

# THE B. C. TEACHER

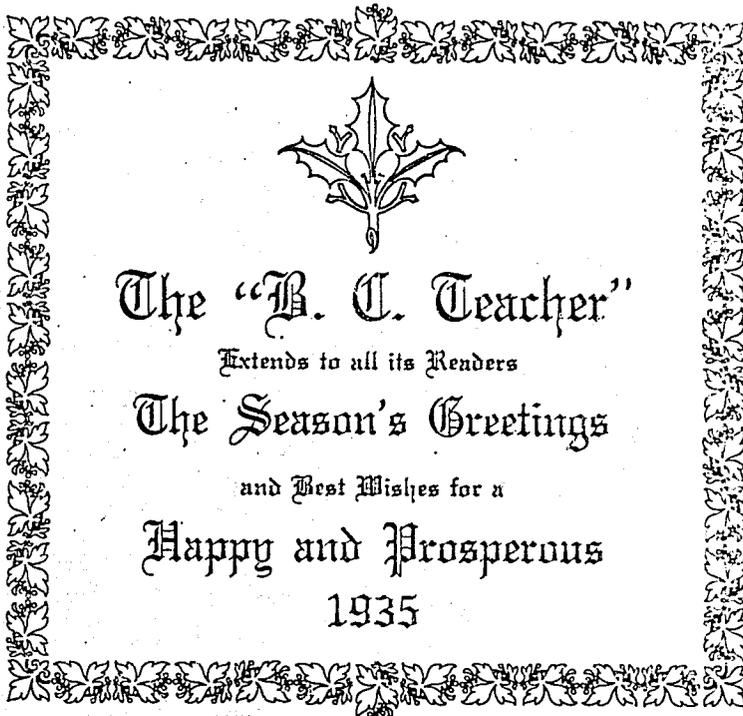
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## EDITORIAL



DECEMBER, 1934

Page One

## HONOUR FOR DR. ROY SANDERSON

WE have been asked by the Officers of the Provincial High School Teachers' Section to announce that the election just completed for the High School Teachers' representative on the Senate of the University of British Columbia has resulted in the choice of Dr. J. Roy Sanderson, Principal of King Edward High School, Vancouver, for this important position. His term of office will be for the next three years.



We extend hearty congratulations to Dr. Sanderson, and we are confident that by reason of his wide practical experience and his well known progressive views on education he will prove an admirable representative, and will render good service on behalf of his colleagues, who have so signally honoured him.

## RURAL SCHOOL DEPARTMENT

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

THIS department is for rural teachers, and particularly for those who are teaching their first years—fresh from training, with many excellent theories and little practical information for particular problems. Your editor hopes to do something to supply the latter deficiency—to provide standards of achievement and a simple foundation upon which the noble edifice of sound and scientific education may be built.

So much for our aim: but the tests and outlines cannot be produced from a hat, and here is where the department wants your assistance. The subject on which we intend to start is Arithmetic. If you are teaching in a small, one to three-room school, send your Christmas Arithmetic papers from Grades 3 to 8, inclusive, and the marks made by your pupils, in to the Rural Department, B.C. Teacher. Then they will be examined carefully and a test will be prepared and sent to you in time for Easter examinations together with the marks made by test groups near Vancouver. From the scores made by your pupils we will prepare a provincial norm which you may use with some confidence as a standard of your achievement.

This is a small beginning—but prosperity did not turn the corner in one day. If this plan meets with co-operation from a large group it will at least be an encouragement to continued efforts from this department to supply practical aid to the rural teachers.

—YOUR EDITOR.

Behavior is a mirror in which everyone shows his image.—Goethe.

## In Memoriam

### William G. Gourlie

THE British Columbia Teachers' Federation and the teaching profession in British Columbia have suffered another great loss in the person of Mr. William G. Gourlie, who passed away peacefully at his home on Wednesday, November 7th, 1934.



During the last few years Mr. Gourlie had been in poor health and at the beginning of the present school year he was unable to resume his duties. Nevertheless, his death came as a great shock to a host of friends, colleagues and past students, to whom he had always been a true friend and counsellor.

The late Mr. Gourlie was born in Dunbarton, Ontario, and received his early education at Pickering College. Answering the call of the West, he went to Regina, where he took his professional training at the Regina Normal School. Later he attended the University of Manitoba, from which institution he graduated in 1907.

In August, 1907, Mr. Gourlie came to Vancouver and was appointed to the staff of the Mount Pleasant School. Shortly afterwards he became Principal at the Grandview School and in 1909 was appointed Principal of the Central School, then the largest school in the City.

Here, in this mid-city school Mr. Gourlie remained as Principal until the time of his death. During his twenty-five years of service in this school thousands of pupils, many of them of foreign birth, felt the force of his character and learned to love and respect him.

Mr. Gourlie took a leading part in all teacher activities in the City. As an active member of the Principals' Association he was the leader in the foundation of the Community Library, which continues to serve the professional needs of the teachers of the city and vicinity. This library was Mr. Gourlie's special care and for years he devoted time and energy to its development. Firmly established, it remains a monument to a man who had the true interest of his profession at heart.

In his school district Mr. Gourlie was more than the Principal of the school. He contributed both time and money to the social services of his community. He was a man who did not talk about his own good works, and only those whom he helped can understand just how great were the services he rendered.

During his life in Vancouver Mr. Gourlie was a member of the Mount Pleasant Presbyterian Church, and, as an Elder, took a leading part in all church activities.

The teachers of Vancouver, to whom Mr. Gourlie was best known, will miss a fine colleague and friend. They join with the other members of the British Columbia Teachers' Federation in extending to Mrs. Gourlie their heartfelt sympathy.

# Saskatchewan's New School Curriculum

## *Building the Public School Curriculum*

By ELMER W. REID, *Seymour School, Vancouver, B. C.*

IN a freedom-loving country it is no easy task to change a school curriculum. The rulers of Germany were able in a single generation to inculcate a militaristic spirit into the lives of their people through the medium of the schools. Russia, today, by the enforcement of communistic teaching in the schools is making certain that the next generation of Russians will be Communists at heart. But those in authority in education in Canada rightly feel that the training of our children must be in accordance with the wishes of our people. For this reason the Minister of Education must be directly responsible to the electors.

Saskatchewan has had recently two premiers who served their time as school teachers, and the present leader of the C.C.F. party in that province is the principal of a public school in Regina. In October, 1929, Premier Anderson, who had been a teacher, asked the Department of Education to provide for the construction of Courses of Study for both elementary and secondary schools that would adequately meet the needs of teachers in directing the educational activities of their pupils. In undertaking their task the Department of Education conceived the very estimable plan of inviting criticism of their tentative course and constructive ideas from interested laymen and organized bodies of citizens. They were in constant touch throughout with groups of teachers, parents, school trustees and citizens, organized for any purpose whatsoever, bringing to them information as to the plans and progress of the undertaking and receiving in return practical suggestions, constructive criticisms, and everywhere enthusiastic support. The fact that co-operation in building the Course of Study led the people of the province to take a deep interest in education is very significant.

Usually the public are strongly opposed to a change in the school curriculum for the following reasons:

1. It is likely to incur an expense to each family through the authorization of new textbooks. A man can readily understand that such improvements have been made in automobile manufacturing that a 1928 model is greatly inferior to that of 1934, but he scarcely realizes that school books are being improved to as great an extent as every other line of production. However, the cost of new books is a serious problem, which is best solved perhaps in these trying times by having sets of books

in school for the use of different classes and eliminating much unnecessary homework.

2. The rise in the cost of education, which has to be met with a shrinking revenue, leads to the thought that the school course is overloaded and that we might profitably revert to the teaching of the fewest fundamentals.
3. People are not interested in education. Their days in school are a part of a gloomy past they would rather forget. The school is ridiculed in cartoon and is not featured in child activity on the screen. No one has written for children the story of even a day's adventure in school and no musician will ever compose a symphony whose overture is the funereal march of children to school and whose finale is the crash with which they depart. A lecture on the monks of Tibet would draw an audience but one on modern improvements in teaching would not lessen the attendance at the motion-picture theatre. Although he has been exposed to the school system for upward of twelve years no laymen would venture an opinion on what education should be. It is a matter for experts, it is outside his interests and beyond considering it a necessary evil for children he lets it lie.

Might it not be that the great awakening we need on the part of the public to the importance of education might be brought about by interesting them in helping to build a new school curriculum?

In planning the curriculum the Department of Education in Saskatchewan had first to consider the kind of a course they needed. In regard to this they stated:

"A curriculum to serve the schools of Saskatchewan must meet the peculiar needs of the people of Saskatchewan. One may import an automobile from Detroit or a gown from Paris, but our school curricula must be built in Saskatchewan. As already suggested, we have much to learn from scientific investigation and experimentation elsewhere. We acknowledge indebtedness to various Departments of Education in Canada and in the United States for excellent models to study. The various committees entrusted with the responsibility of preparing outlines of content and procedure have not hesitated to profit by the experiences of other communities, particularly the prairie provinces and states, whose social and economic problems resemble our own. But they have ever kept foremost in mind the actual conditions, possibilities and limitations of the schools of Saskatchewan."

If British Columbia builds a new course of study it must be in keeping with the times, it must recognize what other places have adopted and the researches they have made, but it cannot accept for our children the findings of even an Egerton Ryerson. We have our own problems and we must build to fit our own needs.

The Department in Saskatchewan had to consider:

- (a) Their large foreign element.

- (b) Their large rural population.
- (c) The main industries of their country.
- (d) Unbalancing factors due to changing times.

They next had to state the aims of education and this we need in the fullest way for our own teachers. Few of those guiding our youth in education could state our objectives. They do not appear in our course of study, which deals wholly with subject-matter and not with child psychology. Our teachers have been trained in teaching definite lessons and not in understanding children. We need to have the aim of education clearly stated.

The new Saskatchewan course states the following about the aims of education:

"A curriculum, to serve the needs of public school education, is not a mere course of study but a progression of interesting and purposeful child activities or experiences directed by the teacher. As school education is a part of general education, the meaning of school education, its aims and objectives, must be considered in relation to the whole process. If the aim of education is to store the mind with information as an elevator is stored with grain, then school education is from teacher and textbook to pupil, and the curriculum is a compendium of encyclopaedic information. But if education has to do with life itself, then the curriculum must be selected from the sum total of all of life's experiences. The fact that the ultimate goal of education has been variously defined by theorists from Plato to the present gives rise to a feeling of misgiving that any all-embracing aim can be definitely stated. Any aim, to be intelligible, must be based on experience and must, therefore, be subject to change as experience develops. Thus every changing age re-defines its educational aims in terms of its accumulated experiences. The aims of the past will not satisfy the present, and the present day aims will be modified in the future.

The philosophy of the curriculum is not in conflict with the idea of education as a "preparation", although the viewpoint throughout is that of present interests and present needs rather than the needs and interest of adulthood, for it is realized that the real preparation for life is actual participation in life's activities. Life develops only through self-activity. The spontaneous, vigorous, wholesome, purposeful self-activity of a child in his present stage of development will contribute more to the enrichment of his future life than any immediate consideration of his future needs.

#### **Objectives of Public School Education**

Merely to define education as the process of learning to live is too indefinite for the purposes of curriculum construction. The main objectives of a public school education must be clearly stated in concrete terms, and both the content prescribed and the classroom procedure recommended must be such as will lead children unerringly toward a realization of these objectives. There should be no doubt of the goals toward which children are being directed, nor of the paths

which they must follow, nor of how to lead their steps aright. And, as education is through self-activity alone, school objectives should be stated in terms of the actual experiences of boys and girls which contribute most to growth and development and lead toward a high quality of human living.

To pass an examination, to be promoted to the next grade, to win a prize, to absorb information or even to acquire desirable skills or to form desirable habits cannot be considered as objectives. These are not ends in themselves; but at best they are means of stimulating or directing activity, or they are tools to be used in educational activities. Teachers should be careful never to mistake the means employed for the ends in view. They should guard particularly against the danger of sacrificing ultimate goals in anxious concern for the means employed.

The final objectives of public school education are stated briefly as follows:

- (a) Health Activities. Child activities directly conducive to general physical and mental welfare; the development and maintenance of health and happiness. (As there is a widespread tendency to overlook happiness and mental well-being as a basic objective of school education some space will be given later to the consideration of mental hygiene).
- (b) Social Activities. The meeting and mingling with others; the constant acting and reacting of persons in their contacts with one another, requiring, among many other qualities, alertness, good judgment, moral and ethical conduct, and worthy membership in home, school, and community groups. A thorough mastery of the common essentials of information and skills is fundamental to success in social activities.
- (c) Spare-time Activities. Recreations, amusements; the employment of leisure for the enrichment of life. Here belong literature and drama, music and art, also hobbies, games, and the ability to entertain and to be entertained."

The relative importance of subjects next demanded their attention. The following table compiled from the Saskatchewan elementary Course of Study shows the lesser amount of time they are spend-

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ing on Arithmetic in all grades and Reading for beginners and the emphasis they are placing on social studies, the environment, science, health and conduct.

### Schedule of Time Allotment

The following schedule indicates the percentage of time which pupils should devote to school activities classified under the various subjects. One per cent represents approximately fifteen minutes per week:

Grade--	I	II	III	IV	V	VI	VII	VIII
Reading and Literature.....	35	30	30	12	12	10	8	8
Oral and Written Language	14	16	16	16	16	16	16	16
Social Studies:								
Citizenship and Character								
Education .....	4	4	4	7	9	10	8	8
History .....	—	—	—	7	7	8	8	8
Home Economics .....	4	4	4	6	6	6	8	8
Science:								
Nature Science .....	4	4	4	6	6	6	8	8
Geography .....	—	—	—	8	8	8	8	8
Mathematics .....	3	6	8	10	10	12	12	12
Physical Welfare:								
Health .....	4	4	4	4	4	4	4	4
Physical Training .....	6	6	6	4	4	4	4	4
Fine Arts:								
Music .....	8	8	8	4	4	4	4	4
Art and the Industrial Arts	8	8	8	8	6	4	4	4
Unassigned .....	10	10	8	8	8	8	8	8
Total (percentage) .....	100	100	100	100	100	100	100	100

### Drafting the Course

The Commissioner of Education explains how the course was drafted:

"The first drafts of Grade Outlines in the various subjects were prepared by the teaching staffs of the Provincial Normal Schools. These drafts were reviewed and edited by the Commissioner of Education and his consultative committee. They were next forwarded to the inspectors of schools for analysis and criticism. The next step was to obtain the expert advice of the teaching body. This was accomplished by referring the revised Outlines in each subject to committees appointed by the Saskatchewan Teachers' Alliance. At the same time the practical assistance and the co-operation and sup-

port of the School Trustees was obtained by referring both plans and Outlines to a special committee appointed for the purpose by the Saskatchewan Trustees' Association. Various laymen's organizations were also consulted. Finally a general round table conference was called by the Minister of Education, at which delegates were present representing all forms of industrial, professional, social, and religious thought. All suggestions and criticisms were carefully considered before final drafts were prepared for publication."

Trying out the course was an important procedure. While a great amount of material was sent to capable teachers who tried out the lessons—for the course is very explicit on the teaching of each subject—it would have been better probably, had a special school been set up, with experiment and control groups to determine the relative value of the new and the established ways of teaching.

The writer has not had an opportunity of seeing the course in operation, but he has been informed by different inspectors, normal school instructors and teachers that they are still enthusiastic about their new curriculum and teachers and inspectors of that province evince a deep interest in reforms in education.

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Next month: "*A Much-needed Change in Our British Columbia Curriculum*".

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### WORLD FEDERATION OF EDUCATION ASSOCIATIONS CONFERENCE AT OXFORD

THE 1935 meeting of the World Federation of Education Associations will be held next August 10-17 in England in Oxford. Complete announcement will be ready soon. The meeting will be held in conjunction with the International Federation of Teachers' Associations (European-elementary) and the Bureau International de L'Enseignement Secondaire, looking to a more complete consolidation or co-ordination of these great international societies working to the same end. We had made so much progress with plans for this meeting that we were unable to accept the wonderful invitation of Japan for 1935, but it now seems evident that the invitation will be extended for 1936 or 1937, which will give opportunity for visiting the Orient, and for a tour around the world.

The tidal waves and typhoons of the Philippines require so much relief that finances could not be arranged for the 1935 regional conference, for which they had invited us.

Teachers and others who contemplate attending the 1935 meeting in England should communicate with the headquarters office of the World Federation of Education Associations, 1201 Sixteenth Street, Washington, D. C., or with the British Columbia Teachers' Federation office, at an early date. Attractive rates for the meeting are assured and a great meeting is in prospect.

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## THE SCHOOL LIBRARY

### 2. STARTING THE LIBRARY

By MARY ELIZABETH COLMAN, Librarian, Lord Tennyson School,  
Vancouver, B. C.

THE first article of this series outlined, very sketchily, some principles and methods of book selection; this time we shall discuss the physical preparation of a library.

If book selection and reading may be called the soul of the library, shelving, listing, mending and such prosaic activities represent its body. In libraries, as in people, much of the health and power of the soul depends upon the health and efficiency of the body, so time and pains spent in making our school library physically attractive and effective are not to be grudged.

Choose a bright corner of the room for your library. Shelves on either side of a window, a window seat, bright curtains, a table and two or three chairs, a few bright posters—no book could ask a better home!

Shelving should be ready for the books when they arrive. The local carpenter, or perhaps even the older boys, can make the shelves. Only open bookcases should be used and there are several points that should be borne in mind in their construction: it is not safe to allow even a professional carpenter to make them according to his own sweet will. The first essential is sturdiness; therefore avoid shelves supported by nothing more than nails. The ends of shelves had best be fitted into grooves or rabbets in the side walls and secured by long screws. A large bookcase should be fastened to the wall where possible.

For bookcases resting on the floor, pine, spruce or white wood is suitable. The larger cases require at least  $\frac{7}{8}$ -inch thickness for shelves, and  $1\frac{1}{8}$ -inch for sides and top. Avoid shelves that are too wide—8 to 10 inches is plenty wide enough. Additional width takes up valuable floor space and makes it difficult to keep the books tidy. The distance between shelves need not be more than 9 or 10 inches, but the lowest shelves should be spaced to accommodate over-size books, say 10 inches or 11 inches high. Uprights between shelves should be solid, and each section or space between uprights should be as near 36 inches as possible. No section for books should ever be over 42 inches wide, as the shelves would sag with the weight of the books. Uprights, base and top should be finished flush, with no projections where books may catch.

In calculating the amount of shelving you will need, count eight

books to the running foot, and allow for the shelves to be only two-thirds full, thus allowing for growth of the library.

It is a good idea to have a cupboard for supplies built into the bookcase, or under a window seat. Stain to match the rest of the woodwork is a good finish, especially if followed by a vigorous application of a good quality floor-wax.

The National Association of Book Publishers, 347 Fifth Avenue, New York City, publish a little pamphlet entitled "Living With Books" which gives plans for a number of different bookcases, including one which may be made of packing cases.

When the books arrive the first thing to do is to check them with the bill and your order list to see that all have been received.

Do not shelve books in their jackets, nor cover them with any home-made jacket. A coating of white shellac will preserve the binding, and is practical with any except cloth covered books. A cord stretched between two chairs will solve the drying problem. Books so coated may be wiped off with a damp cloth.

A little care in the handling of new, or rebound, books will save much grief later on. It is necessary to loosen the stiff glue on the back without breaking the stitches of the sewing. Hold the book with its back on a table. Press the front cover down until it touches the table, then the back cover, holding the leaves in one hand while you open a few at the back, then at the front, alternately, pressing down gently until you reach the center of the volume. Never open a book violently, nor bend back the covers.

The book should now be marked with the ownership stamp on the title page and one other, page 51 or 101 are the usual places

On the right-hand page back of the title page, on the inner margin, the business entry is made, neatly and compactly, in pencil. This includes the date of the bill, place where bought, and the cost. Abbreviations should be used for the date and source, or donor's name, if the book is a gift.

On the inside of the front cover, at the top, and about 1 inch from the left-hand edge, write in ink (using Library Handwriting) the author's surname; below, slightly indented, the title of the book, which may be abbreviated if it is long.

The book pocket is pasted on the inside front cover, one inch from the bottom, and the date-due slip on the opposite page.

The initial of the author's surname, with the class letter or number just below it (of this more anon), is an aid to quick and neat shelving. These may be lettered on the backs of the books at a uniform height, 1½ inches from the bottom, with white lettering ink, or lettered in India ink on labels which are pasted on. In either case the lettering should be brushed over with white shellac before the book is shelved. Only a good quality of white ink will serve; labels are easier, but need frequent replacing. To label the books put several on the table,

backs up, supported between two book supports, and use a cork-tipped pen-holder and a lettering nib of medium size. It is well to do a little practicing on ruled paper before undertaking to mark your books.

For each book you will need a "book card". This card represents the book. It stays in the book pocket when the book is in the library, and is retained by the librarian when the book is loaned. The book card is about 3 by 5 inches and has space at the top for the author's surname, the title of the book, the class and accession numbers (of these last more anon). The rest of the card is ruled and margined, allowing for the date due to be stamped beside the borrower's name.

Each book as it is received is given an "Accession Number". This number indicates the order in which the book entered the library. A "Simplified Accession Book" should be purchased in which to record all volumes as they are acquired. The lines in the Accession Book are numbered, and the entry for each book is made on one line only. There is space provided for the entering of the following information: Date, Accession number, Author's name, Title of the Book, Publisher, Copyright date, Cost, Source, Remarks (as, rebound; gift; or discarded). The entries should be made in ink, in a neat and business-like fashion. Full directions are printed at the beginning of the Simplified Accession Book and should be studied carefully before the work is undertaken.

The Accession number of each volume is the number of the Accession Book line on which it is entered. No two books ever have the same Accession number. The number so obtained is written in the following places: Upper right-hand corner of the inside front cover of the book, lower margin of the title page, page 51 or 101, upper right-hand corner of the book card. *(To be continued)*

#### Library Supplies

Few library supplies are obtainable in Canada. Book pockets, book cards, date due slips, catalogue cards, date stamps may be purchased in Vancouver. For the rest the only accessible place is Gaylord Brothers, Stockton, California. Their catalogue is free, and will be found most helpful. It should be obtained before any supplies are purchased. Ownership stamps must be made to order, but are obtainable in Vancouver or Victoria and are inexpensive.

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## Highlights of November's News

TORONTO, through its Mayor, refused to participate in the sharing of Ontario's liquor profits.

\* \* \* \* \*

Information presented to the Royal Commission on Price Spreads and Mass Buying told of Nova Scotia fishermen compelled to accept relief because of prices so low as to net \$100 and \$150 for a season.

\* \* \* \* \*

Premier Tilley announced on November 8 that Provincial Government salaries in New Brunswick had returned to the pre-depression scale.

\* \* \* \* \*

The Council of Public Instruction of Nova Scotia received, on November 6, a protest from 1200 Presbyterians of Sidney against the use of a textbook, "The Story of Civilization", in high schools because of its treatment of the origin of life.

\* \* \* \* \*

From 1929 to 1933 six large chain-store organizations paid dividends which increased from \$823,690 to \$1,243,597 out of sales which fell from \$64,182,714 to \$62,616,029, according to information furnished the Price Spreads Commission on November 12. It was also stated that in the last five years the F. W. Woolworth Company has transferred from its Canadian stores to its head office in New York \$11,174,312.

\* \* \* \* \*

People of Quebec province are so resentful of the special voting powers of joint stock companies on municipal by-laws that, unless these powers were repealed, disturbances of the peace were to be feared, said the Speaker of the Assembly to the commission investigating the electric power problem in that province. They did not wish the question of municipalization to be settled by the representatives of companies owned largely in New York and Toronto. And on November 15 the Montreal City Council voted unanimously to ask that the "Stevens Commission" be given special powers to investigate electricity and gas prices and uncover the true nature of "the trusts".

\* \* \* \* \*

Mr. Justice M. A. Macdonald was appointed, on November 28, royal commissioner to investigate the affairs of coal and petroleum companies in British Columbia.

\* \* \* \* \*

In the English municipal elections on November 1st Labor gained 526 places, 405 from the Conservatives and 30 from the Liberals, with 91 other gains. In the London district they gained 148 places as

against only one loss. Municipal elections are generally conceded to be a fair indication of the trend of political opinion in England.

\* \* \* \* \*  
By a vote of 241 to 65 the House of Commons gave final reading to the Government's Sedition Bill on November 2 and sent it to the House of Lords. But it was not the bill originally introduced. In committee, where the Government had a ten-to-one majority, opposition amendments removing the rather vicious looking teeth from the bill were passed, one after another, so that a bill which might have originated in Nazi Germany ended with all the earmarks of traditional die-hard Toryism. Premier MacDonald came in for some searing reminders of his war-time pacifist activities at the hands of the opposition.

\* \* \* \* \*  
Newfoundland opened the month with her tariffs cut \$650,000, on the basis of last year's imports, in an attempt to revive industry.

\* \* \* \* \*  
Returns in the triennial elections for the Indian Legislative Assembly on November 13 indicated the Indian Congress party, pledged to eventual independence of India, might hope to produce on occasion a majority over the Government party in the new assembly.

\* \* \* \* \*  
At his trial in Chicago on November 2 it was revealed that Samuel Insull in 1929 received salaries aggregating \$481,000 from 13 companies and that two of these had been raised by 1931. Cyrus Eaton had beaten him in a stock war to the tune of \$56,000,000.

\* \* \* \* \*  
In the American federal and state elections on November 6, in which California defeated Upton Sinclair, President Roosevelt's party won heavily in almost every part of the Union. The LaFollette brothers won in Wisconsin with their Progressive Party campaign.

\* \* \* \* \*  
The United States Supreme Court on November 12 gave Warden Holman of San Quentin forty days in which to show why Mooney's request for permission to file a writ of habeas corpus should not be granted.

\* \* \* \* \*  
A convention to provide "effective control" of the arms business is being urged on the disarmament conference by the United States, said Secretary Hull on November 13. On the 19th, the president of the E. I. du Pont de Nemours Company urged the Senate munitions committee to eliminate "excessive war profits" in armaments or any other industry.

\* \* \* \* \*  
Heavy fighting in the Picuiba sector of the Chaco from November 14 to 16 ended with Paraguay claiming a victory. On the 19th that country definitely refused to comply with the recommendation of the League of Nations Consultative Committee that there should be a cessation of hostilities pending settlement of the war by arbitration.

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A coup d'etat in Bolivia on November 29 led some to hope for a speedy termination of the war, but the declaration of the new president the next day that it was his intention to push onward with greater vigour killed any such hope.

The Attorney-General of Mexico on November 11 ordered the arrest of the Papal Delegate on a charge of fostering rebellion.

Despite her resignation from the League, Japan refuses to relinquish her mandates in the North Pacific, and the League Mandates Commission has become very suspicious as rumors of secret arming of Saispan and Palau Islands are coupled with regulations from Japan forbidding foreigners to visit them.

Though Japan had so far insisted on naval equality as the basis of armaments negotiations, it was revealed on November 19 her representatives had suggested to the British Government willingness to accept a 5-4-4 ratio so as to raise Japan and lower the United States of America to a position of equal strength.

Britain's proposal that Japan sign a new pact guaranteeing China's integrity was refused on November 20, according to an "authoritative source".

The French Cabinet, on November 2, agreed unanimously to a plan for revision of the 59-year-old constitution.

Thousands of German Protestants, on November 4, defied the Government by attending an open-air meeting at which Bishop Meiser of Bavaria, recently reinstated, was given an ovation. Though open-air meetings had been expressly forbidden, no conflict occurred. In Brandenburg, however, a huge church demonstration was broken up by Nazi forces.

Germany has presented an official protest against the use of French troops to keep order during the forthcoming Saar plebiscite.

Faced with renewed labor troubles, the Spanish Government, on November 6, renewed for one month the prevailing state of siege under martial law.

France got another new cabinet on November 8, when Flandin succeeded Doumergue as Premier. On the 13th the new Government received a confidence vote of 423 to 118 in the Chamber.

Luigi Pirandello, noted Italian dramatist, and Dr. Harold Clayton Urey of Columbia University were awarded the Nobel Prizes in literature and chemistry, respectively, for 1934.

"Alice in Wonderland"—Mrs. Alice Hargreaves—died at West-  
ham on November 18, aged 82.  
—J. E. G.

# FEDERATION NEWS

By S. NORTHROP

ONE of the most important committees of this Federation is that named the Consultative Committee. It may be termed "the clearing house" for all business left unfinished by the Executive Committee. Its members are: President J. R. Mitchell, Wm. Morgan, J. H. Creighton, J. H. Burnett, A. A. Webster, C. G. Brown and H. K. Beairsto.

It has met October 10, November 10 and November 14 and considered many questions such as the appointment of a speaker at the Open Forum (Dr. J. Roy Sanderson); the publishing of an article on the list of books prepared by Dr. Wm. Black for the Parent-Teacher Federation; authorization of co-operation with the Department of Education and the University in regard to promotion of Adult and Unemployment Education; further progress towards the establishment of a Federation Trust Fund, with a revision of the sources of the Fund; the new schedule of premiums for accident and sickness policies; appointment of a committee to organize "Education Week"; the nomination of W. D. Knott as secretary to the Canadian Teachers' Federation Bureau of Research; receipt and consideration of resolutions sent in by the Okanagan Valley Teachers' Association for presentation to the Executive Committee at its next meeting; consideration of a suggestion for a speaker at the next Convention; arrangement of suitable functions to welcome as our guest, Mrs. H. P. Plumtree of Toronto, who was passing through our city after visiting Japan.

The foregoing will give some idea of the diversified activities of this committee, and should leave each member with a feeling of gratitude that there is such a body of self-sacrificing men devoting its time and energies to his or her service.

## Report of a Meeting Called by the Executive of the Provincial High School Section to Consider the Formation of a Provincial Secondary Teachers' Council

Your Executive was instructed, at the last Easter Convention, to proceed to the formation of a Secondary Teachers' Council for the province. Acting upon these instructions, representatives from all the districts which were known to have organized Secondary Teachers' Associations were called to a meeting at the British Columbia Teachers' Federation offices on Saturday, December 1, 1934.

After a prolonged round-table discussion, in which every phase of the matter was carefully discussed, the following objectives were unanimously approved:

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1. Owing to the exigencies of the situation at the Easter Convention, the sections and subsections of the High School Teachers' Section have been, of necessity, called together in too haphazard a fashion, and have had too little time to consider problems. It was decided that the formation of such a council would permit more leisurely study of Secondary Teachers' problems.
2. It would permit the continuity of organized discussion throughout the year.
3. It would permit more co-ordination between the different sections of Secondary School Teachers for the correlation of the subject-matter of the various courses.
4. It would provide machinery for printing and disseminating information concerning group studies, committee work, projects, convention findings and sectional meetings, etc.

Other suggestions were as follows:

1. Membership should consist of Secondary Teachers who are members of the British Columbia Teachers' Federation through the usual channels.
2. The organization of district councils of Secondary Teachers in the different geographical locations should be advocated, it being understood that these district councils must not interfere with the locals in their particular problems, nor must they collect fees, but should deal solely with professional academic problems.
3. It is intended that the above organizations should have representation on the general council.

It is the intention of your Executive to call another meeting early in the New Year. Therefore, we should be glad to receive, at your earliest convenience, your opinions on the above report. It would also assist the committee if information were sent concerning other Secondary Teachers' Associations with whom we have not been in direct contact.

Communications should be sent to me at the British Columbia Teachers' Federation offices.

WM. C. WILSON,  
*Secretary, Provincial High School Section.*

#### **The East Kootenay High School Teachers' Association— An Experiment in Co-operation**

The organizing of an East Kootenay High School Teachers' Association is just one more development of the policy of the British Columbia Teachers' Federation in inaugurating district councils. It is a general feeling in the East Kootenay that this latest step has been one of the most progressive made in recent years by the Executive of the British Columbia Teachers' Federation, the East Kootenay Council, under the stimulating leadership of Mr. W. R.

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Pepper of Fernie, having proved of incalculable benefit in arousing interest in both Federation activities and a closer association between the locals of the district.

The idea of a high school organization was first broached at a meeting of the East Kootenay Council held at Cranbrook in October, 1934. It found such favor with the assembled delegates that a committee was appointed to ascertain its practicability. In explanation, it may be stated that the High Schools of this district are comparatively isolated and few in number, and that hitherto they have suffered from the lack of opportunity to exchange ideas in method and administration. The appointed committee received an enthusiastic response to their questionnaire and called a meeting of high school teachers throughout the district at Cranbrook on November 3.

At this meeting it was decided to proceed with organization, the aims of the new association being set forth as follows:

1. Closer co-operation in professional affairs.
2. A more uniform policy of administration within the high schools of the district.
3. Co-operation in teaching methods, to be brought about by periodic meetings for purposes of discussion.
4. More uniformity in term examinations, especially in Grades IX to XI.

It was decided to hold at least three meetings a year at Cranbrook, it being the most central point. The expense of attending the meetings falls on the individual members, a point which tends to show the growth of professional feeling in the district.

Some discussion ensued over the qualifications for membership, it being finally decided that membership in the British Columbia Teachers' Federation be a prerequisite for membership in the new organization. It was freely asserted that such membership was the most effective barometer of an individual's professional interest.

The new organization immediately went to work, and are already experimenting with uniform term examinations for Christmas, 1934, in some subjects. This experiment will be interesting as being along the lines of the suggestion of larger administrative units in rural districts.

FRANKLIN LEVIRS,  
*Creston High School.*

#### **South Peace River Teachers' Association Convenes at Dawson Creek**

The South Peace River Teachers' Association held its second Convention in the Dawson Creek High School, October 26-27, with forty teachers sharing in the activities. Under the leadership of President C. D. Gaitskell each session was one of interesting activity. A programme rich in educational, cultural and social interest was provided and enjoyed. The teachers enjoyed, especially, association with Inspector W. A. Plenderleith, recently appointed to inspect the

schools of the Peace River country of British Columbia. Further, the enjoyment of the sessions was enriched by the contributions made by Nurse N. Dunn, M.B.E., Mr. James Travis, District Agriculturist, by Dr. L. N. Beckwith, Health Officer, and by Government Agent M. S. Morrell of Pouce Coupe. It was with eagerness, too, that the teachers of the South Peace River District listened again to an inspiring message from Inspector Balfour of Grande Prairie, Alberta. The social events held in conjunction with the Convention were well attended and truly enjoyed. In all, the tone of the activities of the Convention was one of goodwill and unity. Expressions of desire to serve well and to appreciate fully the support of Superintendent Dr. S. J. Willis, and the Honorable the Minister of Education, Dr. Weir, was voiced by inspector and teachers.

Mr. Harry Charlesworth, General Secretary of the Federation, was unable to accept an invitation to be present, but he forwarded a short address, which was read at the Convention, in which he outlined recent activities in connection with educational matters in the province as they affected rural teachers. This message was highly appreciated.

The session of business and discussion was marked by decisive interest in the future of teacher-solidarity in the Peace River District and in British Columbia. During the Convention much was learned of the plan of "Official Trustee" for the larger educational unit as it concerns the Peace River Block. And acting upon their faith in the plan as an educational improvement, the teachers of the South Peace River District approved by resolution the above-mentioned plan for our district, recommending further "that all the schools of the Peace River Block be included," eventually, in the scheme. One day, it is hoped, these outposts of education in the north will find themselves more consciously in the unity of a forward-moving system.

The Association chose the village of Rolla as the point of its succeeding Convention.

The officers for the following year are: President, Mr. E. F. Hurt; Vice-President, Miss E. MacKenzie; Secretary, Mr. H. A. C. Thicke.

## *Manual Arts Column*

(By D. P. McCallum)

### FILM TELEVISION IN THE SCHOOLS

**A**T the present rate of techno-electrical development we are quite likely to have film television as an educational assistant quite soon.

Sound wireless and television will be associated one of these days and no doubt the technical people of education, namely, the Industrial Arts instructors, the teachers of physics and chemistry and the like will eventually find an additional item added to their list of qualifications.

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Film television has some advantages over direct television as greater detail in screen image is possible, particularly in televising outdoor scenes in geography, history, current events and indoor activities in government, manufacturing processes, office routine, vocational guidance, debates, physical education, languages and physics.

Consider, for instance, the televising of an expert lesson in physical education or play activity. The amount of light reaching the photo-cell of an ordinary disc or mirror-driven transmitter is not great. The wide angle means much lost detail and at the receiver end the screen view shows only an outline of the scene. But if the same scene were talkie-photographed all the details and tones would be reproduced in the film because the light goes through the film to the photo-electric cells. Detail and half-tones then show well on the screen. Such an intermediate film television system is almost reaching perfection and only thirty to sixty seconds extra time is required from action to screen, or, in other words, the screen version runs somewhat behind the action just like the "ticker" was doing in the boom days when there was plenty of money for everything, even education.

Each picture on the television film is less than an inch square and broken into nearly two hundred lines for scanning with lense action directed on photo cells. There are a half dozen variations of system but that of Baird, "The Inventor of Television," seems to be in the lead.

Film television is bound to spell a tremendous revolution in educational methods rather than the slow evolution of the past fifty years. Teachers should watch developments quite closely or the governing bodies and the politicians will be getting the ear of the powerful radio-talkie organizations. A film television lesson can just as well be given to two thousand pupils comfortably seated as to 40 in a class room and, besides, the theatres are not in use in the forenoons anyway.

## *Canadian Teachers' Federation News*

### **Teachers to Govern Themselves**

The placing of the teaching profession under a Teachers' Council established along the lines similar to the Medical and Law Associations was strongly urged by the Convention of the York County teachers in their Annual Convention in Toronto recently. Colonel Martin, the President, said that the proposed Council would supervise the choice of those entering the profession, direct the courses of study and training, discipline teachers for unprofessional conduct and set a minimum salary.

Similar ideas have been expressed in other provinces of Canada.

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### Residence Requirement Rescinded

The regulations adopted by the Toronto Board of Education in April, 1925, requiring employees of the Board to reside within the corporate limits of the city, were recently rescinded. Statistics were given showing that 353 teachers employed in adjoining municipalities resided in Toronto, and it was felt that the Board's former resolution was unfair to the City of Toronto.

### Professional Membership

The reading of the public press during the past five or six weeks indicates a great interest in the teaching profession as a profession among teachers themselves. At many of the Conventions this Fall in the various provinces of Canada the question of inclusive or compulsory membership was a first issue. The results astonished even the most sanguine of the teachers' officials. To use a trite phrase, the resolution "went over big". The movement seems to have come from the rank and file and an important decision is now before the officials of teachers' organizations in most of the provinces of Canada. For example, in fifteen rural Conventions in Manitoba this Fall, 1650 teachers voted for inclusive or compulsory membership and only 45 registered their opposition. This is a very significant fact. The problem will have to be solved quite soon because there is no question of the desire of teachers generally for 100 per cent organization; indeed, at one of the Conventions held in Alberta a proposal was made that all of the teachers of the Dominion should be united professionally and that the Canadian organization would have disciplinary powers as well as power to determine certain practices within the profession itself. While some question the advisability of the compulsory aspect, yet teachers apparently feel that the Federations and Alliance are doing work that should be supported by all teachers and that teachers' organizations must represent the entire profession. Progress must be made but it must be made with caution and wisdom.

### Examination System

The Educational Association of Canada recently adjourned its biennial conference at Toronto after taking steps to launch a world-wide investigation of examination systems in an effort to improve the systems used in Canadian schools.

It was decided to appoint committees to examine the individual provincial school systems of Canada with a view to the reform of the high school courses and university requirements. The members authorized the investigation of courses and standards designed to provide for greater flexibility which would at the same time admit secondary school graduates to the university.

Dr. F. H. Sexton said: "I think everyone agrees the proper grasp of one's mother tongue is a leading essential and I further think educationists are coming to stress social studies—History, Geography, Civics and Economics—everything else should be elective and the

school programme should be as broad and varied as the community can afford. The small community should provide as many courses as possible and the very wealthy community as wide a choice as is available."

The President of the Dominion association is Dr. G. F. Rogers, Director of Technical Education for Ontario; the Vice-President, Dr. H. F. Munroe, Nova Scotia; the Secretary, Dr. J. W. Karr, Toronto.

#### **Praise for Teachers**

Dr. L. J. Simpson, Minister of Education in Ontario, in speaking at a recent luncheon of the Council of the Ontario Secondary School Teachers' Federation, said: "I have admired the attitude of teachers during the trying conditions of the last four or five years. They have had to take reductions, in many cases, large reductions, in salaries, but there has been no whining, no lamenting. They have contributed also to Relief Funds and carried on faithfully at their posts to train our youth. Their conduct has been commendable, and I hope that as finances improve, School Boards will see their way clear to make increases.

#### **Restoring Cuts**

Determination to lift prices and values higher during the next four months was evidenced recently in a decree that the United States Government salaries would be restored to their pre-depression levels by next July 1st.

President Roosevelt revealed that the Budget for the new fiscal year would include funds for replacing the last 5 per cent of the 15 per cent that the administration cut from Federal salaries.

#### **Lord Trent on Education**

In addressing the students in Nottingham recently, Lord Trent appealed to them to cultivate a zest for knowledge for its own sake. "A university career," he said, "is often regarded superficially as the coping stone of one's education; in later life we come to realize that it was only the foundation stone. Its success is to be judged by the extent to which it has made us greedy for knowledge throughout the rest of our lives."

#### **Move To Restore Cuts**

In an effort to put School Board employees on a par with civic employees in the matter of pay-cut restoration, a Special Committee of the Winnipeg School Board's Finance Committee was recently appointed to deal with the matter. It was pointed out that the City employees had enjoyed the restoration of 3 1-3 per cent this year, and the Board's committee believes that the teachers deserve the same treatment.

## Canadian Education Week

### PRELIMINARY NOTICE

THE Canadian Teachers' Federation, at this year's conference, decided to inaugurate a Canadian Education Week, and the dates chosen were from Sunday, February 3rd to Saturday, February 9th, 1935.

The co-operation of Departments of Education, Universities, Normal Schools, Teachers' Associations, Parent-Teacher Associations, Trustees' Associations, Clergy, Press, Public Bodies and Service Organizations has been secured, and Provincial and Local Committees will have charge of the programmes in each province. Mr. J. R. Mitchell, President of the British Columbia Teachers' Federation, is British Columbia's representative on the Dominion committee.

The Dominion committee hopes to arrange for:

- (a) Co-operative programmes, centred around a general topic such as "Education, a Highway to Living", with subdivisions for each day such as: "Character Building" (stress through the pulpit), (moral).  
Reading—What if all our books suddenly became blank? (Intellectual).  
Our Economic Life—Learning for Livelihood. (Business).  
Art—Music, Color, Form: Beauty in Life. (Artistic).  
Health—A Healthy Mind in a Healthy Body. (Physical).  
Standards—Present and Future. (An appeal).
- (b) Dominion-wide radio addresses:  
Invitations are to be extended to His Excellency the Governor-General, Provincial Premiers, Provincial Ministers of Education, prominent representatives of universities, business, commerce, public men and women, etc.
- (c) Prominent articles in Press and Canadian magazines.

Provincial committees will supplement this programme as they desire.

In British Columbia, the Provincial Committee, with Mr. R. P. Steeves as chairman, has already met and laid down general plans, which will follow somewhat along the lines of the successful observance of British Columbia Education Week of two years ago. The main objective will be to secure the highest possible number of visitors to each school to see it in actual operation—an opportunity to know your school.

Full particulars will be announced later.

Vancouver, B. C.,

November 26, 1934.

HARRY CHARLESWORTH,

Director of Education Week.

## *In Senior High*

### DEMOCRACY AND DISCIPLINE

By FRANK WILSON, B.Sc., *High School, Matsqui, B. C.*

IN my October article I attempted to define the essentials of Democracy. I stressed two points. The first was that there should be no barriers to social intercourse other than those of taste and preference and no barriers to advancement other than the limitations of ability and character. The second, that the individual must feel consciously and effectively a participant in the life of the group.

Society must not be something external, something foreign to the individual imposing its will upon him by mere coercion. Rather it must be in a sense an extension of himself, to which his pride and self-esteem are firmly bound. Once a man so identifies himself with a group, to work for it is truly a form of self-satisfaction and the antagonism between the claims of society and of self disappear. Only so is social service compatible with human dignity and social discipline with freedom.

Can such societies be found? I have listed four groups or organizations which satisfy these conditions about as well as any in this imperfect world. Here they are: The nursing staff of a well-run hospital, a really good civil police force, the Communist Party in Russia, and the Salvation Army. Of these, the nursing staff of a good hospital is a very close approximation to our ideal. Within it are no artificial barriers to advancement. The probationer of today may be the superintendent or matron of twenty years hence. In few groups is there a keener sense of effective participation and of personal responsibility for one's own function that the whole may run smoothly.

Apply these same comments to the other groups and you will, I believe, find them appropriate. In each of them the sense of participation in an honorable enterprise is very keen and in each of them the line of advancement is open.

The point that I am making is that Democracy is not incompatible with Discipline. I would even go further and state emphatically that Democracy is dependent upon Discipline.

Leadership of some kind there must be in any society. In the disciplined society care is taken that the leader shall be selected in an orderly fashion. In the undisciplined society it is, "Catch as catch can." Leadership becomes the prize of ruthless intrigue, propaganda and corruption. The ordinary man is left puzzled and helpless on the sidelines. Should he happen to have a vote, the embattled giants will condescend to flatter him and keep him misinformed, but relieve his

puzzled helplessness not a bit. His influence upon events is comparable to that of a gentle breeze upon a modern battleship.

We make a very great mistake when we identify democracy with voting rights. There is no necessary connection, as the annual meeting of a large corporation well illustrates. The vote is an effective instrument of democracy only when certain conditions are satisfied. The voter must be voting on issues which he thoroughly understands or for persons whom he knows with sufficient intimacy to make possible valid judgment. He must be a loyal and responsible member of the group and be personally affected by the decisions taken. These two conditions are platitudinous. This third condition is equally important though not so widely recognized on this continent. In voting for a person the voter should be selecting a man in whom he can repose confidence, a leader to whom he can give loyalty, not a representative to whom he can dictate. Unless these conditions are satisfied the vote is a hollow mockery. It leads not to democracy but to chaos which is its direct antithesis.

Fundamentally, the issue in any community is, shall the strong exploit the weak or shall the principles of social justice prevail. The victory of social justice is possible only in a strongly disciplined community. Justice is definitely incompatible with certain kinds of freedom. A community which refuses to accept discipline inevitably experiences exploitation.

A recent writer in the Atlantic Monthly remarked (I quote from memory), "A law passed in the United States is no longer looked upon as a coercive enactment but rather as a suggestion put forward for the approval of the parties concerned." Is it any wonder that that country became a heaven for big business and then almost a hell for everybody else? Is it any wonder that today it is big business which is crying out for a return of "our ancient liberties"?

We don't like external discipline. It has become habitual with many of us to declare that the only true discipline is self-discipline and that a discipline imposed from without is destructive of initiative and undemocratic. This attitude may have been a healthy corrective to the arbitrary domineering of some Victorian schoolmasters but it has been taken too far. Any complex organism or organization is healthy and sound only when the various elements perform their function harmoniously in the service of the whole. The gasoline engine needs its cam shaft and timing gears, and the body its nervous system, its hormones and its endocrine secretions. Discipline is simply the imposition of unity of purpose upon the complex elements of an organism. We discipline ourselves when we control our unruly impulses and unify our energies to achieve some end. Self-discipline is the integration of the personality. Since society, too, is a complex organism which must be integrated to be effective social discipline is just as essential as personal self-discipline.

The social groups to which people are really proud to belong and in which they function most gladly as social beings are the disciplined ones. "Unity in complexity" is about as close as we can come to

defining Beauty, and there is no doubt that a smoothly functioning harmonious organization of human beings each playing his part in the service of the whole each kept up to a high standard by his pride in the whole has a very definite aesthetic appeal. Man is a social animal and only in such a group does he fully find himself. I have yet to find an organization of this type which is not founded upon discipline. I think of an orchestra, a football team, The Society of Jesus in its best days, a crack regiment, and the four groups which I have already mentioned. These satisfy that deep human hunger to be able to be proud of one's group and to be able to lose one's own pettinesses in something larger and finer.

The notion that the profit motive is an adequate controlling and integrating principle for a social group is shattered. We know now that it leads only to hectic and useless expansion, unbridled greed and finally a tired cynicism. It could operate only in a world where the frontier was rolling back. The chaos in one place never became quite destruction for the rejected man could move on and find a new foothold. Those irresponsible days are now passed and we are to face the problem of evolving a society which can function smoothly on a more static foundation. The solution of the problem is not yet in sight, but of one thing I am convinced—it will be based upon a conscious acceptance of social discipline.

## CORRESPONDENCE

### ENGLISH IN THE HIGH SCHOOLS

Magee High School,  
Vancouver, B. C., Nov. 20, 1934.

Editor of High School Section,  
"B' C' Teacher," Vancouver, B. C.

In the hope that the teachers of English will take up a discussion of the English curriculum, I venture to set down a few comments.

Curriculum revision is in the offing!

This revision is inevitable in view of the fact that thousands of adolescents are literally flocking to our secondary schools for one reason or another. When the present course was drawn up, that avalanche of youth was not anticipated.

The English course was certainly not drawn up to meet the diversity of the groups that confront the teacher of English today. It was primarily arranged for those who planned to enter a normal school or a university. This is particularly true of the Literature course. The writer is well aware of a specious argument that talks about "a spiritual heritage" and "a cultural background." It is easy to utter such glib dicta, but quite another thing to implement them! True it is not unusual to find appreciative and artistic pupils in non-academic groups, but there is a growing conviction that a Literature

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course should not be imposed on all, any more than a course in the appreciation of music, painting, sculpture, etc. If the arts are to be compulsory, perhaps music, the most universal of all the arts, should come before Literature!

Has the time come to make a radical change in the English course of the Senior High Schools? In brief, would it be wise to have two English courses: one, dealing with the mechanics of the language, to be taken by all pupils; another dealing with the literature of the language, compulsory, perhaps, for all those who wish to enter the university or normal school, but open as an option or elective to all pupils regardless of course or grouping? If, of course, every instructor, regardless of subject, was held responsible for English in his subject, formal English teaching might be dispensed with at Grade eight or nine. Too often English is regarded as a watertight compartment subject. Little progress can be made today if that is the case.

No teacher today faces such a diversity of levels as the teacher of English literature. Bravely he is endeavoring, as formerly, to unfold the substance and beauty of literature to these heterogeneous groups, and in doing so he is wearing his soul into a badly frayed condition. In an attempt to do the impossible, precious time is wasted by all, and more precious energy is wasted.

The first aim in English (and in the school itself) is to cultivate the ability to read and write correctly simple connected prose. But who will say that we are succeeding in our aim? When this is accomplished we can then talk about Literature!

A discussion on this question should prove profitable at this time. The writer has ventured to express what he and others are thinking in the hope that others will follow suit.

Yours faithfully,

W. M. ARMSTRONG.

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#### EDUCATION AND FINANCE

EVERY proposal for progressive reform, in whatever direction, is met nowadays by the single query, "Where is the money to come from?" To this rule, education is no exception. Can there be a more urgent duty for the serious citizen than to get to the bottom of this subject of finance?

What are the physical essentials of education? Are they not classes, books and schools—in human terms, teachers, printers and builders? Essential to the activities of these again are the providers of the necessities of life—food, clothing, shelter and amenities. A world that has all these can command anything else it desires. Whatever mankind can produce, mankind can "afford". Is the world short of teachers, printers or builders; or of the producers of necessities? On the contrary, its output of virtually everything we use could

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easily be doubled at least. One thing alone is lacking, money—costless tickets, or entries in bank ledgers. How is this money obtainable, and how does it circulate? How, for example, does the world get its sanitation? Money is borrowed from the banks (who create it); it is paid as wages, etc., to dustmen and others; it is handed by them to the taxpayers (in exchange for necessities) and is finally collected back from the taxpayers in the form of taxes and repaid to the banks. Would the world be any richer if it decided to "economize" and halved its expenditure upon sanitation? Not a cent. Every dollar that it "saved" in taxation, it would "lose" as wages, profit, rent, etc. In their role of income-receivers, the citizens, as a whole, would lose every dollar that they saved in their role of taxpayers. Is not that self-evident? Conversely, would the world be any poorer if it doubled its expenditure upon education? Not a cent; so long as teachers, printers and builders, and the producers of necessities were available. Every dollar that it handed to the teachers, printers and builders, for their services, it would receive back as income, in payment for other services or goods (while the lubricant, money, circulated unceasingly). Are not our future citizens, as well as our myriads of workless of every grade—are we not all, in fact—the victims of an obsession or hallucination as baseless, as absurd and as tragic as the belief in witchcraft which enslaved Europe for centuries? Carlyle suggested it; and Keynes in his "Means to Prosperity" (Macmillans, 35c) seems to confirm it.

J. C. WILSON.

Box 3174, Montreal.

❁ ❁ *In Junior High* ❁ ❁

**COURSE GUIDANCE IN A JUNIOR HIGH SCHOOL**

By H. T. GAMEY, *Vice-Principal of Templeton Junior High School, Vancouver, B. C.*

THE purpose of the Junior High School may be expressed in guidance terms such as exploration, try-out courses, differentiated curriculum, and individual differences. This article on the Junior High School concerns that phase of educational guidance known as "guidance in the choice of courses". My explanation will be based on the work in Templeton Junior High School.

There are two main ideas behind course guidance as organized in this school; first, to give the pupil information concerning the purpose and value of each subject on the curriculum; and second, to assist the pupil in making a proper choice of his course for the next year.

The subjects offered in each successive year are divided into two groups: compulsory subjects for all pupils and elective subjects which vary according to the course chosen.

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Such subjects as English, Arithmetic, Social Studies, and Physical Education contain information about which every citizen should have some knowledge: therefore these subjects are compulsory.

French, Algebra, Shops, Typing, etc., are not required for all pupils because they are not fundamental to all occupations. In each succeeding year the compulsory subjects become fewer and the electives more numerous.

In Grade 7 all pupils follow the same general course because pupils of this grade are not far enough advanced to begin specialization. They are fairly accurately divided into classes of similar ages and abilities. It is necessary for all Grade 7 pupils to cover the same minimum course in each subject because classes do not continue together into Grade 8 but divide according to the courses chosen. Those groups of greater ability expand the work in each subject beyond the set minimum.

In Grade 9 specialized courses must be taken in order to conform to the corresponding work in the specialized academic, commercial and technical high schools to which our pupils graduate. The inception of the High School Graduation Certificate makes further exploration possible by combining some of these specialized courses. In addition to the compulsory subjects, common to any course offered in Grade 9, each pupil is required to choose all of his electives from subjects preparatory to one of the three recognized high school courses.

Therefore the purpose of the Grade 8 courses is to connect these two extremes: namely, the unspecialized Grade 7 and the largely specialized Grade 9. This purpose is accomplished by means of courses which offer try-outs and exploration in work introductory to these specialized fields.

In Grade 8 English, Social Studies, Science, Mathematics, Practical Arts, and Physical Education are compulsory in each course offered. To complete their programmes pupils are required to choose preparatory work for at least two of the three specialized academic, commercial, or technical Grade 9 courses. This allows the pupils to try out their abilities in more than one type of work and postpones a final choice until the end of the eighth grade.

A very popular Grade 8 course contains all the compulsory subjects plus a minimum of preparatory work for all three Grade 9 courses. This preparatory work consists of a language, compulsory for academic pupils; typing and junior business, preparatory for commercial; and practical arts, as a try-out for technical pupils.

Another combination contains the compulsory subjects plus try-outs for commercial and technical courses. Pupils in this course have definitely decided to drop the required subjects for an academic high school course.

A third type is built around the academic and technical try-outs and leaves out the commercial options.

Each of these three main types of courses has several variations. In 1933-34 eleven combinations of try-outs were offered.

It might be of interest to explain how the different choices are brought about. Each pupil is given a tentative list of the courses which past experience has shown are most likely to be requested. Additional courses are added to meet any reasonable demands of the pupils. These proposed courses are discussed in group-guidance classes. Explanations are given for each course offered and for the inclusion of each subject in the course. The scholarship record of the pupil is checked against the standard required for each course in which he is interested. Other facts such as the parents' plans, possible length of school career, and occupational interests of the pupil, are also considered. A really serious attempt is made to enable the pupil to make a proper choice.

When these tentative lists have been examined thoroughly pupils are asked to discuss them with their parents and make a provisional choice. These choices are tabulated and totalled. A final list of courses is offered after considering the needs of the pupils and their provisional choices.

A copy of the courses, a summary of the explanations given to the pupils, and a course registration form are sent to the parents. The registration form is signed and returned for the information of those who make up the time-tables for the next school year.

The general aim is to establish a threefold co-operation in this work by making the choice after consulting the parent, who knows his own financial condition and his plans for his child; the pupil, who has his own desires and ambitions; and the teacher, who is in the best position to know the pupil's abilities and how they agree with the course chosen.

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#### A HORRIBLE TALE

A TEACHER was hunting in the forest. A terrible storm came up. He looked for shelter, but there was none. It began to rain in torrents, so he crawled into a hollow log. It fitted snugly. The rain lasted for hours and the water soaked through the wood. The log began to contract. When the storm was over the teacher could not get out. The log held him tight. The teacher knew that if he could not free himself that he would die of starvation. His whole life flashed before him, especially his mistakes. Suddenly he remembered that he had not paid his Federation dues. This made him feel so small that he was able to crawl out of the log without any difficulty.



## *Ramblings of Paidagogos*

### THE OLD TORY ON RESULTS

ON entering the room I could see at a glance that the Old Tory was in one of his quieter and more philosophical moods. He sat in the wooden arm-chair and sucked his pipe, gazing into the fire the while with a dreamy and speculative eye. He welcomed me with the lift of an eyebrow, and I took my accustomed seat in the hollow of the sofa. There was nothing to do but stretch out my legs and wait for him.

It is, of course, an unfailing propensity of the Old Tory to have his own way in a conversation—or in the absence of one, for that matter. He is neither to be jostled nor cajoled. In his own good time and after his peculiar manner, he can be relied upon to say something of note; but I, being a social sort of creature, was beginning to weary of the long silence before he finally offered a remark for my consideration.

"The 'concomitants'," he said meditatively, "are nothing but the by-products of thoroughness in teaching and learning."

"A glimpse of the obvious!" I bantered him, glad to get my mouth open at last. "Is that all you see at the back of the fire?"

Usually the Old Tory would have given me an adequate return for this, but tonight he was in a different humor. "Obvious!" he muttered, more to himself than to me, "—then a lot of folks are blind."

"I've been thinking," he went on slowly, "about my Christmas examinations—about examinations in general—about their relation to the life of the school. And I'm beginning to see a glimmering of the truth. It's a queer statement for a man to make after teaching forty years—to say he begins to see a glimmering of the truth."

"The whole question," I hastened to barricade myself, "lies in the twilight of educational thought. The experts don't agree with each other, naturally—but I can direct you to some good books—"

"Books!" The Old Tory roused himself with a snort. "D'you fancy I haven't read the books? Accumulations of third-hand stuff, most of them—put together to satisfy the demands of the publishing houses. A murrain on your books! Why in Tophet is a man never allowed to think for himself?"

It was an old argument and I decided to avoid it. "You were talking about examinations," I reminded him. "I withdraw anything I said about books—I'm sorry I mentioned them."

Very regretfully, I thought, the Old Tory moved away from his favorite battlefield and marshaled his cohorts on less familiar ground. An entirely humble man beneath his formidable aspect, he always has a certain diffidence about any thinking of his own.

"It's nothing very definite," he began, "—certainly nothing final. But I've been ruminating here about the results of teaching and an idea came to me. You know those moments of clear vision a man has?—something like that."

He laid down his pipe on the arm of the chair. "There's a great deal said about the 'concomitants' these days. You know what I mean—character—the broad results of education. They tell us that the knowledge measured by examinations is of small importance, that we cannot lay a measuring stick against the real thing, that we make the mistake of looking at the colors of a sunset through a microscope."

I nodded without speaking. This, surely, was a new side to my old friend. I had a feeling almost that his defences were down—but, as usual, I was mistaken.

"Here's how I see it," his voice strengthened suddenly. "When a man has a job to do, his character—which is to say: his industry, his honesty, and his loyalty—can to a great extent be measured by the success with which he does that job. Slovenly work—ability being normal—means poor application, scamping, and 'getting by.' There's no more reliable sign of a shiftless and irresponsible man."

He glared at me, and I recalled uneasily that there were three unanswered letters lying in my desk, mute witnesses to my procrastinating spirit. But I must have murmured something that sounded like disagreement, for the Old Tory drove straight forward to his conclusion.

"Now what is the clear-cut job of the school-boy?—Simply to master the material provided in his curriculum. That is the single and specific obligation that society lays upon him in respect to his school. It is his business to learn arithmetic and geography and grammar—and so far as he knows, he has no other business."

The old man turned his eyes back to the fire and fell again into his musing vein. "There's no going around that," he muttered to himself. For a while he sat silent, then continued. "The boy who lives in the right classroom—always providing he has an average mind—develops his character through the medium of his work. The right classroom, mark you! His industry and his honesty and his loyalty grow in the same atmosphere; and when the time comes for an examination, it will measure something more than his grasp of subject matter."

"You mean," I ventured, "that a boy's standing in an examination may be an index to his character as well as to his proficiency—that there is a strong positive correlation between knowledge and virtue?"

"I don't like your 'positive correlations,'" the Old Tory admonished me with more than a hint of his customary fierceness, "but wasn't the identical question answered by Plato some twenty-three centuries ago?"