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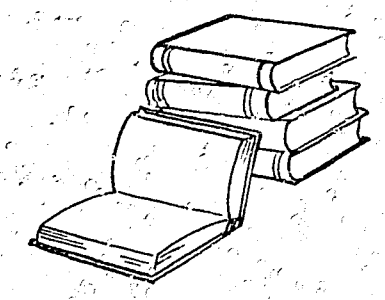

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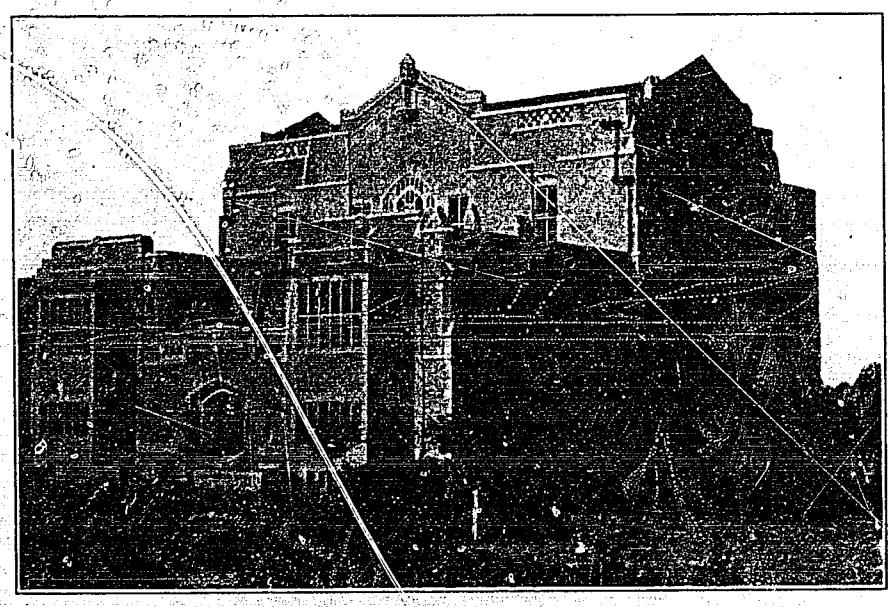

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VOL. XIV., NO. 10

VANCOUVER, B. C.

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDITORIAL

PERSONNEL OF CURRICULUM REVISION COMMITTEE

IN view of the great interest which is being taken by teachers generally in the curriculum revision now being undertaken, the personnel of the committees will, no doubt, be information which will be of value.

Through the courtesy of the Department of Education we are now able to give the names of the committees which are at present in operation:

Central Revision Committee

D. L. MacLaurin, Chairman, Assistant Superintendent of Education.
H. B. King, Vancouver.
H. N. MacCorkindale, Superintendent of Schools, Vancouver.
C. B. Wood, Teacher Training Class, University of British Columbia.
J. Roy Sanderson, Principal, King Edward High School, Vancouver.

General Committee for Revision of Grades 1 to 6

D. L. MacLaurin, Chairman.
F. A. Armstrong, Vancouver.
F. A. Jewett, Vancouver.
N. L. Kirk, Vancouver.
H. E. Patterson, Vancouver
E. W. Reid, Vancouver.
R. F. Sharpe, Vancouver.
O. J. Thomas, Vancouver.
T. W. Woodhead, Vancouver.
W. H. Wilson, Victoria.

(Continued on page 28)

FEDERATION NEWS

AN Executive meeting, held in Victoria, Monday, April 22nd, before Convention, was attended by 26 members and the General and Assistant Secretaries.

Another meeting was held on Thursday, April 25th, attended by 23 members and the two secretaries.

Mr. E. L. Yeo's resignation as Associate Editor of the Magazine was accepted with regret.

Messrs. H. Charlesworth, H. K. Beairsto and J. R. Mitchell were named as delegates to the Canadian Teachers' Federation Convention in Ottawa, August 6-10.

Messrs. C. G. Brown, N. F. Black and A. S. Towell were named as Federation representatives on the committee on the Accrediting of High Schools to meet with representatives of the Department of Education and the University.

A resolution that $150 be set aside as a drawing account for the British Columbia Secondary Teachers' Association and a similar amount for the Elementary Teachers' Association was carried.

Resolutions re Salaries, Public Health, Credit for Normal School Work, Visual Education, Shop Teacher on Board of Examiners were referred to Department of Education; one on Motion Picture Censorship to the Attorney-General's Department.

Resolutions re Banking Reform and Matriculation Scholarships were not approved.

Many resolutions re Text Books were forwarded to the recently formed Curriculum Revision Committee for information and consideration.

At a meeting of the Consultative Committee held May 11th, Mr. T. W. Woodhead was named as the Chairman of a Provincial Salary Committee with power to complete his own committee.

Mr. R. H. Heywood was asked to submit his brief on Municipal Finance to the Consultative Committee.

A resolution carried to establish a Provincial Research and Statistical Committee, and Mr. W. D. Knott was named chairman.

WE omitted to publish the name of the author of an article entitled "School Libraries in Vancouver," which appeared in the May issue. This article was written by Miss B. M. Carruthers, Librarian of the Point Grey Junior High School.

"Education as a Public Service"

An Address by Premier Pattullo to the British Columbia Teachers' Federation Convention, April 24, 1935

UPON behalf of the Government of British Columbia and the people of the province generally I wish to extend most cordial greetings and felicitations. I am sure that the people of Victoria particularly appreciate the holding of your convention in this beautiful city.

I am asked to speak upon "Education as a Public Service." This is a subject of so many ramifications and implications that I approach it with considerable diffidence.

In the first place what is education? It covers a wide field and clearly must be all-embracing. Every form of endeavour comes within its scope. To trace the measure of education one would need to go from the cradle to the grave. Education cannot be merely the impartation of information. It must be evolutive in character, a process gradual and continuous in its incidence. To reach its highest fruition education must start with the seed, sink its roots deep, fertilizing the soil and spreading its fructifying influences upon all within its reach.

The place to begin education is in the home. From the time the child is born education begins, and it is astonishing how many bad habits the innocent little offspring can acquire which only education can rectify. The influence of the home is too often overlooked.

I think I am within the facts when I say that too many children are reared in haphazard fashion. It is overlooked that their youngest years are the most formative, and that before school age habits may be formed of a harmful character that may be difficult if not impossible entirely to eradicate. We all know that there is a tendency in human nature to place responsibility elsewhere than on oneself, and I think that I am correct in saying that there is a considerable tendency upon the part of parents to expect the schools to do many of the things that should be done in the home, as a consequence of which considerable friction occurs from time to time.

Education might well start with teaching the parents how to rear their children prior to their reaching school age, although this might sound something of the query as to which comes first, the hen or the egg!

I think that everybody agrees that there should be, and, of course, the State compels, a certain amount of school training. The three "r's"—reading, writing and arithmetic—are essential to everybody. It is when we come to the more advanced forms of learning that we confront wide differences of opinion.

I believe that the public as a whole is coming to more clearly recognize that with the increasing complexity of our civilization and growing technological advances that both the quality and range of public education must be enlarged.

I think, however, that there is still a body of opinion which believes that the general application of many of our advanced forms of learning is harmful. We are frequently told that boys and girls are educated beyond their intelligence, that our country boys are weaned away from the farm, and that our city boys will have nothing but white collar jobs, from which the argument is adduced that it is against public policy for the State to spend such huge sums of money upon higher education in the light of results.

Higher Education Necessary

In view of the complexities of modern society brought about by scientific discovery and intention, it should seem clear to thoughtful people that it has come to the point where a high school education is as necessary for success in the industrial world of today as an elementary education was in the days of our grandfathers, notwithstanding the fact that only about one-seventh of those who attend elementary school enter high school. An unthinking people cannot successfully compete in the present scientific era with nations that are more and more stressing the values of scientific research, both as applied to industry and to social economy.

There is a body of opinion in our province which believes that the work of the University of British Columbia, for example, is costing more than it is worth, that in the majority of cases young men and young women who would, without university training, be content to carry on in the immediate environment in which they are situated, receive just sufficient smattering of information to wean them away from their original environment while not fitting them to enter into any other. According to this view either attendance should be cut down or there should be mass production in the universities, taking in boys and girls in raw state and turning them out men and women as a finished product, at once and immediately prepared and capable to turn their training into dollars and cents.

This argument is used, of course, not merely in respect of the

University of British Columbia, but of all universities in general, and one of the reasons for the misconception that exists with regard to the proper direction of university effort is a generally accepted view that the chief and proper function of a university is to fit our people with training which can be immediately capitalized into dollars and cents. The capitalization of information and knowledge into dollars and cents is only a part of the whole. Man's chief end should not be dollars and cents, but rather are dollars and cents a means to an end. It must be admitted, of course, that the high pressure of the economic atmosphere in which the world finds itself is a powerful factor, but this pressure can only lead to eventual explosion unless it is accompanied by the understanding and control which education alone can supply.

Education and Character Building

It is worth repeating that education is not merely the acquirement of information. The amount of information to be acquired through a course at a university is infinitessimal in relation to the sum total of facts. Education is a gradual process and consists in the building up of character and the training of the mind to think, and the youth who has passed through university, while often suggested as having finished his education, has really just begun it. He has been put in the way of that discipline and training of the mind to think which will enable him to better educate himself and meet problems confronting him in his life's vocation. In other words, university training merely furnishes the ground work for after life.

Those who argue against university training by reason of its high cost and the seeming lack of results in some instances, are carrying on a losing fight. They may as well bid our majestic trees wag their high tops and make no noise as seek to stem the tide of human desire for ever-widening knowledge. Why, then, engage in a futile struggle? Instead of trying to stem the tide of university education, why not study and improve its direction?

Another argument that is occasionally used against higher education is that the university frequently breeds unrest and turmoil and instances are cited of student bodies taking part in revolutionary activities. All I can say is that if we furnish the soil in which revolutionary activities may flourish, need we be surprised that they will take root? If the arguments against higher education are well founded, then people should be kept in ignorance. If men are to be kept in ignorance who is there competent to pass judgment as to the degree of ignorance in which men should be kept? Thus we at once find ourselves in an impossible position, and must be led to the inevitable conclusion that man's education must go on to the limitless.

I am far from saying that everyone should go through university; first, that is impossible, and secondly, I think it safe to say that the majority would profit more by occupying their time in other spheres. That the methods of determining those who should proceed in the higher branches of education could, however, be very greatly improved, is generally admitted.

Functions of a University

Just what is the proper function of university activity has been under discussion for generations. Not only has there been wide difference of opinion amongst people generally who have given it some consideration, but there has been much discussion and argument by eminent authorities associated and affiliated with university work.

The fact that eminent men connected with university work who have given it life study, differ as to methods which should be followed in university effort, is often used as an argument by many who view the matter superficially that a great deal of university work is a useless expense. I suggest that eminent educationists may disagree as to the manner and method of university functioning, but there is no disagreement amongst them as to the desirability of university training.

In British Columbia we have our own university. Instead of setting it aside as something apart from the people, it should be looked upon as the people's university. Within our reasonable means it should be given every scope and opportunity to function for the benefit of all our people.

The University of British Columbia is young as universities go, but within the time and means at its disposal has made a truly remarkable progress. That the university will require to meet changed conditions from time to time is self-evident, but I am firmly convinced that the interests of our people lie in rallying to the support of the university to the fullest possible extent, in order that its practical and cultural advantages may reach the fullest fruition.

There is no doubt that the world is becoming more widely educated.

Study of Public Questions

I believe that a larger percentage of our people are studying and thinking of public questions and the social and economic life of our people than ever before. At the moment we are in the betwixt and between stage, and it has been said that a little knowledge is a dangerous thing. Information and knowledge are valuable, but the mind must be trained to study and think in respect of them. When all men are able to think clearly, all men will be in a better position to apply their knowledge.

I believe that the more clearly one is able to think the more will

he respect the essential facts of life. We must all do service to each other, whatever our environments and situations may be. Today there is no such thing as menial labour, and the more one knows and understands the more he respects labour. Disrespect for the necessary functions of life is only a form of ignorance.

With so much doubt in the minds of educated and thinking men as to the course which should be pursued in various avenues of thought and endeavour, it is not surprising that innumerable people of lesser education are extremely impatient.

This applies particularly to youth who under present conditions finds himself in a position of doubtful future. With the world in turmoil as it is, it is not surprising that youth questions the wisdom of those who seek to control and advise him, and more and more it is becoming evident that ways and means must be found to profitably occupy the time and attention and the mental activities of the youth of our country.

We cannot turn back the hands of the clock of educational practice even if we would. Our youth will soon be the citizens who will rule our land. They will be matched against the youth of other lands and will of necessity have to meet them at all points. The educational pace is international. We cannot afford to lag behind and aspiring to lead with help us keep up in life's race.

During the depression our educational system has been working under severe handicap, yet I believe that our educational system has contributed in no small way to that mental stability and soundness of character which have enabled our people to preserve their sanity and their poise in what has too often appeared to be a distintegrating world.

Education and Unemployment

There is no doubt that the cost of education is a difficult factor, and it happens that at the time when the State is hardest pressed for money on account of unemployment there is more demand than ever for educational facilities.

With boys and girls coming into maturity with so little prospect of employment, parents feel that their children will be better occupied by continuing at school rather than roaming the streets, hence the demand for more educational facilities instead of less.

Then notwithstanding the depression the population continues to increase, and here, again, there is additional demand for educational facilities and the gravest possible injury would be inflicted upon the youth of our province if we were to prevent them from securing the advantages of an education. The depression has furnished abundant evidence that one of the great needs of the hour is recognition of cultural and spiritual values, and in this we must teach our people to profitably occupy leisure hours. Who could compute the amount of time that is dawdled away? Profitable occupation of time makes for contentment and happiness.

You men and women gathered here today occupy positions of special trust in the social, economic and moral life of our people, and you carry a tremendous responsibility. With constantly changing economic standards and ever-changing social complexities the task of the educationist is beset with innumerable problems.

The educationist occupies one of the most important fields of human endeavour. More and more is this becoming recognized by the people as a whole, as well as by the profession itself. The cost of education is making people think more of the whole problem, and the more thought that is given to the problem by the people at large the better will it be for the teaching profession. I believe, too, that the teaching profession itself recognizes the necessity of cultivating an understanding public. In this way not only will the status of the profession be improved but the public will more readily support from time to time necessary changes in standards in our educational work.

Higher Standards of Living

One feature of our educational system to which perhaps few people give consideration is the value of it not merely from a cultural standpoint, but from the standpoint of being the medium of circulating dollars and cents. Through education has come about higher standards of living. In the light of discovery and invention people are not prepared to live in the primitive fashion which existed within the memory of all of us, and which in outlying districts exists in some measure today.

Education is increasing not only the purchasing power, but the purchasing tastes and demands of the average citizen. It is doubtful if any other agency contributes more both to the producing and consuming power of our people than does our system of education.

Notwithstanding ever-increasing educational facilities and the wider dissemination of knowledge, we have been undergoing a very severe depression, and in the midst of plenty we have poverty and want. This is not a condemnation of education in itself. In a world rapidly increasing in population and with the vagaries of human nature such as they are, it is remarkable that we have got along as well as we have.

Spirit of Nationalism

A tendency rampant today which I think is much to be deprecated and to be viewed with great concern is the spirit of nationalism prevailing in the world. Each nation is trying to be more and more self-contained. Tariff barriers have been erected and a spirit of

"jingoism" prevails. Peoples of all nations, including the youth of all nations, should be taught to think internationally, and I can think of no more important movement that could be initiated and carried on continuously than an organized international effort which will instil in the minds of the youth of each land a feeling of respect and friendship for the youth of all other lands. If this is not done, it is as certain as we are here that there will be a physical clash far exceeding in devastation anything that has heretofore taken place. In this regard the educationist can render signal service.

I presume that during the course of your deliberations you will, in addition to theoretical considerations, be studying the daily problems confronting you with a view to the provision of practical remedies.

Many critics of our educational system insist that it is not practical enough. Yet when such subjects as Manual Training and Household Economics are added to the curriculum these practical subjects are frequently attacked as being "fads and frills."

I noticed that in the city of New York the other day there was an aldermanic investigation of activities of the Brain Trust which is conducting New York's educational programme for properly occupying the time of the unemployed in respect of "white collar workers." The particular subjects which were being taught and which were the subject of criticism were as follows: Profile maps of the islands of Malta and Gozo; the modern distribution of cranial shapes; models of old Roman fighting ships; the making of "boon doggles" (belts of woven rope, sleeping bags, or other gadgets that men and boys might put their hands to); the teaching of eurythmic dancing (defined as any kind of dancing); the study of semantics (the science of word meanings); the study of the distribution of fibulae (ancient safety pins); construction, validation and standardization of diagnostic tests in reading, arithmetic and spelling.

New Phases

The British Columbia Department of Education has recently launched out on two phases of practical education of a vital nature—and each has met with a most cordial reception. These are:

1. Adult and Extension Education—for the youth in National Defence Camps who are given, without charge, correspondence courses in elementary, high school and technical school subjects. Over fifteen hundred youths are taking these courses. In addition, approximately one thousand adults, not in camps, are being given instruction in vocational and semi-vocational subjects in various centres in the province.

2. Courses in Recreational and Physical Education were given this year in Vancouver, Victoria, New Westminster, Nanaimo, North Vancouver and West Vancouver to about two thousand young people chiefly between the ages of sixteen and thirty-five. These courses have met with unusual favour. They have greatly improved the physical condition as well as the morale of these youths—many of

whom had never learned the principles of healthful living. In fact, over 90 per cent of them had never had a satisfactory physical examination. Hundreds of requests and petitions for the continuance and extension of these courses have been received from many centres in the province, and the grant for this work was increased at the last session of the Legislature.

The educational problem in British Columbia is a particularly difficult one, in that our people are scattered over a so wide territory which adds to the number of schools and greatly increases costs. In view of the fact that not more than 20 per cent of our students proceed beyond the elementary schools, it will at once be seen how heavy is the responsibility of our instructors in the training and guidance of our children in their most receptive period. It should be our earnest endeavour to maintain the teaching profession in our elementary schools upon a high plane.

Educational Survey

You will recall that an educational survey has been carried out during the past year, and tribute should be paid to those who gave unselfishly of their time and attention. An immense amount of work was carried out by the Technical Adviser, and it is the intention of the Government to pursue this work this year in order to bring plans to a conclusion.

This work will include:

1. The examination and analysis of the financial statements of all School Boards by classes of school districts.

2. The determination of the Educational Areas in which the province is to be divided in the reconstruction scheme.

3. Determining the administrative routines, administrative schemes and supervisory principles for the educational areas.

4. The rationalizing of the salary scales throughout the province.

5. A study of the capital expenditures for school purposes necessary in the next few years.

6. A study of the effect of a uniform school rate and assessment adjustments so that the burden may be fairly imposed.

7. The establishment of a uniform system of school accounting to render a functional analysis of expenditure so that these may be better regulated and controlled.

8. The reorganization of the teacher-training system with definite plans for the improvement of teachers in service.

9. The revision of the curriculum to make it better adapted to the present-day needs of British Columbia and to remove waste through the elimination of overlapping due to lack of co-ordination and proper articulation.

10. The completion of a scientific study of the examination system already commenced with a view to the improvement of the system.

11. The initiation of a series of economies recommended in the report of the Technical Adviser.

12. A study of the District Municipality School Districts similar to the one made of the Rural School Districts.

It will thus be seen that there is a considerable programme ahead for the year.

"You will observe that my observations have been confined to our educational system as such, but there are other forms of education which are of the greatest possible assistance and benefit to the people at large.

There is the aiding in the care of the mentally and bodily sick, taking care of unfortunate children and helping the blind to rise above their disabilities. This work offers an all-important and difficult field, and I do not need more than to mention it to stimulate the imagination.

Then educational work requires to be carried on in respect of the development of our natural resources—forestry practice, mining, farming, fishing—in fact, there is no line of endeavour that does not involve educational processes.

The "Apprenticeship Act" recently placed upon the Statute Books of the province should be the means of training many of our young people to become expert in various avenues of endeavour, and thus enable them to hold their own against men trained under more favourable conditions in other countries.

I think that we in British Columbia are especially fortunate in the variety and extent of our natural resources: minerals in our mountains; timber in the hills; fertility in the soil; fish in the sea; game in abundance; lake, river and mountain scenery unsurpassed in the world; variety and salubrity of climate; strategic position for rail and water transportation—in fact, Nature could hardly have been more generous to us. As guardians of these great riches we must use them to the advantage of our people, and I doubt if greater responsibility rests upon any portion of our people than the profession which you represent here today.

May I extend to you best wishes in your labours and health and happiness to each of you personally!

THE
Grand Old Man of Czecho-Slovakia

(*By* PROFESSOR F. H. SOWARD, *Department of History, University of British Columbia*)

(*A Radio Address over the Canadian National Network, Thursday, December 6, 1934*)

THIRTY years ago an American student of political science published a book entitled "The Irresistible Movement Towards Democracy." No one laughed at the title or questioned the assumption. Everywhere it was taken for granted that democratic government was the logical type which every country sooner or later would adopt. In 1917, on the entry of the United States into the World War, President Wilson made a famous speech in which he declared that the world must be made safe for democracy and his sentiments were applauded to the skies. Today it has become fashionable to sneer at the blunders of democracy and to prophesy almost gleefully its imminent collapse. Three great European nations—Russia, Germany and Italy—have renounced democracy and all its works, while of the ten small states of Central and Northern Europe that emerged from the chaos of the World War only one has not experienced a real or a semi-dictatorship. That country is Czecho-Slovakia and the triumph of the democratic ideal there is largely due to the vision and leadership of Thomas Carrigue Masaryk. At the age of 84 this Grand Old Man has been elected for the fourth time to the presidency of his country and retains undiminished the ideals of his youth. As he told the Czech dramatist, Karel Capek, who has recently published a charming book, "President Masaryk Tells His Story," "I may say that office confirms and completes everything that I have believed and that I have not needed to change one item of my faith in humanity and democracy in the search for truth nor in the supreme moral and religious command to love men."

The career of Thomas Masaryk is a living proof of the possibility of wise leadership emerging from the ranks of humble and meek. He was born in 1850 on the Hapsburg estates in Slovakia. His father was a serf and a coachman whose heart was never in his work because of the bitterness of servitude. As his son said, "he doffed his hat to his masters but had no affection for them." His mother was a cook of Czech descent, so that the first President of Czecho-Slovakia was to be an admirable symbol of the union of two peoples derived from the same Slav stock but differing in dialect like a Lancashire mill-hand and Cockney clerk. The boy's mother was determined not to have him become a drudge like his parents and saw to it that he attended school even though it required special permission before he could go on to a secondary one. At 14 his father apprenticed him to a Viennese locksmith but after three weeks' unhappiness the boy ran home to his native village. There he was apprenticed to a neighbour-

ing blacksmith and but for the shocked distress of the schoolmaster at seeing his best pupil dropping his studies so early in life, he might have been one of those village Hampdens of whom the poet has sung. Through his efforts Masaryk was sent to a school in the neighbouring town of Bruno, where he became conscious for the first time of his Czech heritage and of the patronising attitude of the German students. In the next 17 years he studied in Vienna and Leipzig, winning his Ph.D. by a study of Plato and attracting considerable attention by a pioneer sociological study of Suicide as a phenomenon of Western civilisation. While a struggling student in Vienna supporting himself by tutoring, he met a young American girl, Alice Garrigue, whom he married in 1878 after a journey to America to gain the father's consent. She encouraged his already wide reading of English and American authors while entering fully into his love and pity for his own people who had been for two and a half centuries under the yoke of the Hapsburgs. Before the fatal battle of White Mountain the Kingdom of Bohemia had been of considerable importance in Europe and to this day the Prince of Wales bears on his crest the three ostrich feathers of the blind King of Bohemia who fought with the French at Cecy against the Black Prince. In 1882 the young scholar was called to the University of Prague as Professor of Philosophy and in the ensuing 30 years won a unique place among his countrymen. From the beginning he refused to support the ignorant and narrow nationalism based upon emotion that too often passed for Czech patriotism. "What is needed," he declared, "is an inner renovation without which there is no meaning in political liberty, what is needed is an active love for one's neighbours without which there is no true patriotism, what is needed is to establish public life upon the basis of morality and truth." True to his convictions, shortly after his appointment he enraged the nationalists by proving as forgeries some manuscripts that had been highly cherished by the Czechs as evidence of the early literary achievements. On another occasion, in 1899, he successfully defended almost single-handed a Jewish pedlar against a charge of ritual murder when racial prejudice was in flames. This chivalrous gesture the Jews did not forget and they helped to smooth his path during the World War. Ten years later he was championing the cause of a group of South Slavs who were being tried for treason by the Austrian government and did not hesitate to charge high Viennese officials with forgery of documents. The fame of the scholar began to grow and on two occasions he was invited to lecture in American colleges. Twice he visited Russia and came in touch with Tolstoy. His book, "The Spirit of Russia," published in 1913, was a scholarly achievement which still remains a standard introduction to Russian thought in the nineteenth century. Though a member of Parliament since 1907, Professor Masaryk successfully avoided the arts of the demagogue and a German journalist described him in 1909 as "the lonely Slovak of Prague, to some a mixture of Tolstoy and Walt Whitman, to others again a heretic, to others an ascetic, to all an enthusiast." His years of contact with Vienna had convinced Masaryk of the moral and physical degeneracy of the Hapsburg dynasty and he laboured to elevate his people's condition

so that they might be worthy of self-government if ever the opportunity presented itself.

The World War presented that opportunity and in the crash of conflict Masaryk felt like his great forerunner, Commenius, "I, too, believe before God that, when the storm of wrath has passed, to thee shall return the rule over thine own things O Czech people." The sight of young Czechs being marched off to fight for a cause in which they did not believe and against a Russian people whom they regarded as brothers both angered and saddened the scholar. Of these bewildered recruits an Austrian general said in amazement, "They join the colours like lambs, they fight like lions and when we lose they are as happy as sand-boys." This tragic dilemma made Masaryk feel as he has told us, "Since you are a member of Parliament go and do something." So at 64 the philosopher became conspirator in a struggle which caused his own fight and sentence of death while in exile, his daughter's imprisonment and his wife's illness.

Until December, 1914, he managed to stay in the country while communicating with friends like Wickham Steed on The Times and arranging for the Russians to welcome deserters from Czech regiments in the trenches opposite them. Twice he visited Holland to inform English scholars like Seton-Watson of the internal condition of Austria-Hungary and to urge them not to overlook the actions of the Hapsburg state in their death grapple with the Hohenzollern Empire. The authorities became suspicious and, in the nick of time, he escaped across the frontier into Italy with his youngest daughter. Through the adroitness of a brother professor, Edward Benesh, he maintained contact with Prague until the early fall of 1915 when Benesh had to leave as well. But a strong secret society, the Maffia, continued the good work, providing them with valuable information for the Allies and receiving in return encouraging news of Allied policy. On the 500th anniversary of the burning of Hohn Huss, the famous Czech forerunner of the Reformation, Masaryk proclaimed in Geneva the undying determination of the Czech people to win their independence. A Czech National Council was formed abroad and remittances came from America to finance its work. Benesh in Paris, Masaryk in London, and Stefanik, a young astronomer and aviator in Rome and Russia, set to work to convert the Allies to the justice of their cause. It seemed a hopeless struggle for a philosopher, a sociologist and an astronomer to pit their puny resources against an empire of 50,000,000 but they never faltered in their efforts.

The first great success was the invitation to Professor Masaryk to join the staff of the University of London and there he delivered in October, 1915, his inaugural lecture, which was entitled, "The Problem of Small States in the European Crisis." The fact that Mr. Asquith, the Prime Minister, agreed to act as chairman and, when illness prevented, sent Lord Robert Cecil, gave him an entré to important circles and checked the tendency of the London police to regard every Austrian subject as an alien enemy. In February, 1916, Briand received Masaryk and was so impressed by his arguments

that the Czechs were able to organize as one legion for service in the French army. Briand, again under the prodding of Benesh, included in the statement of Allied war aims issued in January, 1917, a clause for "the liberation of the Italians as also of the Slavs, Rumanians and Czecho-Slovaks from foreign domination." It so embarrassed Masaryk that a committee of Czech parliamentarians in Prague facing imprisonment and death, disavowed any desire for independence but he was able to convince the Allies of their different situation. In May, 1917, Professor Masaryk decided to go to Russia to reorganize the thousands of Czechs there into a separate army which should be transported to the French front. His efforts brought him into the thick of the Bolshevist revolutions in Moscow and Kiev and it was not until March, 1918, that he departed by way of the Trans-Siberia Railway, leaving behind him an army of 50,000 which finally won their way through to Vladivostok, in what Lloyd George described as one of the greatest epics in history. Washington was the next center of interest for the tireless conspirator, and en route Masaryk stopped in Chicago, the second largest Czech city in the world. There he was given a great reception by his countrymen. Powerful friends made easier his access to President Wilson. Until that time President Wilson had not explicitly advocated Czech independence, his famous Fourteen Points only contained a reference to offering the subject peoples of Austria-Hungary "the freest opportunity for autonomous development." The philosopher's breadth of vision and grasp of principle appealed to the other ex-college professor and, in September, Wilson formally recognized the Czech National Council as the provisional government of Czecho-Slovakia, thus falling in line with the French and English, who had moved a little more quickly. On October 14th the Council organised as a Government with Masaryk as President and Prime Minister, Benesh as Foreign Secretary, a post he has held ever since, and Stefanik as Minister of War. Two weeks later, as the Hapsburg Monarchy was collapsing in ruins, the Czechs in Prague proclaimed their independence in a bloodless revolution. On December 21st the exile returned in triumph as first President of the Republic of Czecho-Slovakia.

It was a ruined country that greeted him—no bread, no railroad service, not even a regular postal system. But the Czechs have been well called the Yorkshire men of Europe and grimly and doggedly this nation of 14,000,000 set to work. Of its population, over 3,750,000 were Germans and Magyars who resented the rule of their former subject and were hopeful of failure. By degrees the majority of the Germans were reconciled to their position and in 1926 German deputies entered the Coalition Cabinet, where they still remain. The triumph of Hitler and the persistent rumours of the return of the Hapsburgs have caused new anxieties at the close of President Masaryk's life, but the old man remains calm and untroubled, urging his countrymen to remember that "in the development of the school lies the development of democracy, that democracy is not alone a form of state but a philosophy of life and an outlook upon the world" and advising them, "If you love your country don't talk about it but do something worth while. That is all that matters." So long as the

favor with our associates. Not only does education depend upon this, but every form of advertising and every practice of deception. From the wise guidance of the teacher to the cozenage of the charlatan, there can be seen through countless degrees and in a thousand aspects the manifestations of this inevitable principle. Thus the establishment of a belief is not commonly the final stage of a logical process, but results from influences brought to bear upon us by our social environment.

There is no mystery about the way in which suggestion operates. Only three factors are involved: my respect for the source, my system of knowledge, and my mood of the moment. It follows, therefore, that if the prestige of my mentor be great, if my knowledge of the subject be small, and if I am not feeling unduly argumentative, I shall accept the suggestion and tend thereafter to act upon it. Consider the relation between teacher and child, between doctor and patient —or, for that matter, between sophisticated swindler and dupe—and the process becomes self-evident.

Were all suggestions good, there would be need of nothing but gratitude towards a kindly and protective Providence, but unfortunately our way is not made so easy as that. In our contacts with all sorts and conditions of people, with bigots and wise men and schemers and fools, it is unavoidable that we should be exposed to suggestions of many kinds, and that we should acquire beliefs of every variety. Much of inestimable value we receive of course, but we also become imbued with the prejudices and superstitions characteristic of our race and period—to say nothing of the mental idiosyncrasies of our immediate fellows. For emotionalized ideas are just as contagious as bacterial diseases.

But the matter does not end there. Since my beliefs are the foundation of my subsequent thinking, and since many of them are derived without analysis at second or third hand, how am I to be sure of any of my conclusions? From a single illusory premise I may develop a whole system of logical thought, flawless save in its most essential element; I may formulate a well-reasoned philosophy of action or a personal attitude to religion whose only blemish—save the mark!—is its falsity from beginning to end. Further, and this is perhaps the worst feature of all, the more irrational my belief, the more vehemently do I marshal every resource of my mind to its defence.

Illustrations are everywhere about us and within us, particularly in the fields of politics, religion, and nationalism, though it is not

Czechs can produce leaders like Thomas Masaryk the future of their country is assured. The historian of tomorrow may well hail him as one of the most creative statesmen of our time and apply to him the noble words of Motley regarding William of Orange: "As long as he lived he was the guiding star of a brave nation and when he died the little children cried in the streets."

Ramblings of Paidagogos

STRAIGHT THINKING

IT is become a commonplace nowadays to say that man is not fundamentally a rational creature, that the basis of most so-called thinking is emotional. And this is to be expected, for the one bond common to all life is feeling with its accompanying drive to action; and the brain—where there is a brain—is an organ whose function it is to select such modes of activity as are best adapted to bodily needs. That man is so successful in this direction is due to the fineness and complexity of his neural structure, and particularly of that part of it known as the cerebral cortex.

Naturally, society, by the exercise of its countless pressures, converts the crude fabric of bodily needs into a communal pattern, so that the socialized brain is largely occupied with the adjustment of activity to social ends. And it is here that education does its work; for education is ceaslessly concerned with that process of modification through which primary or individual satisfactions give place to satisfactions of a secondary or social type, and through which the man merges into the citizen.

But the process is never complete, never more than an approximation. Everlastingly in life, situations arise in which no authoritative demarcation between individual needs and social obligations has been made; over and over agan our native impulses break through the hard-wrought barriers of our training. Every day we have a dozen evidences of the fact that the brain is still to an extraordinary extent the servile tool of primitive urges, and that much of our supposed reasoning is a mere exercise in justification of a course already chosen. "Wishful thinking," "projection," and their numerous relatives can find a comfortable home with all of us.

There is, however, another and a deeper source of faulty cerebration—irrational belief—and it is to this that I should like to pay my brief respects.

Of all the means used by society towards the civilizing of the individual, none is more powerful and pervasive than suggestion. We are pre-eminently suggestible beings. Our behavior is defined and our ideas are moulded by the behavior and ideas that find greatest

unlikely that in our professional character we have assimilated a full share of emotional convictions. The way of progress in both science and the arts is strewn with the bleaching bones of incorrigible ideas, and there is not particular reason that the way of education should be different. Aberrant beliefs established in me as a child are doubtless contributing their quota to the educational thinking of my manhood: the notions that I question least are probably the source of my most erroneous conclusions.

There is, of course, no final cure for this universal infirmity of the intellect, no counsel of perfection. But there are a few practical measures that have been proved to be of value, and with these I shall close.

1. Interrogate the obvious. The more axiomatic a truth appears to be, the more closely it should be scrutinized.

2. Be peculiarly suspicious of those beliefs which you defend with the greatest heat.

3. Trace back every important belief to its beginnings; find out exactly how it came to be yours.

4. Examine each belief in the cold light of reason, acquainting yourself fully with both sides of the case and withholding judgment till every relevant factor has been appraised.

5. Permit your beliefs to intermingle freely with one another, so that by abrasion they may modify one another and produce a unity of the mind. Insulated and disharmonious mental systems are destructive of consistency and of intellectual integrity. In the perfectly rational individual, every idea has a traceable relationship with every other idea.

6. Read widely, listen discriminatingly, observe keenly — and believe slowly.

A good education is generally considered as reflecting no small credit on its possessor; but in the majority of cases it reflects credit on the wise solicitude of his parents or guardians, rather than on himself.—J. C. Morrison, *Gibbon*.

History of Inter-High School Sports

(*By* H. NORTHROP, *Secretary, Vancouver and District Inter-High School Athletic Association*)

I SHOULD first like to express the thanks of the Inter-High School Athletic Association for the interest of the British Columbia Teachers' Federation in making possible the broadcast this evening.

On May 23rd, if the experience of recent years, and the pitch of enthusiasm already manifested this year by the students, are good indications, approximately 7000 boys, girls and grown-ups will witness the Twenty-fourth Annual Sports Day of the Inter-High School Athletic Association.

When asked by the committee to broadcast this evening, it struck me that, in addition to telling you something about the present meet, I might, with the assistance of the archives in our possession, give a brief idea of the origin and early history of High School Sports Day.

There are very few listeners-in who will recall the first high school in Vancouver and fourth in British Columbia, which was established in a room of the old Central School and began life with 31 students, in the year of our Lord, 1890. Between 1903 and 1905 the Vancouver College, as it was called, thrived in new quarters, the red brick building, now attached to the School Board Offices on Dunsmuir Street. It was during this period, in the year 1903, that the first Sports Day was held. Mr. Thomas Pattison, recently made a life-member of the Executive of our Association, had joined the High School staff in 1902, and he assisted President E. K. DeBeck of the Vancouver College Athletic Association to organize the meet, which was in competition with Columbian College, New Westminster. The late Mr. J. H. Senkler was the Starter, E. K. DeBeck was the Senior champion, and Bob Murray the Junior champion.

When the new High School building in Fairview, now known as the King Edward High School, was built and occupied in 1905, the student body was large enough to stage its own competition, and Friday, April 28th, 1905, saw the first "simon pure" High School Sports Day. Quoting the News Advertiser of that time, "To Messrs. E. O'Callaghan and T. Pattison belong the credit of making the meet such a successful one as it proved to be"; and again, "The Collegians were a happy lot and their countenances were beaming with smiles throughout the afternoon as they thought of how in after years they would look back to the days of the good old college athletic meets at the 'Point'." On this great day Ernie Murray was Senior champion and winner of 7 events. It would be a phenomenon indeed who could prevail against today's competition to that extent. Compare these times with the existing records on our programme of this year: Murray won the 100 yards in 11 seconds, the 220 yards in 25 4/5, the

Hurdles in 19 2/5, the High Jump at 5 feet, and the Long (or Broad) Jump at 18 feet 3 inches. Billie Ellis was Junior champion of the same day and winner of two events. The programme contained 21 events, with no events for girls at all. This interesting archive is in my hand as I speak and on the back of it I read the following names of officials:

Starter: E. O'Callaghan.

Judges: J. H. Senkler, G. E. Robinson, W. P. Argue, S. W. Mathews.

Clerk of Course: T. Pattison.

Time Keepers: J. J. Trorey, C. W. Murray.

Listeners with a bent for arithmetic will have been taking this date, 1905, from the present year, 1935, making it 30 years, and wondering why we call it the Twenty-fourth Annual Sports Day. The answer is that Britannia High School girded up its loins and went forth to do battle with Vancouver College athletes in the year 1912. Thus the Annual Sports Day became "Inter-High School." The next two to join, in 1913, were South Vancouver, under Principal J. T. E. Palmer, who still turns out wonderful girl athletes, and North Vancouver.

The years have rolled on and we, the Vancouver and District Inter-High School Athletic Association, historical successors, since 1923, of the Vancouver College Association of 1905, with its four or five hundred students, conduct high school athletics, including the Sports Day, between 18 schools, from Vancouver, North Vancouver, West Vancouver, Burnaby, New Westminster and University Townsite, possessing a total enrolment of approximately 10,000.

To these students each school gives the opportunity of obtaining training and instruction through volunteer teacher coaches, who go out and use their own time for the love of sport and a high sense of duty towards the younger generation. Each school then sends its best to take part in 6 days of Preliminary Events under the Association. Last week, from 3:30 to 6 p.m., the oval at Hastings Park has been echoing every night to the pistol shots of the Starter and the shouts of the school supporters who could manage to get out there. Fifty teacher officials from all over the Lower Mainland have been co-operating in a system which frank criticism has improved every year and incidentally old acquaintances of students and teachers have been renewed in the annual get-together, which, of all events in the school year, the Sports Day promotes.

At this point I should like to thank the gentlemen of the press and other kind commentators who have complimented us upon a meet which runs "by the clock"; but after all, with so many intelligent teachers working upon it for twenty-four years, it would be no compliment to their intelligence if it did not "run by the clock."

The actual number of entries received, exclusive of relays, in 1934, was over 800, and this year 672 entered by 363 actual competitors. The drop in entries this year is accounted for by the rather awkward

position of the Easter holidays for training purposes and also by the unavoidable interference of the Vancouver Physical Education Display. Out of these entries, the eliminations of last week have left only 200 places occupied by a total of 114 persons. In addition to individual entries 66 school relay entries are narrowed down to 28 who will compete on the 23rd. It will be seen that the physical educational benefit involved is stupendous, and, in addition, the spectacle of the picked athletes in competition on the actual day brings together the bulk of the student body of the Lower Mainland to witness and share in a sport which brings out the finest qualities in boy and girl. No one who has not witnessed an Annual Sports Day can begin to appreciate the intense enthusiasm of the boys and girls in the stand, who are seated in units, each decorated with the school colors, or understand the unselfish spirit of the competitors who hope to carry those school colors to victory, but who, nevertheless, smile at and joke with one another in real friendliness. This is the spirit that our Association desires to foster. All too often the spirit of "win at any price" creeps into sport and utterly destroys its value.

As regards the forthcoming competition, it promises to be a close one between at least three schools for the major honors of the day. On the showing of final individual places secured during the Preliminary Events, Magee heads the list with 34 places, followed by Britannia with 33, and John Oliver with 26. Other schools with a chance for high rank are Kitsilano, Lord Byng, King Edward and South Burnaby. North Vancouver has achieved the largest number of places in relays, being represented in no less than six of the seven relays contested this year; John Oliver follows with five places, while Fairview Commerce and Lord Byng each have four. First in a relay counts the school 8 points against a score of 5 for first in any other event, which accounts for their importance in a point summary. Magee is undoubtedly favorite with so many individual places and 3 relays to boot, but a great deal depends on individuals. Howie McPhee and Tom Williams of Lord Byng, Alec Lukas and Margaret Bell of Britannia, Marshall Liman and Miss Lawrance of Magee, and Miss Cochrane of John Oliver have proved their worth in any company in the past two or three years.

The Association is grateful for the recognition of its work implied in the consent of the various School Boards to give the boys and girls a holiday on Sports Day. Not only is it very difficult for students and teachers to attend the meet unless the whole day is at their disposal, but it is also essential for competitors to rest before their strenuous exertions of the afternoon. The Association also gratefully acknowledges the kindly and helpful interest of Dr. S. J. Willis, Superintendent of Education, as well as that of other friends too numerous to mention.

We are proud of our distinguished athletes of past and present, who started on their road to fame under our auspices. We are proud to number at least three of Canada's best on our rolls at the present moment, but the real reward of effort and the real thrill you will get, good listener-in, if you are with us at Hastings Park on Thursday

next, is the good, clean sport of it, the realization of physical and mental fitness for the race of life amongst so many hundreds of our youth. Which is more real—the petty squabbles of the political arena, the business worries of the moment, or Sports Day, dedicated to the rising generation.

RURAL SCHOOL DEPARTMENT

"God made the country; man made the town."

UNFINISHED BUSINESS

THERE has been some delay in the marking of the standard tests owing to the lack of scoring instructions, and perhaps a few words here will help to clear up the difficulty. The papers are all for 20 minutes. The scores for papers 1-5 are the number right, and in the problem papers, those papers which have a number of parts should receive fractional values to the nearest whole mark. The Department wishes just the scores made on each paper, as follows:

Paper I, Grade 3: 36—1, 35—0, 34—2, 33—0, 32—0, 31—2, etc.

The department hopes to have two Arithmetic sets next year—to be released in October and April, respectively—and probably two parallel sets in language and grammar. These will necessarily be objective and much of the work of preparation has already been promised by rural teachers. However, if you feel that you have time to help, please let us know; "many hands, etc." Application forms for the Arithmetic papers continue to come in and, as yet, few scores have been received. This makes the presentation of a useful norm in this issue practically impossible and final results will have to be held for the September number. We hope to make that number one of special value to those teachers who are in new or their first schools. A practical article on time-table construction with suggested plans for the small rural school has been promised—the work of a teacher of considerable experience—and similar articles on other rural problems will follow. In September especially, the personal tips and advice of the veterans will be most appreciated by the beginners. So if you feel that you have learned some things which would have saved you time and trouble had you known them when you started to teach, send in your advice to the Rural Department this month, that our September number may be a useful and timely adviser at the elbows of those who then take over their first and most important job.

In closing this last article of 1934-35, your editor thanks you for your appreciations of his most amateur efforts at editing and for your co-operation in making this department something of real value to the rural teacher. From those whose help and suggestions have not received a personal reply he can only beg forgiveness on the plea of a job with a minimum of spare time for correspondence. To all of you —a refreshing holiday!

RURAL HIGH SCHOOL SECTION

AT the recent Annual Convention a Rural High School Teachers' sub-section of the Secondary School Teachers' Association was organized. The general expression of opinion among rural high school teachers was strongly in support of this step. That there are special problems peculiar to rural high schools is obvious and it is equally obvious that these problems can receive the necessary attention at the Annual Convention only through the medium of a rural high school section. As has been pointed out in connection with other organizations within the Federation the best service of the Rural Section can only be achieved through the fullest co-operation of those associated in the section. It is hoped to make the section of practical value to the teacher in dealing with individual problems. The section will be active also in the broader phases of education common to all rural high schools. The officers would welcome communications from rural high school teachers on the work of the section or on any matter within the jurisdiction of the section.

The officers of the section for the year are: Chairman, Mr. J. M. Thomas, Cobble Hill; Secretary, Mr. F. E. Wilkinson, Chemainus.

Highlights of May News

BRITISH Columbia relief camp strikers, after spending nearly two months in Vancouver, while civic, provincial and federal authorities exchanged abusive remarks about their respective responsibilities, have decided to invade Ottawa and renew the war on the Eastern front.

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A strike of two thousand longshoremen in Montreal on May 1 for better working conditions ended three days later in a complete victory for the strikers.

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Hon. W. A. Gordon, Minister of Labor, A. R. Goldie of the Canadian Manufacturers' Association, and P. M. Draper, Secretary of the Trades and Labor Congress of Canada, were appointed the Canadian delegation to the International Labor Conference to meet in Geneva, June 4th.

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Premier Pattullo launched two attacks on the Federal Government during the month, one demanding that "tariff discrimination against British Columbia" be removed, the other a threat of court action to limit the Dominion's jurisdiction in the matter of farm loans.

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Announcement was made on May 10 of the Japanese Govern-

ment's intention to apply the trade protection laws to Canada. The Canadian Government is understood to be trying to reach some more satisfactory arrangement.

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In a single day, on May 15, a Canadian Government domestic loan of $60,000,000 was considerably oversubscribed.

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Edward Johnson, Canadian tenor, was appointed general manager of the Metropolitan Opera on May 15.

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Canada had made no commitments in London as regards foreign policy and defence, nor had Britain tried to influence her in either, said Hon. R. B. Bennett when he arrived in Quebec on May 17.

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Vancouver School Board on May 28 won its arbitration case with the City Council for the full budget for the current year.

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A survey of British Columbia's timber resources under direction of Chief Forester P. Z. Caverhill indicates the province's t[illegible] and is sustaining itself on a perpetual basis at present rates of [illegible]tio[illegible] and waste.

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Great Britain began on May 23 recruiting 2500 pilots and 20,000 enlisted men for an increased air force in keeping with the Government's declared policy of full air equality with Germany.

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Premier Hertzog of South Africa was quoted on May 8 as favoring giving the republic of Liberia to Germany as a mandate under the League of Nations.

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While the United States will not act singly to peg the dollar, "Washington will not be an obstacle" to international currency stabilization, said Secretary of the Treasury Morgenthau on May 13. On May 16 Chancellor of the Exchequer Neville Chamberlain announced with equal caution that the British Government was "watching" the currency situation to see whether the time had come for some move toward world stabilization.

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The Senate on May 23 failed to give the necessary two-thirds majority required to override the President's veto on the Patman Bill which would have paid a bonus of $2,201,934,000 to American veterans in the form of new ("inflated") currency.

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The New Deal received on May 27 two blows which may prove fatal. The Supreme Court declared unconstitutional the entire system of N.R.A. codes and the act giving a five-year moratorium on farm mortgages.

Marshal Pilsudski died in Warsaw on May 12 on the ninth anniversary of his accession to power as dictator of Poland. On the 20th the virtual dictatorship conferred upon President Moscicki by a new constitution was formally recognized by the resignation of the cabinet, whom the President immediately reinstated.

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Eleutherios Venizelos, veteran Greek statesman, and General Plastiros, his fellow exile, were sentenced to death by a military court martial on May 6.

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A clash occurred in Paris on May 19 between 40,000 French Fascists of the Croix de Feu and Left extremists.

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In Belgium on May 23, 15,000 coal miners were on strike against "famine wages," with thousands more likely to join a general walkout. Police had started to use tear bombs.

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Germany on May 6 agreed to accept arbitration of difficulties arising out of the alleged kidnapping of a German anti-Nazi journalist out of Switzerland.

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Chancellor Hitler outlined a 13-point foreign policy on May 21 declaring Germany's willingness to enter into any collective security system if she gets treaty revision and to sign any non-intervention treaty if non-intervention is defined. Stanley Baldwin on May 27 gave an affirmative reply to Hitler's proposal to supplement the Locarno treaty with an air pact.

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Italy on May 15 informed the United States she may send a warship to Santa Domingo to seek a satisfactory settlement of the arrest of the Italian consul on charges of conspiracy against the life of the president and evasion of taxes.

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The League's attempts to halt the development of war in Ethiopia appeared to meet with success on May 24 when Mussolini agreed to accept arbitration of the dispute and the League Council, hastily summoned, drafted proposed terms. On May 28, however, the proposals were rejected, which seemed to threaten a new crisis in the life of the League.

—J. E. G.

Books are the legacies that a great genius leaves to mankind, which are delivered down from generation to generation, as presents to the posterity of those who are yet unborn.—Addison, *The Spectator*.

The conscious utterance of thought by speech or action, to any end, is art.—Emerson, *Society and Solitude: Art.*

(Continued from page 1)

H. W. Creelman, Esquimalt.
T. R. Hall, School Inspector, Kelowna.
H. H. MacKenzie, School Inspector, Vancouver.
C. B. Wood, Teacher Training, University of British Columbia.
Miss L. G. Bollert, Normal School, Vancouver.
Dr. H. R. Anderson, Normal School, Victoria.

The General Committee for Revision of Junior High, Grades 7 to 9, and for Senior High, Grades 10 to 12, are in process of formation.

The work of the General Committee for Revision of Grades 1 to 6 is so far advanced that the various subject committees will shortly be formed to deal with the course of study for the separate subjects.

The University of British Columbia

SUMMER SESSION

JULY 3 to AUGUST 17, 1935

JULY 3 to AUGUST 17, 1935

Courses and Instructors:

Biology 1(a)	Dr. F. Dickson.
Biology 1(b)	Dr. A. H. Hutchinson.
	Mr. John Davidson.
Chemistry 1	Dr. M. J. Marshall.
	Dr. William Ure.
Economics 4	Dr. T. H. Boggs (Leland Stanford)
Sociology 1	Dr. C. W. Topping.
Education 2	Dr. Peter Sandiford (Toronto).
Education 3	Mr. W. G. Black.
English 2	Dr. W. L. MacDonald.
	Mr. Hunter Lewis.
English 16	Mr. Ira Dilworth.
English 17	Dr. W. L. MacDonald.
	Mr. J. F. Macdonald (Toronto).
English 19	Mr. J. F. Macdonald.
	Mr. Hunter Lewis.
French 1	Dr. Wessie Tipping.
French 2	Dr. D. C. Evans.
French 3(a)	Dr. A. F. B. Clark.
German 1	Dr. Joyce Hallamore.
History 2	Dr. H. A. Innis (Toronto).
History 12	Mr. F. H. Soward.
Latin 1(b), 2(b)	Mr. Lemuel Robertson.
Mathematics 1(a), 2(a)	Mr. E. E. Jordan.
Mathematics 1(b), 1(c), 2(b)	Mr. F. J. Brand.
Philosophy 6	Dr. J. M. MacEachran (Alberta).
Philosophy 8	Dr. H. T. J. Coleman.
Physics 1 and 2	Dr. A. E. Hennings.

A minimum registration of 12 students is required, except in Biology 1(b) and French 3(a).

Candidates desiring any course, either those listed above or others, should communicate with the Registrar as early as possible.

PRESIDENT - - - L. S. KLINCK
DEAN - - - - DANIEL BUCHANAN
DIRECTOR - - - LEMUEL ROBERTSON
REGISTRAR - - STANLEY W. MATHEWS