasp the true meaning of "World Polity." This may be a millenium, perhaps, but a possibility nevertheless.

Ridicule, which chiefly arises from pride, a selfish passion, is but at best a gross pleasure, too rough an entertainment for those who are highly polished and refined.—Henry Home.

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## Ramblings of Paidagogos

*"Those Who Can—Do!  
Those Who Can't—Teach!"*

THE foregoing smart epigram may be attributed to Mr. G. B. Shaw—who should be an authority on the point, since he has engaged himself almost exclusively in the work of teaching throughout a long and singularly articulate life. I do not bring the matter up on account of the neatness of Mr. Shaw's expression—though that, I fancy, is its only claim to notice—but because it is frequently used by the illuminati to define the ineptitude of teachers in general.

No great space need be taken to discuss the unavoidable mendacity of epigrammatic statement—it is only needful to describe the standardized process by which such trifles are produced; for the enlightened writer is a devout believer in his formulas, even when they lead him to destruction. Thus, if a camel is to be swallowed without the fatigue of mastication, your epigrammatist must obviously boil it down to the size of a gnat; and in the course of this reduction, naturally enough, all the characteristics of the camel—with the exception of the unpleasant scent and bad temper—are eliminated. Which scientific exploit being happily accomplished, the resulting product is put up in a handy package, labelled "Essence of Camel," and dedicated to the needs of the hurrying multitude who do their thinking at third-hand.

To return now to the epigram in question, I think I can say without boasting that I have known far more teachers than Mr. Shaw has. I do not, of course, presume to criticise Mr. Shaw—he has long since passed the boundaries of merely human intelligence—but I suggest that if he had rubbed shoulders with a few teachers, he might have been saved the folly of at least one utterance.

What is the opprobrious difference between "do" and "teach"?—it must be something very nasty indeed. Is every teacher of literature a failed poet, every teacher of French a baffled pastry-cook, every teacher of mathematics or physics a bewildered creature who has proved inadequate to the higher claims of engineering? Am I a teacher because of some fatal flaw which has incapacitated me for more reputable employment? To put the question bluntly, is a man "doing" any thing when he is "teaching"? I would like to place Mr. Shaw—and a few of the people who quote him—in front of a class for a little while. They would realize quite early that they would have to "do" something—the pupils could be depended upon to enlighten them.

But it is possible that Mr. Shaw was not considering anything so

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definite and practical as the task of holding forty or more pupils to the acquirement of essential knowledges and skills, which, in many cases, make a very slight intrinsic appeal to their interest. Perhaps he was speaking in general and not in particular. If one may not indict a nation, one may at least have a fling at a profession.

The great trouble with Mr. Shaw's method of thinking is that it is out of date. The easy process of laying down a principle and then applying it to individual cases is reminiscent of the Scholastics—it recommends itself to the ex cathedra type of mentality. I am reminded of the man who knew Latin very well in general—but who was unable to construe any particular piece of Latin. In spite of all rebuffs, his self-confidence remained unshaken to the end.

From this absolute point of view, the epigram simply states that all teachers are fools—that the selection of teaching as a profession is an unfailing mark of ineffectuality. I would like to savor the full significance of this dictum. It follows, of course, that Plato was an ass—that Quintilian, Vittorino, Comenius, and Herbart were all weaklings together—that Dr. Arnold and Egerton Ryerson were constrained to take up education as a cloak for the futility of their souls. I look about among my brethren, with their pitiable display of enthusiasm for teaching, and reflect that Mr. Shaw has exposed them for triflers and incapables.

The melancholy thing is that education is too serious a business to be left in the hands of triflers. It is a thousand pities that Mr. Shaw has not brought his vast enlightenment to bear upon the suggestion of a remedy. Shall we fill our schools with poets, pastry-cooks, and engineers? Apparently not, since, having become teachers, they would necessarily become fools, and the situation would be as bad as ever.

Frankly, the matter is too deep for me—I have merely succeeded in bamboozling myself. This, I am afraid, is the logical result of trying to match the mental processes of Mr. Shaw. I am hopeful, however, that Mr. Shaw may, more suo, be wrong again.

To paraphrase an old conclusion, I am inclined to think that Mr. Shaw's reputation as an educational prophet will be recognized when the name of Pestalozzi is forgotten—and, in all likelihood, not till then.

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Learn the luxury of doing good.—Goldsmith.

Gold that buys health can never be ill spent,  
Nor hours laid out in harmless merriment.

—John Webster.

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The language of truth is unadorned and always simple.—Marcellinus.

Patience is the strongest of strong drinks, for it kills the giant Despair.—Jerrold.

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## "Staggered" Classes in Secondary Schools

By R. H. KING, Principal, Scarboro Collegiate Institute

RELATIVE to the present economic situation and school management, two facts stand out clearly: (1) the inability of the ratepayer to meet his obligations is hampering municipal councils and school boards; (2) the enrolment in the secondary schools continues to increase. This establishes a situation which has to be faced by administrators.

Due to the large number who were forced to seek municipal relief, and to unwise capital expenditures in sewers and other modern improvements, Scarboro Township had the problem on its hands sooner than did most municipalities. In October, 1931, when our trustee board were upon the point of undertaking building operations, they were informed that no more capital expenditure could be undertaken for at least a period of three years. Perforce, other arrangements to accommodate our augmented registration had to be made. In the hope that the organization, put into effect last September, may be suggestive to executives who are facing a similar situation, the following account of our staggered class experiment is offered. It is my conviction that, with this system, greater use can be made of both teaching power and building accommodation, without loss of efficiency.

INDIVIDUAL TIME-TABLES: At the meeting of the Principals' Section of the O.E.A. one year ago, Principal E. A. Miller of London Central C. I. outlined a scheme which he had worked out, whereby the subject unit basis of promotion had been extended to all the forms of his school. It was my privilege to visit London Central Collegiate for two days last April, when I saw in operation the smooth-working organization which Mr. Miller had perfected. To him I feel greatly indebted, because his individual time-table system provides the elasticity which is essential for staggering classes effectively.

The usual horizontal grouping of pupils by forms and years is extremely rigid. It belongs to the period prior to 1921, when matriculation was based upon a minimum mark in each subject, with a much higher average over the whole group. The introduction of standing by individual subjects, together with the latitude in the choice of subjects by years, has produced a problem in organization which has taxed the ingenuity of principals. Mr. Miller's vertical organization, whereby all forms are done away with, and each pupil's progress is viewed as an entity, permits such elasticity in the allocation of pupils in classes, that a pupil, with almost any combination of credits, can be accommodated satisfactorily. Of course, it must be borne in mind that such a system is possible only where there is more than one class in each of the Lower School years. The larger the school, the better the scheme works. I should think it unwise to adopt it in a school with less than eight teachers.

The method of organization may be summarized briefly as follows:

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1. *Registration:* In May, the courses to be taught in the succeeding year, optional subjects, University requirements, etc., were carefully explained to each class. The pupil was then required to fill in the following form:

.....  
 (Surname) (Christian Names in full)  
 for the year commencing September 1, 193..... Year in school .....

Lower		Middle		Upper	
Eng. C. & L. ....	Eng. C. & L. ....	Eng. C. ....	Eng. C. ....	Eng. C. ....	Lat. A. ....
Pub. Sp. ....	Pub. Sp. ....	Eng. L. ....	Eng. L. ....	Eng. L. ....	Lat. C. ....
Eng. Gram. ....	Eng. Gram. ....	Pub. Sp. ....	Pub. Sp. ....	Pub. Sp. ....	Fr. A. ....
Br. Hist. ....	Arith. ....	Anc. H. ....	Can. H. ....	Mod. H. ....	Fr. C. ....
Algebra ....	Geometry ....	Geom. ....	Algebra ....	Algebra ....	Ger. A. ....
Agric. I. ....	Agric. II. ....	Phys. ....	Chem. ....	Geom. ....	Ger. C. ....
Latin ....	Physiog. ....	Agric. I ....	Agric. II ....	Trig. ....	Grk. A. ....
French ....	Latin ....	Lat. A. ....	Lat. A. ....	Botany ....	Grk. C. ....
Geog. ....	French ....	Lat. C. ....	Lat. C. ....	Zool. ....	P. Cul. ....
Art ....	German ....	Fr. A. ....	Fr. A. ....	Phys. ....	.....
P. Cul. ....	Greek ....	Fr. C. ....	Fr. C. ....	Chem. ....	.....
.....	P. Cul. ....	Ger. A. ....	Ger. A. ....	.....	.....
.....	.....	Ger. C. ....	Ger. C. ....	.....	.....
.....	.....	Grk. A. ....	Grk. A. ....	.....	.....
.....	.....	Grk. C. ....	Grk. C. ....	.....	.....
.....	.....	P. Cul. ....	P. Cul. ....	.....	.....

Probable Vocation.....  
 College, University or Normal Course.....  
 Major Extra-curricular Interest.....  
 Date .....193.....

When the promotion examination results were available at the end of June, the registration of the Lower School pupils was altered in each case of failure. For example, if a first year student failed in algebra and Latin, these subjects were underlined with a coloured pencil, and second year geometry and Latin were struck out. Similar changes were made in fourth and fifth year subjects in August, following the receipt of the Middle and Upper School results.

In June, each of the larger public schools, from which the collegiate drew pupils, was visited and the aims of secondary education were explained. A printed outline, dealing with the academic, commercial and technical courses, was given to each prospective student. Rural school pupils were afforded a similar opportunity of learning about secondary education, at the time of the Entrance examinations. In this way, much of the work which is usually done during the first week of September, was completed in June. Many of these pupils registered before July 1, having made up their minds fully as to the course they wished to pur-

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sue, should they be successful. The school office was open from August 22 to 25, so that the remainder of the newcomers might fill in their registration forms. Parents interviewed the principal during that period, when ample time for discussing the various courses was available.

2. *Time-table*: A careful tabulation of the information on the registration cards revealed the numbers of classes needed in each subject; thirty-five pupils per class was looked upon as ideal, although in subjects such as British history, where individual instruction is not so vital, as many as 45 or even 48 were permitted. On the other hand, in languages and mathematics, 30 was considered a desirable maximum. Where under the old system there would be five first forms of 35 each, the new line-up of classes would be: five classes in algebra, French, Latin; four in English, British history, botany or agriculture; two in geography, grammar, art (although one of these three subjects might require an additional class). Matriculants would take grammar, while pupils of the Teachers' Course would take geography and art, and grammar would be taken the second year. Thus, instead of providing 40 classes for the five first forms, only 34 would be required. Physical culture was provided for in teaching time by having only four classes per week in British history, grammar, science or geography. With minor exceptions, five periods per subject per week were scheduled. This is a vital principle to follow, if individual time-tables are to be used. An extra period in English can be obtained by separating public speaking from composition and assigning it to two or three teachers who are naturally qualified for this type of work. It can be worked in by scheduling pupils into one class per week during the time they normally would have a study period.

**STAGGERED CLASSES**: After making use of all available rooms, including science laboratories, gymnasium, etc., it was estimated that two extra classrooms per period were needed. These were obtained by staggering the classes during an eleven period day, operating the school continuously from 9 a.m. to 4.20 p.m. A considerable number of the students did not come until 9.40; only four classes had to remain until 4.20. In our case, the arrangement was facilitated by the fact that only a small fraction of the pupils lived near enough to the school to go home for lunch. Those who could go home, were scheduled to have two consecutive periods either from 11.40 to 1, or from 12.20 to 1.40. A similar plan was followed in respect to the teachers, with additional provision that no teacher, who had a 3.40 to 4.20 period, started the school day until 9.40. In schools where such noon-hour arrangement as the above would not be feasible, it would be simple to have the eleventh period extend to 5 p.m. In an over-crowded school, in times such as these, it must be admitted that closing the schools at 4.00 cannot be justified.

It will be evident from the above that each pupil must be accommodated for 9 or 10 periods daily. This was managed by having the assembly hall used as a study-room and library combined. As our assembly seats were the movable type, they were stacked, when not used for assembly purposes, and sixty desks, as well as the library tables and chairs, were made available for the students who wished or required to study. The remainder, occupying assembly seats arranged around the room, devoted their time to reading books and current periodicals. A

teacher supervised the study-hall and made a careful check on the attendance each period.

The actual making of the time-table under the staggered system is a comparatively easy task. In the Upper School, where, under the eight-period day, the large number of subjects required the teaching of two different subjects simultaneously, the eleven periods make provision for eleven subjects. Thus, the widest options are possible to the student. Again, the problem of separating the sexes for physical culture is simplified as boys and girls will be scheduled into different groups.

With the time-table, made up upon the requirements of the amended registrations, completed, there remains the making of individual schedules. As this is the greatest time consumer of the whole undertaking, it is well to leave plenty of time for it. For a school of 500, a week of the time of the principal and his secretary is not too much. For each year, a large sheet about 3' X 4', should be ruled into blocks, sufficiently large to contain the names of 50 students, one block for each class. A similar sheet or sheets blocked off into days and periods will be required for the tabulation of the study-hall groups. As each individual time-table is made out in duplicate, one for the pupil and one for the office, the pupil's name is inserted in the proper square on the year-sheet. Thus it will be evident at a glance when the maximum number of pupils for that group has been reached. It is wise to start with the fifth year and work backwards by years, as "repeaters" of subjects are harder to accommodate than pupils of the proper year. The greatest care must be taken to have these sheets accurate, as omissions are extremely difficult to pick up at a later date.

After this has been completed, copies of the individual classes can be prepared for the teachers' period-register and for office use. One of the best features of the whole scheme is that the teachers' and pupils' time-tables are completed before school opens, and on the first day, the school is ready to settle down to business. To be sure, there will be some changes, and newcomers will appear on the scene, but the necessary adjustments need not interfere with the organization of the school. We permitted our students to suggest alterations in their time-tables during the first week only.

Some variations from the usual procedure might be dealt with briefly:

1. *Attendance*: The registers were kept in the office under the direction of the Assistant Principal, the names being arranged alphabetically by years and sexes. At the close of each day, desk-slips containing the names of absentees were handed in. The attendance for the day was entered the following morning, from the information contained on the desk-slips. The few who tried "skipping" were severely dealt with, at the beginning, consequently there has been little difficulty on that score.
2. *Assemblies*: The daily assembly had to be abandoned, but a bi-weekly gathering in two groups, during the first term, and a weekly assembly since Christmas, have taken its place. Time for this was obtained by cancelling half a period of teaching time, the Lower School coming

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into the assembly hall the first twenty minutes, and the remainder the last twenty minutes of a class period. These periods were rotated so that little time was lost by any particular class.

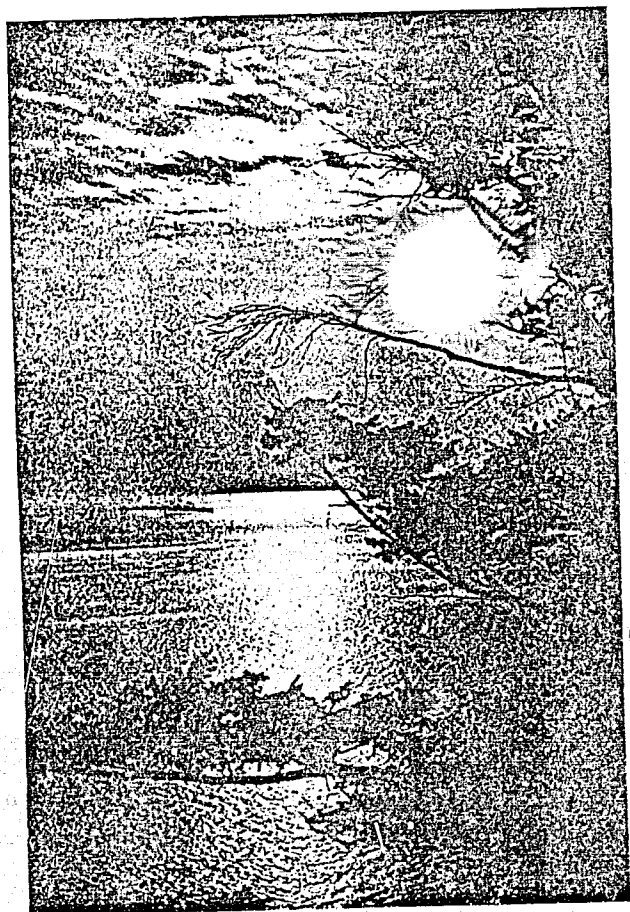
3. *Extra-Curricular Activities*: On the registration form a space appears for major extra-curricular interest. Pupils who played rugby or basketball, and their instructors, were scheduled to finish at 3.40, in order that practices might be held at that time. Likewise, the dramatic group was scheduled to meet during one of the morning periods; gymnastic teams and a First Aid squad were similarly constituted. A much more thorough organization along these lines is contemplated for the ensuing year.

In conclusion, may I state what I think are some of the advantages of the scheme which has been outlined:

1. In addition to the great saving in capital expenditure, which a longer use of the school building accomplishes, a saving in teaching time can be made, even in spite of the time which must be taken from the teachers' 40 periods per week, for supervision of the study-hall. Increasing the number of subjects which lend themselves to group instruction, and the elimination of all pupil "spares", assures this additional time.
2. Promotion by subject saves the needless expense of providing teaching time for the pupil in the subjects in which he has made standing. Also, the pupil's school career is shortened, because the longer day permits him to make up deficiencies, if they are not too great, in subsequent years. For example, several students who failed in third-year French and Latin last June, were scheduled to take the classes in these subjects in both the third and fourth years. A recent check-up shows that the majority of these pupils have a good chance of obtaining Middle School standing. In fact, this "double dose" has enabled them to get a higher mark than several fourth year students who were not subjected to it. It is a good thing for the student to know that he must pass in every subject or repeat it. The pressure that often is applied to the teacher to pass him along, even when he doesn't measure up to the examination, is thus unnecessary, and the pupil is not promoted without a proper grounding.
3. Discipline is easier to maintain when the school is rid of the form-repeater, especially the first form repeater. Although a student may fail in as many as four subjects, he still has four new subjects the following year, to give him sufficient fresh material to make his year interesting. He has not the same opportunity of "posing" before the less sophisticated newcomers, who do not "know the ropes" as he does. Due to the changing personnel of the groups, he never meets exactly the same assortment of students for more than one period a day, and thus, is deprived of the prestige which the "awful example" sometimes acquires in a form.
4. The whole system permits of a much more carefully planned organization. The criticism that the secondary schools have gone in for "mass production" and "sausage machine" methods has some foundation in

fact. This scheme enables the principal and parents to consider individual needs. The student who finds language study almost impossible can be guided into other channels more easily. Again, in a large school, the groups in physical training can be made up of pupils of similar ability. The athletic boys can be given more advanced work and the slower ones will not be open to that ridicule which often causes them to hate the gymnasium period. It is my conviction that the system opens up the way for experimentation which the present rigid high school organization makes difficult. Rather than being a makeshift for the present strenuous times, it will prove a factor in making the high school of tomorrow a better agency in educating our youth.

— ("The School," June, 1933.)



SUNSET, ENGLISH BAY.

JUNE, 1933

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## *Relative Efficiency of Objective and Conventional Types of Examination in Grade viii.*

*Report of An Experimental Study by a Manitoba Committee*

**D**URING the Inspectors' Conference at Winnipeg the question of relative validity and reliability of Objective and Essay Types of Examination was discussed, and a committee appointed to make a study of the question. This committee, consisting of Inspector Hugh Connolly, B.A.; Thos. Neelin, M.A., Superintendent of Brandon Schools; and G. W. Bartlett, Principal of Manitou Normal, met at Brandon, and outlined a technique and experimental procedure, which was carried out as shown in this report.

A similar study was reported by the Department of Education of the Government of Ontario, in co-operation with the School of Education of the Toronto University; which showed a great superiority in reliability and quite equal curricular validity for the objective type examination. All this study, however, was based on High School grades. It was thought by your committee that the immediate purposes of the Inspectors' conference could be best served by a study on the Grade VIII level. It was, therefore, decided to ask the co-operation of the Department of Education of the Provincial Government in securing the necessary clerical assistance; and of the Department and the individual inspectors in securing the co-operation of the necessary number of competent Grade VIII teachers. This co-operation was readily obtained, and ungrudgingly maintained throughout the experimental period.

The first step was to secure, through the local Inspectors, about fifty drafts of Grade VIII examinations for each of three subjects prepared by teachers whom they considered very competent for such work. The subjects chosen for the experiment were Mathematics, General Science, and Canadian History. These papers were analyzed for curricular content by the staff and students of the Manitou Normal School; and the different items tabulated as to frequency of occurrence in the papers submitted. On the basis of frequency, an essay or conventional type paper was set in each subject, and a parallel objective form prepared. The conventional form was marked Paper A; and the objective test, Paper B.

These papers were mimeographed by the Department, and sent out to each Inspector with the request that he distribute them among the teachers most competent to administer them fairly according to directions. About 2400 papers of each type on each subject were sent out, of which over 2000 were returned to the Manitou Normal School. The "A" series were already scored by the teachers, according to a set distribution of marks; the "B" papers were scored at the Manitou Normal School, on the basis of correct responses. These scores were made from a prepared form and all doubtful answers referred to the chairman of the committee on that test.

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Turning to the question of validity, the situation is less simple. A test may be highly reliable in measuring **something**, but lacking validity as a measure of what it **purports to measure**. Validity has a two-fold interpretation: Curricular validity; and validity on the basis of some standard generally accepted as valid.

Since each "A" test has the same curricular content as the "B" test, there can be no difference in curricular validity. When, however, we look around for objective standards of validity, universally accepted, we are in difficulties.

Three principles of general acceptability might be suggested as points of departure:

- (1) A validity test should discriminate between the different levels of intelligence among the students; but a perfect correlation is not to be expected; for various reasons.
- (2) A more valid examination should give a higher correlation with an internationally approved and tested standard achievement test, than would a less valid examination.
- (3) Since in a given class the younger students are, on the whole, much brighter and more proficient than the older retarded students, a test which discriminates the accelerated, the normal progress, and the retarded students, is a more valid test than one which does not discriminate so well.

These considerations led to several experiments supplementary to our main problem:

- (a) Administration of Intelligence Tests (6) to a group of 93 students who had written on the different examinations in our study; and the calculation of correlations with each form of examination. For this purpose, Form "A" of the National Intelligence Test was used. The results indicate a decisive advantage in favor of Test "B" in Science and Mathematics; but a slight advantage for Form "A" in History; which merits some consideration later.
- (b) The most world-wide recognition has been given to the Stanford Achievement Battery of Subject Tests. (7) The form used was Form "V" of the New Stanford Tests. A certain liberty was taken with the History Test. In this test, Canadian names and events were substituted for any American names or events not mentioned in the authorized Grade VIII Manitoba text, or in the Canadian History or Readers used in the lower grades. While recognizing that such manipulation is not above criticism, it was felt that the gain in validity would abundantly compensate for any small lessening of reliability. These tests were administered to 214 to 221 students in the various subjects; and the corresponding scores correlated. Results showed the "A" examination in Mathematics correlates one-fifth of a point higher than the "B" form; while Science "B" has 50 per cent higher correlation than Science "A"; and History "B" more than 20 per cent higher than History "A."
- (c) To meet our third criterion, data was secured from twenty teachers, relating to 215 pupils in various types of school, so

that these pupils were divided into five classes, (a) students retarded two years, (b) students retarded one year, (c) normal progress students, (d) students accelerated one year, (e) students accelerated two years.

These were placed in ranking order of progress and a correlation with the ranking order of their scores calculated (4).

The results indicate an unfailing superiority for Test "B". In Mathematics the difference is non-significant, but in Science it amounts to 80 per cent, and in History to over 60 per cent.

The results shown in each comparison seem to warrant the conclusion that in no case has a significant advantage in validity been shown for the Essay type, whether the criterion be International Standards, Intelligence in Study, or Rate of Progress through the Elementary grades. Indeed a very superior discriminatory value has in each criterion been shown by the Objective type.

In order to check the reliability of teacher's scoring of Essay type papers, a  $Q_1$ , and a  $Q_3$ , paper (8) was selected from the teachers' answer papers as scored by their own teachers. Each of these six papers was mimeographed and the  $Q_3$  papers marked "X," and the  $Q_1$  papers "Y." These were sent out to 100 teachers recommended by their Inspectors as competent to mark papers reliably in a specified subject. Each teacher was asked to score the enclosed papers, and return at once to the Department of Education.

The results of these scores of identical papers are shown, together with Standard Deviations of Scores; and the Standard Deviations for the same subjects in three Inspectorial Divisions in the 1931 Entrance Examination.

It will be seen that the range of scores is incredibly large; so wide indeed as to overlap the 25th, and 75 percentile scores. ( $Q_1$  and  $Q_3$ ). The significant figures, however, are the Standard Deviations of "A" scores. If the "B" form be taken to represent pupil achievement, then teachers make more errors scoring "A" papers than pupils make in answering "B" papers. If "A" scores be taken as set down, then the teacher makes a better showing—her errors being little more than half those made by the pupil.

It appears that reading the "A" papers in committee with consultations and a commonly agreed standard, has reduced the variability of scoring by from 20 to 45 per cent. This is an interesting fact, indicating that examinations do not receive the careful attention they merit. But any satisfaction derived from this fact will be minimized by a comparison with the Standard Deviations of our "B" papers; which average little over half as much. We are therefore forced to the conclusion that large unreliability is inherent in the "A" type of examination, however carefully scored. As a counterpart of this experiment, it was planned to have six "B" papers re-checked by 100 different scorers; the plan, however, had to be modified so that two sets of six were scored twice at intervals of a month by 50 different scorers. The result showed an average error of .45 per cent, or an error of 15 marks for each aggregate of 10,000 marks. This reliability of 99.55 per cent is as near perfect as could be expected in any process which cannot be reduced to mechanism.

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A reference to the graphs of the "B" scores will show the general approximation to the Normal Distribution which is to be anticipated in large unselected groups. The graphs of "A" scores are subject to a number of disturbing factors, some unanalyzed, but two of which can be seen very strongly, both in our main compilations and in the Inspectorial Division graphs. One of these is the falling away between 45 and 49 and the heaping high of cases between 50 and 54. This is an all but universal phenomenon wherever a fixed pass-mark is set in advance of the scoring; which pass-mark is traditionally 50 in our Entrance Examinations. A somewhat similar, though less potent force, is seen to play about the intervals 70 to 74, and 75 to 79, and is, of course, due to the 75 per cent honour mark.

The fixed pass-mark can find no justification except on the theory that the papers set year after year are of equal difficulty, and that those who set the papers are able to accurately gauge their difficulty in advance. Neither of these assumptions will stand the test of experiment or common sense. The pass-mark should be based on difficulty, i.e., on the data offered by the scores made by the candidates at each examination.

We may conclude that:

- (1) The "B" test has from 30 per cent to 48 per cent of the error of score of the "A" test, according to the subject of examination.
- (2) As a measure of intelligent thinking the "B" test discriminates much more effectively in Science and Mathematics; but the "A" test shows a very slight advantage in History; indicating the need of further work to secure better objective tests for evaluating ability to perceive reasons and relations, as distinguished from purely factual material in History.
- (3) On the most widely used and validated criterion—the Stanford Achievement Battery—the objective tests show a superiority running as high as 50 per cent over the "A" tests.
- (4) For discriminating between the slow progress, normal progress, and rapid progress students, the "B" test shows an unfailing advantage over the corresponding "A" form; the difference being very slight in Mathematics, but running as high as 60 per cent in History and 80 per cent in Science.

It is no purpose of this report to minimize certain values in the Essay form of examination. As a supplement to the Objective type, it has a valuable function, and as an instrument of instruction, an even more important one. It does not lend itself to accurate mathematical evaluation, however, and any attempt to place mathematical values on such tests tends to discredit and stultify them. Probably their special strength could function more effectively in the form of original essays and term papers, produced during the development of each unit of work, and marked either on a three or a five-point scale.

This field of study offers opportunities for further investigation to the serious student of education, especially one with a relish for mathematical and statistical research. It is extremely probable that both types of examination are capable of much greater refinement than they have at present. If this study should lead teachers and makers of examinations to treat this important field in a less dogmatic and off-hand manner, this somewhat arduous study will be amply justified.

Respectfully submitted,

G. W. BARTLETT, Secretary.

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JUNE, 1933



## MILK TALK No. 8



### PUBLIC HEALTH IS PUBLIC BUSINESS

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