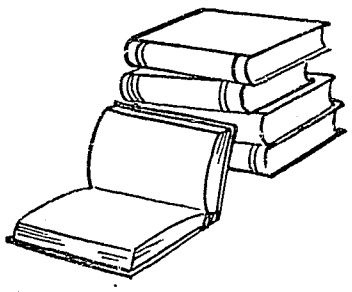
THE B·C·TEACHER



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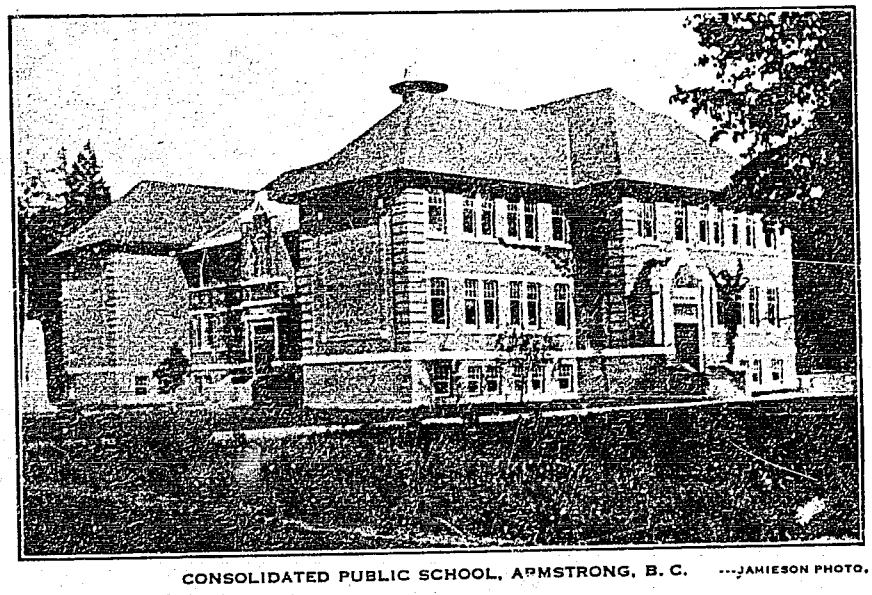

CONSOLIDATED PUBLIC SCHOOL, ARMSTRONG, B. C. ---JAMIESON PHOTO.

JANUARY · 1935

VOL. XIV., NO. 5 VANCOUVER, B. C.

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDITORIAL

"THE OLD ORDER CHANGETH"

FOR some time past the Editorial Board has been pleading in these pages for concrete and definite suggestions either on the policy of this paper or on the curriculum of the schools. It is very gratifying to find that at least some members of the teaching body have "felt the urge to comply" with the request of the board.

Last month there was published in these pages a letter from Mr. Armstrong of Magee High School in Vancouver on the need of a revision of the High School course in English. This month Mr. Murray, of the same school, writes on the same theme. These two gentlemen have opened the discussion of a very live question among High School teachers. The B. C. Teacher will welcome further opinions on the same or similar questions.

In this issue Mr. Reid continues his plea for the revision of the Elementary School curriculum and tilts a lance at Nature Study. Certain members of the board have expressed a wish that Mr. Reid would supply the answers to the questions asked in the questionnaire embodied in his article. How many can you answer offhand?

CANADA, 1935

THE attention of all teachers and particularly those of geography and social studies is drawn to the announcement from the Dominion Bureau of Statistics of the issue of Canada, 1935. Those teachers who in the past have found these booklets veritable gold mines will do well to order a copy immediately. (See page 32).

A PUBLIC SERVICE

A COMMITTEE of the Boys' and Girls' Department of the Vancouver Public Library has prepared a list of the reference that are available in the Vancouver Public Library that deal with topics in Canadian history. The committee preparing the list is anxious to have it available to any and all teachers that might use it. Unfortunately, the list is too long to publish in its entirely in The B. C. Teacher. A specimen page is printed in this issue to show the very thorough nature of the work this committee has done and any teachers who wish a complete list may have a mimeographed copy simply by applying to the Federation office.

The Magazine Board would like to express publicly its appreciation of this splendid work and of the spirit of co-operation that prompted the compilers to offer this service to the teachers of Vancouver.

BE ON THE ALERT

THE following is from an address by Hon. Harold L. Ickes, Secretary of the Interior, Washington:

"It is unhappily true that friends of education and believers in democracy must be on the alert as they have never had to be in the past in order to preserve unimpaired this essential tool of democracy. There is an enemy within the gate. Apparently, there are those in the land who are taking advantage of the economic strain and stress under which we have been suffering to dim the light that has guided our course since pioneer days. It is being urged that we have spent too much money on education; that we are over-educated; that the schools are full of frills and fads and fancies that do our youth more harm than good; that all the education that is necessary for our children is a grounding in the three R's.

"Those who thus counsel us would turn back the clock for more than a hundred years. They do not seem to realize that civilization and education go hand in hand; that, in fact, education is the foundation rock upon which our civilization has been built. Weaken or destroy the foundation and the building erected thereon will totter or fall. It stands to reason that if universal education that supports and justifies our civilization is undermined, our civilization itself will suffer to a corresponding degree."

Wear the old coat and buy the new book.—*Austin Phelps.*

In Memoriam

MRS. LEWIS B. BOGGS

THE passing of Mrs. Lewis B. Boggs, on Monday, December 3rd, is deeply regretted by her many friends throughout British Columbia, and in Penticton particularly, where she taught for some years in the Penticton Senior High School.

The late Mrs. Boggs, formerly Miss Olive Orr, was a graduate of the University of British Columbia in 1917, when she won the Governor-General's Gold Medal. She taught first in Haney High School, then at Trail, and later in Penticton.

In July, 1933, Miss Orr was married to Mr. Lewis B. Boggs, principal of the High Schools, and resigned her position to take up her home duties.

Mrs. Boggs was born in Souris, Manitoba, and came to British Columbia with her parents in her youth. For many years her home was in Chilliwack.

"Efficiency" seemed to be the watchword of Mrs. Boggs, who at all times gave of her very best for the welfare of her pupils. She always commanded their greatest esteem, respect and co-operation, and her memory will be cherished by those who had the good fortune to study under her kindly and genial instruction.

Her unselfish services for her pupils, her unquestioned ability as a teacher, and her fine personality made her deservedly popular with those who came under her influence and with those with whom she was associated.

Mrs. Boggs sacrificed all her life for others, and even in her suffering she maintained a cheerfulness, courage, and faith that comes from a realization that death does not end all.

To those who are bereaved we extend our heart-felt sympathy.

CANADIAN EDUCATION WEEK

AS the arrangements for British Columbia's observance of Education Week have been completed and sent to all centres and all schools of the province, no further detailed reference is necessary. We wish, however, to again stress the fact that the ultimate success depends upon the work of the Local Committees, in the formation of which the teachers are asked to take a leading part. The main objective is to get the people to visit the schools while they are in ordinary session so that they may see just how the modern school functions, and may have an opportunity to "know their school."

Dominion-wide, provincial-wide, and local radio broadcasts will form part of the program, and details of this feature will appear in the local press.

The Dominion Education Week Committee of the Canadian Teachers' Federation has adopted the following outline:

General Theme: EDUCATION; Highways to Life.

General Slogan: "Equal Educational Opportunities for all Children'.'

Daily Themes:

Sunday, February 3rd—"The Highway of Character." Slogan: "An honest man's the noblest work of God."

Monday, February 4th—"The Highway of Reading." Slogan: "Reading maketh a full man."

Tuesday, February 5th—"The Highway of Healthful Living." Slogan: "A sound mind in a sound body."

Wednesday, February 6th—"The Highway of the Skills." Slogan: "Knowledge leads to power."

Thursday, February 7th—"The Highway of the Arts." Slogan: "A thing of beauty is a joy forever."

Friday, February 8th—"Highway Maintenance." Slogan: "The Laborer is worthy of his hire."

Saturday, February 9th—"Highways, Old and New." Slogan: "The old order changeth, yielding place to new."

The daily themes and slogans lend themselves quite definitely to adaptation by provincial and local committees to their own needs.

R. P. STEEVES, *Chairman.*

HARRY CHARLESWORTH, *Director, Educational Week.*

CORRESPONDENCE

RE ACCREDITED HIGH SCHOOLS

Editor, *B. C. Teacher*: Powell River, B. C., Jan. 13, 1935.

Dear Mr. Editor,—I suppose I am like a good many others, for I have been waiting for some comment to appear in these pages in connection with Dr. Willis' paper on Accredited High Schools. However, as none seems to be forthcoming, let me be one of those foolish folk who "Rush in where angels fear to tread."

With the general position taken by our superintendent, there can be little criticism; I think the profession generally is anticipating, with impatience, the establishment of some such system. The point I would like to see elucidated centres around the required qualifications for an Accredited High School. Quite frankly, that all teachers should be specialists before this can happen in the individual schools, does not appeal to me.

I am aware that my viewpoint is directly in opposition to that of several of our leading educationalists; but is it established that specialists in the realm of High School education make the best teachers? In certain subjects, such as English, Social Studies, and, perhaps, Languages, the greater wealth of prolonged study ought to be very valuable to the teacher in his approach to the student; is this necessarily true, say of Mathematics or even of the Sciences? I query, for instance, if a knowledge of Calculus helps very much in teaching the earlier Algebra.

While no illustration is exhaustive, do we need specialists for successful doctors in the general round of healthful community life? No one doubts the need of them in exceptional or special cases; are they needed for 75 per cent of medical work? Dr. Daloe seems to be quite as successful as any specialist could have been.

My personal opinion, based upon practically a life-time spent in educa-

tional work in this and other lands, is that the specialist is needed in University work, and rarely needed in educational areas before that. I believe that a good general university education, opening up many avenues for private study, is the best possible preparation for High School teaching; for this leads to the simpler approach so necessary to secure the mental co-operation of the adolescent.

I suppose this province has had a near approach to specialist teaching in the realm of the High School in past years in our big cities; and I think it has yet to be proved that the results are so incomparably superior to the smaller centres where numbers necessarily compel the teachers to engage in other subjects than those in which they majored.

My suggestion is that the better basis for Accredited High Schools would be the authority of the Inspectorate as to the fitness, or lack of it, of the teaching staff concerned. A further suggestion is that we might do away with the idea altogether of matriculating into the University from the High School—whether under the law, as at present, or under the fact as might be from Accredited Schools. Let graduation from the High School be an end in itself; and, if the University is not satisfied with such graduates, let its Senate decide on a qualifying examination before admittance.

There is, of course, a great deal more that might be written along these lines; but, perhaps, I have contributed enough to provoke correspondence from others on this subject which is of such practical importance in education.

Very faithfully yours,

(CONT. ON P. 27)

T. H. NUTTALL, *Principal,*
Powell River High School.

Ramblings of Paidagogos

A Reminiscence

AS this is a season when it is customary to interrogate the future, I have decided—out of contrariness—to occupy myself with the past. A harmless amusement, surely, and one that is characteristic of old ladies and old gentlemen the world over!

Did you ever, gentle reader, while away your time on anything so impractical as the choosing of an all-star team, or the selection of ten pre-eminent men from some walk of life? Have you, for instance, made a list of the greatest scientists, or the greatest preachers, or the greatest rascals? If not, you have missed a simple pleasure. With a comfortable armchair and a bright fire—to which should be added a dash of honest impudence—one can drift off into a haze of fascinating speculation.

Many, many years ago, I remember sitting at the back of a classroom and passing a whole period at such a task. Instead of translating a barren English into an alleged Greek, I devoted my mind to the selection of a rugby fifteen from the pages of Homer. A capital team it was, too—and perhaps a greater tribute to the spirit of Homer than

anything I should have done with the sentences. Hercules, Achilles, Ajax, and Agamemnon led the pack, and Hermes was wing-three-quarter. Charon, for his ability to drive a "punt" across the "Styx," was the logical full-back!

But my master-stroke was in placing the wily Ulysses at half—what chance had anyone against him! With such a team one could challenge all the ages.

Today—being alas! no longer much concerned with rugby teams—I have to idle away my hours in a less ebullient direction. And my mood of reminiscence flows somehow or other to the teachers through whose class-rooms I passed in the days of my youth. There were only a few giants in those days, as at present. A few stand out as bearing the authentic marks of greatness.

First, and the memory wears dim, there was a remarkable woman. "How artless!" you exclaim, "has the man never found out that all women are remarkable?" Ah yes, but this one was different—she wore long earrings which to my childish eye were out of character with her bleak uncompromising nose. Thus at the beginning, devastating woman that she was, she captured my wandering attention. I recommend earrings to all primary teachers—but craftily reserve my opinion in the matter of noses.

These things, however, were merely the outward trappings, the casual circumstances of her personality. Behind them lay a strange understanding of that vague entity we speak of as the child. There was a subtlety about her, together with a firmness and an integrity of character, that were somehow compulsive. Work was the keynote of her ministry, and although we were a little surprised with ourselves, we worked with perfect good will.

It was a long time afterwards that I fell in with a man I shall call Graham—in the Latin class of a Scottish high school. He was my first introduction to natural courtesy in a class-room, and when I got over my bewilderment I placed him on a pedestal from which he has never stepped down to this day. Graham was a gentleman and a scholar—a rugby international, too, in his time, though I knew nothing of this till after his short sojourn with us was over. He is the one teacher of my experience who can never have needed a strap.

Not that there was anything soft in Graham. He expected so much and was so charming about it that we applied ourselves to the Classics as if they were our main interest in life. Without in the least being aware of it, we were entering into the true spirit of Humanism and dedicating ourselves to scholarship. Such is personality! But it was too good to last. After three months of illumination, Graham was called to the principalship of another school, and we sank back into the Cimmerian darkness of a man called Constable.

There are three other teachers of whom I might write, but my sense of decorum forbids—because, with one exception, they are still valiantly engaged in British Columbia. A total of five! To my own way of thinking, I have been singularly fortunate. Perhaps you will have to strain your imagination a trifle to find as many.

But I have an optimistic idea that the youngsters of today will be able to do a great deal better.

THE SCHOOL LIBRARY

2. STARTING THE LIBRARY—(Continued)

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

IN any library some system of classification is essential if the books are to have their maximum usefulness. In all Public Libraries and most large School Libraries the Dewey decimal system is used, but in the small school library for which these articles are written, only the most rudimentary classification is necessary. For a collection which does not exceed, say 250 volumes, the books may be divided into three classes: Fiction, Non-Fiction, and Easy books for young children.

Legends, Animal Stories, Fairy Tales, are Non-Fiction, as well as History, Geography, Poetry and so on. Picture books, Little Black Sambo, Peter Rabbit, Nursery Rhymes are examples of Easy Books. Little Women, Treasure Island, Pilgrim's Progress, The Dutch Twins are all classified as Fiction.

This classification will serve all practical purposes, and if the library grows so that a more formal system is needed, nothing will have to be undone in order to introduce it.

The correct place for the class number or letter is the upper left-hand corner of the front inside book cover and the corresponding corner on the book card. Fiction should be marked with a capital "F"; Easy Books with "E," and Non-Fiction left unmarked. If each class of books is then shelved separately in alphabetical order of the author's surname, all the books in a small collection will be readily accessible with a minimum of formality.

A catalogue is to a library what the index is to a book, and large libraries require elaborate systems which can be undertaken only by persons especially trained in the work. For the small School Library a single, simple card record is essential, but sufficient. Any teacher who is careful and accurate can make such a record by following these directions.

You will need red and black ink, or a bi-chrome ribbon for your typewriter; catalogue cards, lined if they are to be written by hand, unlined if they are to be typed; 3 sets of alphabetical guide cards and a filing drawer. If the library is very small and funds are very limited you could use a shoe-box to hold your catalogue, and make your own guide cards from cardboard, giving each one a tab—about ½-inch taller than the catalogue cards—on which to write the guide letter.

Catalogue cards should be white, made of rag paper, light or medium weight, punched at the bottom for a rod. They are approximately 3x5 inches—actually they are cut to centimeter measure—and may be purchased from any large stationer's.

If the cards are to be written, Library Handwriting should be used. A cursive script is never used in the library for any purpose whatsoever. Library Handwriting is an upper and lower case lettering, rather round and squat, width being more important than height. It may be joined or disjoined. A pamphlet on Library Handwriting may be obtained from the New York State Library School, Albany, New York, for five cents.

Information to be written on your cards should be obtained from the title page, not from the outside of the book.

Begin writing on the cards two single spaces from the top if typing, on the first line on ruled cards. In the upper left two spaces from the edge, write the classifying letter, "F" or "E," or if the book is Non-Fiction leave this space blank. On the same line, 8 spaces over (about one-third inch) write the author's name, surname first, then, after a comma, the fore name or initials. If the name given is that of an editor or translator indicate the fact by the letters "ed." or "tr." following the name. If there is more than one author write both names on the same line.

On the second line, slightly indented (space 12) write the full title of the book as it appears on the title page. If it runs over, the second line is not indented, but begins exactly under the author's name. On the same line note any necessary statement regarding the edition, as, Rev. ed. (revised edition), or, Riv. ed. (Riverside edition), or Ill. Dulac, (Illustrated Dulac.), or, Ill. maps, or diagrams.

On the third line, directly under the classification letter, write the Accession Number. On the same line, under the author's name, write the name of the publisher, the price and date of purchase. If the publisher is well known it is not necessary to write the place name.

If you have more than one copy of the book write the accession number of the second copy on the next line, and follow by the words "cop. 2." If the second copy was purchased at a different time add the cost and date of purchase on the same line. If the second copy is in any way distinctive, or of a different edition, it will require a separate card.

If the book is one of collected biographies, or myths, short stories or articles on varied topics, it is helpful to have the contents on the card. On the next line, at the first indention, write "CONTENTS" in red ink, and then copy the individual titles or chapter headings. If you have not room enough on the face of the card do not turn it over. Write in red ink "see next card" and take another card. Head it with the author's name and the title on the same line, and "Contents, con't." and finish the list.

File all your "E" cards together, alphabetically according to the

author's surname, the "F" and the Non-Fiction cards in the same way. Now, if you find that as your library grows you would like to separate any particular sort of Non-Fiction books from the rest—as Animal Stories, or Fairy Tales, for instance—you will simply need to pick out all the books in question from the shelves, pick out their cards from your files, and write in, in the upper left-hand of the front inside cover, in the corresponding place on the book and catalogue cards the correct Dewey Decimal number; as 590 for Animal Stories, 398 for Fairy Tales, and file these cards separately, behind a suitable guide card. The books should then be separately shelved, and the shelf labeled.

A very simple procedure is adequate as a borrower's record in a small community where all the borrowers are known to you. You will need a date stamp, and a box in which to keep the book cards while the books are out. The borrower writes his name on the book card, you take the card and stamp it, beside his name, with the date upon which the book is to be returned; stamp the same date on the date-due slip (that is the borrower's reminder), and file the book card in your box behind a guide card bearing the date of the month on which the book is due.

In order to keep the books in good condition mending supplies will be needed, and the teacher and older pupils should set themselves to learn something of the fascinating craft of bookbinding and repair. Book mending kits may be purchased from a library supply house; these contain all the tools and supplies needed for the mending of specified numbers of books, as well as directions for making repairs.

It is impossible in a short article to give directions for book repairs, but a list of books and pamphlets on the subject will be found below. These points may be noted, however: home-made paste, if carefully made is good, but it does not keep well. It should have a little alum or boracic acid cooked with it, and be made in small quantities. Keep it well covered. Paste powder such as paper-hangers use is very satisfactory, especially if mixed with hot water. Gummed paper, or mending tissue should not be used to mend tears —it deteriorates very rapidly and the late state of a book in which it is used is worse than the first. Foreign correspondence, or onion-skin notepaper is good and economical for repairing tears, and colorless cellophane ribbon is especially good, but a little difficult to handle.

Book mending tools and supplies are unobtainable in Canada. In fact, for us on the Pacific Coast, Gaylord Bros., Stockton, California, is the only accessible source of supply.

BIBLIOGRAPHY:

General Specifications for Library and School Book Reading.
(Reprint from Library Journal, Sept. 1, 1923) National Library Bindery, 1965 East 66th St., Cleveland, Ohio. Free.
Toronto Method of Book Repair. Gaylord Bros. Free.
Red Book of Library Supplies. Gaylord Bros. Free.
Bailey, Library Bookbinding, A.L.A. 520 N. Michigan Ave., Chicago.
Brown and Stiles, Mending and Repair of Books. A.L.A.
Wilson, Martha, School Library Management, H. W. Wilson Co., New York City. $1.50.

In Junior High

THE DEVELOPMENT OF CHARACTER; ITS RELATION TO EDUCATION

By CHAS. C. WATSON, *Point Grey Junior High School*

IN spite of the fact that volumes have been written regarding character building, a great need for revived interest exists. Authorities disagree in many respects on this subject, but they agree on two fundamentals; first, that character can be built. Wm. McDougall, an eminent psychologist, says, "Character is not something given in our inborn constitution; it is something that we gradually acquire, each in our own degree; it is the sum of acquired tendencies built upon the native basis of disposition and temperament; it includes our sentiments and our habits in the widest sense of the term and is the product of the interaction of disposition and temperament with the physical and social environment under the guidance of intelligence." The second point of agreement is that the foundations of character can be divided broadly into two classes. (1) Those innate qualities, emotions and sentiments, which, through their interaction, build up "systems" and thereby qualify conduct; that is, those which begin inside and work outward. (2) Those which appear in conduct and through repetition become a part of character; that is, those which begin outside and work inward.

It has been said that the essence of strong character is self-regard. A strong character is not necessarily a strong "moral" character since the qualities of such a character must develop from the functioning of the moral sentiments which are incorporated in the ideal. In the development of a strong moral character, two things must be kept in mind: first, the conscious assemblage of the admired qualities in an ideal character with a careful estimate of their values; and second, a strong and sensitive self-respect which provides the continual drive necessary for the realization of those qualities in the individual's character.

Frequently, qualities which are not native are acquired unconsciously by an individual through habitual actions, resulting from a special interest in a particular activity. These habitual actions tend to produce efficiency along certain lines and the resulting skill is an effective side of character. The awareness of the possession of skills, together with the control of "ego," tends to overcome or avoid that undesirable condition known as an inferiority complex, and gives the individual a certain poise which carries him on to greater endeavours and achievements.

These outward actions are merely the visible effects of "inward" character known as PERSONALITY, for "Personality is the reser-

voir of elements, the integration of which, with emphasis on some or others, constitutes the formation of character."

The emphasis mentioned above, or, the power to keep a selective motive dominant, is WILL which has its root deep in the emotions and sentiments. It is important then that the emotions and sentiments be guided, for the kind of emotion or sentiment determines the kind of WILL, and the strength of the emotion or sentiment determines the strength of the WILL.

Since character is an important factor in all social contacts, and since, to a large extent, it is the result of social environment, it is natural that social and economic conditions profoundly affect character building. It is needless here to go into detail regarding the effects of the present financial stringency, of the radio, the moving pictures, automobiles, cheap literature, foreign ideas and wares, and the apartment life. All these have not only widened our social environment but have also served, in varying degrees, to break down the home life which a generation ago was the greatest influence in moulding the characters of the people.

These social changes affect all society, but from the standpoint of educators it is the child who must be considered. He is surrounded by mechanical and scientific devices unknown in his father's boyhood. He is open to influences and is beset by desires with which he has no experience to deal. Since the home no longer functions adequately in the mental, moral, and physical development of the child, the State tends to assume increased responsibility regarding these fundamentals of character building. The social institution now of major importance in society and which is to assume this responsibility for the State is the school. The school is a specialized agency, a controlled environment, through which an attempt is made to transmit to the child the culture which has accrued through the ages; an environment in which an endeavour is made to mould the lives of the rising generation. It, therefore, has become a responsibility of the school to increase its vigilance regarding the growth of character and the development of useful lives.

When considering the aims of education for character, and the methods by which these aims may be achieved, a study of character itself suggests as objectives the following points outlined by E. H. Fishback in his book, "Character Education in the Junior High School":

1. Opportunities should be given to make use of all the qualities that enter into a fully developed character.
2. The awakening and quickening of the moral judgment.
3. The opportunity for the correction of false notions and ideals.
4. An appreciation of the importance of right thinking and acting.
5. Conduct situations should be emotionalized so that satisfaction results from right thinking and acting.
6. A knowledge of the accepted ideals of the better class of people.
7. An appreciation of character in others, past and present.

8. A voluntary acceptance of the right ideals.
9. The right habits formed and rationalized so they do not fail in social situations.

With these objectives in mind, and remembering the true meaning of "character," consider the school itself. In what way does the school build, or attempt to build character?

When the child arrives at school he is faced with the necessity of fitting himself into a new social atmosphere where the group is the unit. He must be governed by certain regulations and his activities are necessarily somewhat curbed.

A similar need for adjustment takes place at adolescence and in this respect the Junior High School is particularly interesting because it receives pupils at the age when they are beginning to form very definite opinions and when the trend of their lives, as shown in emotional attitudes, is beginning to assume a certain "set." During the adolescent period, moral nature is rapidly growing. The child experiences new emotional life and before he has completed his Senior High School period, his life ideals are fairly well established. The greatest responsibility for character education falls therefore on the secondary schools. Since it is during this period that the objectives mentioned should receive most attention, the school curriculum is arranged to satisfy these needs. The requirements change, of course, with the times, and the stress lies on different points, depending on the locality of the school and on the mental and physical ability of the individual.

It has been pointed out by certain educationists that the subjects which constitute the present curriculum were, each in its own turn, added to meet a need which arose through social changes. There was a time when the three R's constituted the chief subject matter, but that was when life was so simple that moral adjustments were not difficult to make. Life has gradually become so complex that the "social lag" has become critical. It is argued that just as household science and shop-work entered the curriculum when need arose through changes in our economic and social environment, so now Direct Character Education should become an integral part of every curriculum. No one denies the need for character education in the schools, but there is strong opposition to any endeavour for "direct" education along these lines. The argument against such a procedure is summed up in the statement that it would inevitably become "preaching" and as such would have an effect directly opposite to that desired.

Little need be said here regarding the responsibility of the teacher. No plan for increased attention to character training would be very successful unless those in charge were, themselves, of high standard. There must be on their part an unceasingly freshened attitude toward their charges. They must avoid the ever-present danger of considering the pupils as a class and not as a group of individuals with all their perverse and precious differences. The teacher must, to use a com-

mon maxim, "So act as to bring out in others what is genuinely worth while, and thereby call it forth in 'themselves'."

What is really needed in the schools is a recognition by the teacher of the character values contained in the particular subject taught, and a definite attempt made to inculcate these character values by an INDIRECT method. The educational world has accepted Thorndike's theory of the transfer of training where identical elements are present, particularly if stress be placed on the identical elements. This is the process by which the teacher should endeavour to build character. The Geography portion of Social Studies will tend to produce world-mindedness if conscious attention be given to such points as the manners and customs, hopes and struggles, of other peoples as compared with those of our own. A discussion as to what difference that comparison should make in our attitude toward other peoples will tend to establish genuinely good international relations. In this way, through a desire to establish attitudes, and through attitudes to develop character, true character building will result. Character will become a major issue, the subject matter being used as a medium through which these character values are presented. Care must be taken not to mention character as such, but the values contained in the subject should be stressed.

Each subject in the curriculum has its particular set of character values. While these overlap, each has some distinctive feature. History provides an opportunity for an appreciation of character in others both past and present; Mathematics leads to accuracy in quoting others, precision in decisions, straightforward and logical thinking, the need for thrift, and such similar points which arise in life situations. It is not enough to teach a child to add, subtract, multiply and divide, but it is necessary to show in an indirect manner how the qualities mentioned above will aid in meeting life situations.

There is no study in the whole curriculum that offers a wider opportunity for the development of character than Literature, and the following examples will probably show what is meant by indirect character education. In a preface by the Editors to the Ryerson Readers in use in the Junior High Schools of British Columbia, they state as follows: "One of the first aims of Literature is to cultivate standards of appreciation and refined tastes. But not only should Literature be pleasure reading; it should also inspire thought and should direct the emotions. Care should be taken to give the pupils passages that not only kindle the fancy but also offer a challenge to beautiful and worth-while living. A teacher should concentrate on the interest appeal with the secure feeling that the 'message' of the selection is being absorbed. Beginning with the elements of literary appreciation, and a consequently richer experience, the next movement must be inward to the fundamentals of character building and then outward to citizenship."

What grade seven pupil could read the following passages in their settings without responding to the character values which they contain?

1. By Theodore Roosevelt on sports (a letter to his son, Kermit):

"I would rather a boy of mine stand high in his studies than high in athletics, but I would a great deal rather have him show true manliness of character than show either intellectual or physical prowess."

2. Alexander MacKenzie:

"It rarely fails. The man with a dream in his heart makes that dream come true. It usually happens that, when we make a great decision, the gods take their places at our sides in pledge of victory, for events seem to shape themselves to our purpose."

3. From "Glengarry School Days," Ralph Connor:

". . . . and the children learned that day one of life's golden lessons, that the man who remains master of himself never knows defeat."

4. From "Tom Brown's School Days":

". . . . and he went down to the great school with the glimmering of another lesson in his heart,—the lesson that he who has conquered his own coward spirit has conquered the whole outward world."

Nothing has been said here about the so-called Extra-Curricular activities with their wealth of opportunity for character building. No mention has been made of Student Government which reproduces life situations within the school and develops character to an extent far beyond the realization of many educators.

Perhaps sufficient has been said to show that character, developing from emotion and sentiment to desire, will and action, should be the major factor in the minds of those who have charge of the formal education of the rising generation.

THE CANADIAN TEACHER

WITHOUT counting university professors and lecturers there are 83,000 school teachers in Canada. About 65,000 of these are ladies. Without settling the question as to whether there is a school-teacher type, whose identity is not to be mistaken in school or out, statistics can tell us something about her.

The typical school teacher is 27 years of age. She is two years older than her counterpart ten years ago, and three years older than the pre-war teacher. Part of this difference is due to her own education having been longer and more thorough, and part to her teaching longer before getting married. She now teaches about seven years before exchanging her duties for those of housewife.

In 1931 she was getting a salary of more than $900, but last year it had shrunk to almost $600. For those who were unfortunate enough to be in the little country school house, their salary was not much more than half of what it had been. A few thousand of them taught the whole year for less than $200.—*Dominion Bureau of Statistics.*

A Needed Change in Our Curriculum

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

AFTER this series of articles was undertaken the Department of Education announced its intention of revising the school curriculum. Many teachers will doubtless be giving the subject serious consideration. The writer feels then that this is an opportune time to lay before the teaching body of this province his idea of a much-needed reform in our school work, one that is not only concerned with a change in our curriculum, but with the method of teaching as well.

A change in our course of study is not worth suggesting unless it is practical. Probably there are many who think that the writer is a visionary who does not believe in the extensive teaching of factual knowledge, and that his idea of a well-spent school day is to give the pupils a cross-country run in the morning and allow them to debate in the afternoon. Let it be understood at the outset that the writer believes that most of the present course should not only be taught, but taught more thoroughly, that cumulative review is of paramount importance, and that children should be reading in school three times as much material as they are at present. So the change in mind has been carefully considered from such angles as, direct needs in living, the interest of the pupils, the psychological basis, the ability of the average teacher to deal with the subject, the cost of conducting the work, time the teaching would take from other valuable subjects, and the opinion that leading educationists have on its worth.

We live in a wonderful world of which we know but little and have only the slightest curiosity to investigate. Yet our very existence depends upon our reaction to our environment, our success is measured by the skill with which we meet new situations, and our happiness is relative to our appreciation of the simplest things nearest us. But so vast is the amount of man-made material within our reach, so utterly are we dependent upon the work of others that we accept as our own the marvels of applied science without scarcely a thought of underlying causes, so long as pressing a button or turning a handle will give a practical result. The commonest article in use speaks of years, perhaps centuries, of thought in construction and improvement, of the invention of tools necessary for its fashioning, of the search for material, of testing, of failure, of triumph. Most persons know a mahogany table from one made of walnut, but how few know that one common variety of mahogany comes from Spain,

that the wide surface tops are cut from one small log by a new and wonderful rotary saw which unlayers the wood in thinnest sheets that are veneered together with a new kind of glue, that the perfect matching is done by quartering as the wood is sawn, and that the high polish is a recent work of art procured by a special varnish of such delicate temperament that it takes time to adjust itself to a new home!

A few months ago, the writer undertook to test the knowledge that pupils have of their environment. At first the purpose was to test one thousand pupils from Grade VI to Grade XI, but so many persons became interested in the test that it was given to over fourteen hundred pupils on the Lower Mainland, including one hundred student-teachers who were completing their year at the Normal School. The results of the test are published below. There should be no adverse criticism of the teachers who kindly gave the test to their pupils, because of the low marks scored. The fault is in the school curriculum. It should also be noted that the Normal School instructors are not responsible for the academic training of their students. They barely have time to assist in teaching procedure.

In scoring the test, any hint or suggestion on the part of the pupil which indicated that he understood the answer was marked right. Correct phrasing was not expected. Some of the answers are worth special notice. The weight of a horse was marked correct between the limits of 900 pounds and a ton, yet a common answer was 250 pounds. Why does a steamship not sink when it is made of iron? The answer "air" was marked right, because the pupil had in mind that it contained air and was buoyant. That from the younger pupils. But those instructed in physical science had some queer notions about specific gravity and the working of engines. Some answers were: "The engines going keeps the ship from sinking," inferring that if the engines stopped the ship would sink; "The greater the depth of water the greater the pressure on the bottom of the ship and the higher it rises above the water," inferring that the ship might topple over in mid-ocean and sink in shallow water near a wharf. One of the most surprising tabulations is that on the source of the moon's light. A very common answer was "The moon shines with its own light." The test was given to an equal number of boys and girls. The results show that boys are much more interested than girls in the world around them, which is largely explained by the fact that men and women are occupied in different spheres of work. The best paper was done by a girl.

At present we have on our school course a subject called Nature Study. There are a few teachers who teach this subject well, and in platoon schools and in others where the work is departmentalized, the subject is given its full value. But in many cases the work is unpopular with teachers and almost wholly neglected. An abstract lecture without the material discussed is a waste of time, while specimens for suitable lessons are often difficult to procure and hard to exhibit. Teachers, as a rule, feel that there are many plants and insects that they do not know and hope to keep their ignorance of

this a secret. A teacher's nightmare is a line of pupils calling for the identification of specimens. This is part of a foolish notion that the teacher is a person of authority and should be able to answer all questions. Is it not more in keeping with the scientific spirit for the teacher in such cases to say, "I do not know the name of this. Let us try together to learn its name"?

What changes in the curriculum in regard to the teaching of this important and definite subject are we asking for? We are suggesting:

1. That the course be called Natural and Applied Science.
2. That it be started in Grade I and given as much time as any other subject on the course except English.
3. That a practical course be outlined for each grade in the public school that will enable the pupils by the time they have finished Grade VIII to have explored thoroughly their environment.
4. That students be required to make broad preparation in Science if they wish to qualify as teachers. Every prospective teacher should have had some high school study in physical and biological fields of pure science, and also in Applied Science.
5. That provision be made for Summer School work for teachers who have not qualified in the above courses.
6. That Summer School courses be provided for training in teaching Natural and Applied Science.
7. That students in the Normal Schools be given a broader training in the teaching of science. The field of Applied Science is at present given far too little attention.

The method employed in teaching the course should be the very opposite to that of established usage, made sacred by tradition. It should be the scientific approach, in which the pupil is not told, but is encouraged to discover for himself the cause and effect that are veiled in the changing phases of the world that is his. He is eager to learn about the things that lay hold of him and touch his life. There are problems by the score that a child will love to solve, and in achieving his quest he acquires the habits of correct thinking, makes purposeful investigations and experiences the satisfaction of accomplishment.

A few of such problems are:

1. Why do trees have bark?
2. Why are the front wheels of a wagon smaller than the hind ones?
3. Why do barrels bulge in the centre?
4. What are the uses of snow to man?
5. Are birds that live by the seashore generally larger than those that live in the forest? If this is a fact, account for it.
6. Why are nails driven into wood hard to draw out?
7. Why do children have temporary teeth?
8. Why are books printed to be read from left to right?
9. Why is the blood of reptiles not as warm as that of mammals?
10. What conditions are necessary for the growth of plants?

1. From what is glass made? .....
2. From what is gasoline made? .....
3. Why should householders in a city pay for using water when it is taken from a river where it runs to waste? .....
4. From what are dishes made? .....
5. Why are there two strands twisted together in an electric-light cord?
6. From what is the gas made that is used in the city for cooking? .....
7. In what way does snow help man the most? .....
8. From what is butter made? .....
9. Why is water put in the radiator of a car? .....
10. How much a mile does it cost to travel on the railway? .....
11. Why does a steamship not sink in water when it is made of iron? .....
12. From what does soil come? .....
13. In what way does the wind help man the most? .....
14. About how many pounds does a large horse weigh? .....
15. Why is winter colder than summer? .....
16. You see little flies and big flies. Does the fly grow after it has wings?
17. Why is it not good art to have tulips and roses in the same picture of a landscape? .....
18. Name three forms of water. 1. ..... 2. ..... 3. .....
19. What causes the light of the moon? .....
20. What way does the earth turn, from west to east or from east to west?
21. From what kind of wood is common lumber made? The answer is not the name of a tree. .....
22. Where does the electric-light in an automobile come from? .....
23. Of what use is the blood to the body? .....
24. What makes the tide go in and out? .....
25. Why does a bird not need teeth? .....

PERCENTAGE INCORRECT

Grade VI Age 12½ Yrs.		Grade VIII Age 14½ Yrs.		Grade IX High School		Grade X High School		Teachers Normal Sch'l.	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
56.6	74.4	27.0	66.7	17.5	43.8	34.1	35.9	7.5	11.8
58.7	68.3	46.2	68.5	29.1	53.8	36.4	56.5	2.5	40.
53.2	66.3	25.	54.4	30.	59.	20.5	28.3	2.5	8.4
45.6	45.4	28.9	43.9	41.9	48.8	31.9	38.5	0	13.4
86.9	96.6	84.7	96.5	79.1	93.8	66.	94.9	47.5	83.4
73.1	91.3	59.6	82.5	24.5	75.	50.	71.8	2.5	53.4
93.8	96.	86.6	96.5	80.3	95.	68.2	77.	32.5	46.
51.2	40.6	55.8	44.3	64.0	56.3	41.	41.1	30.	26.7
60.7	86.5	44.3	84.3	31.6	76.3	20.5	64.2	25.	51.7
76.6	79.1	57.7	68.5	60.5	76.3	36.4	43.6	20.	33.4
75.2	94.	53.9	86.	48.9	91.3	47.8	77.	52.5	65.
75.9	87.9	59.7	72.	61.6	87.5	77.3	77.	20.	43.4
98.7	99.32	80.8	94.8	90.7	93.8	70.5	82.1	25.	75.
73.2	87.9	42.2	82.5	51.2	81.3	50.	66.7	30.	26.7
67.	76.6	80.8	89.5	79.1	87.5	64.	71.3	15.	27.
65.3	64.4	59.7	65.	57.	67.5	50.	61.6	42.5	65.
91.3	89.7	90.8	93.	84.9	80.0	90.9	71.3	55.	48.4
86.1	92.2	73.1	75.5	53.5	68.8	11.4	20.6	7.5	30.
62.7	68.7	42.5	72.0	28.0	68.8	34.1	66.7	5.	25.
55.7	56.6	46.2	56.2	36.1	66.3	34.1	69.3	15.	31.8
96.6	90.5	73.1	89.5	67.5	91.3	47.8	69.3	37.5	53.4
23.5	54.8	19.3	57.9	16.3	47.5	18.2	25.7	2.5	5.
72.2	82.5	84.7	96.5	59.3	82.5	43.2	64.2	17.5	23.4
77.4	92.2	46.2	89.5	33.8	61.3	34.1	61.6	7.5	16.7
90.5	98.3	90.4	96.5	83.8	93.8	84.1	92.4	45.	78.4

There is not sufficient space in this article to allow for the lesson treatment any one of the above problems should have in order that most of the pupils in the proper grade for the undertaking could discover the answers by investigation and correct reasoning. The chief aim of the project is to develop proper attitudes rather than to obtain certain information. The pupils work as scientists work—they observe, they collect data, they discard, they build, they reach conclusions. Soon they are working under their own power, discovering much that they did not expect to find, and gradually enlarging their interest in the wonders of the world. After half a year of such effort children may be placed in a different category; they act on their own initiative, form opinions and have a new and vital interest in the work of the school and in their environment.

WAGE CUTS RESTORED

WITH the new year 500,000 railway men on British railways will receive a further restoration of part of the wage-cuts imposed them. The forthcoming restoration of 2½ per cent will leave the wages only 2½ per cent below the standard of wages in 1931. Day by day we read of companies and governments restoring the wage-cuts but it is far too rare to read of the restoration of salaries to teachers.

BETTER BUSINESS IN EDUCATION

HOW shall we support education? In every province this question is being asked. So varied an offering is now demanded of the public schools, and costs have been so materially increased, that the support of education is a real problem. In Western Canada this situation is particularly acute. Many parts of the country experience extreme difficulty in maintaining public education as it is now organized, and if an attempt is made to extend the offering of public education, either in a local school district or upon a province-wide basis, the proposal is stopped by the financial considerations involved. No matter how meritorious an educational measure may be, if it costs the taxpayer additional money, it meets with overwhelming opposition.

Our difficulty in financing education in Canada is due to a system of taxation that is inadequate, haphazard, and unscientific. When money is needed, we increase the levy so that the property owners, who are already oppressed, pay additional sums while many types of wealth are untaxed. We have talked extensively about equalizing educational opportunity, but the inequalities still exist. The obvious course for the educational forces of the province to pursue is to attack this problem at its root. The present unscientific method of raising and distributing school funds must be replaced by a more modern system if education is Canada is to be adequately supported.

FEDERATION NEWS

By S. NORTHROP

ONE freqently hears bored queries as to what happens to the various resolutions passed at conventions. Herewith an account from the pen of Mr. C. H. Corkum of the fate of a resolution originating in the Mathematics Section of last Easter's Convention:

The outline of mathematics approved by the teachers in convention, Easter 1934, was forwarded through the Federation to the Department of Education. Dr. Willis then appointed a committee consisting of Mr. D. L. McLaurin, Assistant Superintendent of Education; Mr. Wilson, Principal of Sir James Douglas School, Victoria; Mr. Thomas, Principal of Strathcona School, Vancouver; Miss Nowlan, Kitsilano Junior High, Vancouver; Mr. Watson, Point Grey Junior High, Vancouver; and your chairman, Mr. C. H. Corkum of King George High School, Vancouver.

This committee met on June 2nd, in Victoria. The report submitted by the mathematics teachers of the province with minor changes was approved by this departmental committee. The Education Department of British Columbia had, however, been asked to join with Manitoba, Saskatchewan and Alberta in drawing up a course for grades 7, 8, and 9 which would be uniform for the four Western provinces.

Accordingly, British Columbia sent a committee consisting of Mr. McLaurin and Mr. Thomas to a meeting at Jasper on August 6th. Here an outline and specifications for three separate texts for these grades was approved. Our representatives took great care that nothing was omitted from the inter-provincial outline which had been specified by the British Columbia teachers. The committee decided that all publishers who wished to submit texts for the course as laid down must have copies ready by April 1, 1935. At the same time the texts must be prepared in such a way that they may be readily revised. When this work has been completed the Department of Education will then appoint a committee to consider which text in their opinion best fulfils the inter-provincial requirements.

Your chairman was of the opinion that final approval of any text should be left for a year or so, but as one of the other Western provinces had been without any text at all for some time, it was insisted on that the final approval be made in time for September 1935.

You will realize from this that the work of the committee, as asked for by the teachers in convention, has been co-ordinated with the work being taken over by the authorities of the four Western provinces.

Highlights of December's News

THE Liberal Party of Alberta pledged itself on December 1 to investigate the merits of social credit and if elected to effect various monetary reforms.

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An act giving wide powers to the government to engage and dismiss civil servants was passed by the Saskatchewan Legislature on December 5.

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G. G. McGeer was elected Mayor of Vancouver on December 12, defeating Mayor L. D. Taylor by 34,498 to 9,021 votes.

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If business in Canada faces more government control, it is because the Government seeks to restore capitalism; the Government will not countenance the jettisoning of the capitalist system for either communism or socialism, Premier R. B. Bennett told a Montreal audience on December 15.

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The Union of Quebec Municipalities in special convention at Quebec City on December 18 favored removal of the embargo on Russian coal and asked the Provincial Government to permit municipalities to import coal for resale to their citizens.

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Prohibition of export of gold from Canada has been extended for another year as from December 31, 1934.

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Chicago's World Wheat Crown came once more to a Canadian in the person of John B. Allsop of Wembly, Alberta, on December 2.

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President De Valera's party gained six seats in the Irish Free State senatorial elections on December 4, but failed to gain control of the upper house.

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Prime Minister Hertzog on December 5 was elected leader of the new Fusion party of South Africa.

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The central committee of the British Conservative Party voted nearly three to one on December 5 for Indian self-government "with safeguards". The All-India National Congress Party the next day requested its representatives in the Legislative Assembly to reject

the joint parliamentary committee's report and support the party in its demand for complete independence. The India Bill passed the House of Commons on December 12, and the Lords approved the government's proposals on the 18th, 239 to 62.

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Lord Chief Justice Hewart raised objection to a bill giving the government power to appoint any Lord Justice president of the appeal board if the senior Lord Justice were incapacitated, on the ground that it was political interference to prevent second senior Lord Justice Slesser entering that capacity because he was a member of a former Labor cabinet. The Law Lords, only one of whom is personally interested in the fortunes of the Labor party, secured from the Conservative House of Lords on December 14 an amendment forbidding the government to apply the clause to any living Lord Justice.

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Prime Minister Ramsay MacDonald announced on December 12 that a Royal Commission would be appointed to investigate the activities of British armament firms.

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The Irish Free State has forbidden importation of coal without special licence after December 27, a new step in the economic war with Britain.

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Gross revenue of the Canadian National Railways was up about $16,000,000 in 1934 as compared with 1933.

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The "I'm Alone" sinking case was reopened before Mr. Justice Vandeventer of the United States Supreme Court and Sir Lyman Duff of the Supreme Court of Canada at Washington on December 28.

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The most important news from the United States continued to be from the Senate arms inquiry which has revealed some interesting cases of the sales methods of the Du Pont interests in China, South America, and in the United States. The most striking revelations had to do with the extensive co-operation received by the arms concerns from ranking officers of the United States army and War Department officials in arranging deals with foreign governments.

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Treasury figures on December 11 showed an increase in the million dollar incomes in United States in 1933 and a sharp decline in the number of incomes of $5,000.

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President Roosevelt has appointed B. M. Baruch, war-time chairman of the War Industries Board, chairman of a committee to draft legislation to limit w[illegible]fits. The Senate probe revealed on December 19 that seve[illegible]r-time income tax returns had been destroyed, including M[illegible]aruch's.

Martin Insull was absolved of embezzlement charges on December 21.

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The Ward Line has made a profit of $263,000 on the Morro Castle fire by excess insurance. It is now suing in the courts to limit its liability to survivors and the dependents of 124 dead to a total of $20,000.

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The assassination of Serge Kiroff, Stalin's right-hand man, on December 2, was followed three days later by the shooting of sixty-six persons on charges of anti-Soviet terrorism. Zinovieff and Kameneff, former Communist leaders, were arrested on the 21st and exiled on similar charges, and on the 30th, Nicolaieff, the assassin, and thirteen companions were shot.

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An Egyptian royal decree on December 1 abolished the constitution and dissolved the parliament.

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A special session of the League of Nations Council on December 7 heard Edward Benes declare the Little Entente (Czecho-Slovakia, Yugo-Slavia and Roumania) will fight if any nation tries to break up that alliance; heard the Hungarian delegate assert the assassination of Alexander of Yugo-Slavia was plotted in America; and heard the Yugo-Slav charge that the assassination was "organized and nourished in Hungary" with the direct protection of Hungarian authorities.

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France on December 5 offered to send no troops into the Saar and Britain offered to help police the area during the plebiscite if Germany agrees.

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The Reich labor office announced the number of unemployed in Germany had increased 86,000 during November.

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The 1933 and 1934 Nobel Peace Prizes were awarded in December to Sir Norman Angell and to Mr. Arthur Henderson, respectively.

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Border clashes occurred during the month between Yugo-Slavia and Hungary, between Iraq and Persia, between Italian forces and Abyssinia, between Germans and Lithuania at Klaipeda (formerly Memel), and between U. S. S. R. and Manchukuo.

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Baron Krupp abruptly quit the presidency of the Federation of German Industries on December 17, due to disagreement with Nazi policies.

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Paraguay on December 18 cabled rejection of the League's latest peace plan for the Chaco.

—J. E. G

In Senior High

Teaching Socialism in the Schools

By F. M. Watts, *Vice-Principal, Magee High School, Vancouver, B. C.*

DURING the recent provincial elections and quite frequently in letters to the press since, the idea has been put forward that socialism—if not communism—is being taught in the schools of this province. To many of our citizens this is dangerous, and should not be permitted. Socialism smacks of change, and "semper eadem" is a more common underlying principle of thought and action than many care to admit.

It is possibly true that a few enthusiastic souls whose ideals are socialistic cannot help but show their economic faith occasionally by comments on the present state of world chaos; they may even suggest to the students the idiocy of a system which permits—sometimes even encourages—destitution in a world of super-abundance, and follow by a few very mild suggestions that co-operation and a scientific planning could soon alter the whole life of our so-called civilization. But such often vague and always timidly expressed ideas (for teachers have to be careful what they say for fear of offending parents and "ratepayers") have such a small influence compared to other far more powerful urges that they can be discounted almost entirely.

The pupil is surrounded with individualistic ideas—his whole school and community life is made up of them. He sees around him success in practically every line, depending on the urge of individual competition—that rugged individualism so glorified by our cousins to the south ,and which has in no small way contributed to our present state of business success or chaos; the reader can take his choice of the two terms.

Is it to be wondered at that a few mild expressions of idealistic theory leave the student untouched or even a little contemptuous of the man who seems to believe such an obviously senseless doctrine that his experience tells him, if put into practice, would lead to a failure.

To state that the three degrees of success in the world are "To get on," "To get honour," and "To get honest," is, as far as the student is concerned, smart but foolish. The positive degree is the only criterion of life action that he understands, and the only one that he sees is followed to any extent.

In his school work he is forever urged to get higher marks—to improve his standing—to make a better showing in the examinations.

"Cramming" is by no means a thing of the past even in these enlightened days. The obtaining of knowledge for the sake of a broader outlook, the development of new skills or habits to make him a better man; the joy that comes from a new power gained and the possibility of the use of it not for private gain but for the good of his fellow men, these are simply not within his grasp. The test of his success as a scholar in school is the number of examinations he has passed and the number of other pupils he has "beaten." There are signs of "attainment" tests being used but, by a long way, the idea of examination results and the comparative standing in the class is the ideal of most students. All teachers know the frequency of the request, "Where did I stand in the class?"

In sports, too, competition is the very life blood and, to a certain extent indeed, must be so. But how many coaches have felt in their bones that they are supposed not to develop a love for the game which they coach, not to give the boys or girls a taste of health-giving activity, but to train a team that will put the school at the top of the league. How often do coaches have trouble getting students out to practice, especially if the team is not in the running for some cup or shield? How many students would honestly rather play a game which they lost against good competition than a game which they won against a much poorer team?

Then, too, the constant urge to "support the school" by providing a large "rooting section" suggests that the players expect their reward—public adulation—for their successful efforts and the possibility of obtaining a strong "rooting section" for a non-winning team is rather remote. To play a game for the fun one gets from it or even for the physical improvement, is not often a noticeably frequent occurrence.

The extra-curricula activities outside of athletics again are often directed to the glorification of some individual performers. Even in music competitive festivals have been found to be the greatest help to the development of music training.

Teachers are hardly to be blamed for the intensely competitive spirit prevailing in the schools—if blame is the correct word. They, also, are in competition one with the other. A teacher is not judged by the love of his subject he inculcates in his pupils—that is too indefinite a test. He is judged by examination records and his results are tabulated and compared with those of other schools; such tabulations being capable of gross misunderstanding and misrepresentation, as we have seen in the past few weeks. Training for results—that is for results that are capable of being reduced to comparative percentages— has by no means been eliminated; in fact, in some respects, is being brought even more definitely to the front. The test of the success of a teacher of literature is how many of his pupils have developed a taste for good literature that will expand after they have left school; not how much of the literature they have studied in school can they reproduce in a more or less mangled form?

Is it to be wondered at that pupils in such an atmosphere of almost

dog-eat-dog individualistic competition, of glorification of success over other scholars or of other schools for principals, parents, and press, with little attention being given and certainly no rewards offered for development of co-operative power outside of the narrow confines of the athletic team; is it to be wondered at that the so-called "socialism" taught in the schools has little or no influence on the after-life of the pupil? The wary citizen, afraid of new ideas, need not fear. The schools are still turning out children full of the gospel of individual competition—that glorious spirit of individualism that has landed the world where it is today.

CORRESPONDENCE

Magee High School, Vancouver, B. C.,
January 7th, 1935.

Editor, High School Section, B. C. Teacher,
Vancouver, B. C.

Dear Sir,—I notice that Mr. W. Armstrong, in his article on the "English" Curriculum in the December issue of The B. C. Teacher, invites discussion on the matter. I believe the time is ripe not only for discussion but for action as well.

No teacher of experience can deny the changes that have taken place in the last few years in the number and quality of the young people who enter our high schools. By difference in quality, I do not necessarily mean that they are duller or markedly less industrious than young people have always been, but they are much more easily frightened when confronted with a hard task than were those of other days. Various reasons could be cited to account for this, but I shall allow the reader to formulate his own. The increase in numbers within recent years has brought out another feature, and yet not a new feature, I suppose, but a more obvious presentation of an old one. We have always had a nucleus of good students—real scholars that gladden the teacher's heart—surrounded by a fringe of lesser lights; but now, even if we grant that the nucleus may have grown, the surrounding fringe has expanded out of all proportion. It is teaching literature out here in this ever-thickening and ever-widening penumbra that causes the badly frayed condition mentioned by the writer of the article.

It is clear, however, that we as educators cannot complain of an increase in the number of those seeking secondary education. We welcome it. What, then, is to be done—for something must be done? The only answer I can find is that we must suit the curriculum content to meet the needs of changing conditions.

So far as English is concerned, I believe that Mr. Armstrong has focussed attention on a very important point. Everyone concedes that English is an essential subject in our curriculum; but it is also

important to realize that it is a wide subject, capable of modification and of varied treatment. The writer of the article has suggested that a study of the mechanics of the language be made compulsory in all years, but that literature be left as an option or made compulsory only for those entering University and Normal School. One hesitates to take such a big step, but some such move is necessary if the present literary content and the present type examination (I am not specifying objective examinations) are to remain with us. The wearing out of already badly frayed souls, mentioned by the writer (to which sentiment I readily subscribe) may be largely due to these two factors working themselves out in the cloudy environment referred to above, and not to the mere fact of our having to teach literature to heterogeneous groups.

I am thoroughly convinced that the pieces which cultured readers regard as pure poetry haven't the same appeal for adolescents as poems of a lower order. That is rather a broad statement, and clumsy withal, and open to misconstruction. Let us put the matter this way: Suppose we choose poems for their content value primarily, not necessarily wholly; let them be ballad, narrative, lyric, or what you will; but let them be chosen not with an eye (or is it ear) to their verbal felicities and technical excellencies, but with a view to subject matter, and let that subject matter be such as will appeal to adolescent mentality. Let our young scholars read and study and browse from among a countless number of such poems, guided, aided, and abetted by the teachers, and let that continue through Grades X and XI; and there an end—without examination! If a student elects a matriculation course at this stage, and the University demands English Literature, the student has no choice in the matter; except for that, let English Literature be optional in the third year.

Let us hear from the rest of you.

Yours faithfully,

NORMAN MURRAY.

Burnaby North High School,
Vancouver, B. C., Jan. 10, 1935.

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

Dear Sir:

I was particularly interested in two articles appearing in December's "B. C. Teacher"—the report of a meeting to consider the formation of a provincial Secondary Teachers' Council, and a letter by Mr. W. M. Armstrong containing "a few comments" on the English curriculum in the high schools. These two contributions appealed to me because, as chairman of the English subsection for this year's Convention (and consequently responsible for the programme), they have given me an inspiration.

The attainment of the objectives set forth in Mr. Wilson's report should result in a more definite progress in secondary education, and

should effect a distinct improvement in Convention programmes. It is true that "the sections and subsections have been called together in too haphazard a fashion, and have had too little time to consider problems." As suggested in the report, a Secondary Teachers' Council would allow for more careful planning and more considered action. It could keep the high school teachers throughout the province better informed on secondary school problems and reforms. Then the sectional programmes of the Convention would be a natural outgrowth of the year's discussions and activities, lending continuity and purpose to them.

The suggestion to organize district councils of secondary teachers is also a good one. These locals would co-operate with the central council, would consider common problems, and send in their findings and recommendations. The teachers of the province might feel that they were sharing in the task, and contributing towards the betterment of secondary education.

But the Secondary Teachers' Council is still in the making. It is not likely that it will decide on the programme for the English Section at the Convention of 1935. The teachers of English may therefore consider themselves an unofficial council to share in the preparation for their annual meeting. What are their wishes? Mr. Armstrong suggests that a discussion of the English curriculum would be timely. Would the English teachers be interested in any of the following?

Objectives in the teaching of Grammar.
The Grammar Examination.
Grammar Textbooks.
Difficult Problems in Grammar.
Revision of the Composition Course.
A Textbook in Formal English Composition.
Methods in Composition.
The Teaching of Modern Poetry.

It is not likely that all these subjects can be dealt with in the brief time alloted to sectional meetings, but if we know the preference of the English teachers, we can at least make a start. They may send their suggestions to me at the above address, or to Mr. Ralph O. Norman (Secretary), Kitsilano High School, Vancouver. They should act now. We shall interpret their silence as a lack of interest in the meeting of the English section. No response, no meeting!

Yours sincerely,

J. STUART BURTON.

The most important part of education is right training in the nursery. The soul of the child in his play should be trained to that sort of excellence in which, when he grows to manhood, he will have to be perfected. —Plato, *Laws*.

Faith is a kind of winged intellect. The great workmen of history have been men who believed like giants.—Parkhurst, *Sermons*.

Manual Arts Column

By D. P. McCallum

SAFETY FIRST SUGGESTIONS

"People cannot demand that of which they have never heard."

1. There might be a Safety First Leader in each school or group of schools since the subject is so vital; witness, the law suits, the traffic policemen near schools, the first aid boxes, the screaming ambulance and screeching brakes.

2. The industrial arts instructor is the logical person to preach safety.

3. A small booklet might be mimeographed as a guide.

4. Safety first lectures might be given once a month, by other than room teacher, to every pupil in proper sequence on (1) Auto traffic, (2) Home dangers, (3) Fallen wires, (4) Insurance figures, (5) Machines, (6) Games and play, (7) Highway safety.

5. Repetition might involve posters, large cartoons, cards, mottoes, criptic warnings, illustrated slogans and actual photographs of accidents. A Safety First bulletin board of standard size, design, and type might be made in the shops for every school and installed by definite order to give it effect.

6. Membership in National Safety Council would provide contact to many valuable circulars and activities and constantly varying angles of attack to make safety a habit with growing children.

7. Possible slogans—Done on cards 12x18 inches, by classes, in colored India inks or crayons, to impress safety ideas. Have a display board in every school.

(a) Stop to avoid that run-down feeling.
(b) A fire extinguisher here is worth many in stock.
(c) Carelessness is a "grave" fault.
(d) Don't hurry. Start early.
(e) He who stops to look each way can live to look another day.
(f) Money cannot buy spare parts for your hands and feet.
(g) The careless one and his fingers are soon parted.
(h) Watch the car behind the one in front.
(i) You can always buy more goggles.
(j) A crack in your chimney is a SIGN you're going to move.
(k) A rubbish pile in the basement is a SIGN of many visitors.
(l) Hunting the gas leak with a lighted match is a SIGN of a long journey.

(m) Prevent accidents before they happen.
(n) All fires are small at first.
(o) Always alert—nobody hurt.
(p) "How natural he looks."
(q) More men are killed by accident than by WAR. Isn't war terrible?
(r) No fees or dues to join the safety movement.
(s) Look before you throw.

8. First Aid lectures might be given in cuts, bleeding, fractures, burns, scalds, poisons, and minor accidents.

9. Glass, nails, and sharp corners might receive special attention.

10. There might be stories, talks, debates, and discussions on: (a) Why so many accidents? (b) How cross the street; (c) Poisons in the home; (d) Watch your step; (e) Signal the street car; (f) The fire alarm system; (g) Ladders; (h) The umbrella; (i) Children and cars.

11. Some shop rules: (1) Never talk at machine work; (2) Use goggles against flying specks; (3) Never oil moving machinery; (4) Use the safety guards; (5) Never let waste pile up near machines; (6) Repair defective tools; (7) Never wear loose ends; (8) Use plenty of light; (9) Put iodine on the smallest cut; (10) Leave safety guards alone; (11) Put the tool so it cannot fall; (12) Nails belong in boxes; (13) Have a billet for every bullet of dirt; (14) Handles should be rivette .; (15) Worn wrenches slip to easily; (16) Always cut away from you; (17) Coveralls should replace aprons; (18) Matches should be off the stock list.

12. Monthly report form of school safety activities showing: (1) Meetings, (2) Accidents, (3) Hazards reported, (4) Other activities.

ALUMINUM PEOPLE, TOO!

Premier Taschereau has been informed by The Aluminum Ltd. that all employees of the ten companies associated in this organization will be given 11 per cent wage increases on December 1st, as a Christmas gift.

Announcement

THE Dominion Bureau of Statistics announces the publication of the 1935 edition of the Official Handbook of Canada, which will be ready for distribution early in the New Year.

The Handbook describes the present economic condition of the Dominion in nineteen chapters, dealing with all phases of the country's economic organization, and statistics are brought up to the latest possible moment. The text is accompanied by a wealth of pertinent illustrative matter, which adds to the interest of the subjects treated. The frontispiece has been specially designed to commemorate the Silver Jubilee of His Majesty's accession to the Throne, which is to be celebrated on May 10, 1935, and a message from His Excellency the Governor-General accompanies a recent photograph of the King.

The text and page illustrations are printed in tone, and there are two lithographed inserts illustrating (1) the territorial evolution of Canada and (2) the distribution of the leading racial origins according to the Census of 1931.

The price of the publication is 25 cents per copy, which charge covers merely the cost of paper and actual press work. A special price concession has been authorized in the case of teachers, bona fide students, and ministers of religion, since past experience has shown that considerable use has been made of this publication for educational purposes, and it is the policy of the Minister to encourage such use. To such individuals, therefore, the price is set at 10 cents for one copy. Postage stamps are not acceptable, and applications must be accompanied by a postal note or by the appropriate coin enclosed between two squares of thin cardboard gummed together at the edges. Applications should be addressed to the King's Printer, Government Printing Bureau, Ottawa, Canada, and since the supply is strictly limited for both the 25-cent and 10-cent classes, early application is suggested.

REFORM OF OUR SCHOOLS

There are those who think we do not get full value for our money, and those who think we are still not spending enough. Education is a road on which there can be no turning back. We may reform our schools, but we cannot afford to scrap one of them.

—John O'London's Weekly.

RURAL SCHOOL DEPARTMENT

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

A RURAL TIME-TABLE

By L. A. WRINCH, *Port Moody High School, Port Moody, B. C.*

GEOGRAPHICALLY isolated, often the only representative of educated society in his district, the rural teacher must work out a system, a daily routine, that will impart not only the essentials of education but the maximum of social habits—the courtesies and mutual concessions that are the greatest gifts of civilization. Faced also with the common problems of retardation, severe weather, and frequent language difficulties, he finds that the task of arranging a satisfactory schedule is one to baffle even an experienced educationist. Unfortunately, the odds are in favor of his being a recent graduate from the Provincial Normal Schools or the Teachers' Training Course who has mislaid or only partially retained the theories of time-table arrangement which had been presented to him. What course shall he follow?

He might consult an experienced teacher, one who has "been through the mill" and, in the process, has been relieved of an outer shell of fears and aspirations for impossible ideals. He might counsel the beginner wisely, warn him of the limitations of his position, and provide him with a cushion of philosophy to soften his fall from the clouds of theory to the hard rocks of practical necessity. But the average teacher enters upon his first year's work with a sublime confidence in his own ability and in the infallibility of any policy based on the current educational theory. When he reaches his school, finds out such details as grades and enrolment, and tries to construct a working time-table that will not make mincemeat of his teaching time and yet give all subjects their due share of attention he is forced to adopt some compromise.

Two distinct policies are open to him. The first indefensible in theory, often seems inevitable. He must concentrate on the examined subjects, stripping his course of the other subjects or relegating them to the Friday afternoon session, where their very novelty may arouse a little interest from the "end of the week" attitude, provided that they survive the competition of furtive plans for tomorrow's fishing trip. By such a policy a great deal of the socially and individually valuable material of the curriculum is lost. The nature study that should widen the knowledge and deepen the student's comprehension of his environment becomes either a brief recapitulation of what he already knows or a sterile set of notes containing facts never remembered and immediately abandoned. Health education is restricted to a set of peurile maxims which might be acquired quite as readily and much more vividly from magazine ads or a set of symptoms and

vertebrae quite as barren as the nature study notes. History tends to degenerate into factual preparation for the dreaded Entrance Paper still generally inevitable in the one-room rural school and its value as the guide to both local and international citizenship is lost.

A further development of this policy is the concentration on "Entrance pupils." The standing of a teacher with trustees still depends greatly on his success with these "peculiar people." During the first seven years of their school life they have been regarded as little more than figures in the attendance report, but on that day in September when they report in Grade 8 they acquire a vital importance. It does not matter that this vicious system has left them largely neglected in the past, that they have reached this position on the recommendations of perhaps seven teachers—the teacher is judged on the basis of his success in imparting sufficient facts which will be retained till June 30th. This policy demands much of the teacher's time, not only because of the large arrears of knowledge that must be made up, but, by its very nature, "cramming" needs more oral instruction and supervision than the gradual self-development which should be the aim of education. By necessity the lower grades must still be neglected. The brief tenure of rural schools militates against any scheme planned for a longer period than a school year. The young teacher feels that his position is either a stepping stone where valuable experience may be gained and his certificate ratified, or a temporary refuge from the economic storms which prevent his entering more lucrative professions. In either case he will be tempted to sacrifice a sound planned policy with remote advantage in favor of a temporary and well-repaid policy of concentration on examined subjects.

The second course of action is both sounder in theory and more valuable in practice. Realizing the problems which invite to the above system, the teacher may avoid its most evil features and yet obtain satisfactory results by judiciously combining grades and reducing his groups to a minimum. An excellent commencement for such a policy is outlined in the course of study and a young teacher should give it careful consideration. The chief danger of this scheme lies in the rapid changing of teachers in many rural schools. If it is applied by one and not by his successor, serious gaps may occur in the pupils' information. However, this is least likely to occur in the higher grades where it might affect the pupils' chance at the inevitable examination. The very change of teachers may even prove a benefit in such a course, since each teacher approaches a subject in a different fashion, stresses different sections and supplies different illustrations. The developing mind of the pupil will be capable of receiving a more thorough and detailed concept from a second treatment even from the same teacher. Moreover, a second year in a rural school usually finds the teacher with many new ideas and valuable experience, which will usually lead him to a thorough reorganization of many of his courses, especially those which depart most readily from routine. Arithmetic, spelling, early development in reading and the factual side of geography are the exceptions—a

definite annual achievement seems essential—but much may be done with the remainder of the curriculum. It is only necessary, in conclusion, to point out the ease with which writing and art lend themselves to such combination. Achievement there is so largely a matter of individual ability that the size and composition of the group is a minor factor.

* * * * *

The Editor is gratified to announce that already there has been response to the appeal for December arithmetic papers. The quantity, however, is small and much more is needed if a really representative paper is to be compiled. So send them along. If your term examinations are written at the end of January, those papers will be warmly welcomed. In a good cause, "small contributions, etc." We want your co-operation.

More Federation News

WHEN this issue is in the hands of the members the January meeting of the Executive will have met and made many decisions for their welfare. Report will appear in February issue.

The Consultative Committee held two meetings in December to deal with important business which required urgent action.

The members of the Executive for 1935 having been finally elected, the standing committees were completed as follows:

Finance—Mr. Wm. Morgan (Kitsilano High School), Mr. A. A. Webster, Mr. H. T. Gamey, Miss F. E. Williams.

Constitution and By-laws—Mr. J. H. Creighton (Point Grey Junior High School), Mr. A. S. Towell, Mr. W. H .Wilson.

The firmest friendships have been formed in mutual adversity, as iron is most strongly united by the fiercest flame.—Colton, *Lacon.*

The books which help you most are those which make you think the most. The hardest way of learning is by easy reading; every man that tries it finds it so. But a great book that comes from a great thinker—it is a ship of thought, deep freighted with truth, with beauty, too.—Theo. Parker, "World of Matter and World of Men."

READING LIST ON BRITISH COLUMBIA HISTORY

BOYS' AND GIRLS' DEPARTMENT
VANCOUVER PUBLIC LIBRARY, 1934

CIRCULATING BOOKS

INDIANS

j971.1 A62 — Anstey, Arthur. The Romance of British Columbia. 1927. Chapter 5, pages 38-51. Vi, V, FV.

CD 970.1 B23 — Barbeau, Marius. Indian Days in the Canadian Rockies. c1923. Vi, V, FV.

CD 971 B91 — Bryce, George. A Short History of the Canadian People. n.d. Chapter 3, page 46. Vi, V, FV.

971 D55g — Dickie, D. J. How Canada Grew Up. 1926. Pages 19-25. Vi, V.

j971 F87m — French, D. G. More Famous Canadian Stories. c1926. Chapter 1, pages 8-9. V, V.

j971 G76h — Grant, W. L. History of Canada. c1916. Chapter 2, page 16. Vi, V.

j398.12 H65 — Hillyer, W. H. The Box of Daylight. 1931. Vi, V.

j971.1 H85 — Howay, F. W. British Columbia. c1928. Chapter 2, pages 8-14. V, V, FV.

CD 971.2 H85 — Howay, F. W. ed. Builders of the West. c1929. Chapter 25, pages 242-251. Vi, V, FV.

CD 970.1 j54 — Jenness, Diamond. The Indians of Canada. 1932. Chapters 21-22, pages 327-376. Vi, V.

j970.1 j541 — Jenness, Eileen. The Indian Tribes of Canada. 1933. Chapters 5-6, pages 57-86. Vi, V.

j398.1 j68 — Johnson, Pauline. Legends of Vancouver. c1911. Vi, V, FV.

j971 j72 — Johnston, Sir Harry. Pioneers in Canada. n.d. Chapter 7, pages 162-165. Vi, V, FV.

j971 K35 — Kennedy, H. A. The Book of the West. c1925. Chapter 5, pages 72-75. Vi, V, FV.

j971.1 M15 — McKelvie, B. A. Early History of the Province of British Columbia. 1926. Chapter 18, pages 59-62; Chapter 21, pages 70-73; Chapter 23, pages 77-79. Vi, V, FV.

j970.1 M47 — Mayol, L. B. The Big Canoe. c1933. Vi, V, FV.

EXPLORATION

j971.1 A62 — Anstey, Arthur. The Romance of British Columbia. 1927. Chapters 2-3-4, pages 5-37; Chapters 6-7-8, pages 52-92. Vi, V, FV.

j921 C77b — Besant, Walter. Captain Cook. 1890. Chapter 10, pages 134-141. Vi, V, FV.

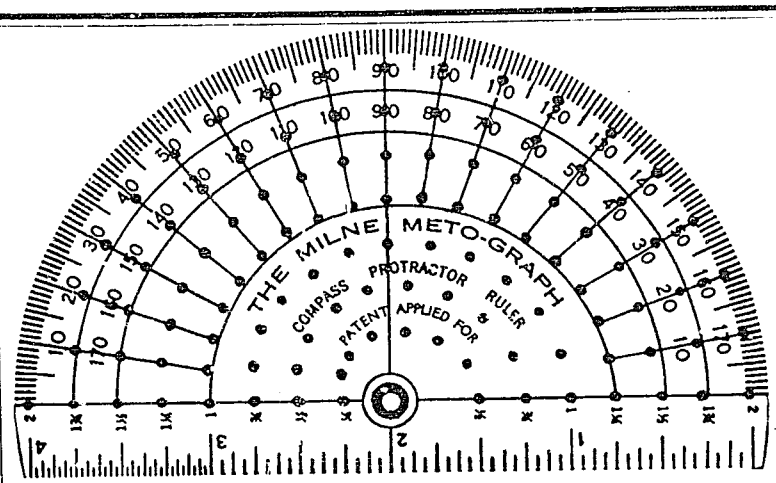
j910.9 B83 — Brendon, J. A. Great Navigators and Discoverers. 1930. Chapter 19, pages 223-24. Vi, V.

j910.9 B85 — Bridges, T. C. The Young Folks' Book of Discovery. 1925. Chapter 26, page 200. Vi, V.

CD 971 B91 — Bryce, George. A Short History of the Canadian People. Chapter 9, pages 285-286, page 296. Vi, V, FV.

j971 B96 — Burpee, L. J. The Discovery of Canada. c1929. Chapter 3, pages 67-94. Vi, V, FV.

(Sample page only. Full list may be obtained upon application to Federation Office)



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