# THE B. C. TEACHER

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

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# *EASTER CONVENTION AND ANNUAL MEETING*

AT a special meeting of the Federation Executive, together with representatives of local Associations from all parts of the province, consideration was given to the desirability of postponing the Convention for this year, owing to the economic situation. It was finally decided, however, that it would be a mistake to do so, for it was felt that this year, above all years, **the teachers of the province should give concrete and tangible evidence of their unity and solidarity, and of their vital interest in the serious problems which are now so prominent, and which are of fundamental importance to the welfare of all teachers.** Since this decision was made, events have occurred which make it even more necessary for us to hold a record meeting, and to determine our plans for safeguarding the advances we have fought so hard in the past to obtain.

**We are, therefore, calling upon every teacher, even at personal sacrifice, to rally to our support by attending the Convention and Annual Meeting, to be held at the Hotel Vancouver on March 28th, 29th and 30th, 1932.**

The length of the Convention has been reduced, and arrangements are almost complete for a great meeting. The time table will be:

**Monday, March 28th:** 8:00 p.m.—Public Meeting.

**Tuesday, March 29th:** 10:00 a.m.—General Session.
2:00 p.m.—Sectional Meetings.
8:00 p.m.—Conversazione—Special Musical and Dramatic Programme followed by Buffet Supper and short informal Dance Programme.

**Wednesday, March 30th:** 9:30 a.m.—Annual Meeting of Federation.

All meetings will be held in the Vancouver Hotel, the management of which has made exceptional arrangements for our comfort and convenience. In addition to the above, there will be a Sports Programme, as in Victoria last Easter, including golf, bowling, and badminton championships. A special private showing of the Vancouver Art Gallery has also been arranged.

The Hotel Vancouver has given us the most reasonable rates in their history, in an effort to make it possible for all out-of-town visitors to be their guests. A copy of these rates is printed in this issue and we shall be glad to receive applications for reservations at the earliest possible date. Such applications may be made by letter or card to the Federation Office, or to the hotel direct. (As our Convention takes place during a holiday season, early reservation is necessary to prevent disappointment).

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### Speakers

The following speakers will appear on the various programmes:

**The Hon. Joshua Hinchliffe,** Minister of Education.

**Dr. W. A. Carrothers,** Professor of Economics, University of British Columbia. Public meeting: Subject, "Education as Affected by Economic Conditions and Policies."

**Dr. W. L. Uhl,** Dean of the School of Education, University of Washington.

**Arthur Lismer, Esq.,** A.R.C.A., Educational Director, Toronto Art Gallery, and Lecturer in Art, University of Toronto; Subject, "Education Through Art."

**Miss Jean Browne,** National Director, Junior Red Cross, Toronto.

**Dr. H. R. Anderson,** North Vancouver; Subject, "Educational Supervision."

In addition, the Sectional Programmes are being made particularly attractive, both from professional and inspirational viewpoints.

### The Annual Meeting

This will be one of great importance. The Federation has been called upon for tremendous effort and energy recently in connection with:

(a) Salary adjustments throughout the province for 1932.
(b) The Provincial Salary Committee preparations.
(c) School Law amendments.

These and other important matters will be considered.

## PROVINCIAL HIGH SCHOOL SECTION

Chairman, **Dr. Norman F. Black,** Kitsilano High School.

Secretary, **Miss Ruth MacWilliam,** Richmond High School.

**12:00**—Very brief **Business Meeting,** prior to Junior and Senior High School Luncheon.
(1) Minutes of 1931 Meeting.
(2) Business arising from Minutes.
(3) Appointment of Nominating Committee.

**2:00—Round Table Conference** on **"A Year's Experience of the New Programme of Studies."**

**3:30—Adjournment for thirty minutes** to permit subsections to confer, frame resolutions and transact other necessary business.

**4:00—Report of Nomination Committee and Election of Officers. Resolutions.**
Other business.

## ELEMENTARY SCHOOL SECTION

Chairman, **Mr. C. L. Thornber.**

**Address—Dr. J. M. Ewing,** Vancouver Normal School.
**Address—Prof. F. H. Soward,** University of British Columbia.
Special musical selections by orchestra and choir.

## MANUAL TRAINING SECTION

Chairman, **Mr. D. McCallum**

1. **"Aim and Future of Manual Training";** Speaker, **G. F. Turner.** Discussion leader, **F. H. Barger.**
2. **"Aim of Industrial Arts in Junior High School";** Speaker, **A. Arkwright.** Discussion leader, **F. F. Rolston.**
3. **Open Discussion;** "Financial Status of Education."

## HOME ECONOMICS SECTION

Chairman, **Miss Isabelle Elliott.**

**Tuesday Afternoon**

**12:30**—Vancouver and District Home Economics Association is sponsoring a **Luncheon** in the private dining room of the Hudson's Bay, where an interesting display of Spring Styles will be featured. Anyone interested is invited.

**2:00—Annual Meeting.**

**Mrs. Edward Mahon—"Home Economics Twenty Years from Now."**

**Miss Jean Browne,** National Director of Canadian Junior Red Cross.

(Continued on Page 28)

# *Shall Wages and Salaries Be Reduced?*

*If an unfortunate experience teaches us a lesson, we may be repaid for the disaster. Are we learning the lessons of the present depression? There are some indications that we are not. Is there any adequate movement to curb vicious stock-gambling or domination of the country's financial structure? Is there any adequate effort to make capital, which collects the large interests, watered stock, and increased values in good times, bear its share of the load in bad times? Are proper steps being taken to prevent such giant groups as the power trust from using their monopoly strength and high-powered lobbyists to further concentrate wealth in the hands of the few? These are questions of pressing immediate importance to teachers and to the homes from which their children come. There is a widespread movement now to reduce wages and salaries and thus to make workers take the loss which should come from dividends and interest.*

*In this article on the effects of the depression on employment and wages, a recognized authority on economics analyzes the situation. This address was delivered over the radio November 14, 1931.*

THE effects of depressions on employment and wages are, of course, known to all of you in a general way. You know that when a depression comes employment is reduced. People are discharged or laid off. Those who remain at work have their earnings reduced by working short time. Wage rates are cut, and those of the unemployed who get new jobs must take them at lower pay. One does not need to be an economist to know that these are the effects of industrial depressions.

But though we all know these obvious effects, what are the remedies that we advise and adopt to overcome them? We advise and we practise economy. Business men lay off more people, work more short time, reduce wages more. And we tell the government to do the same: to spend less, to cut salaries, to lay off employees. In other words, we believe the best way to overcome the problems of reduced employment and wages is to go on reducing employment and wages some more. For people who are suffering because they have lost wages and income we prescribe more of the same medicine.

Can you imagine any greater miracle than that employment and wages should be restored by reducing employment and wages more and more? If recovery actually comes by this method we shall witness a miracle the equal of which is hardly to be found in the holy books of any nation. But whether recovery results from this policy, or does not, our present belief that more unemployment and more losses in wages are a cure for unemployment and wage losses would seem to mark the limit of faith in miracles. However, as G. K. Chesterton has recently pointed out, the depression itself is a miraculous phenomenon surpassing any of those recounted in biblical narratives. No miracle in the Bible asks us to believe that people

were ever faced with starvation because they had too many loaves and fishes. If we were not living through the present depression, it certainly would be unbelievable that hundreds of thousands of people should be without food because too much wheat and corn and milk had been produced.

Why do we believe in, and why do we perform, such miracles? There are many reasons, no doubt. But one of the most important is our naive faith that something to which we have given the high-sounding name, "natural economic law," knows better than human beings do what is best for mankind. A famous forecasting and statistical organization, much patronized by business men, recently wrote to its subscribers: "The time-tested law of supply and demand must be allowed a free hand—monkeying with fundamentals will not hasten business recovery." Would any sensible person nowadays say that the time-tested law of gravitation must be allowed a free hand —to sink ships, to drop bridges, or to topple skyscrapers? So long as we stand in helpless, superstitious fear of economic laws, which are natural in only an academic sense, we shall believe in, and be witnesses to, economic miracles.

When we brush aside such superstitious fears and examine the facts of employment and wages in a sensible manner, we discover that they are governed by the laws of business and not by the laws of nature. And business, far from being natural, is about as artificial a contrivance as man has ever created to aid him in getting a living. Because business is interested in labor costs per unit of product, rather than in incomes for wage-earners and their families, our information about employment and earnings is tabulated and published after the manner of commodity statistics. Employment is reported by the day, week, or month. Wages are given by the piece, or per hour, per day, and per week. For buyers and sellers, these unit masures, comparable to the prices of commodities, are of great value. It is by watching such statistics that business men know when and how to cut wages and to reduce employment. But for a nation interested in work for its adult population, and in steady incomes the year around for all its people, such market measures are misleading, as will presently appear.

In 1929, our last prosperous year, the total earnings of those of our people who work for wages and salaries amounted to something like 55 billion dollars. In 1930, the first year of the depression, and before its effects had attained their full force, these wages and salary payments were reduced approximately 10 billion dollars. During the first nine months of the present year, payrolls have been about 30 per cent. lower than in 1929, and the multiplication of wage-cutting, following the example of the steel industry, as well as the seasonal decline in employment that usually comes during the winter months, will probably bring earnings for the year down close to 40 per cent. below 1929. This means that wage and salary payments will be between 18 and 20 billion dollars less this year than in 1929.

Ten years ago we had a similar depression. It did not last as long as the present one, but the effects were pretty much the same. The

total wages paid were lower by more than six billion dollars in 1921 than in 1920; a reduction of 21 per cent., while employment dropped 16 per cent. For the major industrial depressions prior to 1921 we have but few reliable statistics on which to base estimates. We know, however, that wages paid in manufacturing, transportation, and mining in 1908 were about 16 per cent. below 1907, and in 1894 they were 24 per cent. below 1892.

Now if we are to do anything to prevent or to reduce these losses and to safeguard the means of livelihood for the vast majority of the families of the nation, we must know whether the reductions in incomes are inevitable decrees of economic law, with which we must not "monkey," as the business experts put it, or whether our economic arrangements can be so changed and controlled as to eliminate the poverty and suffering that the depressions bring upon us. Fortunately, the development of business management during the last twenty-five or thirty years offers us a clue to the answer to this question.

Economists often say that business executives, captains of industry, or, in the terminology of economics, the "entrepreneurs," are the pay-masters of the nation. They pay out not only wages and salaries to employees, but also interest to investors, dividends to stockholders, rent to landlords. If we examine what happens in times of depression to these different kinds of income, it becomes plain that our pay-masters have somehow managed to guard those who invest capital in industry against losses of income such as the workers suffer.

In 1930, for example, while the workers' earnings were reduced by 10 billion dollars, the payments made by business corporations in interest on bonds and dividends on stock actually increased by 900 million dollars. Interest payments alone were 270 million dollars greater in the first year of depression than in the prosperous year 1929. Dividends paid on stock in 1930 were more than 600 million dollars above those paid the preceding year. We are now in the second year of the depression, and while our pay-masters have found it necessary to reduce wage payments by about one-third, they have managed to increase their interest payments for the first eight months of the year 100 million dollars over the amount paid in the corresponding months of last year, and 300 million dollars over the same months in 1929. Dividend payments this year have declined to some extent. Up to and including August, total dividends paid were about 200 million dollars less than for the same period in 1930; but they were still 600 million dollars more than the dividends paid at the height of prosperity in 1929. Turning to the depression of 1921 we find that much the same thing happened. While wages were reduced 21 per cent., interest payments increased in the depression by 71 million dollars over the preceding prosperous year. Dividend payments were maintained in 1921 to within 5 per cent. of the amount distributed in 1920. And as final evidence of what our business executives have done to stabilize prosperity incomes, we have the fact that in every single year from 1909 to date, interest payments increased over the preceding year, regardless of prosperity

or depression, and regardless also of the changes in value of the dollar.

In the depressions of the nineteenth century business proprietors, bondholders, stockholders, and wage-workers all suffered alike; there was a universal lowering of standards of living. In the twentieth century, however, business managers have learned how to stabilize interest and dividends; and, apparently, the more responsibility they have come to feel for maintaining the incomes of investors, the more they find themselves under the necessity of reducing the wages of their employees. Why should natural economic law require that wages be reduced drastically in times of depression, while incomes in the form of interest and dividends must be increased, or maintained as closely as possible to the levels of the years of prosperity? Bear in mind that dividends are profits and the system of private enterprise assumes the profit-maker will bear the inevitable risks of business. The wage-earner is supposed to take no business risks.

It is in this connection that the misleading nature of our wage statistics becomes most evident. In order to save money on the wages bill so that interest and dividends may be paid, many employers compare wage rates with commodity prices and tell us that wages must be adjusted to the reductions in prices. But wages in terms of the earnings of working people are already 35 per cent. below 1929, whereas cost of living has declined less than 15 per cent Moreover, efficiency and productiveness of workers employed have measurably increased during the last two years.

To a worker whose earnings have been cut in half by unemployment and part-time work it must seem like a grim joke to get an additional wage reduction because living costs have declined 10 or 15 per cent. The result of wage-cutting in past depression was always to push wages down lower than living costs declined; in other words, to reduce standards of living. Real wages, or the purchasing power of money wages, fell 16 per cent. in 1921, and 12 per cent. in each of the depressions of 1908 and 1894. This may have been necessary when interest and dividends were cut as drastically as wages. But, today, it is important to note, if wage-earners' incomes are cut it is done in order that the incomes of bondholders and stockholders may be paid.

I conclude, therefore, that the effects of depressions on employment and wages are not brought about by any unseen force or natural law, but by human beings in the form of employers and directors of corporations, who wish to accomplish certain definite, human purposes. They choose to maintain the incomes of those who invest money in industry because they think that the maintenance of the property investment is more important than the maintenance of the labor investment. When they come to feel that incomes for wage-earners and maintenance for the families dependent on them are as important as interest and dividend payments, they will stabilize wages too.

Already we have had two such depressions in the present century; and one must be blind indeed to the conditions of modern economic life to believe that this is the last of the depressions. It is well to talk about making work steady, but who believes that

efforts in this direction will provide a job in the future for every family breadwinner that is able and willing to work? We will emerge from this depression, of course; but just as surely as prosperity is bound to return, so also is depression, unemployment, and loss of livelihood for millions of wage-earners bound to return.

It is necessary, therefore, that the citizens and taxpayers of the country serve notice on American industry and its managers that we do not propose in future depressions to subsidize them by supporting their employees from private and public charity funds. We must make it the duty of all employers of labor to carry insurance against the disasters that recurring depressions bring to their working forces. When employers of labor can no longer depend on the community to maintain their workers in times of depression, they will find a way of providing unemployment reserve and insurance funds to put wage payments on at least as stable a basis as they have put interest and dividends.—William M. Leiserson, professor of economics, Antioch College, Yellow Springs, Ohio. (Reprinted from The Journal of the National Education Association).

# *The School Standing Attained by Canadian Children*

THE proportion of pupils in the high school grades of Canadian schools ranges between 10 and 15 per cent. in the different provinces. But this does not give an adequate conception of the proportion of the population that is receiving a high school education. In order to show this, the Dominion Bureau of Statistics has compiled the following school-life table of Canadian children attending schools that employ the common grading system. The table is derived from the age-grade tables that have been compiled for seven provinces for the past eight or ten years. There are no such data in existence for British Columbia or Quebec Protestant schools, but the number of their pupils is insufficient to affect seriously the validity of the figures below for the elementary and high school grades of the Dominion as a whole. Of 100,000 boys and girls beginning school the following reach the grade specified:

| | *Boys* | *Girls* | *Boys and Girls* |
|---|---|---|---|
| Grade I | 100,000 | 100,000 | 100,000 |
| " II | 99,168 | 99,401 | 99,284 |
| " III | 97,924 | 98,624 | 98,274 |
| " IV | 95,368 | 96,956 | 96,112 |
| " V | 90,895 | 93,579 | 92,237 |
| " VI | 83,543 | 88,328 | 85,936 |
| " VII | 73,413 | 80,914 | 77,163 |
| " VIII | 61,845 | 71,812 | 66,829 |
| " IX | 42,684 | 53,798 | 48,241 |
| " X | 28,762 | 37,895 | 33,329 |
| " XI (Middle School) | 17,382 | 23,000 | 20,191 |
| " XII | 5,020 | 6,397 | 5,708 |

The number shown in Grade XII (Upper School in Ontario) does not fully represent the proportion taking the post-graduate high school year, for it is also taught as "first year" in the universities. But it is to be noted from the above that 61.8 per cent. of boys and 71.8 per cent. of girls, or two-thirds of the oncoming population, are getting as far as the entrance to high school. Almost half of all are doing some high school work,—42.7 per cent. of the boys and 53.8 per cent. of the girls; and one-fifth are reaching the final or matriculation year,—17.3 per cent. of the boys and 23.0 per cent. of the girls. The advantages of the girls is greatest in the advanced years, but exists in smaller degree all the way through school. Its cumulative effect is to give the average girl half a year's more education than the average boy,—8.5 years as compared with 8.0 years for the boy.

Comparing the foregoing table with a similar table that has been prepared by the Office of Education for schools of the United States, the

most striking contrast is probably that which occurs between Grades VIII and IX. In Canada, it will be noted, 72 per cent. of those who reach the Entrance grade continue into high school studies. In the United States, while the number reaching Grade VIII is practically the same, those going on into Grade IX are only 54 per cent. In other words, of an equal number of Grade VIII pupils in each country, for every three of the Americans that will study in Grade IX, four of the Canadians will. The explanation seems to lie in the high proportion of Canadian children who find it possible to continue their studies for one or two years beyond the Entrance grade in rural schools.

(DOMINION BUREAU OF STATISTICS,
*by Authority of Hon. H. H. Stevens, M.P., Minister of Trade and Commerce*)

## *The E. A. Garratt Prize*

A PRIZE of $25 is offered for the best detailed description of a temperance lesson, demonstration, dramatization or other activity actually put across by a teacher in any public or private school in Canada. Teachers entering this competition should forward their material not later than June 30th, 1932, to W. D. Bayley, Director of Temperance Instruction, Parliament Buildings, Winnipeg, Man. The prize winning material will become the property of the "I. T. E. C." program. Other original material submitted, that is deemed suitable, will not be used without first offering to its sender due acknowledgment in publicity or cash.

The prize is named as above in honor of Mr. Bayley's science teacher in Winnipeg, who gave him his first ideas regarding practical demonstrations in temperance education. Fuller information will be sent upon application to Mr. Bayley.

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These are the things I prize and hold of dearest worth—
  Light of the sapphire skies,
Peace of the silent hills,
  Shelter of the forest, comfort of the grass,
Music of birds, murmur of little rills,
  Shadow of clouds that swiftly pass,
And, after showers, the smell of flowers,
  And of the good brown earth—
And best of all along the way, Friendship and Mirth.

—Henry Van Dyke.

# *Ramblings of Paidagogos*

## AFTER THE I. Q.—WHAT?

THIS is an essay for teachers; nobody else should try to read it, because he is sure to get lost among the technicalities. In fact, it is just possible that I may get lost myself; but in any case this is not serious—all I need to do in that unhappy event is to use longer words.

Let me say, therefore, while I am still in a position to discuss my subject in plain terms, that we are on the eve of great discoveries in education. Now that we have defined intelligence to everybody's satisfaction, and have measured it to a millemetre, the time has come for tackling some other problem, something a lot harder. When we look back upon our ignorance of twenty years ago, our vague ideas about mental capacity and our crude ways of estimating it, and contrast that ignorance with our clean-cut knowledge of today, we should be encouraged to tackle anything. When I, personally, remember how I used to size up the brains of my associates and pupils by watching how they handled the promiscuous problems of life, I am amazed at the depth from which I have risen. Nowadays, I inveigle every new friend into taking an intelligence test—and then I know. If he is a successful professional man, and turns out to have an I. Q. of 89, I have exposed him for the sham that he is.

But the main value of considering past achievement is to acquire zest for marching forward, so the spirit of this essay is not vain-glorious boasting, however much our conquest of the I. Q. would justify it. I am concerned here with the future, and have chosen for a title, "After the I. Q.—What?"

And that is the deuce of it! Writing an interrogative title is easy enough, but supplying a good answer is something quite different—as anyone knows who has taken an examination. There is a tremendous difficulty in that "What?"

Not being much of an educational philosopher, and having little or no reputation to lose, I step boldly into the unknown—and, by my rushing in, provide a safe footing for such timorous angels as will some day follow me. Human life is like that anyhow: one man goes on a wild excursion and is called a fool; another comes to the same place a few years later and is hailed as a genius. When the first dies, however, his greatness is at last appreciated by the fickle multitude who quite lose interest in the second.

For all these reasons, and especially for the sake of my post-humous honor, I proceed against the "What?" I suggest that, having disposed of the I. Q., we make a scientific attack upon several quotients which I have in mind. Our well-developed statistical

methods and standardization procedures will stand us in good stead; we only need a few bright ideas and a large number of unselected subjects.

There is among human beings a very marked difference in drive, in the strength of the so-called basic urges and cravings that provide the motive force of activity. People vary enormously in such qualities as industry, perseverance, endurance, and ambition. To illustrate, I have, on the one hand, an acquaintance who gets tired of a detective story before he reaches the second chapter; and, on the other hand, a friend—from Greenock—who will spend three-quarters of an hour searching for a lost golf-ball. Manifestly there is a measurable difference in the pertinacity of these two men.

What a field is here for the aspiring young psychologist! A little assistance from me and the thing is done.

First of all, we need a test. To the layman that might appear to be a snag, but to members of the teaching profession it is a matter of the utmost simplicity. Any one of us can make a capital test between eight-forty-five and nine a.m., and we frequently do. In the present case, we must think up a dozen of the most boring, useless, and utterly repulsive tasks imaginable, tasks that no one would stick at for five minutes out of choice. They must not appeal even to the problem-solving interest; and above all, they must be independent of education and training. Probably at least half of them should be manual—such as washing greasy dishes in cold water, or picking burrs out of a fur coat.

The subject should be allowed thirty minutes at each task; a total of three hours in the morning and three in the afternoon. That would be long enough to bring out the worst side of his character, to put sufficient strain upon his staying-power, and to make him desperate.

The rest of the business is pure routine—any young psychologist can carry it out. He needs only to apply the test to a million unselected persons, to work out the individual differences in terms of sigma, to correlate his results with the judgments of husbands, wives, employers, or associates of his subjects, and to publish his findings in a learned journal. In fact, I feel that I have done rather too much for him already.

By means of this procedure we shall obtain a relation which I shall tentatively call the G. Q.—an exact measure of what is loosely spoken of as "sand," "grit," or "backbone." As to the identity of the little word that lurks behind that "G," I hope that my more modest readers never discover it.

Another quotient that is waiting for the investigator is the C. Q. or Culture Quotient. To the important inquiry, "Am I a gentleman?" I have at the moment no satisfactory answer. As compared with Bill Slocum, who never heard of Euripides, and who eats bananas on the public street, I might be inclined to say, "Yes"; but in the presence of Sir William Astley, who possesses an Oxford accent, and

wears a cane, I become doubtful. One might go even further into the matter and ask if a gentleman is necessarily cultured. Or, to put it differently, was Shakespeare a gentleman?

The reader will see at once that there is a real problem here. Culture must be defined before it can be measurd, and that is no light matter. But I will not desert my younng psychologist without at least indicating the most promising lines of research.

Human activities may be divided broadly into four groups: physical; intellectual; aesthetic or spiritual; social or moral; and in each of these groups it is axiomatic that culture is operative. To exemplify: a cultured man washes his neck, solves his own problems, has an informed appreciation of the arts, and makes a good neighbor. How much weight should be given to each of the above, I frankly do not know, but I suspect that mental cleanliness is more important than the physical variety.

With this clear-cut and original analysis of life to guide him, let the scientist advance and do his share of the work. Let him devise a thousand-point scale for the measurement of human behavior in its cultural or civilized aspect; and then, by cunning mathematics, arrive at a C. Q. distribution with a median of one hundred. To parallel our present intelligence ratings, I propose the following arbitrary divisions of the scale:

C. Q. 0— 20: Yahoo
C. Q. 21— 50: Boor
C. Q. 51— 70: Cad
C. Q. 71— 90: Vulgarian
C. Q. 91—110: Normal
C. Q. 111—125: Gentleman
C. Q. 126—150: Chesterfield
C. Q. 151 up: Three-tailed Bashaw.

The world, and especially the universities, would welcome such a scale as this; though, for my own part, I must confess that the thought of it is a little disquieting. Much as I would resent being rated a Yahoo, it would be even more terrible to find myself a Three-tailed Bashaw.

But there is a further research in the offing, one of vastly greater significance. What about the H. Q. or Happiness Quotient? Is there any way of letting a human being know precisely how happy or how miserable he is at a given time? I would like to be informed authoritatively as to whether I am happier in an Art Gallery or at a wrestling match. By use of the H. Q. a great many age-old problems could be settled out of hand. Let me indicate a few. The paternal remark that this hurts me far more than it hurts you; the question of single or married blessedness; the doubtful theory that buoyancy is increased by golf; and the alleged blithesomeness of contract bridge. If, as one constitution has phrased it, "the pursuit of happiness" is the right of every man, it would be nice to know for certain whether Liberalism or Conservatism produces the best results.

I am sorry to admit that I have nothing constructive to offer towards the conquest of the H. Q., and this worries me the more since I feel that it would be of greater service to humanity than all the other quotients put together. But I have brought it to the notice of science, and science can be relied upon to do the rest.

A technical essay of this kind should end with something practical —preferably with a formula. So I will combine all the foregoing quotients into a simple mathematical statement which will be intelligible to teachers. If any layman has read thus far in spite of the warning I gave him in the first paragraph, he had better leave off at this point, because I am going to be very nearly out of my own depth—let alone his.

When twice the product of the C. Q. and the H. Q. is divided by the sum I. Q. and the G. Q., the result may be termed the Quotient of Educational Determinism or Q. E. D. The whole of which may be comprehended—by the very enlightened—as the Quotient of Egregious Fatuity or Q. E. F. With which Euclidian niceties I am eager to conclude.

# *Extracts from British Columbia Coast Names*

*By* WALBRAN

*Selected by* HENRI D. PANZEAU, *head of Hydrographic Survey for West Coast of Canada.*

(Printed by courtesy Marine Department, Ottawa)

**PRINCESS Royal Island.** Named by Captain Charles Duncan, in 1788, after his sloop, "Princess Royal," 50 tons burden. This small vessel, belonging to Messrs. Etches & Co., of London, had quite an adventurous career on this coast. She left England in September, 1786, manned by fifteen men, in company with the "Prince of Wales," Captain Colnett. After calling at Staten Island they rounded Cape Horn and arrived at Nootka in July, 1787. Here they found the "Imperial Eagle," a large fur trading ship, had anticipated them, and, in consequence, trade was very slack, and they soon sailed for King William's Sound, meeting, off Nootka, August 8, the "Queen Charlotte" of the same firm, when Dixon advised them to steer for the Queen Charlotte islands, where he had met with such a good market.

The following winter the "Prince of Wales" and her little consort spent at the Sandwich islands, and, in the spring of 1788, returned to the coast. Here they parted, the "Prince of Wales" for King William's Sound and the "Princess Royal" for Nootka and Queen Charlotte islands. Duncan spent from the 14th May to the 5th August, 1788, trading for sea otter skins, between Queen Charlotte islands and the large islands to the eastward off the continental shore. This group was named, after the sloop, Princess Royal Isles. Duncan sailed into the inner channels, and on several nights, like Vancouver did afterwards, moored his vessel to the trees, there being no avail-

able anchorage. The natives attacked him in these inner channels and he nearly lost his boat's crew. Duncan anchored in Safety Cove July 22, and sailed for the southward on August 3. The sloop fell in with Captain Meares, off Ahousat, and, after anchoring there, left the coast for China via the Sandwich islands, on August 17, rejoining the "Prince of Wales" at the islands.

On arrival in China, Captain Duncan sailed for England in the "Prince of Wales," having made a prosperous voyage in his little vessel. The "Princess Royal," in charge of Captain William Hudson, returned to this coast in company with the "Argonaut," Captain Colnett, and, arriving at Nootka after the Spaniards had taken possession of the place, both vessels were most unjustifiably, in July, 1789, seized by them. The crew, cargo and stores were turned out of the "Princess Royal," and the vessel placed in the Spanish naval service with Sub-lieutenant Quimper in command. In 1790 Quimper was sent to explore in her the strait of Juan de Fuca.

Owing to the vigorous measures taken by the British Government on hearing of the capture of their merchant vessels, the "Argonaut" and the "Princess Royal" were released, the former at Monterey with the crews of the two vessels, and the latter by Quimper at the Sandwich islands in March, 1791.

The account of Captain Duncan's cruise between Queen Charlotte islands and the continental shore is taken from a letter of his published in Captain Dixon's pamphlet, "Further Remarks on the Voyages of John Meares, Esq., published 1791.

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**QUEEN Charlotte Islands.** In May 1785 Richard Cadman Etches and other British traders entered into a commercial partnership, under the title of "The King George's Sound Company," for carrying on a fur trade from the western coast of America to China. For this purpose they obtained a license from the South Sea Company, who, without carrying on any traffic themselves, stood in the way of the more adventurous merchants. They procured also a similar license from the East India Company, who, at the same time, engaged to give them a freight of teas from Canton. In order to execute this design, "The King George's Sound Company" purchased a ship of 320 tons, and a scow of 200 tons; having thus a size and burden which Captain Cook, after adequate trials, recommended as the fittest for distant employments. Nathaniel Portlock, R.N., was appointed commander of the larger vessel, and of the expedition; and George Dixon commander of the smaller; both of them having accompanied Cook on his last voyage to the Pacific. The novelty of this enterprise attracted the notice of several eminent persons, who countenanced the voyage by their approbation. When Lord Mulgrave and Sir Joseph Banks, Mr. Rose and Sir John Dick came on board, the Secretary of the Treasury named the larger vessel "King George," and the President of the Royal Society called the smaller "Queen Charlotte." The vessels finally left England, September 17, 1785. The following are the names of the officers of the "Queen Charlotte":

John Ewen Carew, first mate; James Turner, second mate; George White, third mate; William Lauder, surgeon; William Beresford, assistant trader; Henry Forrester (hence Forrester Island off Dixon entrance), steward; John Gatenby, boatswain; John Sadler, carpenter; and 24 seamen. The Queen Charlotte islands were named after the vessel by Captain Dixon in July, 1787. In the "Queen Charlotte" during this month he sailed along the western shore of the islands, rounded Cape St. James, and sailed up the eastern shore as far as Skidegate. He named North Island, Cloak Bay, Hippa Island, Rennell's Sound, Cape St. James, and Ibbertson's Sound; with the exception of the last, now called Houston Stewart channel, all these names are still in use. Dixon was most successful in the purchase of sea otter skins on these islands, his trader, William Beresford, giving, under date 12 July, a glowing account of their trading transactions.

Captain Gray in the American sloop "Washington," named these islands, in June, 1789, under the impression it was one large island, Washington's Island, and thus it was for a long period always distinguished by the fur traders of the United States. Captain Ingraham in his chart, 1791-1792, gives them the name of Washington Islands.

The natives of the Queen Charlotte islands are known as Haidas, which means in their language "People"; this word is pronounced by the natives of Messet, hada-i; and by the Skidegates, haidai-gai.

# BOOK REVIEWS

## FOR ELEMENTARY SCHOOLS

**CHILDREN'S Artist Friends** by Mary R. McLennan. Suitable for use in Grades IV-VI. Twenty-five short biographies of the world's greatest artists with suitable comments regarding the composition and style of their masterpieces. Contains fifty reproductions in black and white of their best known paintings. Beautifully bound. Price 75 cents. J. M. Dent & Sons, Limited.

**Children of the Pioneers** by Mary R. Sinclair of Vancouver. Suitable for Grades II and III. A series of vivid sketches for children of life in pioneer days, beautifully illustrated by Cynthia Clayton of Victoria. Price 75 cents. J. M. Dent & Sons, Limited.

**First Lessons in Musical Appreciation** by Thomas R. Mayne. This work is the result of twenty years of the teaching of this subject in elementary schools. It takes the practical form of a series of detailed lessons surveying the whole range of music as broadly and simply as possible. The lessons range from such subjects as "What Makes a Melody" and "What Makes a Song" to "The Sonata," "The Overture" and "Nationality in Music. Price 85 cents. J. M. Dent & Sons, Limited.

**Canadian School Plays** by D. J. Dickie, S. T. Payson, O. M. Fisher and A. F. McKenzie. Fourteen delightful plays, suitable for the pupils in our elementary schools upon the occasion of school concerts or closing exercises. Each play has its own detailed instructions for production purposes, while at the end are found general acting appendices applying to all of the plays for both teachers and those children taking an active part in their production. Price 45 cents. J. M. Dent & Sons, Limited.

**Pages from Canada's Story** by D. J. Dickie and Helen Palk. A single volume edition of this valuable work which formerly consisted of two books, presenting in story form the history of Canada with special emphasis on the life of the people and those romantic incidents which appeal so strongly to our children. Suitable for use in Grade V. Price 90 cents. J. M. Dent & Sons, Limited.

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Life is worth living!
More for the giving
  Than for the getting
  Did we but know;
Let this year find us
Casting behind us
  Failures and fretting
  Of years long ago.

Fair in their beauty,
Courage and duty
  Stand up before us
  Glorious and blest.
Love, true and tender,
Life, in its splendour,
  Rise and implore us,
  "Give of your best!"

—A.R.G., "The Educational Review.

# School Sickness

SCHOOL sickness, a complaint as real as measles, today menaces the health and happiness of thousands of American school children, according to Dr. James F. Rogers, Federal Office of Education consultant in hygiene and specialist in health education.

This disease, produced by "pressure" in the classroom, is characterized by nervousness, irritability, restlessness, anxiety and a highly emotional state. The child affected usually has a poor appetite, sleeps badly, and has night terrors. He aggravates his own condition by self-analyses and introspection. Athletic contests are injurious to him.

"In too many school systems," says Dr. Rogers, "children, no two of whom are alike even if they are twins, are expected to pass through the same courses at the same speed, or be labeled "D", "dull," "retarded," "inferior," or the like. The more sensitive child, who can not keep the pace in one or more subjects, does his utmost under the well-intended stimulus, and the result of the impossible struggle is an illness as real as measles, and unfortunately far more drawn out and full of misery.

"Education is supposed to be the process of drawing out such possibilities as the child possesses along mental lines. No two children can proceed at the same pace in juggling figures, memorizing facts, or learning languages, living or dead, and it is not a very intelligent agent which expects or tries to make them do so. Nature's efforts have always been in the opposite direction from uniformity both in structure and function," he points out.

The Federal health education specialist quotes Dr. J. V. Theynor, Council Bluffs, Iowa, as suggesting a remedy for the situation. Dr. Treynor would have the child's report chart bear only the remarks "satisfactory," or "unsatisfactory." "Satisfactory would mean that the child is doing as well as we might naturally expect him to do, taking into consideration his age, his mentality, his health, his degree of social adjustment in the schoolroom, and his emotional poise." Above everything else he would rid the schools of "the one great evil, pressure."

Dr. Rogers says "the emotional life is older and more fundamental than the intellectual life, and if the former is not taken into account in education we get nowhere in bringing out the child's inherited possibilities. It is either powerful for physical and mental health and progress, or it is equally powerful for physical and mental depression and disaster."

# *The C.T.F. and the Teaching of English*

*Manifesto of the Committee in charge of the Dominion-wide Survey in English, prepared by*

PROF. FRED. CLARKE

*of the Department of Education, McGill University*

A NEW-COMER to the wide field of educational work in Canada must necessarily try to work to form some estimate of the relative strength of the forces that work towards or away from the pursuit and attainment of common objectives in Canadian education. One finds too often in the "new" countries that there is much greater readiness to pay a facile lip-service to the cause of national identity and unity than to think out patiently and fearlessly all that is involved in the attainment of such unity. I have heard, for instance, distinguished representatives of Canadian and Australian education pressing for mutual recognition of teachers' certificates as between England and the Dominions, and then revealing that there was no such mutual recognition as between the States or Provinces of their own lands! In other words, much less had been done than was supposed, by educational means, to give substance and unity of meaning to the single-sounding terms, "Canada," "Australia" and so forth. Even now Canadians may well say: "It doth not yet appear what we shall be." Education, not in schools only, is still contributing its great share to determine what "Canada" shall mean, and it is by no means clear that this criterion is always kept in mind by those who shape educational policy.

Administratively Canada cannot be an educational unit. Both history and geography combine to forbid it, and no words need be wasted even by a new-comer, to vindicate the Provincial basis on which the administrative structure has been built. But, even for a sound policy, the price has to be paid. What that price is, in this instance, does not take long to discover. We pay it in the form of separation of *mind* as well as of administration, and so of increased difficulty in achieving a common Canadian mind in the use of that potent formative instrument—Education.

We are apt to be altogether too facile and superficial in our thinking on this process of Canada-making. The functioning of powerful Departments of Education with the whole weight of Provincial Governments behind them, tends to induce that fatally unreal type of thinking which assumes that the issue of an administrative order and the solid attainment of an educational end are the same thing. The achievement of educational ends that are worth the effort is not so easily accomplished, but one can detect a marked disposition in some Canadian thinking to overlook the fact.

It is influences such as these—the necessary drift towards provincialism and the serious under-estimate of the difficulties in the way of a common Canadian unity—that make the Canadian Teachers' Federation so important. One feels instinctively that here is a powerful instrument for correcting the less desirable consequences of the administrative policy that Nature and History have forced upon Canada. For the Federation stands for the recognition of a view that is wider, longer and deeper than many which are ordinarily taken. Wider because it sees all Canada, longer because it contemplates the Canada that is to be as well as the Canada that is, deeper because it recognizes the need for long study and labour and much close co-operation if the desired common ends are really to be achieved.

The Federation can do much useful and necessary work in the comparatively narrow field of furthering and protecting the professional interests of teachers as such. But its main justification lies elsewhere. It is characteristic of North American communities that they plan to achieve some of the most vital of community ends by non-governmental agencies. Thus the great corporations on the economic side are paralleled by great cultural organizations, such as the Y. M. C. A. on the social side. The existence of the C. T. F. is a further expression of this readiness to meet public needs by private and voluntary co-operation. From a purely selfish point of view its formation seems barely worth while. From the sounder community point of view it is very much worth while. Even for selfish motives the wider view would have its value. *Increase of prestige* is the most urgent professional need of teachers at the moment and this is more likely to be achieved by deserving it than by demanding it.

The real justification of the C. T. F. will be furnished by its capacity to organize the co-ordinated study of the common problems of Canadian education. On the administrative side some loosely-compacted machinery for this purpose exists already. But there seems to be little possibility of any concerted action by Governments to set up really adequate facilities for the common study of common problems. The field is one that voluntary agencies must occupy if it is to be occupied at all. The C. T. F. cannot hope to do all that is needed, but it can at least show the way, and allies and auxiliaries may then be forthcoming.

Experience has already shown which is the most powerful of the cultural influences that may serve to bind together a highly diversified Canada. It is just the English language with its literature. The universality of English need not and should not imply any hostility to other languages that are spoken in the land. But it does mean a common interest running right through Canada, not affecting all alike in the same way by any means, but nevertheless universal.

Should not a professional body like the C. T. F. then make the teaching of English its very special concern? Each Province has its own peculiar problems but all have a common interest. What, for example, of English *"speech"?* Can we all feel happy about it? Local differences of accent and pronunciation there must be; they can be found in plenty in England itself. No one who is free from priggish affectations will bother about that matter. But clearness, conscientiousness, self-respect,

and good taste in the spoken use of English; these are other and much more serious matters. Circumstance has given to the *"book,"* especially the task-book, an undue prominence in most Canadian schools, and the cultivation of speech has been neglected. Language becomes then a utility to serve its purpose in a rough and ready way rather than an aspect of personality to be cultivated. Many a boy grows up to pay far more attention to the crease in his trousers than to the articulation of his speech.

What, again, of the effects of a textbook regime upon the adult attitude towards literature? What consequences may follow from making poetry-teaching an appeal to the eye and to visual memory rather than to the ear and to a sense of music? What loosenesses of logic are creeping into our idiom; usages that cannot be defended as pleasing local variations, but are to be condemned as the product of slovenly and lazy thinking? What of the clear misuse of words as when a headliner says "flaunt" when he means "flout"?

What, again, of the special peculiarities of local problems? Has the last word been said in regard to the teaching of English to the foreign-born? Canada, unlike South Africa, seems to have rejected quite definitely the bi-lingual school. South African experience suggests a doubt whether the genuine bi-lingual school has ever been fairly tried out in Canada. But we will let that pass and ask rather what are the conditions which should govern the "direct" teaching of English to those for whom it is not a mother-tongue?

Again, what of Spelling and Grammar, and the language drills? How far are these integral to the teaching of Composition, and how far must they be taken as independent "subjects"? The almost ubiquitous use of the "Speller" and the grammar textbooks leads one to doubt whether all the problems have been fairly raised yet.

The Association of Protestant Teachers of Quebec has recently carried out a useful enquiry into the teaching of English in that Province. The results have considerable value and the effort has received the cordial approval of the C. T. F. But the undertaking is limited both in its scope and in its application to the special conditions of Quebec. Should it not now be made the starting-point of a systematic enquiry throughout Canada, carried out under the auspices of the Associations of which the C. T. F. is composed? The Quebec Association would gladly make its preliminary contribution in the shape of a suggested form of questionnaire based upon its own enquiry.

If such a project were seriously taken up it seems highly probable that substantial help might be forthcoming from outside the C. T. F. The results would have undoubted value for us all. But what would have even greater value would be the increased consolidation of the C. T. F. itself and the enhanced sense of its own mission that would come from a systematic joint effort undertaken in a great common cause.

# *A More Beautiful Canada!*

EVERY unimproved or unplanted home in Canada can be made more attractive by the judicious use of trees, shrubs, vines, flowers and well-kept grass. The old saying that a home is not a home until it is planted very well emphasizes the necessity and wisdom of planting. Some places have lagged behind in the matter of beautification. This is perhaps more noticeable in rural districts. However, there is abundant evidence to show that where intelligent attention is given to this matter the results may be very satisfactory indeed.

Canada is a land of rare natural beauty from the Bras d'Or Lakes of Cape Breton Island to those famous mountains whose feet are kissed by the waves of the Pacific. Nature has endowed this country with the most beautiful and the greatest variety of natural scenic grandeur to be found anywhere in the universe. Mountains, lakes, streams, forests, plains, waterfalls are to be found in great abundance. The unlovely spots are man-made and it would seem that the least we can do is to make these man-made places sufficiently attractive that they will, in some measure at least, be in keeping with the great natural beauty to be found throughout this great Dominion. The progressiveness and thrift of a community or municipality are often reflected in its appearance and the best advertising that any community can do is to present a pleasing appearance to the world—an appearance of progressiveness, thrift and industry, reflected by well-planted and well-kept public and private grounds.

We are influenced to a greater extent than we realize by our surroundings. Children are particularly sensitive in this regard. Surely a home in and around which flowers are grown is a better place to bring up children than a home where no attention whatever is paid to these friends of the plant kingdom. As the twig is bent the tree is inclined is an old saying and very applicable in connection with the training of children. If children are taught to love flowers and to become familiar with them, their hearts will be filled with love for these things which will leave less room in their hearts and minds for the things that hurt and destroy.

We frequently meet with the objection that gardens and flowers cost too much or that they take too much time. The truth is that it is not so much a matter of money or time as it is of desire and disposition. If we are disposed to have gardens and flowers and really desire to have attractive home surroundings, we will have them no matter how busy we may be. Your nearest Experimental Farm or Agriculturai College will gladly give you information regarding suitable varieties for your district. The cost in any event need be only trifling and the amount spent on the nursery stock necessary to improve the average size home will be one of the finest investments that possibly can be made. It will pay great dividends in satisfaction and will increase the value of the home. Your individual efforts in making your home more attractive will improve your street. If your street is improved your city or town will be improved, and if your city or town or township is made more beautiful you have helped to make a more beautiful Canada.

# *The New-type Examination in English and the Social Studies*

*By* Dr. N. F. Black, *Kitsilano High School, Vancouver*

A SHORT time ago the Department of Education issued to the Principals of High Schools throughout the province a memorandum that read, in part, as follows:

"The attention of teachers is directed to the following points:

"A. **English.**

"1. Most of the examination papers in Grades XI, XII and Senior Matriculation are largely or wholly objective in type. Some of them are of the older sort. The Junior Matriculation papers in English for June, 1932, are all objective, either wholly or in large part.

"2. Pupils should be given exercises in answering questions of the commoner objective types: Recall, Completion, Matching, Multiple Response, True-False.

"3. The results will be scaled and adjusted when the marking is completed.

"4. The Junior Matriculation examinations in Composition have been arranged to test the results of the High School course as a whole. They include questions on the organization of material and on paragraph and sentence structure.

"5. All High School teachers, especially teachers in English, should be informed of these points by their principals.

"B. **History.** (Junior Matriculation and Normal Entrance).

The 1932 examinations in Junior Matriculation History are largely of the objective or new-content type."

This announcement, while probably welcomed by most teachers, aroused some misgivings. The reference to a "new-content type" of examination was perplexing, as that phrase is not used in any of the numerous well-known textbooks dealing with improvement of examination systems.

Accordingly, the English and History Section of the High School Teachers' Association of the Lower Mainland decided to invite Professor Sedgewick, of the English Department, and Professor Sage, of the History Department, in the University of British Columbia, to an informal consultation.

It goes without saying that the members of our Association had no desire to secure any information that should properly be looked upon as confidential, just as it goes without saying that no information of a confidential nature was divulged by Dr. Sage or Dr. Sedgewick. How-

ever, needless anxieties were stilled. Officers of the High School Section of the British Columbia Teachers' Federation were accordingly requested to report the conference through *The B. C. Teacher* and thus to convey to their colleagues throughout the province the reassuring results of the discussions that took place.

Proceedings were very informal and no set speeches were made. It quickly became evident to everybody that the reference to a new content examination signified nothing worse or other than the objective examination now familiar in most of the schools of the province. Tests of the objective type have, for a long time, been in common use in Grade VIII and other Departmental examinations, and, indeed, in classes and subjects of all sorts, from elementary schools to the University.

The comments of our guests relative to objective tests were both interesting and informative, but the subject has long since ceased to be a new one. Objective tests have been very prominent in the professional literature of the last decade, and all teachers trained within that time have been instructed in the preparation and use of this type of examination. Summer courses given in our own and other Universities have provided general opportunity to become familiar with the newer examination technique.

The gist of Dr. Sedgewick's remarks was that the same kind of good teaching that would constitute an adequate preparation for a fair examination of the traditional type would also provide the preparation required by candidates facing an objective type of examination. The chief difference would be that the possibility of injustice would be reduced under objective examinations. It is notorious that the standards adopted by those who have to examine papers of the old essay type vary greatly.

Dr. Sage simply gave us to understand, if we had not already done so, that the examinations will strictly follow the curriculum as set forth in Social Studies IV, A and B.

The meeting then developed into a round table discussion of what the Programme of Studies really means and of types of examination questions that teachers had found useful in their own experience.

The new programme aims at encouraging considerable supplementary reading on the part of High School students of history. The eleven books in the "A" List, on page 21, are specially stressed in this connection, but the wording of the paragraph is important: "These books are considered necessary for the proper *teaching* of the syllabus." The textbooks prescribed for students, however, are those of West, McArthur and McCaig. Teachers will also notice that the syllabus on European history is confined to the period from 1870 to and including the Great War, and that a great part of the course consists of assigned topics in American history, special stress being laid on Canadian affairs. The time assignments suggested in the Course of Studies indicate, in a general way, the relative importance attached to the various topics, and the prominence that one may reasonably expect to be given to them in a final examination. Of course, this time assignment should not be followed too slavishly. For example, it has always been the custom of University examiners to stress the League of Nations and it would be surprising if this policy were

suddenly dropped, in spite of the fact that this topic is only one of five to which the programme allots a total of only two weeks.

It was generally agreed that those teachers who have not already done so should give their students ample experience in handling various types of objective questions. It is characteristic of the short-form examinations that they include a very large number of items. Some of these should be so easy that almost every candidate will answer them correctly, while others should be so difficult as to be answered only by the exceptionally brilliant and well-informed. Students should be forewarned of this, so that they will not be startled because the questions are so numerous nor discouraged because a few of the items present serious difficulty. The whole purpose is to get a satisfactory distribution of the candidates in approximate order of merit.

In an examination of the objective type there is no "passing mark" fixed in advance. The Education Department has already announced that the results of the midsummer examinations in English and history "will be scaled and adjusted when the marking is completed." From the standpoint of teachers of English and History, it may reasonably be expected that the 1932 results will be fairer than those of any past year. It is well known that, hitherto, the best students in these subjects have very rarely been awarded percentages as high as those given in some other subjects to students of the same calibre. This grievance will be removed.

Various speakers named books that they had found valuable in framing objective examinations. These included such well known books as Ruch's "The Improvement of the Written Examination" and "Objective Examination in Social Studies."

The resolution calling for this report in *The B. C. Teacher* included a request that it provide examples of various types of questions useful in objective tests. The following are more or less representative. In some cases more than one example of the same type is given, as an indication of the varying uses to which it may be put.

### Objective Questions in Literature

1. "Woodland Peace" is a poem by .....

2. God's in His heaven;
   All's right with the .....

3. ..... is a poem written in memory of Arnold of Rugby, by his son.

4. Insert in the spaces at the end of this quotation (*a*) the name of the author, and (*b*) the name of the poem from which the passage is taken.

   "No paradise is lost for them
   Who foot by branching root and stem,
   And lightly with the woodland share
   The change of night and day."

   (*a*) ..... (*b*) .....

5. In the case of each of the following authors name one of his poems studied by you this year.
   (*a*) Thomas Hardy. .....
   (*b*) John Masefield. .....

6. Underline the phrase (*a*), (*b*) or (*c*) that best expresses the truth:
   The Blessed Damozel, of Rosetti's poem
   (*a*) was entirely happy in heaven.
   (*b*) was weeping for her absent lover.
   (*c*) determined to return to the earth in quest of her lover.

7. Draw a circle around T. if the statement is true, and around F. if the statement is false.
   T. F. Henley's *Margaritae Sorori* is an unrhymed lyric.

8. Of the two following passages, underline the one that is most conspicuous for unusual rhythmic beauty:
   (*a*) Tomorrow and tomorrow and tomorrow
   Creeps at this petty pace from day to day
   To the last syllable of recorded time.
   (*b*) Put on their instruments. Receive what cheer you may;
   The night is long that never finds the day.

9. (*a*) From what Act in Macbeth is the following quotation taken:
   .....
   (*b*) Who speaks? ..... (*c*) To whom? .....
   (*d*) Why is the speaker so contemptuous regarding medicine?
   .....
   "Throw physic to the dogs; I'll none of it."

**Objective Questions in Composition and Grammar**

1. Insert in the blank spaces the most suitable connectives: "He recognized the sign, ....., the ruby face of King George, under which he had smoked so many a peaceful pipe, ..... even this was seriously metamorphosed."

2. (*a*) Underline in the following passage one sentence that is misplaced.
   (*b*) In the bracket preceding the misplaced sentence insert a number showing in what order this sentence should come in relation to the others. (Passage here omitted).

The correction of errors provides use for questions of the objective sort. In connection with Composition, teachers should notice the precise wording of the Departmental Memorandum quoted above. We are warned that the examination will test the results of the High School course *as a whole*. That means that students must be familiar with principles and technical terms used in their earlier studies in composition (unity, coherence, and so on) and must be prepared to be very explicit in correcting errors. Nobody is likely to forget that Matriculation candidates will this year be expected to be much better grounded in English Grammar than the students of recent years have been.

## Objective Questions in History

No examples have been given above of questions of the matching type, but it is probably pretty familiar to everybody. It is equally in place in either English or History tests. Possible pairs that may be associated in matching tests include the following: Men and events; events and dates; events and places; terms and definitions; characters and books; words and meanings; causes and effects; synonyms; antonyms; and so forth.

Space does not permit any detailed illustration of historical questions of the objective kind, but the examples given for the English subjects illustrate most types that are in common use in any subject.

Multiple choice tests are probably the best, as they call for discriminating judgment. These questions take up a great deal of space on the examination paper, but the time required for proper answers is brief. True-False tests are particularly popular in history, though they are open to criticism unless the number of items is very considerable.

Just as the manuscript of this paper was being completed, a set of questions for objective tests in Social Studies was issued by Vancouver Bureau of Measurements. The set includes single answer questions covering only one specific point; single answers each covering more than one essential point; multiple choice questions testing factual knowledge; multiple choice testing judgment; multiple choice testing recognition of causal relations; analogies (e.g., Bismarck is to Germany as ..... is to Italy); matching (both the two-column and the three-column types); completion tests, both with and without suggested answers; locating erroneous element in an incorrect statement; character judgment (determining the suitability of certain epithets in relation to named persons); meaning of technical terms used in Social Studies (plebiscite, protocol, etc.); and so forth.

It is the less necessary to discuss in detail these types of Social Studies tests as we have the permission of Mr. R. Straight, Director, Bureau of Measurements, Vancouver School Board Office, to say that copies of the sample questions referred to above will be mailed on request to any school in British Columbia.

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### SUPPLEMENTARY LIST OF MEMBERSHIP 1930-1931

Bruce, A. Maud..... Unattached
Hope, Dorothy A..... N.V.D.T.A.
Hale, Agnes.....West Vancouver T.A.
Mercer, Winifred.....Nanaimo D.T.A.

**Convention Headquarters** (Continued from Page 3)

The Hotel Vancouver has been selected for headquarters of the Convention, and the committee in charge of arrangements desire that as many dlegates as possible be accommodated there. In order that we may arrange suitable accommodation for you, will you kindly signify your requirements below, or give information by letter either to the Hotel Vancouver or to the Federation Office.

The hotel bus meets all trains and boats. Please indicate time of arrival and depot:

**Reservation as follows:**

..... single room with bath, $3.00.

..... Single room without bath, $2.00.

..... Double room with bath, 2 persons, $2 person, $4.00.

..... Double room without bath, 2 persons, two beds, $3.

I (We) will arrive by train (boat) at.....a.m. (p.m.) on .....March, 1932.

## CONVENTION NOTICES

(1) Members of Phi Delta Kappa and Pi Lambda Theta fraternities are requested to meet Dean W. L. Uhl, School of Education, University of Washington, at breakfast in Hotel Vancouver at 8:15 a.m., Tuesday, March 29th. If you are able to attend, please notify Mr. Robert Straight, Vancouver School Board offices.

(2) Teachers who have attended the University of Washington are requested to meet Dean W. L. Uhl, of the School of Education, at dinner in the Hotel Vancouver at 7 p.m., Tuesday, March 29th. If you are able to atend, notify Mr. O. J. Thomas, Kerr. 2601 or Bay. 1892-Y.

## *Important Convention Notices*

1. **Every person attending the Convention is required to fill in the registration form.**
2. **By unanimous decision of the Annual Meeting of last year, a registration fee of Two Dollars will be charged to all members of the B. C. Teachers' Federation attending, and of Three Dollars to all teachers who are not members of the Federation.**

**Note:** Federation members also contribute to the Convention Funds through the Federation fee, part of which is used to defray Convention expenses.

"Federation members" here includes:

(a) Those who have paid fees for the period, July 1st, 1931, to June 30th, 1932, or for any period thereof.

3. **Transportation Refund:**

By unanimous resolution of the Executive, all members of the Federation (as defined below) registering at the Convention will receive a refund of a portion of their transportation expenses.

**Note: This refund applies only to:**

**Federation members who have paid the full fee for the period July 1st, 1931, to June 30th, 1932, or to such portion of that period as they have been teaching, in the case of new appointments.**

By means of the registration fee and the refund, the Federation is making an earnest effort to adopt a system as fair to all members as is practically possible. It should be remembered that, under this plan, members coming from distant points will still be called upon to bear individually the expense of part of their fare, in addition to berths, meals, and hotel expenses, while those in the Convention district have no such costs to meet.

4. **Those desiring refunds must fill in the Transportation Form immediately upon arrival.**

They must also attend at the announced time for payment and must have attended more than half of the sessions of the Convention and the Annual Meeting. Those failing to observe these rules will have no claim upon the fund.

5. **Note: The Annual Meeting of the Federation, on Wednesday, March 30th, is a most important part of the Convention.**

**It is not merely a delegates' meeting. Every teacher in British Columbia is welcome, and all Federation members are particularly urged to be present this year, as we desire a record atendance, and a real business-like meeting.**

**Voting is restricted to official delegates, and all Associations are urged to have a full quota present. One delegate is allowed for each ten members or any fraction of ten. Please appoint delegates and instruct them to apply to the General Secretary at the Convention for delegates' cards.**

# *IF*

(With Apologies.)

If you can study hard when all about you
Are chasing after pleasure while you "swot";
If you can sacrifice some years at college,
With very little leisure to be got.
If you can wait for years when you have finished
Before you have the prospects of a start;
If you can carry on—hope undiminished—
And banish worry gnawing at your heart.

If you can hope to live in a profession
Where little thanks is got for work well done;
If you can struggle, session after session,
And hear your job alluded to as fun.
If you can give your pay to meet taxation,
Retaining but a little for yourself;
If parting with it causes no vexation,
Since money's only miserable pelf.

If your'e prepared to hear the old, old story,
Retold by cynics every other day;
How you may bask in Continental glory—
Six weeks' vacation, battening on full pay.
If you're prepared to play the part heroic,
To see a thousand times good work undone;
You may not gain the earth—but be a Stoic,
I think you'll be a TEACHER yet, my son!

"BECKFORD."

—From *The Scottish Educational Journal.*

RAINBOW FALLS, HARRISON HOT SPRINGS