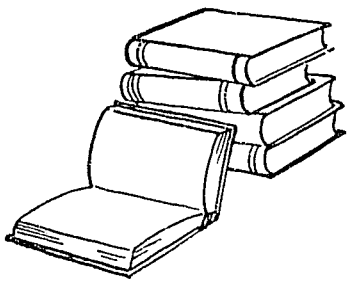
THE B·C·TEACHER



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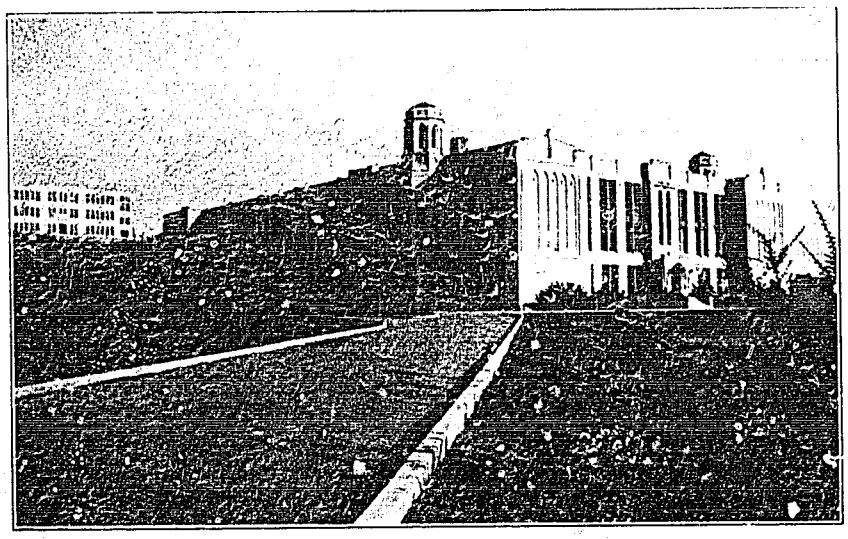

POINT GREY JUNIOR HIGH SCHOOL

FEBUARY · 1935
VOL. XIV., NO. 6 VANCOUVER, B. C.

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDITORIAL

AN OFFICIAL SCHOOL CALENDAR

WE call attention to the British Columbia School Calendar for 1935, which appears in this issue. We feel sure that it will prove of great value to all teachers, and we wish to express our thanks to Dr. S. J. Willis, Superintendent of Education, for his ready response to our request for the preparation of an official calendar, and also to Mr. William Morrow, Principal of Lord Byng High School, Vancouver, who was responsible for the excellent suggestion that we should make such request and print the calendar in each number of the magazine throughout the year, for the purpose of ready reference.

IMPORTANT NOTICE

EASTER CONVENTION AND ANNUAL MEETING

THE 16th Annual Convention and the 19th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Empress Hotel, Victoria, this year. The Annual Meeting will commence at 8 p.m., Monday, April 22nd, and will continue during the morning of Tuesday, April 23rd. Convention sessions will commence on Tuesday afternoon, April 23rd, and will close after a morning session on Thursday, April 25th.

Full particulars will be given in the March issue of the magazine, which will be devoted largely to this feature.

We desire particularly to bring to the notice of all Associations

and members that **resolutions for the Annual Meeting, and suggested amendments to the Constitution, should be forwarded to the Federation Office not later than March 5th,** in order that they might be correlated by the respective committees, and be printed in time for consideration by all members previous to the Annual Meeting.

We also draw attention to the important matter of nomination and election of Officers. The following clauses of the Constitution govern this matter:

President

"The Executive Committee shall appoint a Nominating Committee whose duty it shall be to nominate at least one member of the Federation for the position of President. Such nomination and **other nominations signed by at least ten members in good standing** shall be published in "The B. C. Teacher" before the annual general meeting. Further nominations may be received from the floor of the annual general meeting."

Note: In accordance with this section **the Nominating Committee appointed by the Federation Executive has duly nominated** Mr. J. N. Burnett, Mr. Wm. Morgan, Mr. R. P. Steeves, and Mr. A. Webster for the position of President.

Vice-President

"The Vice-President shall be elected at the Annual General Meeting, after the election of the President has taken place."

The last Federation Convention held in Victoria was one of the most outstanding in the history of the Federation, and is remembered by many with the most pleasant of recollections. The Empress Hotel is an ideal convention meeting place, and special rates will be in operation again.

It is urgently desired that there should be a very large attendance both at the Annual Meeting and the Convention sessions, and we would ask the earnest co-operation of all Associations and members in this regard.

HARRY CHARLESWORTH,
General Secretary.

EDUCATION WEEK

WE wish to tender the thanks of the Federation Executive and the Provincial Education Week Committee to all who in any way assisted in making Canadian Education Week in British Columbia such an outstanding success. The Department of Education, the University, the Normal Schools, the Clergy, the Press, the Radio Stations, the Trustees, the Parents and the Teachers co-operated magnificently and, as a result, much good was accomplished. The fundamental objective of Education Week is to get the public to visit the schools to see just what is being accomplished in our present day institutions, so that any opinions they may form upon educational questions may be based upon actual first-hand observation and

knowledge. Reports now coming in show that large numbers availed themselves of this opportunity. May we ask all principals who have not already done so to forward their returns so that summaries may be made.

HARRY CHARLESWORTH,
Director, Education Week.

BRITISH COLUMBIA SCHOOL CALENDAR, 1935

Jan. 7th—Schools re-open after Christmas vacation.

April 18th—Schools close for Easter vacation.

April 29th—Schools re-open after Easter vacation.

May 11th—Last day for receiving applications for Senior Matriculation Examinations.

May 18th—Last day for receiving applications for Junior Matriculation Examinations.

May 24th—Victoria Day (school holiday).

June 3rd—King's Birthday (school holiday).

June 7th—Provincial Normal Schools close.

June 10th—Senior Matriculation Examinations begin.

June 17th—Junior Matriculation and Normal Entrance Examinations begin.

June 26th—High School Entrance Examinations begin.

June 28th—Public Schools close for summer vacation.

July 8th—Summer School for Teachers opens.

Aug. 9th—Summer School for Teachers closes.

Aug. 26th—Junior Matriculation and Senior Matriculation Supplemental Examinations begin.

Sept. 2nd—Labour Day (school holiday).

Sept. 3rd—Public Schools re-open for the school year, 1935-36.

Sept. 11th—Provincial Normal Schools re-open.

Oct. ——Thanksgiving Day. (School holiday; date fixed by Proclamation).

Nov. 11th—Remembrance Day (school holiday).

Dec. 20th—Schools close for Christmas vacation.

Jan. 6, '36—Schools re-open after Christmas vacation.

Diligence is to be particularly cultivated by us; it is to be constantly exerted; it is capable of effecting almost everything.—Cicero, De Oratore.

G. A. Fergusson Memorial Award

To Presidents and Secretaries of Local Associations, and To All Members

1. The Trustees of the G. A. Fergusson Memorial Fund will meet on Friday, April 12th next, for the purpose of selecting the recipient of the third Memorial Award.

2. The conditions governing the fund make provision for the awarding of a prize of Fifty Dollars and Certificate to the Member or Member Association of the Federation who has made, in the judgment of the Trustees, the best contribution to education.

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

(a) Research work in Education.
(b) Summer School work.
(c) Special contributions to educational progress in the province.

4. The Trustees therefore request that information be placed before them in regard to any Federation Member or Association that has made a valuable contribution in the educational field.

5. Any Federation Member or any Association may nominate a candidate (or an Association) for the award.

6. **Nominations must be received at the Federation Office, 1300 Robson Street, Vancouver, not later than Thursday, April 11th, 1935.**

7. The nomination should be accompanied by a description, and supporting evidence, of the work for which the award is claimed. Meritorious work on behalf of any Association may rightly be included.

8. The presentation of the award will be made by the Chairman of the Fergusson Memorial Trustees, at the Easter Convention to be held at the Empress Hotel, Victoria.

9. The Trustees particularly desire to have a good list of nominations truly representative of all teachers of the province for such an outstanding honour, and therefore urge that all Associations give this matter their early and serious consideration.

10. The present Trustees are: Mr. E. H. Lock (chairman), Mr. S. D. Meadows, and one other member, to be chosen to serve for the unexpired portion of Mr. Elmer Brown's term of office.

11. Would you please bring this matter to the attention of your Association as early as possible.

Yours sincerely,

HARRY CHARLESWORTH,
Honorary Secretary,
G. A. Fergusson Memorial Trustees.

In Memoriam

✣

WILLIAM DAVIS BLAIR

✣

TEACHERS of British Columbia heard with deep regret of the death, which occurred on December 20, 1934, of William Davis Blair, principal of Kingsway West School, Burnaby.

Born in Glasgow, December 25, 1879, he was educated there and received his professional training in Edinburgh. He taught for several years in Glasgow, and in 1906 left for South Africa where he followed his profession in Natal and Transvaal. From there he went to Australia and taught until 1914, when he joined the First Battalion of the Australian Territorial Forces. In 1917 he was badly gassed and later discharged from the army. He again taught in Glasgow until 1919, when he sailed for Canada. In 1920, after teaching in Agassiz for a few months, he was appointed vice-principal at Edmonds Street School, Burnaby. In 1922, after a year's leave of absence, spent in travelling, he was appointed to the principalship of Kingsway West School, where he taught until his death.

Although Mr. Blair will be missed by many, there are few who will feel the loss more keenly than the teachers of Kingsway West School. To them he was much more than a principal; he was a friend in the highest sense of the word, a sympathetic and understanding adviser, smoothing out many an unpleasant episode. By his own example he inspired co-operation and consideration among the members of his staff, developing in them a spirit of devotion and loyalty. Although smilingly insisting that he was old-fashioned in his teaching methods, he encouraged others to try out new ideas in the classroom.

As a teacher, Mr. Blair was forceful and efficient, his geography lessons being particularly delightful. He took a kind and quiet interest in the pupils of the entire school, and they, in turn, had for him the greatest respect and affection.

His kindliness, his unassuming manner, his happy sense of humour, and his faithfulness to duty under stress of great physical suffering made him many friends.

The following quotation from a poem composed by one of his former students pays him a well-merited tribute:

None other understood us just
Like good old "Daddy" Blair.
With him—a world rover—
We toured to world's end.
We honoured him as teacher,
But we loved him as our friend.

To those friends, to his teachers, and especially to his widow, we extend our deepest sympathy in their great loss.

In Senior High

A PLEA FOR SOCIAL STUDIES

(*By* HUGH M. MORRISON, PH.D., *Principal, Prince George High School*)

A CORRESPONDENT writing in the Educational Supplement of *The Times* (London) for October 27, 1934, has the following comment upon the latest agitation of educationists towards humanizing the curriculum:

> "During the past school year much loose talk has been flying about concerning the failure of our present schools and schoolmasters to prepare young people for life in the modern world, and it is symptomatic of the schoolmaster's isolation that it has come less from outside the schools than from within. The educationist is always too apt to persuade himself that the burdens of the world are upon his shoulders; and that if he does not succeed in educating his pupils in the short time they are with him, they will go out uneducated and remain uneducated for life. With him lies the responsibility for producing human beings; even the Creator's part is almost overlooked."

In this perfunctory criticism of the humanists the correspondent fails to substantiate his opinion with facts or even with philosophy. Instead —although his article has the suggestive title, "After the Rudiments What Next?"—he indulges in a description of "the types of 'post-primary' schools that already exist" in England, and leaves things at that. It needs scarcely be suggested, considering such a promising title, that the article is disappointing, cruelly so.

The writer, however, aptly observes "that the needs of the pupil who will not go to the university are nowadays much more considered in the secondary schools than they were in the past"; nevertheless he adds ". . . . in the main, the academical requirements of matriculation hold the field in the secondary school and colour its activities."

These remarks apply only too well to our own field here in British Columbia. (Read the excellent letter of W. M. Armstrong in the December issue of this periodical on pages 26 and 27). Keeping abreast with latest thought, and faced with the cold realistic fact that only a very small proportion of our secondary school population ever go to university, leading teachers and educational authorities of our province have realized for some time that our high school curriculum is shaped too heavily towards university entrance. The introduction of the Junior high school system; the greater stress laid on technical schools; the suggestion (if feeble) of vocational courses in our recent outline of social studies; the proposal of "accredited" high schools, clearly outlined in the October issue of the *B. C. Teacher* by Dr. Willis; and the appointment of the

present educational committee in its work on the curriculum are all attempts of British Columbia towards a solution of the problem.

The revised course of studies in the senior high schools, launched last September, is another effort along these progressive lines. The main aim of the course is to explain how man developed through the ages from a state of primitive animalism to his present culture. In other words, how the tools, hands and tongue, were used in the service of the brain—the triumph of the mind. The new course throughout pays homage to the claim of the humanists; namely, the necessity of taking into account not only history (in the old sense) but also geography, economics, sociology, and government. Furthermore, an encouraging indication is made that the new course is "tentative," which, surely, must be a realization that we have only launched the ship, but have not yet outfitted it.

The framers of our revised course of social studies, then, are to be congratulated upon their awareness of the great problems facing our educational system. It is apparent that they agree with Dr. Judd in his statement:

> "There is no more urgent problem confronting the educational system—than that of reorganizing the curriculum—so that the chief contribution of these curriculums to the experience of young people will be a fuller understanding of society and its institutions."

The present writer had the privilege of presenting a similar viewpoint in June's number of this magazine. There are few better ways (outside actual experience) of obtaining an understanding of life than through the Social Studies. The very term, "Social Studies," suggests a study of society—of life. In all logic, then, this course should be the heart of our curriculum beating the blood of life into the other subjects.

Before this ideal state can be set up as one of our objectives it will be necessary to revise our whole curriculum in general and its component parts in particular. Teachers of our province are awaiting with deep interest the curriculum report of our present educational committee. Among other things what will this body say about the problem of making the high school more a finishing than a university preparation school?

To make our curriculum more practical two steps in regard to the social studies are almost self-evident. First, the course must be graded properly from the primary grades to the last year of high school. Second, more time must be found. The Social Studies is the study of life, and, taking for example the senior high school, how can the problems of this complex western civilization of ours be even approached when only three periods per week are allotted in the last three years of high school?

Where is the extra time to be found? Now, there is no gainsaying the claim that ours, and other educational systems, are encumbered with a heavy load of intellectual dry rot. For instance, some of our science courses must be made more practical and more humane. Both Physics and Mathematics must be purged of intricate problems and theories, which are more fitted for the specialist than for the general student. According to latest research in psychology, the old argument that these problems, although of little practical use, add to the reasoning powers of

the pupils is no longer tenable, due to the fact that the transference of this reasoning power to other subjects or problems of life is not easy. A proper teaching of the Social Studies with more time allowed, will produce for the students real live problems, which will exercise their reasoning powers as much as the intricate conundrums now found in science and mathematic text books.

It has already been intimated in this article that the Social Studies are launched in the right direction. Much work yet remains to be accomplished. In the present writer's opinion, the revised course in the senior high schools has two glaring defects. First, treatment from the old historical approach is still too much in evidence, and, second, current problems are almost entirely neglected.

The teacher is warned that the "geographical, economic, sociological and civic factors should be constantly emphasized." Nevertheless the course itself does not lay enough stress on these factors; too much is left to the instructor's initiative. No real attempt is made to bring out geographic influences on man's development. Map studies are scattered throughout with no semblance of order. Some elementary economic theory could very well be worked in, and economic history could be more clearly outlined. (This has been done admirably in the lessons on the British Empire printed by the Department). There is no good outline on government. Indeed, the historical approach could well be subordinated to the sound pedagogical method of tracing back to the origins of what is familiar to the student—a journey from the known to the unknown. But it must be emphasized that all this cannot be achieved unless more time is given.

The syllabus states that "the course is a Social Studies and not merely a history course". The present writer, however, claims that the course has been drafted with too much history; in other words, with too much emphasis on the past to the detriment of the present. C. C. Barnes, writing in *Social Studies* for November, 1934, states that "it is generally conceded that the emphasis of education should be on a study of contemporary life." He adds further, "a study of the past alone brings the story down to the interesting ending without giving the ending." This is exactly the impression one obtains from our British Columbian Social Studies course. Throughout the four years of high school the story of the rise of western civilization is traced, and then, so to speak, left hanging in the air. At least one-half of the final year should be devoted to a study of current problems in the light of what has been taught in the other three and a half years. This would constitute a proper summing up of the course; it would start a real thinking process based upon known material. Thus a tendency to think would replace the mere accumulation of knowledge, a process so necessary in our educational system.

If we could only increase the number of thinkers we are sending into life, something would be accomplished. To be sure, in deference to our London *Times* correspondent, we cannot neglect "the Creator's part." Nevertheless, in making the Social Studies the heart of the curriculum, in alloting it more time, and in making it a study of life in a real social sense, we would be making better use of the Creator's endowment to man.

BOOKS WORTH READING

(Compiled by A. ARKWRIGHT, *Point Grey Junior High School)*

NOTE: This section is another illustration of the practical co-operation with the Magazine Board in an effort to make the B. C. TEACHER *of further interest to teachers. Mr. Arkwright felt that books which he had enjoyed reading might also be enjoyed by other teachers if brought to their attention. He consented to compile a list, with a brief note on each, in the hope that some of his colleagues might also assist by doing likewise. We shall be glad to publish in this Department a limited number of notices each month. Please send in contributions to Mr. Arkwright, Point Grey Junior High School. Remember, there is no limit to the classification—Fiction, Biography, Travel, Science, Pedagogy—all notices will be welcomed.*—EDITOR.

"THE Autobiography of H. G. Wells." Each member of the teaching profession would receive inspiration from this amazing book. Mr. Wells has told about his youth—his lack of opportunity, the handicap of ill-health, and the difficulties which had to be surmounted. Interesting sidelights are given on the growth of the system of English education. But above all, after reading this book, we turn to the other works of Wells with a new and better understanding. Recommended.

"The Forty Days of Musa Dagh"; Franz Werfel. This book will rank among the masterpieces of our generation. The story is based on an incident during the Great War when the Turks drove the Armenians from their homes out into the desert. It is tremendously powerful and moving. Recommended.

"Devils, Drugs and Doctors"; H. W. Haggard. Dean Inge, in his "Essays," questions the idea of progress. Dr. Haggard, in this excellent book, answers the questioning for all time. In a clear, concise and interesting style, the book tells the story of healing from the beginning of record to the present. This story is readable and informative. It is "a fascinating history of the science of healing drawn from a wealth of authentic material."

"The Way of a Lancer": Bercovici. The story of a regiment of Polish Lancers fighting for Russia during the Great War, of their changing allegiance as Kerensky and, afterwards, the Bolsheviki, take command. The book is one more proof of the horror of war. It is written by a man who lived and fought with this heroic band of soldiers. Recommended; should be particularly interesting to Social Studies teachers.

"Nogales". An interesting and entertaining story of the adventures of an Argentine soldier of fortune. Recommended for high school students, and to those who wish to know more of life in South America.

"One's Company" by Peter Fleming. Another account of conditions in China, Japan and Manchukuo.

"The Mutiny of the Bounty" (a trilogy); Nordhoff and Hall. The popular, interesting and informative "Mutiny of the Bounty" has been followed by two others, making a fine trilogy which all who are interested in the adventurous South Seas should read.

"The Land of Plenty"; R. Cantwell. A story of life and work in a Pacific Coast sawmill during depression days. The drama of "hard shell" characters is unfolded in the coarse and inelegant language of such virile surroundings.

"For the Defence, Dr. Thorndyke" by R. Austin Freeman. A good "pass the time" story, to be taken in doses just before bedtime (if you can correctly measure the dose); I couldn't! A "crime" story, where nobody is murdered. Well written. Recommended.

"The Scarlet Beast" by Francis Gerard. An historical novel of the days when Rome was holding the gate of civilization against the menace of barbarian Carthage. A well written story by a writer with fine natural talent. Recommended, particularly to teachers of history.

"A Stone for Sharpening" by Bridget Lowry. A novel of the old-fashioned style, but written in modern terms. The ladies might like this book.

"The Black Pagoda" by Lowell Thomas. This celebrated author and lecturer spends two years in India, and in this illustrated book gives us his impressions as to the why and wherefore of this land of mystery. Is India a country or a religious controversy? What about the constant mingling of lofty religion and debasing sensuality? What is the answer to the critics of British Rule in India? These and many other baffling questions are dealt with in this book. Recommended. Should be helpful to teachers of Social Studies.

A FACT A DAY ABOUT CANADA

THE Dominion Bureau of Statistics issues each month a pamphlet, "A Fact a Day About Canada". This is supplied by the Canadian Radio Broadcasting Commission and consists of an item given each day over the radio. A very wide range of topics is treated by these broadcasts and teachers are finding them of use for their classes. We would suggest the provincial organizations inform their teachers that at the end of each month copies of these broadcasts may be obtained by making a request either to the Dominion Bureau of Statistics or the Canadian Radio Broadcasting Commission at Ottawa. Some of the information is of value to teachers professionally as affecting their own organizations. Most of them, however, contain information which might supplement History, Geography, etc.

The winds and waves are always on the side of the ablest navigators.
—Gibbon, *Decline and Fall.*

FEDERATION NEWS

THE Executive Committee met Saturday, January 12th, 1935, at 10 a.m. There were 25 members present.

It was decided to hold the 1935 Convention in Victoria in the week commencing Monday, April 22nd.

After much consideration, and in an effort to make the Convention self-supporting, it was agreed to fix the registration fee at $2 for members, and $3 for non-members. Mr. W. H. Wilson of Victoria was elected chairman of Convention Committee.

Please Note: It was ordered that March 5th be the final date for receipt of amendments to the Constitution and By-laws, and also resolutions for the Annual General Meeting, in order that these may be printed in the March or April issue of the "B. C. Teacher."

A referendum re professional membership was ordered and will be in the hands of all before this. Every teacher should respond.

A resolution was passed looking toward the restoration of salaries, and action planned for the presentation of this principle to School Boards and others in authority.

Attention was called to a series of lectures under the auspices of the Education Department on Tuesdays from 7:30 to 8 p.m.; station CRCV. Some of the speakers are Dr. Weir, Dr. Cassidy, Mr. F. C. Boyes, Dr. Kaye Lamb, Dr. Crease, Mr. Gibson, Miss I. Bescoby, Mr. John Kyle, Dr. Davidson, Major King, Dr. Klinck, Prof. Sedgewick, Prof. Angus, Prof. Soward and Dr. Buchanan.

The Saanich Teachers' Association was affiliated as a separate association.

The meeting closed at 7:55 p.m.

S. NORTHROP.

UNDER the direction of Fred J. Patterson, formerly principal of the West Vancouver High School, and who was appointed Superintendent for the Yukon in June last, the British Columbia Programme of Studies has been introduced for both the Elementary and the High Schools of the Yukon Territory. In future, candidates will write the British Columbia matriculation examinations.

Mr. E. M. Russell of Vancouver is teaching on the staff of the Dawson High School. Mr. W. "Reg" Hamilton of West Vancouver, and Miss Reta Munro of Lynnmore, North Vancouver, are teaching on the staff of the Dawson Public School.

Highlights of January's News

JANUARY saw the entry into office of at least two Canadian mayors whose policies will be watched with interest. They are Mayor Simpson of Toronto, elected on a C. C. F. platform, and Mayor McGeer of Vancouver, who promised to reform civic and police administration and to fight for reduction of interest on civic debts. At Calgary on January 29 he led a convention of Western mayors in a demand for creation of sufficient money on the national credit "to promote at all times public works and social services required to eliminate involuntary unemployment," for refunding municipal debts at not more than 3 per cent interest, and for the Dominion to assume all relief costs.

* * * * *

Premier R. B. Bennett started the new year with a series of radio addresses in which he attacked the evils of uncontrolled capitalism and promised such reforms as a national minimum wage and maximum working week, unemployment and health insurance, and income tax laws designed to correct maldistribution of wealth. This "radical" program had been foreshadowed in December when the Premier warned business men of impending government interference "to restore capitalism."

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Speaking in Windsor on January 18, Mr. J. S. Woodsworth stated that if Mr. Bennett carried out all his reforms it would bring Canada up to the status of other "civilized countries."

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The formalities and routine of opening Parliament were completed on January 17 and 18, and on January 19 began the debate on the reply to the Speech from the Throne, led by Messrs. King, Bennett and Woodsworth. At the end of the month no very important legislation had been brought down.

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Since Vancouver sends out over 1000 air-mail letters a day and receives over 800, the Board of Trade has asked for air-mail service direct from the city.

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But January, 1935, will long stand out in the minds of many British Columbians as the month of the Great Storm.

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Dr. W. H. Taylor of the University of British Columbia has been appointed by the Carnegie Endowment to co-operate with Dr. Brady of California in making a fifteen-month first-hand survey of American NIRAism, Italian Fascism, German Nazism, and Russian Sovietism.

Governor F. B. Olson of Minnesota inaugurated his third term of office by tendering the Legislature his Co-operative Commonwealth program, including state ownership of electric power systems, packing plants, etc.; a state-owned central bank; unemployment, health, maternity insurance; increased taxes on higher incomes, inheritances, chain stores, and public utilities revenues; rural and urban housing projects, etc.

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Louisiana fell under what was practically a military dictatorship during the month. Senator Huey Long is the Hitler of the State and might easily become "Hitler of United States," according to Norman Thomas, who began a crusade against him on January 25.

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W. M. Daniels, chairman of the Interstate Commerce Commission, points out that some 76 United States railways, operating about a sixth of the mileage of the country, are in receivership, and that the number would be greater but for government loans totalling more than $600,000,000. He regards government ownership as a possible outcome and remedy.

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While refusing to intervene directly on his behalf, the United States Supreme Court has severely castigated the State of California for failing to meet the issues raised by Thos. J. Mooney by either refuting his charges or freeing him from San Quentin.

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A "gentleman's agreement" whereby the Irish Free State will import more British coal in return for a corresponding increase in British imports of Irish cattle was announced January 2.

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Ghandi, on January 4, spoke against the new proposed constitution for India. The bill was presented at Westminster, January 24, following the recommendations of a joint Parliamentary commission in December.

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Another "New Deal" program was outlined by Mr. Lloyd George on his 72nd birthday, January 17. The Government promised unprejudiced consideration of his proposals.

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A 300-page report of the League of Nations on "National Public Works" gives the British Government's reply to a questionnaire as that "the experiment of large public works as a method of dealing with unemployment has been tried and failed, and it is not intended to repeat it." The reply is quoted as stating that the effect on employment is slight as compared with expenditures involved and that the works "leave burdens on national and local finance which impede the recovery of normal activity."

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Four agreements for Franco-Italian accord in Europe, in North Africa, in policy towards the Austrian question, and in relation to

German rearmament were signed at Rome by Mussolini and Laval on January 7.

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Von Jagow, German Minister of Foreign Affairs in 1914, died in Berlin, January 13.

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Results of the Saar plebiscite were: For Germany, 476,089; for status quo, 46,173; for France, 2,083. Roechling, Saar industrial king, and Hitler adviser, was quoted as saying 3,000 Germans must go into exile from the Saar.

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Street fighting between Nationalists and Leftists was frequent in France during the month, mostly in the provincial cities.

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The Socialist Government of Sweden announces a balanced budget without new taxes or loans and with reduced public debt for the new year. Appropriations for relief were about $15,000,000, one-half of last year's appropriations being still unspent.

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Portugal discarded dictatorship for parliamentary government on January 11.

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Border warfare between Italian Somaliland and Abyssinia was ended by direct negotiation on January 19, but on the 21st similar trouble broke out on the French Somaliland frontier of the Ethiopian state, whose independence is guarded by Britain.

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King Prajadhipok of Siam seemed to play his trump card against the Constitutionalists when, on January 22, he threatened to sell out all his extensive possessions in Siam to foreign interests and quit the country. He has almost a monopoly of the country's major industry.

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Recurrence of border fighting in Jehol province roused fresh apprehensions for the peace of the Orient. Dr. Sherwood Eddy went so far as to predict some such situation might provoke Japan into seibure of North China ports.

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One of the most startling disclosures of the Nye investigation to date was a hitherto unpublished cablegram received by President Wilson from Ambassador Page on March 5, 1917. On March 4 the President had been reinaugurated after a successful campaign with the slogan: "He kept us out of war"; and the day after receipt of the cablegram he signed the resolution declaring war. The two most significant sentences are: "We should thus (by war with Germany) reap the profit of an uninterrupted, perhaps an expanding trade over a number of years. . . . Perhaps our going to war is the only way in which our present pre-eminent trade position can be maintained and a panic averted." The Nye Committee gave the full text of the cablegram to the press in December but only four of the leading twenty American dailies have even mentioned it. —J. E. G.

Extra Curricular Activities

(Reproduction of an interview given over CRCT on February 7, 1935, by MR. P. N. WHITLEY, *Principal of Point Grey Junior High School, Vancouver, B.C.)*

(1) Question: One of the first questions parents generally ask about the subject is "What are Extra Curricular Activities?"

Answer: Extra Curricular Activities include all pupil activities not regularly classed as recognised classroom subjects. Everyone is familiar with the traditional activities such as inter-school games, literary and debating societies and school annuals. In recent years scores of additional activities have been added to these.

(2) Question: Would you tell something about this growth?

Answer: Prior to the beginning of the 20th century there were almost no such activities at all. In fact, until 1918 there was very little growth. From then until 1930 expansion was fairly rapid, the number growing to four times that of the previous decade. The years of the depression have been characterized by a marked stimulation in the movement. Now activities are numbered in the hundreds, as shown by recent surveys in many countries.

(3) Question: How do you account for this growth?

Answer: The depression has brought about much unemployment, the mechanization of industry has reduced the hours of labour and people everywhere have felt the need for something with which to occupy their leisure hours. This condition has awakened in the minds of educationists the need for early training in the wise use of leisure time.

(4) Question: Another question that it is natural for parents to ask is, "What are some of the objectives of this movement?"

Answer: There are a great many worthy objectives. Chief among them are:

To train for wise use of leisure time.

To develop a wide range of interests and discover special aptitudes and talents.

To direct the social instinct into high types of activities, and

To develop desirable citizenship qualities.

(5) Question: What determines the nature of the work undertaken in the various clubs?

Answer: The nature of the work is determined by the desires of the students. Clubs are not imposed upon them. When a club is

wanted by the students, every attempt is made to meet their request. The response to demand is limited only by the facilities of the school and the possible teacher sponsors.

(6) Question: What are some of these many activities, say, in your own school—the Point Grey Junior High School?

Answer: Naturally both the type and the number of clubs varies from year to year according to demand. Some clubs are requested year after year; others are dropped after one year's operation.

Perhaps it will clear up some points in the minds of parents if I mention some of the clubs in operation in our school this year and outline briefly their purpose and activities. There are ,for example:

An Electrical Club—To foster the care of electrical equipment around the home.

A Yarn and Yarncraft Club—To encourage pupils to beautify the home with useful articles which require very little money expenditure. To give pleasurable and useful employment for leisure time.

A First Aid Club—To give members a practical knowledge of First Aid.

A Typographical Club—To give pupils, who are specially interested, the privilege of extra practice in the Print Shop.

A Boys' Cooking Club—To train interested boys in the preparation of simple, healthful foods. Camp cookery.

An Archery Club—To improve judgment in air currents, distance, elevation and sighting.

An Art Metal Work Club—To provide an opportunity for pupils of a creative nature to make articles from copper, brass and peuter.

The Athenaeum Club—To develop "poise" and "decorum." A great Athenian once said: "We (Athenians) regard a man who takes no interest in public affairs, not as harmless, but as a mischievous character."

A Basketry Club—To enable pupils to make articles of use and decoration.

A Current Events Club—To encourage children to become interested in daily events everywhere.

A French Club—To provide greater facility in the use of the spoken language and to develop interest in the people whose language we are attempting to use.

A Foresters' Club—To develop observation. To create interest in preserving the living beauty of our forests. To aid in the enjoyment of camp life.

An Harmonica Club—To enable those who already play the harmonica to enjoy this pastime along with others, and through a combined effort, to assist the beginner toward this enjoyment.

A Journalism Club—To give interested pupils an insight into the

simple rules of journalism as found in different types of writing.

A Linoleum Block Printing Club—To stimulate interest in design, making practical use of results.

A Paint, Paste and Paper Club—To provide an interesting, and in some cases, a profitable hobby. To develop skill through practice.

A Photography Club—To stimulate interest in photography as a hobby.

A Science Club—To foster and promote an interest in science as manifested in the common utilities around us.

A Stamp Collecting Club—To develop an appreciation of the countries represented, a knowledge of their history and to develop artistic arrangement in mounting.

A Travel Club—To foster interest in travel, and to broaden our knowledge of the world about us.

A Typing Club—To advance members in the art of typing.

A Dramatic Club—To develop initiative and self confidence; to give practice in speaking and in the entertainment of others.

A Folk Dancing Club—To create an interest in and to develop a knowledge of the folk dances of various countries. To improve one's sense of rhythm and gracefulness.

A Boys' Gymnasium Club—To develop interest in leadership in tumbling and various types of apparatus work, and in the building up of, and developing of muscular co-ordination.

Other Clubs include a Band, an Orchestra, a Boxing Club, Referees' Clubs, a Badminton Club, a Ping Pong Club, Rugby Club, the School Paper, Library Club, and Glee Club. In all I think I have mentioned about thirty-five active clubs.

(7) Question: That is most interesting, Mr. Whitley, but how are the materials provided? Is there not some expense in connection with many of these clubs?

Answer: Yes, there is some expense. This is met by the student council. Funds are raised by the levy of a student council fee. There is no allowance for club work in the School Board budget. No extra public expenditure is involved. The Council Executive budgets its funds according to the activities undertaken.

(8) Question: Parents have an idea that most of the work is done after school hours. Is this so?

Answer: No, the school time table is arranged so that most of the clubs meet for half an hour during school time and continue for half an hour after school time. The clubs, in our school for instance, operate for one hour every Wednesday from 3 p.m. to 4 p.m. School usually dismisses at 3:30.

(9) Question: A frequent query encountered is, "Do the activities count for promotion purposes?"

Answer: No, they do not. Although they are encouraged by the

Department of Education they are not given equal status with curricular work. Certainly much of the work accomplished is of equal value at least.

(10) Question: Do all students take part in club work?

Answer: All but those who have immediate after school duties such as paper delivery boys and a few girls who have to get away propmtly at 3:30. About 5 per cent of our enrolment is thus affected.

(11) Question: How are these people accommodated during the school time portion of the club period?

Answer: They are assembled in study groups where they do extra work in their weaker subjects. A teacher is attached to each group.

(12) Question: That sounds like a very complete program. How does it affect the school?

Answer: It does increase the load on the teaching staff, but this is more than compensated by the enthusiasm of the pupils. I look forward to the time when some of this will be given curricular status.

FUTURE OF EDUCATION

THEREFORE, as I visualize the future, I see the number of teachers increase as the number of agriculturists, skilled laborers and industrial workers decrease. Future generations will realize it will be far better for them to do a full day's work themselves and employ more people to develop their children physically, intellectually and spiritually. Christian teaching is an industry that can never be overdone, as it is turning out a product of which there can never be a surplus. Even today the safest and most profitable investment is in education.

Whatever social or political systems may be tried in the future, children will always be the greatest assets. Stocks, bonds, bank accounts, insurance policies, and real estate holdings may easily pass out of existence. Our children, however, will always be ours. Whatever happens to bankers, manufacturers and merchants, the efficient teacher will always be in demand. Moreover, as leisure time increases, the demand for those who can train others physically, intellectually and spiritually will rapidly increase. Even today many families are looking for such persons to come into their homes and guide their boys and girls.—*Author Unknown.*

When we build, let us think that we build for ever.—Ruskin, *Seven Lamps: The Lamp of Memory.*

Never to tire, never to grow cold; to be patient, sympathetic, tender; to look for the budding flower and the opening heart; to hope always; like God, to love always—this is duty.—Amiel, *Journal.*

Every man who can be a first-rate something—as every man can be who is a man at all—has no right to be a fifth-rate something: for a fifth-rate something is no better than a first-rate nothing.—J. G. Holland, *Plain Talks. I: Self-Help.*

THE SCHOOL LIBRARY

3. THE LIBRARY IN USE

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

A GREAT work of art is not produced by the genius of the artist alone: it needs, to make it complete, the creative energy of a receptive mind. A symphony is not music until it is adequately performed; a painting or statue is inanimate until it finds an observer whose spirit vibrates in tune to its beauty; a book has life only when it is read by one capable of responding to its wit and wisdom; and the value of any work of art or literature is ever dependent in some degree upon the quality of the mind upon which it impinges.

Some book collections are like Rosamund's sleep-bemused palace, where Princes Charming stand wistfully beyond thorny hedges of restrictions, prohibitions, poor management, or just plain indifference. So much depends upon the teacher's attitude to the library! Some consider it a "frill," at best a convenient place to stow pupils who, quicker than the rest, are apt to be a nuisance if unemployed. Other conscientious souls think of the library always in terms of useful information—a sort of glorified text book extension. But to some the School Library is an integral part of the life plan of the school, the hub of infinite activities, at once a refuge and a joyous adventure, a spur to healthy curiosity and a challenge to complacency.

Children can do with a good deal of judicious letting alone; and this is particularly true in the library. The pupils should have a definite time when they may read what they please; a period free from any study assignment, a time when their spirits may roam unhindered and unsupervised in the Land of Romance. There they may make friends with the brave and the fair; venture all for love—or a bag of dubloons—or dally in dreamy meadows with La Belle Dame sans Merci. In such hours, souls add to their stature and purposes are born that may sway the destinies of men.

The main purpose of the School Library—most briefly and barely stated—is to form reading habits and skills. Since those habits are most firmly fixed that have associations of satisfied desires, it follows that in the early years the importance of pleasure reading can hardly be overstressed.

The first condition of learning is a desire to know. One might say, with little fear of contradiction, that on this premise rests the whole fabric of modern pedagogy; but still the remnants of the disciplinary theory—the worse it tastes the more good it does you—make many of us suspicious of pleasure in connection with education.

To read "Treasure Island" or "Tom Sawyer" as examples of English literature is praiseworthy; to read them because they are "swell stories" is still slightly suspect.

We still feel virtuous and efficient when we spend money for supplementary readers, and rather guilty if we let the readers stay on the publishers' shelves and use the money for library books. Out upon such timorous practices! Let us face the facts: what more do children learn from readers than from free access to a good juvenile library? When the mechanics of reading have been mastered, dollar for dollar and hour for hour, the library pays bigger dividends than the text book. The library is an endless corridor of doors opening into life: what relation to life have the little chopped up selections and shop-worn verse of the reading texts? They have one indisputable value: their synthetic pabulum is simple to administer, its results easy to measure and chart on efficient-looking graphs.

If you would obtain the greatest possible value from your library, be bold—make the children free of it with as few restrictions and as little supervision as possible. Very soon they will be bringing you the fruit of their forays; history, geography and all other studies will take on a third dimension, rise out of their texts and live. The young explorers will be ready for the second phase of library values: they will desire to read for information.

Early assignments should be very simple indeed, and should arise out of the pupils' spontaneous interests. I have found biography one of the easiest of approaches for several reasons. First, children of eleven and twelve (the earliest age at which to expect even rudimentary research) are great hero worshippers; secondly, essential biographical data are usually given in clear and succinct form; thirdly, the obvious subjects are usually covered in several books. The assignment should be specific: "When was he born?" "Where?" "How did he spend his boyhood?" and so on.

Nothing so whets the appetite for research as success; after a few early triumphs a little judicious ignorance on the teacher's part will probably prove sufficient spur to the pupils' activities. There is a subtle satisfaction in giving instruction to which the juvenile ego is particularly susceptible.

Reading experience may be rounded out by many modes of spontaneous expression. For the very youngest free-hand illustration is one of the most satisfactory. Though the first attempts may be crude they will satisfy the artist, and enthusiasm strengthened by practise will achieve results that are surprising in their imaginative vigor and adequacy of technique.

Posters, book-maps and book reviews are favorites with older pupils. These should not be compulsory except in the rare case of the intellectually lazy child. Even then some other form of expression, if it be voluntary, is of more value than the forced labor of a review. Boys enjoy making models or miniature stage-sets representing incidents in the story, girls like to dress their dolls in the

costume of their favorite character. Even the least expressive child will respond to the request to "tell Tom about the book you've just finished because he thinks he might like to read it," and even the youngest can take part in a Friday afternoon "Library Programme" of story-telling, book reviews, or dramatizations.

Methods must vary with varying conditions and temperaments; there is just one essential—that we teachers keep our purpose always shining clear before us. What is it we wish to achieve? Is it not to foster in these young minds such a love of books, to give them such skill in using books as tools, to imbue them with such a habit of turning to the wisdom of an elder time, that all their lives will be colored and enriched by the happy hours spent in the School Library?

Technical Education and Citizenship

(*An Address over Radio Station CJOR, Vancouver, by* J. G. SINCLAIR, *Principal, Vancouver Technical School*)

MAYOR McGeer, when addressing a mass meeting of Vancouver teachers recently, expressed very emphatically and very clearly his impression of our present-day education. He named it a "barbarous relic." Of course, we give Mayor McGeer all the licence that should go to a poetic soul. We know our present system has, in some aspects, the appearance of being a relic, but the term "barbarous" was just a trifle hard.

Our present system is a relic in that it has been handed down through the generations practically intact. Before the days of universal education, the privilege of being educated was confined to the ranks of a few. The purpose of that old-time education was to fit a boy for entrance to a university where he could study the Humanities, Mathematics, Medicine, Theology or Law, to fit him to take his place later on in one of the learned professions. These professions were close corporations. The openings were relatively few, and so necessarily the preliminary education was limited to a selected few, and these few not always of brighter intellect, but such as could afford the high price of education.

But the outside world marched on. There was an awakening in the souls of men, and there was a demand that preliminary education should not be confined, and that there should be equal opportunity for all. The equal opportunity became available, but the system of education had not been advancing with the years, and the same mental pabulum was thrust at, and thrust on, youth that had been thrust on their fathers and forefathers. There was no scope, no breadth, no vision, and where there is no vision the young men perish.

During the last twenty-five years knowledge has increased beyond

belief. Space has been annihilated. Distance does not exist for telegraphic, telephonic and radio transmission. The air has been conquered. The sea in its depths has been plumbed by submarines. Chemistry has revealed its secrets, and nature and her forces now serve us. But we still cram our poor students for the fetish of a matriculation examination. Of those that pass that memory test, a very few go to university. Of those that go, not so many graduate. We have suffered from this terrible relic. Our boys have suffered. Of course, we must have universities. They are a necessary unit in our education system, the corner stone of the pyramid. The universities provide advanced education for those few that need it. But why should we have been preparing everyone in our educational system to go there when so few go? British Columbia, these last few years, has been seriously studying the situation. The Board of Education at Victoria has lent an attentive ear and a helping hand on every occasion it has been asked. The School Trustees of Vancouver have fostered and encouraged every individual or collective effort to pull the chariot of education out of the rut, and the results are encouraging.

Some kind of entrance requirements will always be demanded by a university, and rightly. They will want to know the calibre of the material coming in and it will still be the duty of the educational authorities to provide opportunity for all students wishing to enter a university. But provision has to be made for the vast majority of the other types of student.

Education is primarily concerned with the making of a good citizen, and not with the business of turning out brilliant scholars. Mr. J. S. Woodsworth, in his radio address from Ottawa last Monday night, said that the purpose of education was to teach people to live together. That statement has a terrific lot of truth in it. Paul once said to some of his Christians when counselling them on behaviour, "Dearly beloved, as much as lieth in you, live peaceably with all men." Mr. Woodsworth and the Apostle Paul, living in different eras, had exactly the same ideas.

Now, how can our educational system make good citizens? In the first place, teachers must realize that the fortunes and fates of both child and nation lie in their hands. Home influence and home discipline do not function as they should these days, and the teacher has both to be parent and preceptor. It is a tremendous responsibility, and, in a way, is asking too much of a very much harassed class. How can teachers then meet the new situation that has arisen? How can they best fit their boys and girls to be good citizens?

I think the situation lies before us very simply. Instead of making the school a jail, a treadmill; instead of having the student look up teacher as a natural enemy and a necessary evil; instead of cramming them with a type of education they do not want; instead of placing them into the category of sausage skins being filled up and turned out as sausages from a sausage machine, if we make school useful and pleasant we will develop our students as we ought.

How can that be done? Well, it is actually being done now in several of the up-to-date High Schools. The student, on entering, determines his or her course, whether matriculation to the university, or a cultural course leading to High School graduation. This latter course is a great step forward in the right direction. The student is allowed to chose the course, within limits, and at the end of four years, if the necessary credits have been gained, the student passes out into the world with a High School Graduation Diploma, infinitely better fitted to face life than his predecessor of even four years ago. The complexion of school life has been changed. He does cheerfully what **he** has chosen to do. He studies cultural subjects; he uses his hands in shops, and the girls use their hands in Household Arts. Drawing and other subjects that really matter. Because they are diligent, because they are contented in their work, because they see that they are laying the foundations for their life work, they are becoming good citizens.

My subject today is Technical Work and it has taken me some time to get down to it. The first school in British Columbia to break away from the dead formalism of the old type of education was the Vancouver Technical School, and it laid the seeds of reform which were to blossom years later in the free courses of the High Schools, with their cultural options and electives. But before I go any further I would like to make clear what technical education in our system means. There is no end of misconceptions. Technical education in British Columbia, as I see it, and as we practise it in the Vancouver Technical School, is simply High School education, where science, mathematics and shopwork are stressed, where brain, eye and hand are trained together, and where a boy is taught to think independently instead of being used as a receptacle to pour facts and all the old stuff into. A Technical High School does not teach trades. That is the office of a Trade School or Vocational School. A Technical High School is not the dumping ground for all the boys who are not judged fit to go to an ordinary High School. A technical boy needs more grey matter, a keener intelligence than the average High School boy, and the fact that a boy in Public School might be poor in his studies but excellent in his manual training does not mean that he should be sent to a Technical High School. Contrary to common conception, a Technical High School is no place for the mentally unfit, and is certainly not a place where boys are taught trades.

Having, I hope, made this clear, I will now give a short resume of the history of the Vancouver Technical School. Started in 1916 by the late Mr. J. G. Lister, as a single class in King Edward High School, it filled a popular demand for something different for boys. Within five years the classes had grown so much that there was not enough room in King Edward High School to accommodate them, and provision was made down-town in the old Labour Temple on Dunsmuir Street, where these technical classes from King Edward set up as a distinct new school—the Vancouver Technical School. Growing pains soon again afflicted the young school and, in 1928, the School Board moved the school out to its present location in the

east end of the city, where we have lots of room for further expansion.

The Vancouver Technical School provides courses for every type of boy. The boys that attend are nearly all mechanically minded. Some find their way there that would be better suited in an ordinary High School, and they are advised to change while it is still possible.

The main course chosen by the boys is the General Technical Course, extending over four years. At its successful completion a boy is awarded the Technical School Graduation Diploma. The first two years of the course are taken up with general work. On entering his third year a boy chooses the major science and major shop he means to follow for the next two years. These sciences are Chemistry, Physics, Mechanics, Electricity, and the Applied Sciences of Mining and Lumbering. The shops are Sheet Metal, Printing, Woodwork, Motor Mechanics and Machine Shop. In the first two years all boys go through all the shops and take the four sciences. This year, Mining and Lumbering have been introduced as new subjects, with gratifying success.

We have a very small Matriculation side. It is intended for those boys who wish to take up Engineering at the university. Only selected boys are admitted to the Matriculation classes, as the work is heavier than the ordinary High School Matriculation. The record of Technical boys who have attended the University of British Columbia is good, showing that the Technical School preparation was sound and on the right lines.

Certain types of boys do not feel intrigued with ordinary classroom studies. They can find no interest in an "Ode to a Skylark" or the doings of the immortal Greeks. They want to do things themselves. At the end of the first year when we find that a boy is not gifted along academic lines but has good hands, we switch him into the Vocational courses, where he gets the maximum of shop work and the minimum of classroom work. Curiously enough, few boys wish this course. They want the four-year general course.

The only real Technical School work we are doing at present is with our special students. These young men have graduated from the Technical School and other High Schools and do not wish to go to the university. They wish to get specialised knowledge and specialised shop-training and that in as short a time as possible. The subjects they take are Advanced Mathematics, Electricity, Chemistry, Drafting and Engineering Drawing, and they may choose any shop they want. Tradesmen also attend these classes so that they may know the scientific and technical end of their respective trades. The ages of these students range from 18 to 65. Yes, we have had three men over 60 years of age. Never too late to learn.

We make provision in an Industrial class for those under-privileged boys who have been too long in the Elementary Schools and are over age. In the Elementary Schools they are a problem to teachers and parents, and each year we take a class of such over-

grown youths and give them special instruction for a year, and with excellent results. They seem to sense that they are being given a square deal and seriously settle down to business. At the end of their first year most of them have been able to satisfy us that they are ready to enter Grade IX, and are given the chance.

Any boy in the city who has passed Entrance or has been recommended may attend the Technical School, provided he lives outside a Junior High School area. This change was made by the School Board last year.

Every Junior High School boy on entering Grade X can choose the Technical School. All High School boys in Grades IX and X may also switch to the Technical. Provision has been made for all such changes, and all can find that they fit in on switching over.

A factor that will recommend the school to many parents is the knowledge that it is a school for boys. There is no girl complex to upset the serenity of the young lives of the boys. We have 40 men on the staff, all experienced in school work, and 35 of them married, and experienced in another way.

The Technical School is a human school where understanding exists between teacher and student, and where the principles of good citizenship are inculcated in season and out of season. The school has a very definite place in the life of the community, and its worth is at last beginning to be appreciated by the community at large.

Elementary School Section

TEACHING LOADS IN THE ELEMENTARY SCHOOLS

(*By* O. J. THOMAS, *Principal, Strathcona School, Vancouver, B. C.*)

IN any discussion of educational problems we can be reasonably sure that the speaker or writer, at some point in his dissertation, will state that the first consideration of the school should always be given to the pupil. The basis of all modern improvements in either teaching method, teaching equipment or school organization has been the welfare of the individual pupil, and we are constantly striving to make the school a place where each child will have the opportunity to develop to the utmost whatever abilities he may have under conditions that will make school a pleasant place, and learning or self-improvement a desirable thing. Our avowed aim in all this is to turn out of our educational instiutions a product which will be better fitted than ever before to adjust itself to the conditions of life as it meets them and, by turning all our attention to the child and his needs, to help improve the conditions under which future generations will live and work. Too often, however, those in authority forget that the

child is only one part of our educational system and that he cannot progress properly without the guidance of a teacher who is properly qualified, both academically and by nature, to help the young searcher reach the goal at which he is aiming. It is, therefore, just as important that teaching conditions should be such that the teacher may make the very most of his or her own abilities with a minimum expenditure of time and energy. This has long been the aim of those engaged in our industrial world, where every great invention and improvement has resulted in a decrease in the expenditure of human power and a more efficient use of machine power. Why, then, should we not try to conserve the much more valuable power of a good teacher by making it possible for us to use it effectively over a greater length of time and with better results in achievement during that time? By making the work of the teacher more effective we are really improving the conditions for the pupils, and the more difficult it is for the teacher to do satisfactory work the more likely is the final result of our school work to be unsatisfactory.

In this regard it is the writer's opinion that the powers-that-be have shown themselves very short-sighted in their attitude towards the teacher-load in the elementary schools. I do not think that anyone will object to the statement that the guidance of a good teacher is more necessary in the first five or six years of a child's school life than at any other stage of his education. These are the years when the pupil cannot stand upon his own feet and when all his activities must be directed by the teacher. These, too, are the years when individual attention will bring the best results and will also lessen the necessity for such attention at a later time. In the establishment of our special classes we have recognized the fact that children of low mentality cannot be dealt with effectively in large groups and the same principle should apply to children in the lower grades who, while mentally normal, are at the same time mentally immature and very lacking in the powers of reasoning and apperception. As the child's power increases and the more he becomes able to help himself, the more the teacher tends to become a mere guide or even a lecturer, and the greater is the number of pupils he should be able to handle successfully. We see this exemplified in many of our larger universities, where classes running up to 100 are by no means unusual.

In the public schools of British Columbia, however, the reverse is the practice. Section 142 of the School Act definitely states that classes in the elementary schools must average 40 pupils per teacher, while in all other types of schools they need average only 34 per teacher. Note, please, that this is an average of 40 per **teacher,** not 40 per **class.** It means that in a large school, where the principal is free for supervising, he must be included when the number of classes is being arrived at. It also means that in a school on the platoon plan all special teachers must be included in the averaging of pupils. If a school has a pupil population of 800, it is allowed 20 teachers, including the principal. If he happens to be a supervising principal, then only 19 classes may be organized and these will average 42

pupils each. Anyone who has organized, or helped to organize, an elementary school knows that the number of pupils in the various grades is not equal and that it is quite impossible to make all classes the same size without mixing grades very considerably or using excessive retardation or acceleration. The result is that we have elementary classes in all the grades containing from 40 to 50 pupils. The last annual report for British Columbia shows class after class of this size, with many Grade 1 groups running up to 50. In Vancouver City alone there were 126 classes in the first six grades containing from 43 to 51 pupils, and just as many with from 40 to 43. The most of these were in the primary grades where, if anywhere, a small group is advisable. Anyone who has had any experience or knowledge of primary teaching must admit that such a practice is, in the long run, bound to be detrimental to our educational system. No receiving teacher can stand the strain, both physical and mental, of handling such large numbers of immature children year after year. It speaks volumes for the faithfulness and professional spirit of these teachers that the index of retardation in Vancouver City has not materially increased during the past few years.

It has been offered as an argument that where a principal has been freed or partly freed for supervisory duties the regular teachers should be able to work with larger groups of pupils. There may be logic in this but the writer is too dense to see it. Just how a principal, by being able to visit a class more often, can make it any easier for a teacher to handle 45 pupils, day in day out for a full term, is beyond my comprehension. It should, however, work equally as well in a Junior or Senior High School, where the principal is also free full or part time.

It has also been argued that the establishment of special classes in our larger centres has taken out of the regular classes those of low mentality and that therefore the teacher of the regular class should find it easy to teach, say, 50 pupils. There would be some reason in this statement, if our special classes went far enough—but they do not. They have, of economic necessity in Vancouver at least, taken only the extreme cases and have left behind many children of definite low mentality and all the borderline and slow, normal cases. These latter really require more of the regular teacher's time and energy than would the definitely subnormal, since the conscientious teacher knows that by dint of much effort and patience such children can be brought to the proper standard and promoted. So the establishment of special classes is not a legitimate argument for larger elementary groups. It cuts the other way as well, since Junior and Senior High classes are also free from this type of pupil and the Senior High, at least, does not contain as many of the dull normal or borderline cases, a great many of whom drop out before reaching Grades X or XI.

The regulation as to size of classes was, no doubt, made in the interests of economy, and it was certainly made by people who lack an understanding of what real economy is. In the long run it is quite likely to cost the province more in retardation and broken health in teachers than it may have saved to date. It is just a question of how long elementary teachers can continue to work at full speed and still

continue to maintain the record they have already set. No man-made machine is ever expected to operate at full power for any great length of time, but evidently teacher power is not as valuable in some eyes as machine power.

In all this I am not advocating that there be an increase in the size of classes in the Junior and Senior High schools. That would not relieve the situation in the Elementary school and no elementary teacher wants to see it brought about. At least, those responsible for the present ruling should be consistent and reduce the required number for Grades VII and VIII in the Elementary schools to a par with the same grades in the Junior High. If the Junior High teacher can be expected to handle only an average of 34 pupils, why should the Elementary teacher be expected to work with from 40 to 50 and at the same time teach **all** the subjects in the curriculum? I am quite sure that the Grade VII and VIII teachers in the Elementary school would be quite willing to carry on with their present numbers if only some relief could be given to their sister-workers in the lower grades. The classes in the Junior and Senior High Schools are none too small for effective teaching and what is wanted is a lowering of the average in the Elementary School to at least the same level as the others. Is it too much to hope that the presence in our Legislature of several people with a real understanding of teachers' problems will soon result in a change being made in this regulation in the near future?

Ramblings of Paidagogos

THE SECRET OF "DAVID GRAHAM"

LAST month I wrote about a man whom I called "Graham,' 'and although there has never been any continuity in these ramblings, I am going to write about him again. I feel that I did him a great deal less than justice, and so I must perplex myself with an inquiry into the secret of his persuasiveness. For there can be no manner of doubt that he was a persuasive man—since he persuaded boys of fourteen that Virgil and Homer were creatures of flesh and blood, and not academic fictions invented to grind the faces and curb the enthusiasms of the young.

First of all, Graham was a singularly winning man. This is now my chief impression of him. His personality was radiant without being demonstrative, his infrequent smile conveyed an indescribable kindliness and understanding. There is no question that he had found an essential harmony of soul, that his teaching was a channel through which this harmony was expressed. He enjoyed every moment and every aspect of his work.

Then he was a classicist in the true sense, which is to say that the ancient writings stirred under his touch into the pulsing and generous life of the past. He had the power to arouse heroic figures from their sleep of centuries, and to people the classroom with

tumultuous men. They strode forth from our dog-eared books and exhorted us in tones of nobility and passion. A mighty inspiration was there. For a little while we shared in their manhood and thrilled to their valor. And this is teaching.

It seems rather a descent to say now that Graham was uniformly courteous, yet this courtesy of his was a great part of his secret. Good manners, I am sorry to report, were not the prevailing mode in the Scottish high schools of my time. It was believed then that there is an immemorial deviltry in the young, a full measure of original sin, and it was held that a harsh unremitting discipline was not only a scholastic necessity but also a pious duty—to the thorough-going performances of which duty, I am prepared to bear ample witness.

But with Graham, the problem never seemed to arise. His own enthusiasm was so genuine and his own character so virile that we came into his room with an eagerness quite out of keeping with our customary resignation. "Graham's period next," we would comfort ourselves as we endured the tedium of some other class, and we looked forward to Latin or Greek in much the same spirit that we entered upon a game of rugby football.

Perhaps the term "intrinsic discipline" is descriptive enough. But this must be understood to be an outgrowth of character and not the effect of some subtle technique. Certainly it is no educational nostrum.

To say that Graham was invincibly just, that he subscribed to the doctrine of work, that he marked our exercises to the last accent, that in his quickening of interest he never lost sight of relevancy—to say all this is needless, since it is only an expression of what has gone before. The child may be father to the man, but the man is father to the teacher.

I have often asked myself how much Graham knew of pedagogical theory. In the strict sence, I suppose he knew very little. He had probably never put his professional credo into systematic form, so that it remained vague and resiliant and a little whimsical. For nothing is more devastating to formalism than humor, and Graham never mistook the shadow of his own proportions for the substance.

But he understood boys and he understood the classics—and all the pedagogical theory in the world gives way to that.

The reader will perhaps be wondering what Graham looked like, not because it matters in the least, but because we are rarely satisfied with abstractions. He could have been hump-backed and cross-eyed for all of me! But his Olympians had been reasonably good to him. He was a fair and ruddy man of middle height, powerfully built, and giving an impression of unusual physical fitness. He was the kind of man—libera me, O Domine!—who would get into a tingling glow after taking a cold bath in the morning.

But what after all does the outward man signify?—something no doubt, but little. Beyond and above everything else, David Graham was a teacher—which includes both the scholar and the gentleman. I would be glad today to touch the hem of his garment.

RURAL SCHOOL DEPARTMENT

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

(By L. A. Wrinch, *Port Moody High School, Port Moody, B. C.)*

THE Rural Department takes pleasure in presenting a set of observations and recommendations for rural high schools, presented by Frank Wilson of Matsqui. Mr. Wilson is principal of the High School there and speaks from the heart. Nothing, however, would please him more than discussion or even disagreement from readers of the "B. C. Teacher," so if you disagree, send in your views to the department. The response to the Christmas appeal has increased during the last month and the standard papers will be ready for distribution about the end of March. All those who have corresponded with the department will receive copies, and any others who wish to receive them, need only drop a line to 1300 Robson Street. Copies will also be available at the Easter Convention, but please do not delay that long.

And now—Mr. Frank Wilson—

RURAL HIGH SCHOOL RECOMMENDATIONS

The small Rural High School continues to be the Cinderella of the educational system. The enrichment of the course of studies, the introduction of additional subjects, the possibilities of optional courses of a practical nature to offset the unduly academic nature of the old course have all passed it by, leaving in their wake nothing but a greater load of compulsory academic subjects to be handled by the one, two, three or four teachers, as the case might be.

It is no exaggeration to say that the changes in the course of studies which have taken place in the last five years have reduced the flexibility of the small Rural School and made it even more difficult to adapt it to the needs of the great mass of the pupils. The Normal School demands special Arithmetic, Health and Geography to be included in the final examinations, and since every Rural School contains prospective Normal students, they have to be taught. Matriculation requirements have been increased by the addition of compulsory grammar and as most schools have at least one matriculating pupil each year it, too, has to be taught. To a school with a small staff this increase in definitely academic load has decreased its ability to attempt anything more practical.

Such a small percentage of the pupils of the average small High School intend to enter University and Normal that it is definitely unfair that the lion's share of the teaching effort in the school should be directed towards these ends. The 90 per cent of the pupils who remain in the community to work at one form or another of practical endeavour should have some influence upon the type of work done

in the Rural School. I would go so far as to say that those pupils who are really satisfactory University or Normal material ought to be able to do a good deal of fending for themselves. They should not require arduous drilling from the teacher. Persons without good intelligence and intellectual enthusiasm are wasting their own time and other people's at University or Normal.

The other aspect of the difficulty is that most Rural High School teachers have had a purely academic training, and so are hardly fitted even if they were inclined, to tackle some of the more practical subjects. They therefore continue to do a thoroughly conscientious academic job and leave the more practical minded pupil to extract what nourishment he can from a diet of pure book work.

Some solution to these difficulties needs urgently to be found. My suggestions are as follows:

(1) That the small Rural High School, say, up to four teachers, be recognized as a branch of the educational system with peculiar problems demanding separate consideration, and that possibly some Department official should act as Superintendent of Rural High Schools, the duties of this official to be the consideration of Rural High School curriculum, course of studies and staff, with a view to bringing such schools into closer relationship with the needs of rural communities.

(2) That it be recognized that the High School teacher for such small Rural Schools should have special qualifications for the work. In most small schools the employment of a specialist in Manual Training, Home Economics, or Agriculture is out of the question. The only way in which these subjects might be handled is through teachers who had practical interests in addition to academic training. Most men teachers with a training in science or agriculture could quickly train themselves to teach, say, Bookkeeping, Agriculture and the elements of Manual Training. A good practical woman-teacher could easily learn sufficient of the elements of Home Economics, particularly sewing and the principles of home decoration to enable her to be of great help to the girls in the school.

Of course, this implies that the Rural High School teacher is to become something of an Admirable Crichton, and that Rural High School teaching be made sufficiently attractive to encourage teachers to accept it as a branch of their profession to be prepared for carefully and worthy of their continued effort. So long as the cities have salary schedules and the country schools none so long will the aim and object of the Rural teacher be to leave as soon as possible.

It might be worth while to establish a Rural High School certificate to be granted to men teachers capable of teaching bookkeeping, Agriculture and Manual Training, say, and to women capable of teaching Applied Art, Sewing or some other of the practical home arts, in both cases over and above the regular academic qualifications.

(3) The University and Normal School should be required to

recognize that the Rural High School has a duty to the pupils who do not proceed to these institutions. These institutions have every right to insist that pupils coming to them should be intelligent and hard working, but they are surely overstepping their rights when they insist upon such a multiplicity of compulsory subjects. There is no evidence to show that a high standing in a few subjects is not as effective a criterion for selecting students of intelligence and energy as the ability to pass a large number of subjects.

(4) Given a number of Rural High School teachers who are capable of handling the more practical subjects, it should be recognized that the Matriculation subjects have no prior claim to school time. The small school should probably be allowed to shift a certain amount of the Matriculation preparation to the correspondence course department. A student who is really fit to Matriculate does not require spoon feeding.

(5) Whether the above recommendations are agreed with or not it is essential that the problems of the Rural High School be brought more to the fore and be given more consideration. It is high time that this Cinderella threw off her outworn rags, for she is just as comely as her more favored sisters.

To conclude, I would suggest that it is possible to do something now, whether these suggestions are ever put into operation or not. At Matsqui we bought a sewing machine from the proceeds of a school play, and now a good lady from the village who is an expert dressmaker, comes once a week to teach a class of girls. They get no "credit" for the work, but that is a small matter. They do learn to sew. In alternate years I put on a course in Beekkeeping on a similar basis.

The abnormal must always be felt, although it may rarely form the subject of a picture or poem. To make the abnormal ever visible and obtrusively present is to violate the harmony of Nature; to avoid the abnormal is to introduce a fatal accent of insincerity. . . . Therefore it may be said that the final achievement of genius is the introduction and artistic use of the abnormal.—George Moore, *Impressions and Opinions*: *Balzac*.