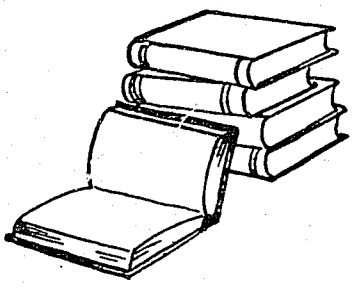
# THE B·C·TEACHER



## OFFICIAL·ORGAN OF·THE·B·C· TEACHERS' FEDERATION

VOLUME XVII. NOVEMBER, 1937 NUMBER 3

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VANCOUVER, B. C.

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# THE B. C. TEACHER

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VOL. XVII., No. 3. NOVEMBER, 1937 VANCOUVER, B. C.

## A CALL TO ARMS!

THE school children of North America and their teachers have no better friend than *The Christian Science Monitor*. For the very remarkable educational campaign which it is conducting this autumn, all those interested in education should be grateful. Day by day *The Monitor* is featuring some special article dealing with a particular phase of the school problem; and in total this series is to run to fifty-two articles during the last quarter of the present calendar year.

On October 4, in a front page editorial introducing the series, Millicent J. Taylor dealt with "Saving our Schools" as the perennial problem of democracy. The fate of democracy itself is at stake. For the solution of problems that to it are a matter of life or death, democracy is dependent upon the day-to-day efficiency of the schools, conserving the best in the past and preparing youth to face with intelligent fearlessness the problems of a new age.

In the succeeding article, Marjorie Schuler pointed out that, notwithstanding the fact that one out of every four persons in the United States is in school, either as pupil or teacher, nearly half the adults of the Republic never completed the elementary grades; about 5 per cent are still illiterate; and for some 2,750,000 American children no educational provision has been made. This is in part a result of depression "economies" — with which British Columbia is sufficiently familiar. These economies reduced the expenditures of state governments by about 5 per cent, general municipal expenditures by about 15 per cent, and public school expenditures by approximately 25 per cent.

In the third paper Miss Schuler dealt with teachers' salaries, which were so ruinously curtailed between 1930 and 1934 and still remain largely or wholly unrestored despite the alleged improvement in general economic conditions and despite the unquestionable rise in the cost of living.

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To attempt anything distantly approximating a summary of the articles in this significant series is of course impossible in this magazine, but elsewhere in this number of *The B. C. Teacher* we reproduce from *The Monitor* of October 11, Miss Hornaby's contribution to the debate. If you do not see *The Monitor* regularly, you had better go hunt a dollar, invest it in a quarter-year subscription and read the series for yourself.

Don't miss the issue of October 6, which raised the question as to whether teachers are people or town property. Perhaps in Canada—in British Columbia at all events—there is nothing to parallel the ignominious subservience that is the price of a teaching job in parts of the United States. Perhaps; but before we express too much gratitude to God that we are not as other men are, we had better take stock somewhat carefully. Are we sure that all members of our own Federation are enjoying the freedom and dignity which, despite straitened finances, are so much a matter of course where most of us live?

As a matter of fact, members of the Executive and Consultative Committees of British Columbia Teachers' Federation very well know that an important segment of its activities—necessarily confidential in character, as a rule, and therefore little known to most Federation members—is devoted to protecting from tyranny and injustice teachers in school districts dominated by petty and ignorant oligarchies or by miniature Hitlers.

Even in many communities where teachers enjoy the friendly goodwill of the public and of their trustees, there is a legitimate sense of grievance over unfairly curtailed salaries and related financial anomalies, excessive teaching loads, burdensome extra-curricular activities, over-size classes and other circumstances adverse to good teaching. To some of these *The B. C. Teacher* has already called attention. To these and other remediable ills this journal and the Federation of which it is the organ intend to give continued and increasing publicity until reforms are effected.

Teachers will find that they have many intelligent supporters outside the ranks of the teaching profession, but it is for us within it to take the initiative. In this connection, all teachers are urged to submit without delay the details relative to salaries for which our Provincial Salary Committee has recently called. It is essential that the Committee be possessed of a true picture of existing conditions and equipped with irrefutable evidence that may assist in the determination of measures aiming at their amelioration.

## OBITER DICTA

ONCE again, thanks to the customary courtesy of the Canadian Broadcasting Corporation and the kindness of the author, *The B. C. Teacher* is privileged to publish a most timely lecture by Professor F. H. Soward, one of those men who have done most to make firm the friendship between the general teaching body of British Columbia and our provincial University. The paper selected by the Editor is the last of a series of radio

addresses on "Moulders of National Destiny", delivered by Professor Soward over the western network of the Canadian Broadcasting Corporation. The previous lectures dealt with Germany and Hindenburg, Austria and Dolfuss, Yugoslavia and King Alexander, Greece and Venezelos, France and Poincaré, Russia and Stalin, and Ireland and De Valera.

* * * * *

THE attention of all readers of *The B. C. Teacher is* called very especially to the articles by Messrs. Thomas and Poole setting forth arguments for and against a Teachers' Professional Enrolment Act.

At the Convention last Easter, British Columbia Teachers' Federation committed itself to an educational campaign aiming at supplying teachers with such data as might best assist them in their preparation for the approaching referendum on this difficult question.

In pursuance of the instructions formulated by the Federation in Convention assembled the Executive Committee at its last meeting—as already reported in *The B. C. Teacher*—appointed Mr. J. M. Thomas of Cobble Hill High School to marshal reasons in support of the proposed measure, while Mr. F. Abner Poole was similarly selected to present the objections that seem most important to opponents of the bill.

* * * * *

A CORRESPONDENT, whose letter closes with friendly appreciation of what he calls "the high general quality of the magazine", expostulates with much emphasis over the inclusion, in a recent number, of an article which he intensely disliked. "How did it slip past you, Mr. Editor?" enquires our protesting friend. The answer is easy. No article is excluded from *The B. C. Teacher* because it fails to reflect the opinions or gain the approval of the Editor. In so far as the limitations upon our space permit, the columns of *The B. C. Teacher* are open to any teacher who feels that he has something important to say and who says it with reasonable brevity, fair and courteous consideration of the feelings and opinions of others, and decent respect to the principles of English composition.

* * * * *

THE summary of the report of the Chemistry II Objective Test Committee, which appeared in the October issue of this magazine, was written jointly by Mr. E. L. Jenks and Mr. H. H. Grantham, on behalf of the committee.

The following are the names of the members of the committee: R. K. Cameron, C. B. Crowe, H. H. Grantham, E. L. Jenks, W. T. Reid, D. L. Shaw.

We refrain from futile apologies for errors corrected above and simply announce for the reader's information that we have gone out and hanged ourself.

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To travel hopefully is a better thing than to arrive and the true success is to labour.—Robert Louis Stevenson.

# Our Magazine Table

TEACHERS of foreign languages will sorrowfully admit that as years go by their consciousness of the limitations and evanescence of their specialized scholarship tends to become distressing. A partial remedy lies in habitual recourse to such publications as *The Classical Journal* (450 Ahnaip St., Menasha, Wis.; $2.75) and *The Modern Language Journal* (1537 West 46th St., Los Angeles; $2.50).

British Columbia readers of the latter will have been interested in the announcement that the Committee on Modern Languages of the American Council on Education, after ten years of research, is able to announce the publication of reading tests in French and German that it believes will be found exceptionally useful. *The American Council on Education French Reading Test, Form A,* prepared by Messrs. Cheydleur, Henmon and Walker—names very familiar in this field—requires 50 minutes to administer. Part I, *Vocabulary,* consists of 100 items, and Part II, *Comprehension,* contains 150 items. The tests are sold in package lots of 25 copies at $1.10. Orders may be placed with The Co-operative Test Service, 437 W. 59th St., New York City.

*The B.C. Teacher* believes that the schools of this continent are in grave danger of being robbed of the precious inheritance of true classical culture and that the blame lies chiefly at the door of present day classical teachers themselves. In view of the prevailing defeatism and futile expostulation at the stupidity of other people, it is a comfort from time to time to come across a classicist who is awake to the fact that new conditions call for sweeping and fundamental reforms in the methods and the curricula of the classical departments of our secondary schools and to whom the fruits and method of research proven valuable in other fields are not unfamiliar. One such wide-awake classical teacher is Mr. William H. Strain, of Durand Community High School, Durand, Illinois, who in the October number of *The Classical Journal* had some interesting things to say relative to the teaching of Latin. *The B. C. Teacher* is planning to reproduce Mr. Strain's article.

* * * * *

There is a lot of wisdom bottled up in the saying that no question is settled until it is settled aright. School men owe gratitude to Henry W. Duel, a Minneapolis High School teacher, for a scholarly and dispassionate attempt to evaluate the worth and efficacy of individual laboratory work in science. In too many quarters there has been some tendency to settle the argument by emphatic assertion rather than on the basis of objective research. Mr. Duel's summary of the measurable outcomes in laboratory work in science occupies 16 pages in the current issue of *School Science and Mathematics* (450 Ahnaip Street, Menasha, Wisc.; $2.50) and seems to me particularly deserving of study on the part of science teachers. Other valuable articles deal with Nature Recreation, Science and Education, Increasing Pupil Participation, Tooth Decay, and Socialized Biology.

*The School Review* (University of Chicago; $2.70) informs us that at the Institute for Administrative Officers of Higher Institutions, held at the University of Chicago in July, one session was devoted to discussing pros and cons of granting the Bachelor's degree at the end of the junior college period. A speaker on behalf of the proposal was Professor George A. Works, dean of students and university examiner of the University of Chicago. Dean Works maintains that completion of junior-college work marks the termination of what may be described as general education in contrast with professional education or intensive study in a restricted field, and that this would seem to be the logical place at which to award a Bachelor's degree. For the Master's degree he would require three years beyond the junior-college period.

* * * * *

British Columbia readers who are interested in comparing Ontario's New Programme of Studies with that which we have been working out of late in British Columbia are advised to read the editorial article in the current number of *School Progress* (2 College Street, Toronto; $1.00), a magazine specializing on problems of educational organization and school administration. The new Ontario programme cuts across the traditional subject-by-subject arrangement.

* * * * *

In a recent number of *School and Society* (Lancaster, Pa.; $5.00) the problem of democratization of the schools is discussed in a very suggestive manner. It is argued that in addition to the customary Board of Trustees and some other bodies, a school system should also provide for a council of teachers' representatives to whom should be submitted for consideration and report all by-laws and regulations proposed by the Board of Education and that the teacher representatives should also have power to initiate measures for consideration by the other boards. Similarly in each large school there should be a representative teachers' council to which policies and regulations proposed by the principal should be referred before definite action is taken. The position is taken that if teachers are to train children for participation in the life of a democracy they themselves must participate democratically in the solution of school problems. * * * * *

*The Canadian Teacher* (Educational Publishing Co., Toronto; $1.50), published the first number of its 42nd volume in September. A special feature of this journal is its hectograph department—32 pages of exercises printed in hectograph ink. These pages are perforated and may be torn out for use on the manifolding pad. Teachers in elementary schools should familiarize themselves with this magazine, if it is not already an old acquaintance.

* * * * *

Many British Columbia teachers would be interested in *Propaganda Analysis*, a Monthly Letter to Help the Intelligent Citizen Detect and Analyze Propaganda. (Institute for Propaganda Analysis, Inc., 132 Morningside Drive, New York, N. Y.; $2.00). The emphasis which high schools and colleges have given to dead issues of yesterday to the neglect of the living issues of today accounts for the fact that many high school and college graduates can be easily misled by antidemocratic propaganda.

*World Affairs*, a journal of current events for Canadian schools, is a welcome newcomer to our magazine table. (26 Grenville Street, Toronto; $1; club rates on application). The October number—No. 2 in the third volume of *World Affairs*—is a "Peace Issue". Emphasis is distributed pretty evenly between foreign affairs of world significance and the internal affairs of Canada.

* * * *

This department of *The B. C. Teacher* has sponsored exhibits of educational journals at as many as possible of the Fall Conventions. This has somewhat hampered us in our efforts to supply sample copies to all individuals requesting that service, but as heretofore we will continue to fill all such requests in so far as may be possible.

* * * *

The arrangements announced in these columns, under which *The B. C. Teacher* provides a gratuitous subscription service to readers wishing to subscribe to educational publications, has brought a significant response from our readers. In recent weeks we have arranged subscriptions—several, in the case of certain magazines—to numerous excellent publications, including: *Pictorial Education, Pictorial Quarterly, Grade Teacher, The Instructor, School Activities, The School, The English Journal, Journal of Health and Physical Education, Journal of Geography, School and Society, School Progress, Canadian School Journal, Education Digest, Times Educational Supplement, School Arts Magazine, The New Era, The Music Educators' Journal, Art and Craft Education, Current History Magazine, Educational Method* and *Progressive Education*.

In many cases groups of teachers have clubbed together to establish a magazine exchange among themselves. This example might be followed to advantage by many others of our readers.

* * * *

Teachers wishing us to forward their subscription to educational journals are requested to send *The B. C. Teacher* a money order for the amount of the subscription as announced by the publishers. The agency commission varies greatly, being small in some cases and in others amounting to a not inconsiderable sum. Whatever the commission it will be refunded less our actual expenses for postage and money orders. Readers rquesting us to arrange a subscription to any given publication should in every case mention the month with which the subscription is to begin.

THE following quotation is from an editorial in *The School and Community*, the organ of the Missouri State Teachers' Association:

"A hitch hiker is a person who expects some other person to furnish him free transportation. He buys neither car nor gas nor oil. He makes no contribution to the construction or maintenance of highways. He assumes no responsibility. While some otherwise respectable people may be hitch hikers, they are for the most part ne'er-do-wells, drifting without worthy aim or purpose.

"The educational hitch hiker is the teacher who expects some one to furnish him free transportation along the road of educational progress. He may attend a convention occasionally but he makes no contribution toward the expenses of such a convention. He may intermittently have access to an educational journal but it is one that some other teacher has paid for. He expects publishing companies to furnish him desk copies of books free, which he frequently does not use but sells. He works, like the other hitch hikers, on the theory that he can get all the benefits of progress without making any contribution to it, but is even more despicable for the reason that he assumes the role of a teacher of youth in a civilization where the fundamental assumption is that each should do his part. He does lots of "hitching" but depends on others for the "hiking". He may be mistakenly regarded by some as respectable, but on the educational highway he is a dead-beat".

The hitch hikers that capture the capric livestock of the Editor of *The B.C. Teacher* are those who enjoy the legal and professional advantages accruing from the labors of the British Columbia Teachers' Federation but decline to pay their share for the support of their professional organization or else cannily pay in alternate years, getting carried for nothing in the interval!

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*THE B. C. Teacher* acknowledges with thanks the receipt of a rather remarkable bibliography, entitled "Railway Literature for Young People". It presents a list of 150 books dealing with railway transportation. Some of our high school pupils might be interested in this field. Teachers may secure a free copy of the bibliography upon application to The Association of American Railways, Transportation Building, Washington, D. C.

# B.C.T.F. and Kindred Associations

## NOMINATIONS TO ACCREDITING BOARD

AN important item on the agenda of the Consultative Committee at its meeting of October 27 was the action on the request of the Department of Education that the Federation nominate high school principals as its representatives on the High School Accrediting Board. Until official action has been taken in this connection by Order-in-Council, *The B. C. Teacher* is unable to announce the choice made by the Consultative Committee but we are at least at liberty to say that the committee gave very careful attention to the need of having both large and small high schools represented by men in whose common sense and loyalty the Federation at large has confidence.

## OUR COMING-OF-AGE PARTY

MR. R. P. Steeves, in whose hands has been placed the chief responsibility for arranging for the fitting celebration of the Federation's twenty-first anniversary, reported progress to the Consultative Committee. Arrangements are being made for simultaneous banquets in different parts of the province and for such use of the facilities of the Canadian Broadcasting Corporation as will link their programmes and bring the festivities and record of the Federation to the attention of our friends throughout Canada. The date of the celebration is set tentatively for January 14.

## NEW ASSOCIATIONS

THE energies of President Burnett, during his visit to Trail and other points in the Interior, were directed to the organization of district councils to weld the various teachers' associations into a closer union. In the Thompson Valley and many other parts of the Province an attempt is being made to form new teachers' associations. Such places as Fruitvale, Slocan and Nakusp are expected to form units in the very early future. Where schools are too widely separated for the holding of association meetings a number will be linked, so as to make possible an association of "unattached members" with representatives on the nearest district council and with voting strength based on the number of members attending the Easter Convention.

Just as *The B. C. Teacher* goes to press an interesting telegram from Mr. Charlesworth to Mr. Burnett has come to hand. It reads, in part, as follows: "Homeward bound after strenuous trip. Most successful. Ten new associations formed in Northern British Columbia".

## FALL CONVENTIONS

THE Fall Conventions held in October at Prince Rupert, Nanaimo, Burns Lake, Prince George, West Vancouver, Kamloops, Trail and in the Peace River District were well attended. The Federation was represented by Mr. W. Morgan, Past President, at Nanaimo, by Mr. John N. Burnett, President, at Interior points, and by the General Secretary in the North.

The Federation officials were deeply impressed by the caliber and quality of the Fall Conventions. These conferences this year show unprecedented progress. Teachers everywhere have shown themselves to be imbued with the spirit of thought for the welfare of other teachers as the first and best means of improving their own.

At all the conventions there was a demand for demonstrations of the most up-to-date teaching methods, and the mind of the President is set on satisfying this demand by some arrangement with peripatetic demonstrators.

Owing to the recent epidemic of infantile paralysis it was found necessary to cancel the Penticton Convention of Okanagan Valley teachers. The Fraser Valley Convention is to take place at Abbotsford on November 12th and the East Kootenay teachers are to meet at Fernie, November 4th to 6th.

## HISTORICAL SOCIETY

DR. Walter N. Sage was elected president for the ensuing year of the British Columbia Historical Association. Other officers include: Dr. J. S. Plaskett, first vice-president; Kenneth Waites, second vice-president; E. W. McMullen, treasurer; Mrs. M. R. Cree, secretary.

At the recently held first annual meeting of the Vancouver section of the British Columbia Historical Association the following officers were elected: President, succeeding Dr. Walter N. Sage, Dr. Robie L. Reid, K.C.; Vice-President, R. H. Tupper; Secretary, Miss H. R. Boutilier; Treasurer, K. R. Waites.

16TH ANNUAL CONFERENCE, CANADIAN TEACHERS FEDERATION, TORONTO, 1937

Reading from LEFT TO RIGHT—FRONT ROW: H. V Bell, Man., Miss M. Huntly, P.E.I., J. N. Burnett, B.C., Miss J. M. Norris, Que., Past Pres., A. C. Lewis, Ont., 1st Vice-Pres., J. R. Mitchell, B.C., Pres., Miss M. A. Strangways, Sask., 2nd Vice-Pres., C N Crutchfield, Que., Sec.-Treas., Miss G. McNee, Sask., J. C. Matthews, P.E.I.
SECOND ROW: F H. Wetmore, N.B., J. W Barnett, Alta., E. C. Ansley, Alta., G Savage, Que., F N. Stephen, Que., Miss R. E. Knowlton, Que., Miss J. I. Lawson, N.B., W L. Barteaux, N.S., L. F Titus, Sask., G. H. Castleden, Sask.
THIRD ROW: W. Morgan, B.C., Dr. M. E. Lazerte, Alta., Dr O. E. Ault, Ottawa, N. Keating, N.S., J. Connell, Ont., Miss H. E. Carr, Ont., Miss T. Craig, Press Rep., Miss Que., Miss Crossley, Sask., E. Hynes, P.E.I.
LAST ROW Dr Robbins, Ottawa, J. M. Thomas, B.C., A. N MacDonald, N.S., Mr Phillips, Press, J. W Noseworthy, Ont., Miss E Anderson, Ont., Miss Love and Mrs. Stone, assistants.

## AMONG THE SECONDARY SCHOOL TEACHERS

ON October 2 the Council met in Vancouver to transact routine business and hear a short address from Mr. W. H. Armstrong, recently returned from Hawaii. Mr. F. L. Irwin of Nelson reported that arrangements have been made to hold a meeting of Secondary teachers for the purpose of forming a local association. The Council heard for the second time a report on the Sumas-Matsqui-Abbotsford situation; one which has precipitated considerable discussion among British Columbia teachers. Considerable discussion was heard on the problem of obtaining textbooks required by the new curriculum, and the salaries of teachers according to the type of school in which more than 50 per cent of the teaching time is spent.

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The term of office of Dr. J. Roy Sanderson, as representative of the Secondary School Teachers in the Senate of the University of British Columbia, has just expired. Provision will be made in the immediate future for the necessary election.

* * * *

The Annual Meeting of the Secondary School Teachers' Association of the Lower Mainland was held in the Aztec Room of the Hotel Georgia on October 7th. Mr. W. M. Armstrong, who was last year on exchange in Honolulu, gave a comprehensive and illuminating survey of the educational system in the Hawaiian Islands.

The work of this Association has become so varied and complicated that it now functions chiefly through its committees and sections. Reports were received from the chairmen of 11 subject sections, who told of numerous meetings held during the year. Noteworthy items include the Home Economics meeting in the British Columbia Electric Company's auditorium, to hear "Newer Knowledge of Vitamins", the Industrial Science establishment of an Educational Pool of teaching material, the Science report on the Chemistry II Objective Test, the Geography collection of books for a Reference Library, and the Social Studies compilation of teaching material for each unit of the new Grade X course. In almost every section, meetings were held with representatives of the revision committees to discuss the new Programme of Studies.

The following officers were elected for the ensuing year:

President—L. W. Heaslip (Vancouver Technical).

Vice-Presidents—Norman Murray (Magee), Ruth A. MacWilliam (Richmond), C. C. Watson (Point Grey).

Recording Secretary—J. K. Keenan (Lord Byng).

Corresponding Secretary—K. A. Waites (King Edward).

Auditors—F. H. Halstead (John Oliver), E. E. Barnes (Point Grey).

The membership of this association now numbers 307.

* * * *

The geography teachers of the Lower Mainland held their first meeting for the current academic year on Friday, October 29, at 2565 W. 7th Avenue, Vancouver, Mr. H. Northrop, President of the Geography Section of the British Columbia Secondary School Teachers' Association, presided over an excellent discussion of plans for the year. Dr. Norman F. Black, chairman of the committee entrusted with the revision of the high school geography course, bespoke the co-operation of the Section in the task of framing a Geography II course that would reflect the best professional opinion of the province and arrangements were made under which the Revision Committee will from time to time bring its tentative findings before the Section for consideration. Plans were adopted under which mimeographed copies of mastery tests on each of the units of Geography I will be placed at the disposal of members who may care to use them. The Section determined to offer its services to Dr. Willis in the matter of framing, for the guidance of makers of departmental examination papers, a statement of the type of paper that in the opinion of the Section would constitute the best test of work done in high school geography. A scheme was also launched under which geography teachers will co-operate in the collection of pictorial matter for use in the making of geographical films that are to be made available to interested teachers. The considerable number of geographical reference books that, as a result chiefly of the enterprise and generosity of Mr. R. C. Harris, are now in possession of the Section are to be organized into a special library for the use of members. The Section will hold its next meeting on Friday, November 19, at the home of Mr. Northrop, 3408 W. 37th Avenue, Vancouver, Phone Kerr. 318-L.

# An Act Respecting the Profession of Teaching

*By* J. M. THOMAS, *Cobble Hill*

IN order to remove from the Teaching Profession Bill (in its present form) certain controversial clauses, it is proposed to delete from the body of the Bill and to place in the By-laws of the Association all those Clauses dealing with the internal set-up of the Association.

In effect, the Bill would then contain ONE and only ONE MAIN Clause: Provision for registration and membership of all teachers in the professional association.

The advantages of this abbreviated form of the Bill that to me appear most obvious, the reader will find summarized below:

1. The internal organization, *e.g.*, composition of the executive, provision for District Councils, provision for disciplinary powers, etc., would be under the control of and subject to amendment by the Annual Meeting of the Association without necessity for reference to the Legislature for amendment of the Bill.

2. The less there is in the Act the less room there is for difference of opinion and argument over relatively less important details.

3. All controversy over details of organization is removed from discussion of the one main principle of the Act.

4. It may be assumed that the large number of teachers who would support the Bill as formerly presented could and would support the Bill in its abbreviated form.

5. Some teachers have indicated that their objection to the Bill would be withdrawn if the abbreviated form were adopted.

6. The proposed abbreviation leaves intact the main clause providing for a professional association to the extent of registration of all teachers. It puts into the By-laws all other clauses.

The proposal to divide the Bill in this way is a definite move (1) to remove those more controversial details to which some objected; (2) to achieve that desired unity in action to as great an extent as possible; and (3) to bring together in support of this progressive line of action the largest possible majority of British Columbia Teachers.

The following statement is an attempt to present to readers of *The B. C. Teacher* a brief general outline of the argument in favor of a Teaching Profession Act, and has been prepared in pursuance of the request B. C. T. F. Executive Committee. Readers will please note that the article is based on the abbreviated form of the Act which I have explained above.

## FOR A "TEACHING PROFESSION ACT"

1. MEMBERSHIP: At present there is a very large amount of time, energy, and money spent in securing membership fees. Each and every year this great effort must be repeated with its wastage of time and ability and often with unpleasant associations. Too much time is spent merely on "self-perpetuation." Under a Teaching Profession Act all this time, money, energy and organization would be freed for professional activities. There would be no begging of teachers to join their professional association. Membership would be a sought-after privilege to be won by merit and held by professional conduct.

General experience across Canada shows that the best organization and attractions fail to secure more than seventy-five per cent of the teachers as members on the voluntary basis. This is true in British Columbia. It is time that this twenty-five per cent be compelled to assume at least their share of the financial burden along with the benefits of organizations, and have the liberty of making any other contribution to the cause of Education which they may choose to offer.

To talk of "membership drives" and new schemes for securing membership is futile. Experienced organization workers realize the truth of this criticism. Certainly nothing has been advanced in British Columbia that holds out the least justification for assuming that there will be any substantial increase in membership on a voluntary basis. And even though the increase were achieved in any one year the work must be all repeated each succeeding year.

2. INTEREST: Compulsory membership would surely mean increased attendance at meetings and more interest in professional activities and local meetings. There would be new and increased vigor with improved professional spirit and morale. This is the evidence of experience. Minutes of C. T. F. Conference, Toronto, August 10th, 1937: "Alberta and Saskatchewan reported that since they had statutory membership the teachers have shown a great deal more interest in their own associations".

3. FINANCIAL ADVANTAGES: Under the proposed Act budget planning for all activities would no longer be a matter of speculation. There would be an easy and complete collection of fees of a known amount that would make a scientific budget practicable. In this budget the very large amount that directly and indirectly now goes to the annual struggle for membership could be diverted to various professional channels.

The Draft Bill Committee under date of October 8th, 1935, stated: "One of the fundamental reasons for asking for a professional Bill is in order that we might save time, energy and money now devoted to annual membership work and transfer it to work on educational and professional problems. By so doing we could accomplish real practical economy and we should be rendering a valuable public service in the interests of British Columbia citizens generally".

This is as true today as when it was written and is an unanswerable argument in favor of the Act.

Increased Income derived from statutory membership would permit a great extension of professional services in many ways without any increase in fees.

4. COLLECTIVE BARGAINING: Under such an Act the Association would represent and speak for all the teachers in the Province. Evidence showing the value of this to a professional group is manifest.

5. DEMOCRATIC PRINCIPLES: Under the Act there would be the greatest possible degree of democratic organization. It is not democratic for a minority to share all benefits and advantages and to refuse to undertake any responsibility, financial or otherwise. For a minority to determine the course of action of a majority is opposed to a basic concept of democracy.

6. NEED FOR CONTROL: As long as there is a body of uncontrolled and uncontrollable teachers there is a positive danger to an individual teacher or group of teachers when an issue arises involving a struggle for justice and fair treatment. Unity and control would strengthen the morale of the profession and give increased efficiency as a result to the benefit of teachers, schools and state.

7. EFFECT ON THE TEACHER'S STATUS: The status of teaching would be very definitely raised. Candidates for teaching must be professionally acceptable and with professional control and a professional code the status of teaching in the eyes of the layman would be raised to a point of proper respect. Teaching will never be recognized as approaching other professions in status until we have a professional Act as proposed. Aside from any other argument righteous professional pride should be amply sufficient to cause every teacher in British Columbia to support the Act. It is not claimed that the Bill professionalizes teachers. That is done on certification by the Department. But the Act does deal with teaching as a profession.

We do not determine our professional standards and we lack much of the autonomy of a recognized profession. Statutory membership will be a long

step on the road to making teaching a real profession. Let us be willing to learn from certain other professions.

One Canadian educationalist stated: "The present status of the teaching profession, because of the lack of necessary legislation, is inferior to that of the professions of law, medicine, engineering, etc. Yet the duties and responsibilities of the teachers to the State are as great if not greater in importance".

Under the proposed Act the prestige of the profession and of individual teachers would be increased, which would in turn give them greater influence in their schools and communities and result in greater service to the community as a whole.

8. STRENGTHENING THE HANDS OF RURAL TEACHERS: The teachers in ungraded schools and in small graded schools total a majority of the teachers of British Columbia. To these teachers the Act would be of incalculable value in their struggle for equitable treatment. The rural teacher is brought in from his position of isolation into a corporate association of all teachers of British Columbia. He no longer would have to carry his struggle alone but would be supported by the whole strength of the profession and Association when dealing with his local problem.

Provision for compulsory arbitration (note "compulsory"—some of us favor "compulsion" as applied to all School Boards in dealing with some teachers, but oppose "compulsion" as applied to teacher membership which would enable the Federation to represent all teachers), is a desirable objective but the rural teacher can never be satisfied with this piece-meal treatment of his problem as he views the splendid achievement of his city colleagues who are able to work through a group and for a general scheme to cover all cases.

Analysis of the causes of difficulties in the smaller districts shows that many of them would disappear with the passing of such an Act.

President Wallace of Queen's University, speaking recently to the Ontario Secondary School Teachers' Federation, said: *"I will confess that I was doubtful about the wisdom of compulsory registration* in a western province until I realized that practically the first action when the increased funds were available after the legislation had been secured was to set aside money for travelling scholarships for teachers to visit other countries and study other educational methods. *I am now convinced that the additional power will be used for the highest interests of education; and I think that I can foresee the time when such legislation will be enacted throughout Canada".*

10. GENERAL OPINION: Two Provinces in Canada now have Statutory Membership—one of them accompanied by Disciplinary Powers. The Ontario S. S. T. Federation has definitely accepted it as an objective for Ontario teachers after a thorough investigation. Manitoba and Nova Scotia are campaigning for it. Enthusiastic reports are received from those provinces enjoying the legislation.

Experience proves that the fears expressed by some who were doubtful had no foundation in fact. There is nothing but enthusiastic support and what opposition there was before the legislation was enacted has vanished in the face of experience.

11. CONSCRIPTION: Those who object to Statutory Membership on the grounds that it conscripts the unwilling teacher into membership must, to be logical and reasonably consistent, object to almost every phase of communal activity in modern society. Compulsion of the sort proposed is a commonplace and, indeed, the very basis of orderly civilized living. In a democracy the welfare of all cannot be jeopardized by the attitude of a minority.

Every teacher outside the ranks of the Teachers' Professional Organization is a positive source of weakness in all our corporate activities and at times may be a positive menace to the well-being of the highly professional teacher.

The Teaching Profession Act very definitely deals with three situations referred to in Ontario as: *Drumming—Thumbing—Glumming*:

*Drumming*: The everlasting round of annual membership "drives" and campaigns—wastage of time, money a ability.

*Thumbing*: Teachers riding on the results of the work of others—"reaping where they have not sown", enjoying advantages and benefits and contributing nothing.

*Glumming*: The habit of some who withdraw membership and refuse support because of disagreement with majority opinion or because of personal pique.

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13. INCREASED STRENGTH: The Act would bring to the support of the Association activities all the present voluntary membership support plus those who now definitely refuse to join, plus those who are neutral, plus that varying number who join and drop out irregularly.

The 100 per cent membership provides a known financial income and a greater interest in professional activities. These things are ours without any membership campaign or the labor now involved in securing the so-much-less satisfactory results.

14. A STEP TOWARD OUR ULTIMATE GOAL: Compulsory Membership has many positive advantages to offer—does not involve any loss or risk of loss—removes from our Association activities much waste and inefficiency. Moreover it is the only and ultimate professional way. Why should British Columbia teachers lag behind their colleagues in other Provinces in this one progressive activity?

15. ALL FOR EACH: Compulsory Membership would be a powerful factor in securing and maintaining rights and equitable treatment to all teachers or groups of teachers in British Columbia. Equal rights to all and the resources of all for the protection of each.

16. In this connection let me quote *School and Community*, September 1937: "Now that our major programme is one of continuing work towards educational ideals and for the betterment of educational offerings, which calls for long-time planning, isn't it time to quit this juvenile idea of "joining our professional organization" annually?

"When a person becomes a teacher he should by that act also take membership in the Association, including, as it does, membership in his local and district organizations. Machinery should be set up to make the granting of membership coincident with the receipt of legal certification to teach. After that it would be a matter of keeping dues paid and working in the organization which you once joined and of which you are now a member".

17. ALBERTA SPEAKS: Under date of October 6th, 1937, the following are quotations from testimony offered by the Alberta Teachers' Association with reference to their Professional Act there:

(1) Is it fulfilling expectations? "The answer is 'yes' without any reservations whatever. Instead of devoting our attention to the securing of members, etc., we are now devoted to more purely professional activities. . . . We have had to double our staff approximately".

(2) Is there a lessening of interest . . . due to 'conscription'? "The answer, unequivocably, is 'No'."

(3) Has the liberty of the Association suffered through any Departmental interference? "We have had far less Departmental interference since the Professional Bill was passed. Representations by the Association to the Department are taken more seriously as the Association now does speak for all the teachers of the Province".

(4) *General Comment*: "There is very little to add except that a new dignity and *esprit de corps* has been developed amongst the teachers of Alberta as a direct result of their securing Professional Status. We are now free to embark upon activities in the way of research, etc., on a scale which was prohibited before on financial grounds and because of the group of teachers who were not members of the Association.

"Judged by our experience I can conceive of no body of teachers having to be converted to the idea of Professional Status".

18. CONCLUSION:

There has been ample time and opportunity for three years to discuss the principle.

The great majority of teachers in Canada west of Montreal, and many in the Maritime provinces favor legislation for compulsory membership. Lawyers and doctors insist on the principle of compulsory association of all members of a common vocation in one organization. Leading educationalists across Canada advocate it for teachers.

A very large majority of teachers of British Columbia have on two occasions voted in favour of action as proposed by the Act. In the near future a new ballot will be sent to every teacher in which he or she will be asked to express a definite opinion on the question.

The proposed abbreviated form of the original Draft Bill removes all basis for any difference of opinion except on the one clear-cut issue:

*To the advantage of all—to the disadvantage of none.*

# The Case Against Compulsory Membership

*By* F. Abner Poole, *Magee High School, Vancouver*

IN the February, 1937, referendum, 787 teachers voted against the draft bill. A further 700 refrained from voting and thereby put themselves on the side of the opposition. Of the latter group, it is true, many felt unqualified to vote, but it is a known fact that several who refrained from voting did so knowing that their action meant one more vote against the bill. This opposition constitutes a large section of the teachers of the Province. The following is an attempt to state why, in the opinion of these many teachers, the draft bill as presented last February and, in fact, any similar measure would prove dangerous to the teachers of British Columbia.

In the first place, it might be well to consider what gave rise to a demand for such legislation. To begin with, the economic plight of large sections of the teaching body undoubtedly won much support for the idea inasmuch as an organization with a 100 per cent membership would provide a powerful weapon in the fight for better conditions. But, is the means by which it is proposed to secure this organization a really effective one? Did these supporters stop to consider, firstly, the possibility that the weapon they hope to forge might prove a "dummy", and secondly, that in the idea of compulsory membership there are many serious disadvantages? Furthermore, no one has yet revealed by what sleight-of-hand device salaries will be boosted as soon as the Bill becomes law. A long fight will have to be waged before real improvement in remuneration is secured. That fight is already under way, and the General Secretary of the British Columbia Teachers' Federation at the last Executive meeting of the Federation, expressed the hope that no matter what side teachers might take on the issue of the Draft Bill, they would all unite in support of the Federation, to ensure the success of the efforts to adjust salaries.

Then, in contrast to this demand for a strong, all-embracing, collective organization is the attitude of those backers of the bill who feel that teachers will be elevated overnight by a legislative measure to the respected and enviable status enjoyed by the medical and other professions; instead of collectivity, these supporters seem rather to crave selectivity. With nonchalant disregard for the fact that under the proposed Act anyone wishing to teach in British Columbia will have no option but to join the Association, these enthusiasts vehemently assert that "membership will be a sought-after privilege, won by merit and held by professional conduct." Isn't there a flaw in their logic somewhere? Have they analyzed for a moment those very important differences between the position of teachers and that of doctors and lawyers, differences fundamental enough to banish any hope of teaching ever becoming a profession in the truest sense? Finally, there is the argument brought forward in support of compulsion that some teachers, not at present members of the Federation, are enjoying completely without cost or responsibility, the fruits of the efforts of that body. How is it possible to ensure that benefits shall affect those and those only, who have secured them? Surely this piece of reasoning is the weakest of any used in support of the Bill and shows an attitude comparable to that of the dog in the manger.

The weaknesses in and objections to the Draft Bill can be dealt with under five headings:

1. Compulsory membership is not "a good thing".
2. Resort to legislation is exceedingly dangerous.
3. The adjective "professional", applied to the proposed teachers' association, is a snare and a delusion.
4. The type of organization set up by the Draft Bill would have none of the advantages of a real "union", but many of the disadvantages of the "company union".
5. The provisions of the Draft Bill constitute a dangerous companion to present trends in educational administration in this Province (greater centralization of control) as well as to the general world trend away from democracy towards authoritarianism.

Compulsory membership, say the supporters of the Bill, will enable the Teachers' Association to speak for all the teachers of British Columbia, a privilege which the Federation does not enjoy. How would the leadership of the proposed Association counter the charge, which some "difficult" School Board may well level, "You don't represent the will of many of these teachers. They are in your organization because they have no choice in the matter; they dare not "kick" because you hold the power to put them out of the Association and, thereby, out of their jobs!" The Federation, on the other hand, can at least lay claim to the support of those who have joined it voluntarily and say that it is following a policy arrived at democratically, and without the power of the threat referred to above.

The opposition of many teachers to Compulsory Membership is based on the simple moral principle that resort to coercion in such a matter is an unjustifiable infringement of the liberty of the individual and is altogether unworthy of the intelligence and training of teachers. To these scruples, the supporters of the Bill reply that coercion is to be found in many features of our society, inasmuch as individual liberty must sometimes be subordinated to the good of the social group. Very true, but are not two rather important points being overlooked: the first, that the Draft Bill invokes coercion as a means of benefiting (so it is fondly hoped) not society as a whole, but one small group within society; the second, that the exercise of this coercion rests, in the last analysis, not with the persons to be coerced, that is, the teachers, but with a body outside and above the teacher group, namely, the Government of British Columbia?

Furthermore, compulsory membership deprives one of the privilege of joining the organization for one's own good reasons and by one's own volition, as well as of the right to make the ultimate protest, if cause exists, of withdrawing therefrom. Again, there is a real danger that once the necessity of winning membership, of convincing others of the need to join the organization is gone, indifference and lethargy will make of the organization a mere fee-collecting agency and of the offices nothing but titles of distinction. What if the Alberta and Saskatchewan Associations have not shown a tendency in this direction yet? They are both very new bodies, and would have to be very dead indeed, to remain inactive in the face of salary conditions in those two provinces; their present activity, furthermore, can be matched by that of the B. C. T. F., and is undoubtedly but part and parcel of that world-wide, post-depression, awakening on the part of working groups. The opponents of the Bill would, in all fairness, prefer to avoid comparisons with Alberta and Saskatchewan. However, to counteract the "Go-Thou-and-Do-Likewise" arguments of the supporters, they are compelled to refer to these other provinces and to draw attention to the following points: reports indicate that, in Saskatchewan at least, very little real discussions on the pros and cons of the Bill was held; conditions of tenure still lag behind those of British Columbia*; virtually no improvement in salaries has taken place, while in Alberta, with "Professional" Act and a teacher-premier, it is still possible for a School Board to get permission (no request has yet been turned down) to pay less than the statutory minimum of $650 per annum. "Get on to the band-wagon" is, therefore, hardly an argument in favour of the Bill.

Then, too, does not this appeal to compulsion seem to nullify in some way

*For further details on conditions among the teachers of Saskatchewan, see the Nov. 1st issue of *Maclean's Magazine*.

the years of effort that have gone into building quite a worth-while Federation and many very strong Local Associations? Is the enterprise and progress of 21 years suddenly to be all for naught because now, by the passage of an Act, teachers have no other choice but to become members of their organization, without any regard to the enterprise it displays or the progress it is likely to make? It is a point worth thinking about, involving as it does a sacrifice that should not be made lightly. Finally, which is the stronger organization—a 100 per cent membership-by-compulsion group or one comprising, say 80 or 85 per cent of the teachers of the Province, all of them members because they have come to realize for themselves the importance of joining their organization, and are intelligently interested in its accomplishments?

Curtailment of the rights of the individual and the threat of widespread lethargy do constitute, accordingly, two very valid objections to the idea of compulsory membership.

The second point in the case against the Draft Bill is that resort to legislation is a highly dangerous procedure. It is only too obvious that, inasmuch as the Government of British Columbia is the only body capable of creating the organization asked for in the Draft Bill, control of that organization rests, in the final analysis, with the Government of British Columbia. At any future date, were the Draft Bill to become law, the teachers could be met with the threat: "Do as you are told, now, or else we'll wipe your Act off the books", and one hardly dares to imagine what would result in an organisation founded upon compulsion if and when that compulsion is removed. In this matter, we must take the long view and think not of governments as they are, or even as they have been, but of governments as they may well be in a world which, caught upon the horns of a dilemma, seems to swing to the side of reaction more and more steadily. It will, of course, be objected that the above view deals with a very remote possibility. All right, there still remain two just as serious and very real objections to legislation, one, the difficulty of getting such an Act amended, and, two, the danger of the addition of unfavorable amendments. Furthermore, a recent experience of the Saskatchewan Association is of interest in this connection. This body was desirous of changing the scale of fees, which in this case, had been written into the Act; the change involved, therefore, an amendment to the Act, which meant that the whole Act would be opened up, exposed to any treatment the Legislature liked to give it. When consulted in the matter, the Minister of Education of Saskatchewan strongly advised the Teachers' Association to let sleeping dogs lie and warned that the feeling among certain sections of the Legislature made any attempt at amending the Act a very ticklish business. Note well—a minister of the Government itself saw the danger. Regardless of this warning, the Saskatchewan teachers went ahead, and did manage to get the needed amendment without any untoward incident occurring. But here is the really important question: Would everything have passed off as well, if the amendment had been of a really vital nature, such as a provision to alter and strengthen the set-up of the organisation? Rather than try to answer the question, teachers of British Columbia would do well never to put themselves in the position of having to ask it, and never to relinquish the privilege of deciding, independently of the whims of any legislative body, when and how they may improve their own organisation.

But more damning than any of the above objections to resort to legislation is this: if the teachers expect the Government to pass an effective Draft Bill, in other words, to hand out to the teachers on a silver platter a gun which they will promptly pick up and level at the Government's head, the chances are more than good that the gun will not be loaded. Somehow, sometime, the teachers are bound to discover that there is a price to pay for what they have obtained. What that price will be, no one, perhaps, can at present say. Time alone will show in what way the teachers are expected to live up to their side of the bargain.

To sum up—ultimate control of the Association resting with the Legislature, the probability of dangerous amendments to or complete repeal of the Act creating the Association, the inevitability of a "quid pro quo" arrangement with the Government—

these arguments compel many of the teachers to regard any resort to legislation rather as a curse than a blessing.

The third group of objections to the Draft Bill concerns the term "professional" as applied to the proposed Association. It is maintained, and for very good reasons, that the adjective is a gross misnomer.

To start with, every civilised state is compelled by law to provide education for its future citizens. Medical attention, legal services, etc. are still left largely to private enterprise. Those in favour of the Bill say "Doctors and lawyers have professional acts. Why not teachers?" But are doctors and lawyers controlled in their activities by a statute such as the Public Schools Act and by Rules and Regulations such as those of the Council of Public Instruction? Not at all. They are restricted, it is true, by their respective Professional Acts and by parts of the Criminal Code. Can teachers hope to replace the School Act by their professional Act? The very idea is preposterous. Furthermore, teachers earn not fees, but salaries, a large percentage of which is paid by the Government; this provides another nice little chance for "putting the screws" on the teaching body. Again, the doctors control the certification of those who enter the ranks of their profession. It is highly improbable that teachers will ever gain that privilege; many of the most "professional" of the teachers of British Columbia are asking "Is it desirable?" Then, too, how many doctors are provided by the state with the establishment necessary to their practice, and a clientele forced to accept their services? Finally, isn't the idea of discipline of teachers, superimposed upon the provisions of Criminal Code, School Act, Rules and Regulations, inspection, public opinion, etc., etc., a rather superfluous, if not abhorrent, one? What of the situation in Alberta, where inspectors inform the teachers' organization that so-and-so is getting poor reports and pressure is brought to bear on so-and-so by the organization? Doesn't that smack of passing-the-buck or worse? The opponents of the Bill hold no brief for inefficiency nor are they blind to certain "unethical" practices among teachers. They feel, however, that agencies already established can cope with the former, while the latter have been practically abolished in many schools by the power of collective opinion. Furthermore, there is nothing to prevent our present voluntary association from setting forth a simple code of ethics, if such is considered desirable. In this, New Zealand has long set an example to the world.

Is it any wonder that the above arguments have caused many to realize the emptiness of the term "professional" as applied to the proposed Act?

Another quite common misconception regarding the Draft Bill is that it will give us a "union".

What honest-to-goodness union would go and ask a Government to bestow its paternal blessing on it in the shape of an Act such as the Draft Bill? Then, when it is considered that the Government is more and more becoming the direct employer of the teachers, (thanks to the abolition of school boards and the centralisation of school administration) does it not seem strange that the employees should run to their employer with a request for an organization? That is hardly the manner in which real "unions" are formed. However, if by "union" one is to understand the employer-sponsored, employer-controlled "company union", there may be grounds for this apparent confusion about the nature of the organization outlined in the Draft Bill.

The last paragraph has anticipated in a slight degree the fifth and last point in this case against the Bill, namely that the Bill is a very dangerous counterparts.

1. To present trends in educational administration and control in British Columbia, and
2. To the general swing back to autocracy.

In discussing the first aspect only, it is necessary to face the issue frankly and fearlessly. Imagine a school area under the absolute control of a director, appointed by and responsible only to the Department of Education i. e. the Government of British Columbia. In this area, a local association is functioning. Obviously, since only those teachers seeing eye-to-eye with the director would dare to express themselves, control of the association would soon be in their hands, and indirectly in the hands of the director. A boot-licking minority could in time under these circumstances, control a large,

inwardly-raging, but impotent opposition. This situation, someone objects, may develop with either a voluntary or a compulsory organisation. Granted, but the sequel is what counts. The indignant opposition eventually manages to get the central Provincial body to intervene. Now the question arises: under which set-up, voluntary or compulsory, will the Provincial body have the greater liberty of action? Where would it be under the latter if the Government, determined to support the director it appointed, threatened to tamper with the Teachers' Professional Act, or even to throw it out entirely? With the strings that work the educational machinery leading ever more directly to the Parliament Buildings, it seems madness to propose that another string, the Draft Bill, be added to reinforce direct control of the teaching body by the Government.

In view of the case just presented, it is little wonder that officials of teacher organisations, in Great Britain, where tradition and practice *have* built up a *moral* compulsion to join teacher organizations, considered the idea inherent in the Draft Bill "novel but undesirable". (This reaction was handed on by the General Secretary of the B. C. Teachers' Federation to a meeting of teachers held in October, 1935). It should be clear to everyone now that there is a case against the Draft Bill, and that the arguments in support of that case are both numerous and compelling.

No attack on the Draft Bill would be justified if it were wholly destructive. In closing, then, it is only right to state briefly how the teachers of British Columbia can accomplish what many expect, perhaps vainly, the Draft Bill to do for them.

In the first place, the Federation, as has already been hinted, is not waiting until the Bill is passed before taking action on the salary question. At the last Easter Convention, a motion was carried asking that efforts be made to secure compulsory arbitration between school board and teacher in the event of either group requesting arbitration. Such a provision, will doubtedly help in those areas where it is openly recognised that better salaries could be paid, even with available resources. Where a district is definitely unable to do more than at present, the Provincial Government will have to be persuaded to supply more generous assistance.

In the second place, experience is revealing the strengths and weaknesses of the organisational technique of the Federation. By utilising the former and correcting the latter, it will be possible to weld the loosely-connected group of local associations of today into a solid, closely-knit organisation, with well-laid lines of communication, not only between locals and the central office, but between local and local as well. The growing sentiment that many of the problems of teachers, regardless of their geographical position, are fundamentally the same, is doing much to consolidate the ranks of the teaching body.

In the third place, many feel that it is possible to strengthen the existing organisation by changes in the constitution of the Federation, enabling the central body to take action which is now felt to be beyond its jurisdiction. It is frequently said that the Federation is powerless to intervene in local situations unless invited to do so. If this is the case, it is high time that such weakness was eradicated, and that the Federation was empowered to give help and guidance to local associations even before a "situation" should have come to a head. This would require the well-laid lines of communication referred to above.

In the fourth place, a membership drive, featured by a somewhat new attack on this problem is now being carried on, and, judging from early reports, it does seem to be getting results. This may indicate that further untried techniques are available in building up the organisation, awaiting a little ingenuity and enterprise to put them to good effect.

In the fifth place, it may be possible to offer to Federation members exclusively some very tangible advantages such as participation in a Sick Benefit Fund scheme or the use of material of value in teaching, prepared by Federation members and funds.

Now that the cases both for and against the Draft Bill have been presented to the teachers of the province, it should be possible for everyone to feel in a position to vote on the issue when the referendum is taken. For the opponents of the Bill, any effort to legislate the teachers of this province into an organisation constitutes a serious threat to the personal freedom, self-respect, and independence of action of teachers, both individually and collectively.

# Ramblings of Paidagogos

## OF BAD TEACHING

"EVER since my daughter was a little girl", expostulated a mother whose offspring had just been refused a Normal School diploma, "she has wanted to teach very badly". Would that all our ambitions might be so faithfully realized!

It does happen however, and this despite the most earnest efforts to the contrary, that some individuals succeed in teaching very badly for as long as forty years. After the first decade or so, they come to have a sort of vested interest in the teaching business: no one cares to take the responsibility for separating them from their only source of income. Which seems like an ironic acceptance of the proposition that bad teaching is the best thing they do.

Moreover, as extreme ugliness is often regarded as a recondite form of beauty, so excessive incompetence of the pedagogical kind is viewed as a breath-taking phenomenon. We speak of the utterly hopeless teacher with a curious interest and a fearful respect. We recount his futilities in a low whisper and chuckle uneasily over his more asinine excursions. It is as if we said to ourselves: "There, but for the grace of God, goes John Hobson or William Jenkins". Not having achieved an absolute self-confidence—given alas! to very few in our profession—we are careful neither to protest too loudly nor to smile too broadly. For myself, I can never quite overcome the horrid presentiment that someday in a congenial gathering of teachers a wit will ask: "Have you heard the latest tale about that quaint old fossil, Paidagogos?"—and everyone will get ready to laugh.

Yet it is just because our own withers are not unwrung that we can feel ourselves into the situation of the very bad teacher. Without sensitiveness to pain there would be no sympathy; and the man who has not been assailed by grave doubts of his own competence—especially in his first years of teaching—is probably as rare as he is stolid. Most of us can realize the lot of the bad teacher with no stretch of our imagination at all. In fact, from time to time we go through the whole agony of it in the form of a dream.

This, of course, is no place in which to be specific or to name names, though such a procedure would present no difficulties. I can remember a poor woman who used to lay her head on her desk and weep openly every afternoon at three-fifteen. I can also call to mind a driven and baited man who believed that the whole scholastic world was in league against him. Another unfortunate soul was so battered from pillar to post throughout the length and breadth of this province that he ceased to feel anything. But why multiply cases? Any teacher of experience can supply a dozen.

What a magnificent argument is here for the supporter of economic determinism, and how strange it is that he has never used it. Thrust into teaching by force of circumstances, the failure is like a man bound to the

wheel: he must remain till every bone of his body—or till every evidence of his spirit—is crushed. His only choice is between misery and want, and he is fain to make shift with misery. With no defence but a piece of chalk and a haggard countenance he faces his childish tormentors, and metaphorically turns up the frayed collar of his coat against the chilly glances of his colleagues. Why, aside from economic pressure, would any man endure this?

To stress the point even more, I think it can be asserted that there is no profession on earth that is harder on its failures than teaching is. Equally, there is no profession more generous to its successes—but that is another story. To be a bad teacher (and to be unavoidably aware of the fact) is an offence for which the punishment is dragged out minute by minute for the whole span of working life. The tortures of Prometheus and even of Loki had ameliorating aspects, but the penalty suffered by Magister Fatuus has none. He might well exchange with Sisyphus and roll is silly stone uphill through all eternity—for like Sisyphus he knows that his labor is barren of achievement.

Perhaps no particular purpose is served by rattling this skeleton in our professional cupboard; since, sadly enough, neither advices nor exhortations do any good. "Let Gryll be Gryll", says Spenser, and in the main we may as well accept his dictum.

Yet—and here my judgment halts a little—it sometimes happens that the bad teachers of one generation are the good teachers of the next.


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# Can French Become a Practical Subject

*By* KATHLEEN F. BRAIN, *Publisher, Lettres de France, Vancouver*

THERE is a growing tendency in many of our high schools to replace instruction in languages by the so-called more practical subjects. Hence it behooves us to ask ourselves, is the study of the French language of any real value to the average student? The educational profession is noted for its high ethical ideals, and no true teacher would be so dishonest as to continue giving instruction to pupils which they cannot utilize directly or indirectly.

Why should our pupils learn the French language? Canada is a bilingual country, and if we are truly to understand, appreciate, and get along harmoniously with our French-speaking fellow citizens it would be an act of courtesy to learn their language. The French usually learn English, so why should we not return the compliment by studying French? The person who thinks first of the welfare of others has one of the chief qualifications of a successful citizen. We make friends with other people not through an attitude of superiority or contempt, but through taking a genuine interest in them. If we constantly endeavour to show the French-Canadian people we desire to understand them better through the learning of their language, we may not succeed at first, but through time they will appreciate our co-operation.

Next let us look beyond our own Dominion into the wider horizon of international relationships. French is the language of diplomacy, and cultured people are expected to understand this language. Knowing French will enable our youth to make a more intimate contact with the people of France, Switzerland, Belgium, and Indo-China. To be sure our high school and university students may correspond with young folk in these countries through the medium of English, and thus broaden their knowledge of other peoples. However, this seems too selfish and one-sided a form of partnership. The French people usually take the trouble to learn English, so why should we not be equally obliging by learning their language too? Besides there is a greater incentive to communicate with a people whose language we understand. The short-wave radio is making the whole world one. The author knows a great many junior students of French who eagerly tune in on broadcasts from Eastern Canada, and even Paris. To be sure they may not understand what is spoken very well, but they are eager to improve their ability to comprehend it.

Then the study of the French language has a value in itself. Experimentation has shown that it improves the students' English vocabulary because so many of our words are derived from the French. Those of us who attended Professor Sage's history lectures at the University of British Columbia recall his telling us that whenever a man learns a new language he acquires a new soul. Each race has its own peculiar contribution to world culture, and when we study the language of that people we almost unconsciously acquire some of this. There is a spontaneous courtesy and graciousness about the French which is revealed even in their books and

letters. This characteristic has a refining influence on our own young people who tend to be less thoughtful in this respect.

Lastly, a knowledge of French is most helpful in the business world. Have you ever noticed that in the majority of public and private commercial schools French has a place in their curriculum? Students writing our Dominion Civil Service examinations receive a preference if they can answer intelligently the optional paper in French.

While the schools of British Columbia have much more progressive methods of modern language teaching than are found in many of our sister provinces, yet there is room for improvement. Recently a salesman for a commercial firm in Vancouver asked a number of our high school and university graduates to translate a simple circular for him into French. Not one of them would volunteer although he would have paid them well for rendering him this service. We come across many business men in various parts of the English-speaking section of our Dominion who are challenging the ineffectiveness of high school French. As we read the splendid English found in many of the letters that come from second, third, and fourth year students in the high schools of France, one wonders if it might not be possible to improve our present methods of instruction.

We quote a paragraph taken recentfrom an editorial in an Alberta newspaper because it indicates the trend of public opinion in that province.

"Almost anyone we ask if they know French will answer, 'Only the French I learned at school'. Is it not an indictment of the method of teaching it? If one apologized for not being able to multiply or divide accurately with the explanation that all the arithmetic he knew he had learned at school, would we not find a new way of teaching arithmetic?"

In next month's issue we shall conclude this article with a few suggestions as to how French instruction in our junior and senior high schools might be made more practical.


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School Address

# China and Chiang Kai Shek*

*By* F. H. SOWARD, *University of British Columbia*

THE moulder of national destiny to whom this paper is devoted has had to carry on after the death of his leader and to struggle for the control of his party. He has had the additional handicap of constant pressure from a great neighbouring power determined to prevent the emergence of a strong and unified nation which might handicap its own political and economic policies. That leader is General Chiang Kai Shek, "weak China's strong man" (as he has been called), who is now facing the supreme test of his career.

We are watching the progress of the greatest undeclared war in history. Over half a million men are locked in deadly combat from Shanghai to Kalgan. Japanese warships are enforcing a blockade of over 2500 miles of coastline and Chinese and Japanese planes are battling for supremacy from Canton to Peiping. The Japanese have been forced to pay a reluctant tribute to the tenacity of the Chinese resistance. If China is beaten to her knees in humbled submission for her failure to appreciate the righteousness of Japan's policies in the Far East, as Japanese spokesmen insist is necessary, China's ruler will be a ruined man. If Japan fails to achieve her objective then this ruler of four hundred million people will attain a place in the hearts of his country men that will rank him among the immortals of Chinese history.

The career of General Chiang Kai Shek furnishes an enlightening commentary upon the history of his country during the present century. He was born in 1888 in the village of Fenghua, 100 miles south of Shanghai. His family were farmers, who had by the traditional Chinese virtues of diligence and frugality built up a modest fortune. However, its fortunes declined when the father died when the boy was only nine and he has said himself "the miserable condition of my family at that time was beyond description". It was the mother who kept the household together and taught her rather wilful and mischievous son, often the butt of sturdier children, patience and self-reliance. Alone among the family she approved of her son's determination to break away from the family's tradition to become a soldier and later of his decision to become a revolutionary. On his fiftieth birthday (in a message to the nation) General Chiang paid tribute to his mother's influence and added: "If each and everyone of us devotes himself to the cause of national salvation with the same persistence and endurance my mother showed in raising her family it will not be long before China takes her place once more among the great nations of the world".

At eighteen Chiang entered a military academy and from it proceeded as a Chinese government scholar to the Tokyo military academy, where he spent four years. It was at the time when Japanese prestige had risen to

*A radio address delivered over the western network of the Canadian Broadcasting Corporation on Friday, September 24 at 8:30 p.m.

dazzling heights because of the surprising defeat of Russia in the war of 1904-05. Those four years left a powerful and lasting impression upon the young cadet of the strength and capacity of Japan (which may account for his caution in avoiding a major conflict with that nation for as long as possible). They also brought him in contact with Dr. Sun Yat Sen, the hero of the Chinese revolution, who was then engaged in building up a powerful secret society out of which was later to emerge the Kuomintang. When the revolutionists upset the Manchu dynasty in 1911 Chiang supported Dr. Sun and (according to some writers), was enrolled among his secretaries. But Dr. Sun had to admit defeat in 1913 when he headed a second revolt against the new president, General Yuan Shi Ki, the first of the ambitious militarists who have so retarded the fortunes of the Republic. Dr. Sun's flight from China for a time ended Chiang's active participation in Chinese politics. In fact, for a decade his career was a chequered and obscure one. He spent much of his time in Shanghai, made a considerable fortune as an exchange broker and, according to his critics, wasted both time and ability in the exotic underworld of that city. In 1922 he returned to the service of Dr. Sun, who controlled the government of Canton, and had begun to organize his party along Russian lines with the assistance of Soviet advisers like Borodin. Dr. Sun knew the danger of the Communists boring from within but argued that it was necessary, like a drowning man, to clutch at the Russian straw, since Britain and the United States stood on the bank and offered China no aid.

Presumably because of his military training Chiang was sent to Moscow to study the Soviet military system with a view to its adaptation for Chinese purposes. In April, 1924, he was made the principal of the Whampoa military academy out of which came the nucleus of trained officers that won the victories in the Northern advance. Here, as elsewhere in South China, Russian influence was strong and one of Chiang's most valued assistants was the Russian general, Galen, whom we know today as Marshal Bluecher, the commander of the Soviet Far Eastern army in Siberia. Chiang's successful administration of the academy brought him into the central executive committee which controlled the Kuomintang.

When Dr. Sun died in 1925 his followers began to split in three groups, on the left a small group either openly or secretly Communists who wanted the party to go Bolshevist, in the centre a group who would work with Moscow so long as it did not interfere with Chinese internal politics, and on the right a group who had no use at all for the Soviet connection. To the surprise of many, General Chiang came down on the side of those who distrusted the Chinese Communists and arrested some of their leaders in March, 1926. He was wily enough not to break with the Russians permanently but induced the party to limit definitely the importance of the posts which Communists might hold. By playing off one group against the other Chiang emerged as leader of the party while disgruntled opponents from opposite camps like Wang Ching Wei and Hu Han Min left Canton. In July General Chiang felt strong enough to take command of the northern advance and, as it turned out, left Canton permanently. By the end of the year much of central China had passed under the party's nominal control and one of the Northern war lords, Wu Pei Fu, had been eliminated. The party decided to move the capital northward to Hankow, where the Communists hoped to have much stronger support from a community that was more heavily industrialized. General Chiang was suspicious of these tactics but had lost his grip on the party while campaigning and was even deprived of his chairmanship of the executive in March, 1927. Shortly after when his troops captured Nanking there were attacks on foreigners and a looting of the city which he was convinced was inspired by the Communists in order to destroy his prestige at home and abroad. The general struck back by launching a "purification" movement which destroyed the radical grip on the trades-unions of Shanghai and won him popularity among the banking group there who were alarmed at the growth of Communist tendencies. At Nanking he established an anti-Red government which denounced the rival one in Hankow. Unfortunately for the Russians, new orders from Moscow, which were accidentally revealed by an Indian Communist and were confirmed in a raid on Soviet offices in Pekin, compelled all but the avowed Communists to break with them and in July Borodin left China. Yet General Chiang was still in a precarious position because his

army had been held up in its advance and a large section of the party accused him of merely striving for personal domination. He retired to Japan for a time until the growth of moderate sentiment might redound to his advantage. In November he was back in Shanghai and greatly strengthened his position by marrying Miss Soong Meiling. She was a sister of Mrs. Sun Yat Sen and T. V. Soong, the party's chief financial expert. Another sister is married to Dr. H. H. Kung, the present minister of finance. The Soong dynasty, as they have been called, were all westernized, (Miss Soong a Wellesley graduate), and were Christians. Undoubtedly the marriage brought General Chiang more in touch with Western ideas, won powerful support in Shanghai, gave him the help of an extremely able woman, who induced his own conversion to Christianity in 1930.

In December, 1927, General Chiang was invited to resume his command of the army, the government broke off all relations with Soviet Russia, and a Communist rising in Canton was suppressed with great ruthlessness. Yet the Communist movement could not be completely stamped out because of the courage and devotion of its leaders and rank and file. The movement went underground for a time only to emerge in a somewhat different form among the peasants in protests against the exactions of landlord, usurer and warlord. Between 1931 and 1934 they were able to establish a Soviet republic in part of Kiangsi province and its neighbours that at one time claimed jurisdiction over 50,000,000 people. It was against them that General Chiang Kai Shek campaigned most persistently until very recent times.

By July, 1928, the campaign of unification had been nominally completed with the fall of Peking and the retirement to Manchuria of the forces of the veteran war lord, Chang Tso Lin, who was mysteriously murdered during the retreat. His son, the young marshal, Chang Hsueh Liang, took over control and, despite Japanese warning, hoisted the Kuomintang flag in Manchuria. General Chiang had the satisfaction of leading the group of Kuomintang leaders who did homage at the temporary tomb of Dr. Sun Yat Sen in Peking and announced to his spirit the triumph of his cause. The party executive proclaimed in October that "the party has swept away and removed all obstacles by military force and, having passed from the period of military conquest to that of political tutelage, must now establish a model government based upon the Five-power constitution to train the people so that they may be able to exercise their political powers and to expedite the handing over of such powers by the party to the people". For the time being China was to have rule by one party only. General Chiang was elected President, his brother-in-law became Minister of Finance, and various foreign experts were asked to assist in reconstruction. These ranged from Colonel Bauer, the first of the German soldiers who have helped to train Chiang's armies, and Sir Frederick Whyte, a political adviser, to Dr. Kemmerer of Princeton, who headed a financial mission, and Dr. Rachjman of the League of Nations, who advised on health measures.

Unhappily, the work of reconstruction was impeded by the flaring up of party jealousies, and the rivalries of military leaders, who had only joined the Kuomintang to safeguard their own positions. Time prevents any discussion of the wearisome round of struggles between General Chiang and Generals Feng and Yen or between himself and the Cantonese group. These disputes have steadily decreased in number and seriousness as the country has come to feel the vital need of unity and to look with increasing resentment against factious attempts to prevent it.

For that feeling Japan is largely responsible. Her attack upon Manchuria in 1931 took the country completely by surprise and found it unprepared to use force effectively against the invasion. Chiang was compelled to rely upon the League of Nations and Western sympathy. Both of these proved ineffective in checking the aggressor and both he and China became convinced that her salvation must come from within. As General Chiang said last October in a fervent plea for unity: "No nation can ruin us unless we first ruin ourselves". There were many who raged at General Chiang's fabian tactics in evading battle on a major scale, even when Shanghai was attacked in 1932, and who accused him of being merely a tool of Japanese imperialism who cared for nothing so long as he held power himself. There were others who watched the steady accumulation of trained men, the improvement of Chinese military equipment, and the greater stiffness as in the

diplomatic negotiations with Japan that have parelleled Japanese aggression in China.

That the more impatient group were in the minority was evident last December when General Chiang was caught napping for once and was kidnapped in the city of Sian by dissatisfied officers, among the staff of the young marshal who had been expelled from Manchuria. Their action, which had some Communist inspiration, was planned to force General Chiang into a more positive anti-Japanese policy. What was significant in the fortnight of uncertainty was the absence of any rising elsewhere while the general was captive and the expressions of relief when he was released. His wife played an important part in flying to Sian to further his release, fearing, according to some experts, that pro-Japanese elements among his associates might bombard the city in supposed retaliation for his arrest but in the hope of killing the general himself. In his diary on December 22 the general wrote: "When I read the Old Testament this morning I happened to come across the saying that 'Jehovah will now do a new thing and that is He will make a woman protect a man'. When my wife arrived in the afternoon it seemed that the word of God was to be carried out". I should like to have witnessed the scene when the rebels set him free and the general sat on his bed lecturing them upon the importance of national unity, while his wife took notes!

No other man in China has had such a record of military leadership, diplomatic skill and political finesse as General Chiang Kai Shek. If China can be saved from the hands of the enemies it will come through the leadership of this strange and complex personality.


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# Play: What Does It Mean?

*By* MARY L. D'AOUST

AS the person upon whom rests the responsibility for securing material bearing upon the problems of the Primary teacher I find myself facing an empty column. The Editor makes it no secret from me that he thinks the Primary teachers of the Province are not rising to their opportunities and duties in relation to *The B. C. Teacher*. He is quite convinced that there are plenty of teachers who require the help that experienced Primary teachers could give and plenty of Primary teachers qualified to give that help. I think so, too, but I have not yet succeeded in establishing contacts with enough of the right people. From the point of view of this magazine, a failure is registered if in every number there is not some article dealing specifically with work in the Primary department. Has your neglect to co-operate ever been responsible for such defect?

Realizing that my colleagues in charge of the thousand beginners' classes in British Columbia have failed me, I turn to the library. The laws relative to copyright hamper me a bit, but perhaps I can elude them.

Do you know Adler's *Preparation for Life?* I cannot name any other book that has done more to help me personally in my work with problem children. The passage that attracts me this morning would, I am sure, be of especial interest to Primary teachers in whose work "play" takes such an important place. However, the question of the significance of play is one that affects, in varying degrees, all teachers, irrespective of their specialty.

Adler tells us that in child life play is a phenomenon that reflects preparation for the future. In his opinion, games should be looked upon as educational aids,—stimuli for the spirit, fantasy and life technique of the child.

Adler is of the opinion that preparation for the future is an element in all play. The manner in which the child approaches a game, his choice, and the importance which he places upon it, indicate his attitude in relationship to his environment and his fellows. Is he hostile? Is he friendly? Has he the tendency to be a ruler? Watch him at play and learn the answer to such questions.

The discovery that children's play is to be considered as a preparation for the future we owe, as the reader may remember, to Gross, a professor of pedagogy. He discovered the same tendencies in the play of an animal.

However, play is more than preparation for something else. Games are communal exercises, enabling the child to satisfy his social feelings. The opinion now prevails among experts, Adler included, that children who evade games are probably ill-adjusted to life. Even when they do not withdraw themselves entirely, such children usually spoil the pleasure of others. Their handicaps are pride, deficient self-esteem and the fear of failure. Consequently, by watching a child at play we should generally be able to determine with considerable certainty the characteristics of his social attitude and equipment.

It is revealing to look upon games as providing us with a clue to the child's attitude towards leadership. The symptoms of ambition to command are obvious enough. Watch how the child pushes himself forward and to what degree he prefers those games which give him an opportunity to play the leading part. One finds that Adler is justified in his view that there are very few games that do not have at least one of these three factors,—preparation for life, social feeling, or striving for domination.

We should view the games of our little people as means of self-expression. The child is more or less thrown upon his own when at play, and his performance is stimulated by association with equals and contemporaries. Some games give special opportunity for the development of a creative bent. Adler teaches that in the preparation for a future profession those plays which carry in themselves the possibility for the exercise of the creative spirit of the child are especially important. In the life histories of many people the favorite play of childhood has had obvious bearing upon the life work chosen in maturity.

We should think twice before we disturb a child in his play. He is not killing time. He is making a human being.

# Teachers Urged To Widen Service

*By* MARY HORNADAY, *Staff Writer of The Christian Science Monitor*

HOW to carry services beyond school walls to help the community solve its social, political and economic problems, is one of the foremost professional tasks facing the American teacher today.

The successful teacher has long been attentive to the community to a limited extent. She respects its conventions. She makes an effort to get acquainted with the parents of her pupils. She makes friends in the school neighbourhood.

Taking a step further, she often participates in parent-teacher groups to build community support for the school. She conducts "open house" to show the progress of her pupils, and she lets her room be used for community gatherings.

But in general the teacher has taken little active part in the solution of important community problems. She has bound herself in by an unwritten law that she must stay out of political squabbles and has therefore been almost completely silent on such subjects as better housing or improved working conditions, though they may vitally affect the welfare of her pupils. She has done little of a direct and immediate nature to help the community carve out a happy future for itself.

Significant experiments now being made in community service, together with emphasis on this phase of teaching by educational leaders, indicate that the public school is beginning to assume a more prominent social role. Educators are saying that if the school is to make its full contribution to a "more abundant life" for the American people, then teachers must in the future extend their services beyond the classroom.

Convinced of this, a group of educators recently formed the John Dewey Society to study the "place of the teacher in a democratic system of public education." They named their society for the retired Columbia University professor because they felt that "in his life and work he represents the soundest and most helpful approach to the study of the problems of education."

The first yearbook of this group, edited by William H. Kilpatrick, of Columbia, is one of the most thorough expositions yet made of the teacher's place in the community. *The Teacher and Society* (Appleton Century Co.) strikes hard at influences which have prevented education from attaining its full social aim and challenges the teaching profession to assume its "rightful responsibilities" and "readjust its outlook and methods and activities to meet the demands of a true democracy."

Reasons cited as to why the teacher has failed so widely to live up to the professed social aims of education include:

1. Petty regulations reducing spirited teachers to dull routine.

2. Big and bureaucratic systems limiting the creative range of the teacher.

Reprinted from *The Christian Science Monitor.*

3. Low pay and uncertain tenure lowering self-respect.

4. Too little association with provocative thinkers.

5. Tradition of formality under which the teacher is supposed to do little more than assign and test along conventional lines.

In a few cities and towns, the schools are already engaged in important community services. Detroit schools, for instance, are carrying on "Civic Pride Junior Participation Programmes" under a special director. Pupils cooperate in community campaigns for noise abatement, smoke elimination, better housing, crime prevention, tax reforms, and city planning.

On the other hand, it was discovered that many school service programmes contained a "hit-and-miss assortment" of activities, some of doubtful value either because of their triviality or because in helping one group they harmed another.

"A comprehensive and penetrating study of community life and conditions," says the Dewey Society, "should precede and accompany school attempts at community service. It is not enough to know that there are farm children in the school; one must know the life of the farm. It is not enough to see the stores, factories, churches and public buildings; the good teacher must understand what these mean for the lives of the people.

"To the fact that 1000 people work in a textile mill must be added personal acquaintance with the life struggles of some of those employees.

"Wise community service must be rendered in relation to needs. The discovery of social needs is a technique which teachers can and should learn."

The census is suggested as a source of information on local problems. From census figures. one teacher discovered that the community in which she had secured a job was: (a) made up of many old people and a few children; (b) one in which most people owned their own homes and had radios; (c) one in which a large portion of the population was not gainfully employed. It was a town of retired farmers whose children had grown up and gone away and would therefore require a different kind of community service than that needed in a suburban community of home-renting commuters or a slum district of a big city.

The teacher is also advised to look beyond his own community to the broader aspects of its problems. He must see the needs of his community in the light of historical processes. Nothing has a deeper effect on school children or on the community than radio and the moving pictures, yet what comes over the air or is shown on the screen cannot be determined locally.

"Service projects," says the Dewey report, "lead into social, economic and political scholarship. But the activity should not end with books, research and discussion. The results of thinking on broader questions should come back again into the life of the community. New forms of activity should grow out of the new insights. The community is best served by doing and studying and then doing better."

One of the greatest difficulties in the teacher's entrance into community service is the almost inevitable division of local opinion as to what the community needs and wants. A teacher goes into a community divided against itself. She finds liberals and conservatives. Patriotic organizations will ask the schools to participate in Army Day parades. Peace groups will condemn such demonstrations as militaristic and nationalistic. Banks will urge student thrift campaigns, but economists will tell the teacher there is too much saving and too little spending.

What shall teachers do? Shall they always side with the majority? Shall they accept the will of the community rulers to be the will of the community? Little wonder if they become confused and give up in despair.

In the opinion of the Dewey group, to contribute most to the community, a teacher must possess "not only splendid social ideals, but competent techniques of social analysis and organization so he can carry the programme through."

To prepare for effective community service, it is suggested that the teacher ask these questions:

"What are the most important, vital, basic, profound, and far-reaching needs of this community?

"What are the processes arising out of the past, now active in this community and the broader society, which move toward or away from the desired outcome?

"What is my part in aiding the creative, constructive forces toward success?"

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Summing up the contribution which it believes the teacher can and should make to the community, the Dewey report concludes:

"1. Every teacher should participate in a study of the social characteristics, history, organizations, and life of the various groups of people in the community where he teaches.

"2. Every teacher should participate in a group composed of persons from other occupations, living in the same community and sharing some common social objectives.

"3. Every teacher should, in cooperation with other people: (a) analyze the community to discover its most fundamental needs, (b) analyze the social forces which give promise of sufficient strength to make the necessary changes, and (c) find his own action programme in relation to these needs and forces.

"4. Every teacher should work toward a closer integration of education with the normal activities of the community. Wherever the community life is good, or can be made good, children should increasingly be educated in participation in the life activities of the community itself.

"5. Schools should be so organized and administered as: (a) to select teachers who know life outside the classroom; (b) to make provision for the continuous study of the community by teachers, pupils and parents; and (c) to free the time of teachers for more effective community service; (d) to protect the freedom of the teacher as a citizen and member of the community to participate in any activities open to other citizens; and (e) to give special recognition and honor to teachers who are outstanding in their contribution to community life."

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"The American school should be the abiding place of free inquiry: it should be the place where youth can learn to think for itself. You, the citizens and parents should put into your classrooms teachers who believe in free inquiry and who will lead your children along its paths. You should defend that right from any who would deprive your children of it, whether they be powerful commercial interests, demagogic politicians, self-styled patriots or unscrupulous propagandists."

Dr. Rollo G. Reynolds, New York.

# IMPORTANT

## ELECTION OF THE BRITISH COLUMBIA TEACHERS' FEDERATION REPRESENTATIVE ON THE SENATE OF THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver, B. C., November 8th, 1937.

Dear Sir (or Madam):

I beg to notify you that the teachers whose names appear on the ballot below were duly nominated as candidates for election to the Senate of the University of British Columbia to represent the British Columbia Teachers' Federation.

Would you, therefore, mark and return the attached ballot paper, observing the following regulations:

1. Vote for one candidate only by marking with X opposite the name.
2. Sign your name on ballot paper.
3. All ballots must be in my hands on or before Monday, November 22nd, 1937.
4. Ballots should be forwarded to Harry Charlesworth, General Secretary, British Columbia Teachers' Federation, Aldine House, 1300 Robson Street, Vancouver, B. C.

Yours very truly,

HARRY CHARLESWORTH,
General Secretary.

British Columbia Teachers' Federation,
Aldine House ,1300 Robson Street.

# BALLOT

BOGGS, Louis B., B.A., Penticton High School, Penticton - - - ☐

BURNETT, JOHN N., B.A., Aberdeen School, Vancouver - - - ☐

CLARK, GEORGE W., M.A., King George High School, Vancouver - ☐

MORGAN, WILLIAM, M.A., Technical School, Vancouver - - - ☐

# The New Programme of Studies in the Small High School

*By* D. G. MORRISON, M.A., *Port Coquitlam*

NO school programme can be judged by its immediate success or failure, but after being in operation for several weeks, certain salient factors are obvious. In the following brief article an analysis is attempted of some of these factors as they apply to the smaller high school—a few suggestions are also included regarding some of the problems presented.

One of the greatest difficulties in the small high school has been solved in the new programme. Teachers in these schools have long sought a method for teaching simultaneously two, three or four subjects. The "Problem Method" is surely the best solution so far devised and the assistance given the teacher in the "orange tome" is invaluable. Now the teacher of 14 to 25 subjects per day can present Problem Type Questions and not be ashamed of their nudity, for he has clothed them in the fashion suggested. A very definite result of the Problem Type of teaching is the increased interest of both the pupil's and teachers. Of course many teachers, even in small schools, have used some approximation of this method, but, fear of examinations on factual information have influenced greatly their methods. It might not be kind to suggest that the Presentation-Drill-Test Method is easier.

Arising from the Problem Method of teaching is one serious difficulty in the small school, *viz.* the lack of reference material, where the teacher is the only source of reference, the problem method must fall flat, for the problem cannot be real to the pupil if he is unable to get the answer himself. Schools may meet this obstacle in one of several ways. A fee from each pupil for library purposes and a similar fee per pupil from the School Board, assists greatly; the pooling of text book money and the buying of reference books for general use is a possible way out. The pupils and teachers can usually find assistance somewhere in the community if they themselves are sufficiently cognizant of the need and willing to work. Concerts for library funds are well patronized.

Guidance is necessarily a feature of the new Educational Programme, for otherwise there is little hope that schools will train "useful citizens." This phase can be handled quite easily in the small school for here the teachers know the pupils more intimately and realize more clearly their interests and aptitudes. Frequent informal chats with pupils and parents are the rule, not the exception and these make the formal elements of guidance more interesting and vital—always provided that the teacher's digestive organs can stand the parents' hospitality.

An adequate physical education programme, with a minimum of equipment (one ball and bat) and no gymnasium facilities, is a real problem. With some ingenuity, however, a worthwhile programme can be offered and even in a two-room school, regular periods can be devoted to physical education. The old excuse that "pupils in small rural schools have plenty of exercise" cannot be considered valid. Team games should be emphasized.

(Concluded overleaf)

## THE NATIONAL COUNCIL ON VISUAL EDUCATION

*By* VITO CIANCI, *Kitsilano Junior and Senior High School, Vancouver*

METHODS and materials pertaining to one of the newer teaching aids were presented to over four hundred teachers, salesmen and advertising men at the National Conference on Visual Education held in Chicago during the last week in June. This conference I had the pleasure of attending.

Films, both silent and sound, as used for educational purposes in schools, for sales promotion in business and industry and for instruction in federal government projects, were shown every day of the Conference. There were lectures on the films being shown as well as on various aspects of Visual Education by directors of this work in schools and by technical workers in industrial and federal fields.

Of the great variety of films shown—silent and sound, black and white and coloured; amateur and professional; good, bad and indifferent —the following were noteworthy:

(1) "A Color Film of School Activities," shown by the Director of Visual Education of Iowa City. A routine film used for publicity purposes by the schools of that city to acquaint various public bodies with the work being done. This aspect of Visual Education receives a great deal of attention in the larger centres. The topic, however, hardly seemed to justify the use of expensive color film, as other films of the same type were just as effective in black and white.

(2) "Emil und die Detektive," a professionally-made German film used by Professor Kurath of the University of Chicago in demonstrating the use of films in language instruction.

(3) "New Fashions in Foods," an advertising film in color produced by the California Fruit Growers' Exchange.

(4) "Seeing Mexico with a Movie Camera," "China Visualized," and "6000 Miles Through Russia."

Motion pictures as used by the U. S. Department of Agriculture were shown by the director of motion pictures for the Department of the Interior and by a representative of the Department of Agriculture. These films are produced by the above departments mainly for the purposes of adult education in farming communities, but a great many are of value in school work. In Faribault, Minn., some time later, the writer saw

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Supervised study should present few additional difficulties in the small school. The pupil must early be assisted in his study habits and when these are firmly established the study period becomes very valuable. A pupil who can study History while the teacher is discussing an Algebra problem to another grade has really learned something worth while.

The greatest drawbacks to the establishment of the new programme in a small high school are the lengthened school day and the lack of reference material. In addition there are certain limitations—for the options and free time are decreased, and the teaching load increased. These handicaps and limitations are very insignificant when compared to the increased interest and improved attitudes occasioned by the different aims and improved methods of teaching. There may be defects in the new programme but in the small high school it has added zest to the work of both teacher and pupil.

## I MET A FUNDAMENTALIST

*By* D. COCHRANE, *Ocean Falls*

HE was taking Geography I: an intellectual youth, popular with his fellow-students, and possesed of executive ability; but he "couldn't see where the professors got all that stuff about the rocks being so many million years old, and us being evolved from the lower animals." He had read in a book recommended by Dr. Coleman that all the eight theories of evolution had been disproved, so he was quite sure that the Book of Genesis was all right, and the professors were all wrong. Had he studied any geology or biology? No: it appeared that Philosophy had set him free from the need of learning science. (I have taken a few of Dr. Coleman's courses myself, but I certainly never heard him say anything like that!)

So then I tried philosophy, but he could not understand the references in the Gospels to Greek theories of evolution, because he didn't know any Greek. Finally I brought the argument down to the Book of Genesis itself—but he hadn't read that either. Still, he was perfectly sure he was right.

Oh, well, Sophomores are like that, and he would learn something in the next year or two. That's what I thought, but he wasn't a Sophomore: he graduated presently, and now he knows everything!

That is the great reason for a General Science course. I know the necessary faults of any such course. I know the very unnecessary faults of the new course introduced this year. I know our teaching time has been reduced by half, so as to give the children more time to study their foreign languages. I know that it is as a whole not General Science, but Mixed Science. I know that it has been arranged without any thought for the limitations of the smaller high schools. But all of these things can be endured, for the sake of preventing the production of such ignorantists as my philosophic friend.

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several of these films used by the Soils Conservation Section of the Department to give instruction in methods for preventing soil erosion.

Several films dealing with high-pressure sales methods common to certain types of business ("Two Salesmen in Search of an Order" and "Selling the Medical Profession on a New Food Product") were shown and lectured on. These films would seem to have little, if any, value in schools, but the advertising films dealing mainly with processes or products are widely used in school programmes. The Conference last year went on record as having no objection to the use of advertising films with educational value providing the advertising was inoffensive and kept to a minimum. Among such films shown this year were, "The Wonder World of Chemistry" produced by the Dupont Corporation, "Sound Recording" by the Pure Oil Company, "Forest Treasures" by the Veneer Association, "Soil Builders", a Ford Film, and one by the International Harvester Corporation.

The Conference featured also an exhibit of the latest models in Visual Education equipment such as projectors and cameras. There were also the usual social activities common to conferences, including a closing banquet.

# Echoes from Polynesia

*By* W. M. ARMSTRONG, *King Edward High School, Vancouver, First International Exchange Teacher from B. C.*

WHAT shall I say about the year spent in the schools of Hawaii? It would be much easier to talk for hours than to confine myself to the space that *The B. C. Teacher* can afford to place at my disposal.

Let me warn my colleagues who are playing with the idea of exchanging, that an exchange position is more exacting than the routine life to which one has become accustomed. One must be prepared to make quick adjustments to many situations entirely unanticipated.

If you should journey down the Pacific to Hawaii, I would suggest that off Cape Flattery you drop overboard all your preconceived ideas of the Southern Seas, even if the bases of those ideas are the beautiful tourist booklets, radio programmes, and romantic yarns of tropic isles.

A word or two about the islands, politically and commercially. British Columbia and Hawaii are linked together by the great explorers Cook and Vancouver. These British "sea-dogs" were the first to put the islands into written history. Then they became known as the Sandwich Islands. Here Cook met his untimely and tragic death. Here is a bit of land that is literally "for ever England"*. Vancouver, profiting by the mistakes of Cook, made a valuable contribution to the early life and development of the islands. To him as Britain's representative Kamehameha the Great offered his domain, but the Britain took no action in the matter.

A few years later New England whalers made the islands their winter quarters and soon general trade began to develop. Then the sandalwood trade sprang into existence and quickly made the chiefs rich, and then, alas, it led to their economic ruin. Missionaries from Puritan New England established themselves firmly in the first half of the 19th century. The Congregationalists were followed by others: Catholics, Episcopalians, Mormons, Adventists, Salvation Army; and the oriental religions took their place alongside these sects.

Missionary advisers and other "Europeans" developed the Hawaiian monarchy along European lines. From time to time the independence of the islands was threatened, but for many years the rivalry of the powers was more or less a safeguard.

At an early date sugar plantations began to attract outside capital on a large scale. Today sugar is by far the biggest industry in the islands. Pineapple plantations and the canneries rendered necessary by the pineapple industry, are a much later development. Anything properly to be described as diversified agriculture makes a poor showing in most of the islands.

The necessity of cheap labor for plantations resulted in the immigration of many alien groups: Chinese, Koreans, Portugese, Japanese, and

* A small parcel of land, 5,682.6 sq. ft. on the shores of Kealakekua Bay, where Cook fell, was ceded to Britain in 1877 by Princess Likelike. Its ownership was ratified when Hawaii was annexed in 1898. British naval vessels call occasionally to pay tribute to Cook and to preserve the memorial.

their descendants constitute the bulk of today's population. Considerable intermarriage with Hawaiians has produced a very heterogeneous population. Not a few children possess three or four different racial strains. The idea that children of mixed blood will reflect in any special degree the bad qualities of both or all their ancestral races is not borne out by experience, despite popular opinion to the contrary.

Towards the end of the last century the monarchy was overthrown and a republic, directed by Americans and others, was established. After the acquisition of the Philippines the United States agreed to annex the islands and constitute them a "territory" of the Union. A legislature of two houses, elected by citizens, was established under the "Organic Act". The Governor, appointed by the President, nominates the executive officers of the territory, and exercises certain veto powers. Regardless of race, all born in the islands are classed as "citizens" of the United States.

Uncle Sam maintains very large military, naval, and air forces. Besides the large naval station at Pearl Harbor, the largest military encampment of the Union is located at Schofield, about twenty miles from Honolulu. Hawaii is often referred to as the "Malta of the Pacific", or as a "second Gibraltar".

The total population of the islands is about 400,000; the following figures are based on the 1936 estimates of the Board of Health:

| | | | |
|---|---|---|---|
| Japanese | 149,886 | 74% | citizens |
| Filipino | 53,550 | 27% | " |
| Portuguese | 29,863 | 94% | " |
| Caucasians (incl. Army, Navy) | 57,069 | 95% | " |
| Chinese | 27,495 | 83% | " |
| Hawaiian | 21,594 | 100% | " |
| Caucasian-Haw. | 19,319 | 100% | " |
| Asiatic Hawai'n | 19,271 | 100% | " |
| Puerto Rican | 7,470 | 100% | " |
| Korean | 6,682 | 62% | " |
| Others | 779 | 96% | " |

In viewing the educational system of Hawaii one must keep constantly in mind this historical background and especially the racial set-up.

The Territory is proud of its up-to-date school system. It comprises some 90,000 pupils and about 3000 teachers and officials. The Department of Education is quick to point out that Hawaii, although only a "territory", surpasses many of the states of the Union in salient points. Peculiar problems and opportunities have undoubtedly proved to be a challenging stimulus. Here is a situation, extremely plastic in many respects, calling for a system which must be evolved in Hawaii and not somewhere else.

The entire territory comprises a single administrative unit, and this fact has certainly made for action and efficiency in many respects. The governor appoints the Education Commissioners who decide general policy. The Superintendent of Education, himself a commissioner, together with his staff, carry out the policies laid down; but a good deal of latitude is given this executive department, and it exerts some influence on policy. This freedom is generously shared with principals and staffs. Dead uniformity, so often associated with centralized authority, is entirely absent from the school system of Hawaii. I know of no system which affords such opportunity for experimental and creative work on the part of individual schools and teachers.

Except in the case of buildings, which are the responsibility of the several counties, the financing of the system rests largely with the Territorial Government. There are a number of modern buildings, on the whole well equipped, but one cannot but think that if this aspect of the school system were the responsibility of a single school buildings' department, with jurisdiction over the entire group of islands, then better buildings, especially designed for Hawaii's climate and needs, would be more general. With the absence of all heating and ventilating problems there is abundant scope for such planning as would better adapt the school buildings to their purposes.

In the city of Honolulu there are two types of schools: "English Standard Schools," open, regardless of race, to all who are able to show a fairly good knowledge of oral and written English; and ordinary schools, very heterogeneous in population, where English is as yet rather poor. I spent my exchange year in one of the latter, a school of some two thousand non-Caucasian children. Two of my own children attended "English Standard Schools"—Roosevelt High School, and Thomas Jefferson Elementary School. I therefore had some opportunity of

studying the system through their contacts, experiences, and re-actions. Although these schools are open to non-Caucasians, to my mind there is a very great danger that they will develop into class schools. This would be fatal to Hawaii. Strenuous efforts should be made to make every school an "English Standard School," within a reasonable period.

The "six-three-three" plan prevails in most of the larger communities, but variations are found in many schools adjacent to plantations. High school grades are lacking in many plantation areas.

Nowhere is the heterogeneous population of Hawaii Nei more in evidence than in its schools. As shown in the figures already cited, the largest single group is Japanese. Nearly all these Japanese pupils attend their own language schools in the late afternoons, and often part of Saturdays and holidays. A number of these schools are definitely connected with missions of the various Buddhist sects. For example, the Honpa Hongwanji Temple maintains three such schools: the Fuoto Gakuen, Palama Gakuen, and the Hawaii Chu-iokakko. About 40,000 pupils are enrolled in Japanese language schools, some 3,000 in Chinese schools, and a few hundred in Korean schools. In this situation lies one of the biggest problems confronting Hawaii. The conflict created in the child's life by this dual system of education may lead to grave results in his mental health later. He is forced to live a double life. Part of the day he is an American, the rest of the day something else. Many are inclined to think that the situation will right itself as time passes, but I am afraid that "the wish is father to the thought." Understanding, tact and compromise might solve this problem. but some wise and brave souls are needed for this delicate and difficult task. In the meantime the child is the chief sufferer.

As is to be expected, one of the outstanding problems in the public schools is the improvement of English, oral in particular. It takes one some time to get an understanding of much of the oral English spoken in Hawaii. I am not sure that anything like a definite technique has been developed yet to meet this problem. Those of long experience in the islands seem more or less satisfied with the progress already made, but I am afraid that this opinion is based on exceptional and isolated cases rather than on the progress of the rank and file. Many of the speech difficulties are purely mechanical, calling for special training in phonetics on the part of elementary teachers. Unfortunately very few have such training. A start along this line has been made recently at the University, but such a major problem calls for a comprehensive and thorough-going programme.

The teaching body is almost as heterogeneous as the pupil body. The majority have been recruited from the various states of the Union, but teachers who are Hawaiian, part-Hawaiian, Chinese, Korean, Japanese, or Portuguese are found in nearly all schools, except the "English Standard Schools." Most of the teachers in training at the University of Hawaii are island born and raised chiefly from the races mentioned above. The standard of training has been so raised that Hawaii boasts that in this respect also it is far ahead of many other systems. Practically every teacher graduated in the future will have the equivalent of four to five years of academic and professional training after leaving high school.

The curriculum on the whole is modern and progressive. If one philosophy more than another has influenced education in Hawaii it is that of John Dewey. There is no restraint in experimentation—it abounds throughout the system. "The school curriculum is held to be composed of all experiences children have under the guidance of teachers." There are no extra-curriculum activities in Hawaii. Traditional subjects have had to make room for all these experiences as part of the day's ordinary programme. The place occupied by examinations in whatever form is very subordinate in this system. Tests in subject matter in the various grades lie almost entirely at the teacher's discretion. Periodically through the school years, pupils are grouped in accordance with their ability by means of various tests. I supervised such testing in several elementary schools and also in the intermediate school. Once a pupil is assigned to a group he proceeds year by year through the system. There is practically no retardation. Report cards are varied in character, but the general tendency is to simplify these

by eliminating all competitive elements. The school in which I served will probably abandon the report card system this year. Reports will be issued only in exceptional cases. Students are admitted to the University on the basis of high school records, a test in English and a "College Aptitude Test," both set by the University.

Hawaii boasts that its "rural schools are as good as its urban schools." Strictly speaking there are very few rural schools in the islands. Agriculture is on an industrial basis, consequently most plantation communities are urban or semi-urban in character. I visited schools adjacent to sugar plantations that were the equal in enrolment, plant, organization, and programme, to many schools in the city of Honolulu.

School libraries deserve a good deal of praise. What is the secret of their comparatively high standard? The great need for reading material has certainly stimulated administrators to provide generously for these young Americans so diverse in race. A book-rental fee varying from $1.00 to $4.00 per annum provides sets of textbooks and abundant supplementary material, especially current magazines. It is hoped that this fee will be reduced or abolished in the near future. At the Washington School, where I taught, every pupil has access sometime during the day to the daily papers, comic supplements included. A weekly, "Current Events," is used in all Social Studies classes.

Cafeterias are provided in all schools, and they are invariably operated as projects or activities. In some schools all pupils participate in turn; in others only the "Home-making classes;" while at McKinley High School cafeteria work is on the basis of a definite vocational course. Graduates of this course have little difficulty in obtaining positions as assistant managers in school cafeterias and elsewhere.

All schools make use of pupil help whenever and wherever possible; office monitors, library monitors, cafeteria police, grounds' police, junior police squads, and junior projectionists, assist the administration in very effective ways. All these activities are stressed as educational in most schools. Student organizations function on the same basis.

Pupils of all grades participate frequently in excursions of one sort or another. In due time, most pupils of Honolulu visit The Library of Hawaii, Archives Building, Art Gallery, Bishop (Polynesian) Museum, University of Hawaii, Immigration station, City Hall, Police Station, Court House, the Legislature in session, sugar mills, pineapple canneries, power plants, important business houses, etc. Officials and business people co-operate heartily in these activities. I had the pleasure of participating in an excursion of over five hundred pupils to one of the largest sugar mills on Oahu. Perhaps the numbers were too large to make the experience as profitable to many as otherwise it might have been, but the train ride alone proved to be a worthwhile experience in transportation for pupils and teachers alike!

Many individual schools are experimenting along some specific line. McKinley High School is energetically striving to build a highly integrated course in English-Civics-History-Geography-Economics, known as "Core." In grade twelve this has been attempted largely through the development of a "Forum" plan. The following projects were handled more or less successfully during the last school year: Platforms of the chief presidential candidates. Reform of the Supreme Court; Pacific Coast Shipping Strike; Spanish Civil War; Abdication of Edward VIII. These projects constituted the regular work of all grade twelve groups. I observed some of the work done under this programme, and on the whole I was favourably impressed by the efforts of most groups. One feels, however, the danger that such a programme may fall into the hands of the more brilliant pupils, leaving too many on the sidelines. Studying history backwards has certain distinct disadvantages: there is a danger that pupils will be unduly encouraged to attempt interpretation of current events and problems without an adequate background, or, with a background that has been built up too hastily and perhaps poorly. These dangers I am sure will be apprehended by the "Core" teachers at McKinley High School.

Liberal use is made of visual and other teaching aids. The University of Hawaii maintains a fairly large film library especially along the lines of science. Important radio broadcasts

are carried to the classes and auditorium assemblies. Teachers are expected to prepare their classes for intelligent understanding and appreciation of the approaching broadcasts, and to discuss them later with their pupils. Last December I observed hundreds of non-Caucasian pupils and their teachers listening to Edward's farewell message to the Empire. I was the only British subject in that assembly; it was intensely interesting to note their re-action. Two weeks earlier I saw the same audience listening to President Roosevelt's address to the Pan-American Conference at Buenos Aires.

The status of the teacher compares very favourably with that in many other places. There are three prevailing salary scales, elementary, intermediate, and high school, and these apply respectively to all teachers, rural and urban alike. In addition, rural teachers are provided with rent-free cottages, adjoining school buildings. In spite of this, most teachers prefer Hilo and Honolulu! Married teachers continue in the service, and in many cases man and wife teach in the same school. Wives of principals however are usually assigned to other schools, except in the case of a few small rural schools. Provision is made for maternity leave. Unfortunately the system has little to offer a man who elects teaching, rather than administrative functions as his career, unless he is fortunate enough to marry a teacher who remains in the profession. Consequently most men aspire to administrative positions regardless of their fitness for such duties.

Sabbatical leave is allowed after eight years service. While on such leave, salary is paid equal to the difference between that of the substitute, usually the minimum, and the scheduled salary of the teacher on leave. Thirty-one teachers were on leave last year. Most of these spent their year in study on the mainland or in travel. In addition, thirty-seven teachers were on exchange; all of these, except one, were in the United States — my exchange being the first of an international character. This year Hawaii is exchanging for the first time with the Philippines. Through contact with these exchange teachers I was able to glean a good deal of information about the general tendencies in many of the states of the Union.

Teachers contribute to a fairly good pension scheme. They enjoy a fair security of tenure, although this depends on custom rather than on any specific staute. A change in the administration at Washington may affect the tenure of the higher officials of the Department of Education. On the whole, promotions are based on well-established grounds recognised by all. There is constant movement within the system, either by promotion or transfer, from rural to urban schools and within the cities. In the spring of each year, teachers are requested to fill out standard applications for assignments. The average salaries within the territory compare very favorably with the average salaries in other systems, although the maximum is lower than in many other places.

As yet parents in general are not very articulate in school affairs. In some respects this is a weakness, for the school fails to get easily the reactions of parents. On the other hand, schools have been able to push forward without undue criticism so often raised even when worthwhile changes are put into effect. The P.T.A. movement however is developing in spite of language and race difficulties. With the absence of school boards or committees there seems to be a very definite place for such an organization. During the last session of the Legislature the P.T.A. executive brought pressure to bear on both chambers in the interest of several educational bills. I was present when these representations were made, and felt that there was good leadership and strength in this movement. It might be of interest to note that the president of the Hawaii Congress of P.T.A's. is an outstanding woman of Hawaiian descent.

Schools and industry are beginning to co-operate in a definite way. With the cessation of imported labor, plantations are being forced to turn to the island-born for recruits. This year between two and three hundred boys from the schools of Honolulu have gone to try plantation life for the summer. The plantation managements are endeavoring to show that "plantation life is not what it used to be." Schools co-operate by inviting plantation officials to present their

project to joint meetings of parents, pupils, and teachers. I had the pleasure of being present at such meetings and was favorably impressed with the co-operation shown. Agricultural teachers and others will follow up this experiment by frequent visits to the boys on the job. Both boys and plantations are on the spot! This year the pineapple canneries recruited a large number of their seasoned workers through the schools.

Sociologists consider Hawaii one of the best of the world's social laboratories. Here, races, languages, and cultures, are fusing. The process will be checked somewhat by the large Japanese block, but this group is by no means impervious to the currents of life which are quietly but steadily surging in Hawaii. Many Americans who have gone to the islands during the past few years are rather disturbed by the largeness of this group, which if it wishes, will probably be able to control the territorial elections in 1941. Those nearest to the situation however are convinced that it will not maintain its solidarity in any election. Further,it is believed that the second and the third generation Japanese are now sufficiently American in outlook and culture to be trusted to exercise their franchise for the general good of Hawaii and the Union. A good deal of faith is expressed in the public schools, but one cannot but think that the language schools, and all that they imply, will check the work and influence of the public schools. The inclusion of the Japanese language in the curriculum should prove a satisfactory compromise for this difficult situation. It will need courage and statesmanship on the part of both sides to bring this about. The mounting cost of supporting two systems may compel the newer generations to face this question.

Time does not permit to do more than mention the health programme, comprehensive in many respects, but, rather weak and inadequate in following because of inadequate financial support. Agriculture, industrial arts, music, and art, all have a large place in the system.

In summing up one can say that Hawaii has a progressive educational system. Most of its administrators are endeavoring to the utmost of their ability to give these young Americans a worthwhile education. They are keen and open-minded. They are fully conscious of change in the world generally, and of the special needs of Hawaii. I have endeavored to point out to you those salient features that seem to show best the nature of the system in general, but I have said little about any weaknesses or shortcomings in the system. Such criticism or opinion cannot be dealt with in such a short article of this sort. Perhaps there is a tendency to experiment too much without adequate stocktaking? Perhaps subject matter is unduly minimized with consequent low standards of attainment? Perhaps a great deal more could be done to improve the quality of the oral English in spite of the great difficulties encountered? Perhaps too much emphasis and expectation is placed on silent reading as a panacea for the solution of language and background deficiency? Whatever be the answers to these questions, one must say in fairness that Hawaii is definitely striving to put into effect much of the best educational philosophy which has appeared in recent years, and that there is a high degree of consistency between the philosophy preached and that practised.

Before closing I would like to mention the principal of the school in which I spent my year—Mr. F. A. Clowes. Every courtesy was shown me by Mr. Clowes. His long experience in the islands has given him a very comprehensive outlook, and that experience is responsible for many of the "innovations" at Washington School. He was extremely open-minded to any suggestions or criticism. Altogether I spent a very happy and profitable year with him.

It is good to get away from one's own system and to look at it from a distance. It is good to be plunged into an entirely new system and environment. It is a great test of one's ability to make quick adjustments. If one can survive the shocks it is all very invigorating!

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READERS are reminded that to mention *The B. C. Teacher* when dealing with our advertisers is a service appreciated both by this magazine and the business firms patronizing it.

# International Goodwill through Geographic Education

*By* PROF. GEORGE A. CORNISH, B.A., *Professor of Methods in Science, Ontario College of Education, University of Toronto.*

ONE hundred years ago the life of a Canadian was very different in its relationships from what it is today. With an axe, hammered out at the local forge, the pioneer cleared his land, cut logs to build his house, and hewed out his primitive table and benches; he built his fireplace to heat his house, and his oven to cook his food, out of local boulders deposited by nature during the ice age. He grew the cereals, vegetables, and meat which he ate, and supplemented these with wild berries and what fish he could catch and game he could hunt. His wife spun the wool which he cut from the sheep's back, and wove it on a hand-made loom into cloth for inner and outer garments for every member of the family. Perhaps, if he was fortunate, he grew a little flax, and his wife wove its fibres into a white shirt or a tablecloth. He lived far from shops, had nothing to sell except a little potash, leached from the hardwood ashes left by the timber burnt to clear the land. He made his own sleighs, wagons, and canoes to convey him along the trails and streams, for roads were few or none. A world war, a French or Russian revolution, a black death, or a plague of yellow fever in the tropics would produce little disturbance in his life, probably he would never hear of them. His connections with the rest of the world were as nebulous as a cirrus cloud.

How different the world is today. This morning I sat down to a breakfast table, covered by a tablecloth whose flax fibres were grown in Russia, and spun and woven in Belfast. The spoons were made of brass whose copper came from Belgian Congo, or Chile, and whose zinc was fetched from Australia; the plating of silver was dug out of a mine in Mexico. The steel in the knife was extracted in Sheffield from Spanish ore. The plate was made in the potteries of England from China clay dug ug in Cornwall. The Jamaican grapefruit was sweetened with sugar extracted from cane grown in Fiji Islands. The tea was from Ceylon and the coffee from Brazil. The Canadian bacon and eggs was seasoned with pepper from India. The Dundee marmalade was sliced from Spanish or Palestinian oranges, flavoured with spices from Zanzibar and the East Indies and sweetened with beet-sugar from Czechoslovakia. My clothes were the products of the skill of thousands of workmen from every continent, and after breakfast I was able to read in the morning paper the events that happened during the last 24 hours in every part of the world. Let a flood sweep down the Mississippi, an outbreak of locusts occur in some obscure part of Africa, a new discovery of gold in Russia be announced, or a revolution in Argentine break out and at once I begin to inquire how it is going to affect my comfort and prosperity.

Applied science; new, swift, sure, and varied means of transportation by air, water, and land; great factories that turn out anything from a needle to a motor car by the million; and education of the masses have

taken the warp of men and women and the woof of commodities and industry and woven the whole into one close-meshed mantle that covers the earth. Now one nation can no more separate itself from the world, as Japan once did, than can a piston remove itself from a motor car. The separated part becomes a useless thing and the whole machine is out of joint.

Geography shows the unity and interdependence of the different regions of the world better than any other subject on the course of study.

Undoubtedly the new condition is much better than the old. Even the poor to-day live in more comfort than formerly did the rich. One hundred years ago the houses of the people were crude, cold, and inconvenient, the garments were rough, coarse, and ugly, the food mean and lacking in variety. To-day we have the products of the world at our feet. One hundred years ago the only commodities available were those made by the rough hands of the members of the family, to-day even in the most isolated parts, the poor can have delivered to their post-office, if not to their very door, all the variety of goods listed in those fat catalogues issued by department store mail-order departments.

Geography teaches the children not only the necessity but the great advantages of this unification of the world economically. It shows them that the nation that tries to isolate itself from this great economic league of nations is injuring all and ruining itself. Geography shows the scholars that nature has not sprinkled her gifts over the face of the earth like pepper and salt in a uniformly distributed covering, but in great lumps, some falling on some parts, others on others. While there is a logic in her gifts, which the geographer endeavours to show, nevertheless they are more like a coarse-grained mosaic than a fine-grained pepper-and-salt arrangement.

The quality, quantity, and depth of soil is very different throughout the continents, so that one quality is suited to produce one commodity, another to produce another. It is said that the quality and flavour of tobacco is wedded to the particular soil in which it is grown. The same seeds planted in different soils, even with the same climate give very differently flavoured tobaccos. The same is true of grapes. Nowhere else on earth can the taste and aroma be obtained for the wine, called Port, except from the soil of a small part of Portugal around Oporto. For many years the soil around Corinth in Greece seemed to be the only one that would develop the kind of grapes that could be converted into currants (the very name is derived from Corinth), but while California and South Australia have done something to explode that theory, nevertheless the soil is often a master that slavishly controls the production of a commodity.

Climates very from the seashore to the snow-capped peak, and the production of most plants and animals is largely dependent on suitable temperature, sunshine, rainfall, wind, and weather. So that geographers are able to divide the world into a number of natural regions, and each has its own products, and just as soon as man tries to make a plant or animal grow in an unsuitable climatic environment he gets into trouble.

Some regions are high, some are low, some are rough, some smooth, some rocky, some covered with soil. All have their place in the world, and all contribute their part better than any other region can do.

Nothing is scattered more apparently haphazard than the metallic ores. While the Canadian Shield is bursting with mineral wealth, the much higher and more massive Alps and Rockies are almost barren. One country, the United States was so blessed by nature in mineral distribution that she produces more iron, copper, zinc, lead, petroleum, natural gas and coal than any other country, while a great country like Italy, filled with mountains, produces none.

Not only is the physical structure of the earth so arranged that each district has its own peculiar characterictics, by which it is able to contribute its own unique part toward the well being and prosperity of other parts, but the mental character, the aptitudes, tastes, and peculiarities of each race and nation are such that each is able to contribute something, special in its kind, to the good of the other people of the world. The French and Italians with their sense of proportion, the artistic and the beautiful, are contributing the ornamental and decorative, which delight the vanity of all mankind; the Germans with

their patience, keen interest in infinite detail and exactness develop the complicated machine, new chemicals, and many other exquisitely exact commodities to bring great comfort, satisfaction, and admiration to mankind. The English with their high ideals of fine workmanship, their taste for the strong, enduring, and genuine, are turning out commodities for all who desire hard use and good value for one's money. Every nation contributes its part.

Geography shows, or should show, the boys and girls that the great material aim of this world should be for each part to make the commodities that it can make best and freely exchange them for similarly made articles, with all the other districts in the world. Then the world would be full of the best things, and all or nearly all of them would be available to all the people at reasonable and little fluctuating prices.

But to accomplish this beneficient and comforting result, nations must be prepared to co-operate with one another. But they are not. Why? Two words go a long way to explain why individuals and nations fall so far short of this utopia which is within our grasp. misunderstanding and hatred or at least prejudice are the ugly words. Both are due to ignorance; and geography, more than any other subject, should be able to lead the way in carrying the torch of knowledge to dispel the cloud of ignorance.

Nations quarrel because their people do not understand each other. We interpret the actions of others from our setting, our surroundings, and our standpoint. Canadians at present are very likely to think harshly of Germany, Italy, Russia, or Japan. Yet we know that these great peoples are highly intelligent, logically minded and do not rush to action without thought. If we had like surroundings, had come through the awful trials that some of them have suffered, have had the haunting fear of starvation, bankruptcy, defeat in war, injustice in defeat,—if we had had like conditions pressing in on our lives would we have acted differently?

The geography of the future then must teach our nation how other nations live; their ideals, their difficulties, their ambitions, their fears and their loves and hates. Then boys and girls will grow up with an understanding that will not misinterpret and will have an intelligent sympathy for all mankind.

But contempt, hate, disdain for other peoples is one of the hardest sores to heal, it is almost a malignant cancer that scarcely can be cured. Yet the X-rays of knowledge and the surgeon's knife of understanding may even restore the incurable. We have seen enemies become friends and must take hope. The vanity and ignorance of home teaching, and to a certain extent the one-sided teaching of history are largely responsible for a great deal of this international disease of hate and dislike, which is not innate in children. Again the geography teacher can greatly help to heal up the wound, by pouring in the sweet oil of a sympathetic knowledge of these hated nations, by showing that in most respects they are very like ourselves, that their differences depend partly on their surroundings, and that those differences are not a hindrance but a help, for how drab this world would be if all the peoples were alike, even if they were like us.

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# Efficiency in Teaching Latin Inflections*

*By* WM. H. STRAIN, *Durand Community High School, Durand, Ill.*

LATIN is a subject that has been taught in our schools as long as we have had schools. For eighteen hundred years and more the same books have been put into the hands of school boys who were studying Latin. We teach the language in its literary form as it was used two thousand years ago. In that day boys in many schools learned their declensions and conjugations by rote memory in a set order and a set form. Today children are still learning Latin declensions and conjugations in a set order and a set form, and in most essentials the order and the form are the same.

In the face of such age-long precedent it may seem bold to question the efficiency of teaching our declensions and conjugations in the traditional way, but it can easily be demonstrated that much of the inflection taught in high-school Latin is practically useless and that the rest lacks much of being organized in the most effective manner. Many forms taught in exercises seldom or never occur in the material set for reading and translating. Some of the most frequently needed forms are carefully omitted from the first semester's work, while some of the least useful are being stressed *ad nauseam*.

A very simple and practical way to test the usefulness of a given form is to take material that the student must later translate and count the frequency with which he will encounter the form in question. This method, of course, is not perfect, but it is the simplest good method available. The principle of frequency of occurrence has been used to standardize the teaching of English spelling, speech errors to be avoided, Latin vocabulary, and a host of tool and drill subjects. It is long past the time it should have been applied to Latin inflection, yet no comprehensive study in this field has been made; and the inflections taught are organized more by tradition than by tested usefulness.

The writer has taught Latin for nine years and has realized through most of that time that inflection as taught in our present text fails to distinguish the very important from the unimportant forms. All are presented with an emphasis so nearly identical that even a fairly good student may become confused and discouraged and consign the whole system to limbo. Under such circumstances Latin cannot hope to compete with studies whose materials have been mathematically systematized by educational experts. Conscientious teachers are not satisfied with giving a shoddy and inaccurate presentation that leaves the student floundering in a mire of guesswork and uncertainty.

Recent opportunity has permitted the writer to finish a preliminary study of the inflection and syntax used in twelve thousand words of high-school Latin. This material was chosen from four second-year texts in such a way as to be representative of the Latin usually read in Latin II,

*From *The Classical Journal*, October, 1937.

which is the most representative and most complicated Latin that the average student ever reads. (Probably 85 per cent of our students end Latin with two years of study). Tables were prepared in which the frequencies of the various inflectional forms could be tallied. These were compared and combined in various ways to discover as much as possible about the relative teaching importance of various forms, both individually and in groups. A few of the most striking findings will be discussed below.

In the main, noun forms are more efficiently taught than verb forms. All the first three declensions are important, and all of the five major cases both singular and plural are used frequently enough to make it necessary to teach them all. There are, however, some variations of declension and some minor cases that are often taught more prominently than their usage demands. For instance, the masculine nouns of the first declension and the r-type nouns and adjectives of the second declension still receive an emphasis out of all proportion to their actual usage. Vocative and locative forms are so rare in second-year Latin that they scarcely deserve teaching. There are many variations in the third declension due to differences of stem, base, gender, and nominative termination. In the survey made, 47 third declension types were noted. Some occurred only once while others occurred about 200 or more times. The nine types most frequently found in the order of their frequency are given below; the first ending in each instance is the nominative and the second ending is the genitive: *-r -ris, -o -onis, -is -is* (i-stem), *-as -astis, -rs -rtis, -o -inis, -us -eris* (neuter), *-es -itis,* and *-us -oris* (neuter). The first three of these are decidedly more frequent in occurrence than the other six. Most books decline several third declension nouns as examples in order to familiarize the beginning student with these variations; yet most of them fail to select these examples from the most frequent types, and some show a tendency to select largely the unusual types. Examination of six first-year textbooks showed that from six to nineteen examples of third declension nouns are declined in each; yet only 22 to 55 per cent of these are selected from the nine most frequent types, and three different books fail entirely to give examples of either of the two most frequent types.

The arrangement of case forms for memorizing and for introduction into the beginners' course is the most illogical thing about the teaching of nouns. Although more than 64 per cent of all nouns appear either as accusative or ablative, yet we almost invariably list cases so that these two most important ones are listed last. The ablative singular is the most frequently found of all noun forms. It sems to be the simplest, most regular, most characteristic, and most easily recognized of any of the forms. It always ends in a single vowel; and, except for the third declension, that vowel is always long. Yet the ablative is introduced last in most first-year books and is listed and memorized last in declining. It is almost four times as frequent as the genitive singular and might well be used instead of the genitive as a second form to furnish the base.

Almost half of the noun forms met are identical with one or more other forms of the same word. It seems that the labor of learning could be greatly reduced if these could be paired and associated; yet our traditional methods arrange declensions so that most pairs of identical forms are separated from each other. In the study made, 1869 such identical forms were found. By the traditional method of declension 1700 of these would have been separated from one another. It would be possible, however, to arrange these same declensions so as to bring together 1854 of these 1869 identical forms; and, strange but true, the arrangement that brings together these identical forms also brings the cases together in an order closely related to their relative importance and to the requirements of sentence building and of introduction to beginners. It brings the cases together in the following order: nominative, accusative, ablative, dative, genitive.[1] The first three cases named are by far the most

[1] Professor Russel M. Geer, of Tulane University, has supplied the following information: "The order Nom., (Voc.) Acc., Gen., (Loc.) Dat., Abl. is found in at least some Latin grammars published in England (H. J. Roby, *A Grammar of the Latin Language from Plautus to Suetonius*: London, Macmillan and Co.), and in at least one grammar published in this country (J. N. Madvig, *Latin Grammar for the*

important, since they together furnish 82.4 per cent of the forms listed, an average of 27.5 per cent each. The last two are much less important, since they total only 17.6 per cent of the forms listed, an average of 8.8 per cent. It will also be remembered that for sentence structure and for teaching beginners it is necessary to have the nominative and accusative forms before one can make typical sentences—sentences containing transitive verbs. The other three cases could be introduced in any conceivable order; but, since the ablative so far outnumbers both the other cases put together, it is only reasonable that it should be introduced and memorized first. On account of frequent pairings the dative can best be taught with the ablative; so the genitive, as the odd form, is left till the last.

Most of the statements in regard to nouns apply similarly to pronouns and adjectives, since these also have case and number. The teaching of the comparison of adjectives and adverbs, of adverb formation, and of the irregular forms of pronouns and adjectives is only moderately useful because of the low frequency of many of these types and forms and because of the large amount of irregularity.

The teaching of verb inflections in their entirety represents the largest waste of effort in high-school Latin. The average high-school text during three semesters teaches about 134 possible forms for each of five conjugations besides a lesser number of several irregular types. This is justifiable if all or most of those forms will be needed in translating Latin. The truth is that perhaps half of them are never used in any Latin that the average student will read. The reason for this is easily seen when one considers that practically all verbs in narrative and historical writing must be in the third person and in a present or past tense.

Practically all the Latin read in most high schools is third person except a few direct quotations and some short dramatizations. Approximately 91 per cent of all verbs in second-year Latin are third person. The other 9 per cent are divided between the first and second persons. Told in another fashion, a student will encounter the third person forms 26 times as often as the second person and 17 times as often as the first person; yet we teach all three persons as of the same importance and list all verbs in dictionaries in the first person, even though the commoner third person form may be as different as *est* is from *sum*. Eighty-two of the 134 verb forms usually taught are first and second person forms, and many of them do not occur again after the drill in which they are introduced. In fact, many of them never occur in any Latin sentence that the student will see.

The tenses in the order of their frequency are as follows: perfect, present, past progressive, past perfect, future, and future perfect. The perfect and present alone furnish over 70 per cent of all verb forms. The perfect, present, and past progressive furnish about 90 per cent; while the four present and past tenses show 96.7 per cent of all verb forms. There is almost no occasion outside of conversation for the use of future forms, and not many occur even there. In the study of 2931 verb forms only 3.1 per cent were found to be future and only six forms to be future perfect. No future perfect passives were discovered. Under these circumstances teaching 12 future perfect forms for each conjugation was a sheer waste of time, and teaching the future forms was probably not justified.

Approximately half of the forms taught are passive, yet in translation the student finds that only 14 per cent of his finite verbs are passive. He needs his active forms seven times where he needs his passive forms once, yet the passive is taught almost as completely as the active.

When the principal parts are given in dictionaries, vocabularies, and memory lists, the finite forms are always given in the first person; yet the third person forms occur 13 times as frequently as the first person forms and are correspondingly more useful. The principal parts when given in the third person are really principal parts, for they compose the four most frequent verb forms and together furnish 41.2 per cent of all verb forms. In other words, it is nearly as useful to know these four forms as to know the other 130. The eight forms most frequently used furnish 60.3 per cent of all verb forms. The 16 forms most frequently used furnish 78.5 per

*Use of Schools,* Translated . . . by George Woods, 1st American Edition by T. A. Thacher: Boston, Ginn Brothers [1873]). The original German I have not been able to consult, but it probably had the order which we use traditionally today in this country".

cent of all verb forms. The 33 forms most frequently used furnish 91.3 per cent of all verb forms. Is it really much use to drill on the other 100 forms that furnish only 8.6 per cent?

It is possible to organize a group of 12 related verb forms that will give a student mastery of 70 per cent of the verb forms he will meet. Eight of these 12 forms are the third person singular and plural of the four present and past tenses, active indicative. The other four are the two present infinitives and the present and perfect participles. To these 12 may be added the corresponding third person forms of the passive indicative and of the subjunctive as the need arises. These abbreviated conjugations or synopses give the student all the commoner verb forms with less labor than at present; but the real beauty of them is the sharp emphasis placed on the important forms when they are taught unobscured by the litter of less useful variants. The remaining verb forms can be taught systematically in advanced courses, but should be given only as actually needed in the first year or two.

Another valuable feature of such synopses is that the differences between the various conjugations largely disappear when the first and second persons and future tenses are omitted. This makes it possible to take up all conjugations of verbs very early with little need for distinction and separation between the types. The study becomes one of verbs rather than of conjugations; and verbs of the third conjugation, which are by far the largest and most typical group, can be introduced at the beginning of the course instead of the second semester.

The teaching of Latin is entirely too traditional for its own good. Those who write textbooks and those who use them in the classroom need to make studies that will definitely prove that the drills given and the approaches made really prepare the student for the reading he will do. We need definite statistics to show that every form introduced is a form that will be needed. We also need to place our emphasis according to the frequency of use; and in beginning Latin we need to teach first and most thoroughly the forms, syntax, and vocabulary that will be most frequently and continuously needed in later reading.[2]

[2] The statistics in the foregoing article are based on my *Essential and Non-Essential Syntax and Inflection in High-School Latin,* master's thesis, Indiana State Teachers College Library, Terre Haute, Indiana.

# Treasures

MARY ELIZABETH COLMAN

AGAINST lack-lustre days
I give you these:
Green shadows of green trees in a green still pool,
Sunlight on bronze arbutus boles,
Scarlet beads among sweet briar thorn,
And a purple wind upon the sea.

Against days wan with weariness
These memories:
Grey rocks that crouch along the shore,
And a wind-wracked pine
Its roots thrust deep in rocky crevices,
Its banners flung undaunted to the salty gale.

Against confusion and bewilderment,
Against false prophets and false gods—
Forest silence and a vision of the stars.

# History in Canadian Public School Curriculum

By HUGH M. MORRISON

EDUCATION as a field of study, based upon scientific thought and procedure, gained only yesterday a place in the university. As a consequence of this infancy its terminology is in a loose, fluid, and at times chaotic, condition. It will be well, therefore, throughout this paper to define our terms with the greatest care. The title, "History in the Canadian Public-School Curriculum", contains two expressions about which we must have a common understanding. They are "Public School" and "Curriculum". As for the word "History", we shall be on safe ground if we understand it as referring to man's past social relations.

The meaning attached in this article to "Public School" arises out of Professor H. C. Morrison's conception of the common school as covering that period in which the pupil, in order to be properly adjusted with his environment, must be given a general education resting squarely upon a comprehension of the physical, biological, and social foundations of civilization.[1] In theory—for it is far from being generally accepted in practice—this span of general education extends until the pupil's gaining of his majority at twenty-one years of age. Canadian education to the end of the secondary-school period falls easily within this scope, so that we may define the public school as that part of the common school, which is conducted at the public expense.

"Curriculum", the other term selected for definition, is a much abused word. It is not an outline of studies; an outline or programme of studies is a means toward the achievement of the curriculum. The word, curriculum, is derived from the Latin "to run". It is a process which has an ideal educational end, entailing teaching, courses of study, books, and other pedagogical aids. And in the common school that ideal is the harmonious adjustment, largely governed by a process of social evolution, of the individual to his environment. In Canada, as public education is based upon provincial organization, we consequently have various curricula, although in a broader sense one Canadian public-school curriculum should be in existence.

The common school is a social institution, and by "institution" is meant a set of relations which are anchored in the *mores* and folkways of the people. Being rooted, and very firmly rooted, in the *mores* it cannot rise above them, despite recent exhortations for the school to "build a new social order".[2] Rather it is its duty and high task to fit its pupils into the moulds of the life surrounding them so that they may know how to act with the least friction and harm to themselves and to others, not only in childhood but also in adult life. This adjustment is a prerequisite to sane social progress. The achievement of this state, which is the mark of a

[1] See the writings of Professor Henry C. Morrison, especially *Basic Principles of Education* (Boston, Houghton Mifflin, 1934).

[2] George S. Counts, *Dare the School Build a New Social Order?* (New York, John Day Co., 1932).

man's education, requires a thorough understanding of the physical, biological, and social foundations of the environment. The mastery of these three aspects constitutes the ideas of the common-school curriculum; and it is with the last, namely social understanding, with which the teaching of history is concerned. Note the two points which are strongly implied: one, that history in the common school deals with a phase of social relations, and two, that as the common school is for everybody, every normal citizen should have an intelligent understanding of the historical development of civilization.

We have accepted the fact that history, as we commonly understand it, deals with past social relations. If we trace for a moment the full meaning of this statement, we shall realize more fully how important history is in the common-school curriculum. Social relations, of course, suggest society. But the word society may cover anything these days from "a high born maiden in a palace tower" to the S.P.C.A. Talcott Parsons in the *Encyclopaedia of the Social Sciences* devotes six pages in holding that "society may be regarded as the most general term referring to the whole complex of the relations of man to his fellows."[3] Professor R. G. Keller writes that "any such combination of individuals of different sexes, living in a cooperative effort to win subsistence and to perpetuate the species, is a human society."[4] A more positive definition, emphasizing the abstract quality of society—which is the important point that many miss—has been furnished to the writer by Professor H. C. Morrison. It is as follows:

> "Society is in the first place one of the three primary conditions of human existence. The other two are the physical and biological environments.
>
> Society is, further, sets of relationships between individuals which grow up out of the inevitable action and reaction between many individuals.
>
> Society is not the community, the state, the public, or the people,
>
> Society is not self-conscious: it neither invents, prescribes, approves, rewards, nor decrees."

In the light of these broad conceptions of society, and from the fact that history deals with the past, we may now see a justification—nay, an absolute necessity—for a constant place for history in the common-school curriculum. It constitutes by far the major portion of one section of the tripartite common-school curriculum.

History, then, is a social science, and furthermore, it is the cement that holds them together. It provides a rationalistic base for the social disciplines. Only through an understanding of the past can a sound appreciation of the problems of the present be gained, since the present has grown out of the past. Without a comprehension and mastery of history the individual is likely to be cast guideless upon the seas of contemporary social life, buffetted hither and yon before the fickle winds of the day. In these times children of yesterday show only too plainly the lack of this education. This deficiency extends in varying degrees, from the most simple occupations, through all social strata, even to professional chairs in the universities.

In the light of this important function of history it should occupy an important place in the common-school curriculum, and in Canada it does. We are fortunate in this country that the elective system has not been pushed so far, at least in history, as in the United States. At the present moment, with one great exception, Ontario, history, either upon a subject basis or treated with or in other social sciences, is a constant subject of study throughout our public school. In the Ontario secondary school, a perusal of the statistics indicates that the optional character of history study is more apparent than real. In the Lower School history is prescribed for one year, and it is optional in the Middle and Upper Schools. In the Upper School in 1933-4, out of 9,380 pupils, 5,112, or 54.6 per cent., were engaged in the study of modern history. Canadian history and ancient history are the optional courses in the Middle School. From an examination of the statistics

[3] (New York, Macmillan, 1934), XIV, 225-31.

[4] *Man's Rough Road* (New York and New Haven, Frederick A. Stokes and Yale University Press, 1932, cited by courteous permission of the publishers), 13.

for 1933 and 1934 it appears, if the two one-year courses are roughly balanced off against each other for the two-year period, that practically all the children take both courses through the Middle School period.[5] Thus, in one year of the two-year Lower School all children study British history; practically all take Canadian and ancient history throughout the two-year Middle School, and about half study modern history in the one-year Upper School. Undoubtedly, the new programme in this province will contain a definite decision as to whether there is to be more prescribed work or not.

All in all, then, there exists in Canada a foundation for a real organization of the social-science aspect of the common-school curriculum.

It is one thing, however, to put history into the curriculum; it is quite a different matter to administer it. We thus come to our second implication, namely, that the common school is duty bound to exert its resources to the utmost in giving every normal child an intelligent understanding of history, in short, if you please, to make him socially literate. In this task the school has laboured under profound difficulties. Just a few need to be mentioned here. Pioneer conditions, entailing aborted school careers, small schools, ill-prepared teachers, and lack of equipment, constitute probably the fundamental cause, but to this must be added the extreme recency of the treatment of education upon a scientific basis. As a result of these handicaps the school is only now, and very slowly, starting to pull away from the domination of the text-book, which in the field of history is extremely vicious. For the history text-books in the school amount—with the exception of some new ones—to nothing but condensed university text-books embodying almost all the detail of historical research. Under such vast handicaps as these it is not surprising that the results in building a sound and stable citizenship have been so meagre.

This defect, so noticeable, has brought the educational world face to face with one of its gravest questions, namely, how to make the social-science aspect of the curriculum more effective. It callenges, and its solution is imperative. Since 1900 literally thousands of volumes and articles have been written on the problem. The Commission on the Social Studies of the American Historical Association compiled a bibliography of over fifteen thousand titles confined to the United States alone, and reported a great majority valueless.[6] Indeed, the report of this commission[7] itself, after five years of time and nearly $250,000 had been spent, was more or less of a disappointment. It was not an unanimous document, and it has not by any means received general acceptance. Not only on this continent but also in England there has been much soul-searching. Leading English educationalists and social scientists, including eminent historians, have recently formed the Association for Education in Citizenship. Last year it issued a very thoughtful book upon this question.[8] The only general agreement in all this activity is the admission of the inadequacy of the traditional social-science aspect of the common-school curriculum, and, of course, this applies to history.

This inadequacy has served to emphasize the necessity for a general revision of the public-school curriculum. Now, the three most important elements in the administration of the curriculum are the programme or course of studies, the teacher, and the pupil. Although separate entities, they must function together with the least possible friction if satisfactory results are to be obtained. Hence we shall discuss our problem, namely history in the Canadian public school, from these curricular points of departure.

* * * *

Owing to pressure on space it has been necessary to divide Dr. Morrison's article. It will be concluded next month. —EDITOR).

[5] *Annual Survey of Education in Canada*, 1933, 1934 (Ottawa, King's Printer, 1935, 1936).

[6] American Historical Association, Commission on the Social Studies in the Schools, *Conclusions and Recommendations* (New York, Scribner's, 1934), 155-6.

[7] *Ibid.*

[8] *Education for Citizenship in Secondary Schools* (London, Oxford University Press, 1936).

# News, Personal and Miscellaneous

## NEW CITIZEN

OUR congratulations are due this month to Mr. and Mrs. R. Shearman, to whom has been born a son and heir. Mr. Shearman is vice-principal of Florence Nightingale School, Vancouver.

## ANOTHER CENTENARY

OBERLIN College has announced the celebration on October 8th of the centennial of the admission of women to regular university courses.

## ACCREDITED HIGH SCHOOLS BY JUNE!

DR. Weir stated recently that the special committee to fix standards for accrediting of high schools in British Columbia will be announced in the very near future. The committee will represent the Department of Education, the University of British Columbia, and the British Columbia Teachers' Federation. Dr. Weir expects the committee to have the list of accredited high schools complete before next June.

## TRIBUTE TO A GREAT TEACHER

THE memory of a teacher whose death occurred recently has been honoured in a fashion without precedent in American history. As a memorial to her character and achievements, the ashes of Anne Sullivan Macy, teacher and lifelong friend of Helen Keller, have been placed in the Cathedral of St. Peter and St. Paul on Mount St. Albans in Washington where Woodrow Wilson and other American notables are buried.

## TEACHER EXCHANGES WITHIN BRITISH COLUMBIA

AT the request of the Elementary Teachers' Department of the B. C. T. F., the Kelowna and District Teachers' Association has inaugurated an exchange bureau for the use of teachers who wish to exchange positions with other teachers within the province.

Communications should be addressed to Miss Frances M. Treadgold, Box 62, Kelowna, B. C.

Please note that the bureau does not deal with requests for exchange outside British Columbia.

## CANADIAN TEACHERS' FEDERATION

IN pursuance of a report presented by Dr. O. T. Ault on Educational Information on Research, a committee of which Dr. Ault is convenor has been appointed by the Canadian Teachers' Federation to negotiate with the Carnegie Corporation for funds to assist in research in and under the C. T. F. The work is already under way, and we hope to report definite progress during the year. This should be an important step towards the establishment of a Bureau of Research.

Upon request of C. T. F. authorities the Consultative Committee has nominated Mr. Donald Capon of Vancouver as the British Columbia representative on the federal Research Committee.

## SALARY RESTORATIONS!

THE Ladysmith School Board approvd and passed to the City Council for ratification, a supplementary estimate for the year 1937 to provide for increases to teachers' salaries, ranging from $7.50 to $15.00 monthly, and for new school equipment. The Council returned the estimate to the Board for a downward revision or a delay of three months on the salary provisions. Teachers everywhere will watch with great interest the next development in this Ladysmith salary situation.

## DEGREES CONFERRED

IT is always a pleasure to people to learn that their friends have won honours. It is a particular pleasure to teachers to learn that some of their colleagues have achieved the distinction of degrees or extra degrees; for teachers themselves realize how much toil is involved in the work incidental to these honours. Summer, Christmas and Easter vacations for two, three, or four years or more; week-ends throughout these years; night after night of study and work—all these are inseparably linked up with the task of a teacher in qualifying for a degree or another degree.

*The B. C. Teacher* congratulates the following teachers (we hope we have not omitted any!) who were honoured at the Eleventh Autumn Congregation

for the Conferring of Degrees held at the University of British Columbia on Wednesday, October 27th:

MASTERS OF ARTS—

Gibbard, John Edgar, B.A., Magee High School, Vancouver.

Kelly, Eric, B.A., John Oliver High School, Vancouver.

Macdougall, John Innes, B.A., Richmond High School, Richmond.

MacKenzie, Donald Barclay, B.A., Templeton Junior High School, Vancouver.

White, George Brooks, B.A., Vancouver Technical High School.

BACHELORS OF ARTS—

Bauld, Ella Wallace Malcolm, North Oyster School, Ladysmith.

Capon, Donald Charleton, Vancouver.

Merrell, Edgar Johnston, Sir Alexander MacKenzie School, Vancouver.

Muir, Robert Allan, Point Grey Junior High School, Vancouver.

## INTERNATIONAL YOUTH PEACE DAY, NOVEMBER 10th, 1937

THE Vancouver Youth Council's Peace Committee has worked out an "Arts of Peace" programme for its part in the International Youth Peace Day rallies of November 10. The programme will be presented in the Auditorium in Vancouver (reserved seats 35c, general admission 25c, children 10c), and consists of the following items:

1. Musical selections—The Kitsilano Boys' Band.
2. National Dances, under the direction of Miss C. Watkins.
3. Address (also broadcast over CKMO)—Dr. G. G. Sedgwick.
4. Peace Ballet, under the direction of Miss June Roper.
5. Mass Gymnastic Display—The Provincial Recreation Centres.
6. Peace Play, "Bigger and Better Wars"—The Masquers' Guild.
7. Presentation of Prizes in the Peace Poster Contest.

## AT ARMSTRONG

MISS Olive Brown, formerly of South Kelowna, is at Armstrong, replacing Miss Jean Kirk, who is now on Vancouver Island. Also at Armstrong is Miss Margaret Clark of Glasgow, who has exchanged positions with Miss Janet Drummond.

## NEW MEMBERS OF THE NELSON STAFF

FIVE teachers have joined the Nelson Junior High School staff this year: Miss Eula Walker of Vancouver, who has been teaching in the Peace River district; Miss Ruth McAlpine, formerly of the Junior High School in Kelowna; Mrs. Mona Meaghen, formerly Miss Mona Graham of Victoria; Miss Elizabeth Carrie of Nelson, who was previously at the High School in Slocan City; and Mr. Tony Cohus, from the school in Fernie.

## PLAYERS' CLUB ALUMNI

AT a meeting of the Alumni held on Monday, October 26, the following were elected to constitute the new Executive:

President: Cyril Chave.
Vice-President: Douglas Brown.
Secretary: Marjorie Griffin.
Treasurer: James A. Gibson.
Committee Member: Wilma P. Haggerty.

The home address of the Secretary is 2612 Western Avenue, North Vancouver, B.C., and the telephone number is North 1621-R. Casting for private performances is now under way.

## BOOK WEEK

CANADA'S Book Week begins on Saturday, November 6th, and ends on November 13th., except in Montreal. In many places there will be exhibits of books and the daily press will carry information about Canadian authors and their books as well as about literature in general. As Montreal's Book Fair cannot open till the exhibits in Toronto have been repacked and sent down, Book Week in that city will be from November 20 to 27. Teachers might very well make use of the occasion to refer to the delights of reading, some books which might be recommended and something about the contribution made by Canadians. Attention could be called to newspaper items and to certain interesting radio programmes of a literary character. Local writers might be invited to give brief regular lessons in history and literature.

## MOTION PICTURES

EDUCATIONAL motion pictures are being shown in 9400 schools in France and in 14,000 schools in Germany. Figures indicate that in both Italy and Russia motion pictures are

becoming a regular factor in connection with education. Last spring the press carried information to the effect that many of the schools in China were being equipped for this service.

## PEACE ACTION WEEK

PEACE Action Week, which is being sponsored by the League of Nations Society in Canada, will be observed from November 8th to the 14th. This is sponsored by a great many national organizations, among them being the Canadian Teachers' Federation. Those interested should write to the society's National Office at 124 Wellington St., Ottawa, Canada, or enquire from the local League of Nations Branch. Extensive plans have been made for broadcasts over the Canadian Broadcasting Corporation national network during most of that week, and among the speakers will be Viscount Cecil of Chelwood, Rt. Hon. W. L. Mackenzie King, and Brig.-Gen. Alex. Ross. Arrangements have also been made to co-operate with the American network. Attention is called to information in the local press.

## HAVE YOU BEEN BITTEN YET?

MR. J. Gourlay of Ladysmith suffered a severe injury when a snarling dog which he was attempting to chase from the school lacerated his arm.

In the protection of school children against vicious dogs teachers are called upon altogether too often to perform services which it is the duty of municipalities to provide.

## SASKATCHEWAN EDUCATION TAX

A CONSUMER'S tax, known as "Education Tax, 1937", was recently passed in Saskatchewan. Collections under the Act are to be specifically ear-marked for educational purposes and will enable the Government to pay increases in school and special grants. Indications at the present time are that during the past two months a total of $384,000 will be collected for educational purposes. A fair trial of the Education Tax, in order to see if it will remove the difficulties now being met in financing education in Saskatchewan was recently asked by a meeting of the representatives of Municipal School Trustees' and Teachers' Associations in Regina. It was felt by some that a portion of this money should go to those teachers to whom arrears of salary were due, but the major part of it will be used for primary and secondary education.

## STATE AID FOR SCHOOL LIBRARIES

THE State Board of Education of Virginia, through the Division of School Libraries and Textbooks, spent $118,480 in 1935-36 for the books for public school libraries. In the June issue of the *Virginia Journal of Education*, Sidney B. Hall, State Superintendent of Public Instruction, reports: "Almost half of this was spent for elementary schools, showing the change from the former conception that elementary children needed only the required textbooks".

## IRISH EXAMINATION RESULTS

RESULTS of the Irish Free State examinations for the matriculation certificate appear purely Irish. For instance, Thomas S. Ryan of Sligo scored 432 marks out of a possible 400 for Greek, while another boy got 104 marks out of 100 maximum for mathematics. Four students got 440 marks in Latin, although 400 was stated on the examination papers to be the maximum.

The explanation is that this is part of De Valera's campaign to abolish English in Ireland by putting a premium of up to 10 per cent on examination marks for students who can answer the papers in the national language, Erse.

## LATIN-AMERICAN BROADCASTS

BEGINNING November 1st and continuing through April 25, 1938, "Brave New World" will be heard every Monday night over the Columbia Broadcasting System, the hour being 10:30 p.m. to 11 p.m. Eastern Standard Time, 7:30 to 8 p.m. Pacific Standard Time.

The talks will cover:

1. Period of Conquest—1492 to 1532 and will consist of three addresses.
2. Colonial Period—1532 to 1810 and will include five addresses, among them being "Christ of the Andes".
3. Leaders in Nation Building—1826 to 1900 and will consist of four broadcasts—among other things the founding of the modern school system.
4. Highlights in a Century of Pan-Americanism—one lecture.

5. Idealists — consisting of two lectures and covering the early 20th century.

7. Culture in Latin America — four lectures.

8. Cultural Exchange in Inter-American Life.

## INTERESTING VOCATIONAL PROJECT

A RECENT issue of *The B.C. Teacher* featured articles on Home Economics and Industrial Arts activities. Of interest in this connection is an innovation being conducted this year at King Edward High School in Vancouver.

Through the efforts of the Department of Education and the Vancouver School Board, a class of girls has been formed to operate the school cafeteria as a vocational project. Enrolment in the class is limited to students of 18 years of age or over.

The course includes theory and practice concerned with the various phases of restaurant, hotel and tea room management and allied services. It includes a study of tea room and restaurant sanitation and the development of skill in the manipulation of materials, tools and equipment used in the large scale preparation of food. It seeks to develop not only an appreciation of the relationship of food values to quality, appearance, and cost, but also skill in cooking foods in large amounts with the use of definite formulae.

With the assistance of the regular instructors and visiting lecturers, the students will be given an insight into the problems of costs, budgeting, marketing and the taking of inventories. Finally, the opportunity to develop skill as a waitress will be afforded the girls by the opening of a new staff lunch room.

There is little doubt that the activities of this class will be watched with interest by administrators in whose schools cafeterias are at present in operation.

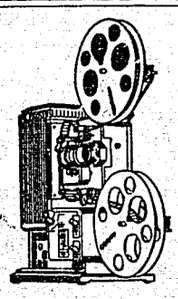
## UNIVERSITY EXTENSION

THROUGH the Department of the University Extension the facilities of the University of British Columbia are being made available in some degree to every community, service being offered to any organization wishing to arrange either a singe lecture or a series. The University pays the travelling and other expenses, and charges only $10 for each lecture. Indeed communities unable even to meet this modest demand will find their case sympathetically considered. Recent bulletins show that 48 members of the University staff have placed their services at the disposal of the public. The available subject titles number about 300. University Extension has been placed under the direction of Professor Gordon M. Shrum. With other University extension services there may be included the evening classes at the University itself. Twenty-four lectures are offered in General Botany by Professor J. Davidson; 15 on Shakespeare by Professor Sedgwick; 16 on Problems of the Post-war World by Professor Soward; 15 on Amateur Gardening by Professors Barss, Harris and Buck; 15 on Music Appreciation by Professor Dillworth (whose long familiar presence is still missed when the British Columbia Teachers' Federation Executive Committee foregather); 15 on Poultry—by way of a change—by Professors Lloyd and Biely; and 15 lectures on the Modern Approach to Community Welfare, by various authorities. Classes on other subjects may be arranged if the demand be sufficient.

TWO of our members are recipients of Coronation Medals:

W. Morgan as President of the B. C. T. F. at the time of the Coronation, and J. N. Burnett as senior major of the Irish Fusiliers.

Congratulations!

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# What We Are Reading

MacLAURIN, D. L. and EWING, T. M.: *Social and Educational Psychology;* Copp Clark Company, Toronto, 1936.

The combination of the social and the educational factors as found in this book on psychology has proved that each element can be made of mutual help to the other. The treatment of the science and philosophy of education is supported by sound psychological principles and the presentation of psychology has practical significance in the light of the prevailing philosophy of education. Likewise, the guiding aim of the authors, namely, the selection of essential sociological and psychological principles and the explanation of these in a wise choice of "technical yet simple language", has, in a very large measure, been achieved. Controversial issues have been given a thorough analytical sifting until the kernels of common sense have been freed of chaffy verbiage. As examples of this in the field of psychology one may cite the difference between "thinking" and "conditioning", the definition of "intelligence", and the treatment of the transfer of training. The broad interpretation given to the SR Bond hypothesis is practical, but obviously sidesteps conflict with the transcendental—which, after all, leads directly from the scientific. There are some excellent chapters on classroom procedure. The teacher is emancipiated from the old concept of rigid disicipline and the formal steps of presentation. Teaching rather implies a stimulation of the scientific thought process aroused by a meaningful problem and the flexible use of methods, each to serve the ultimate as well as the primary aims of the teacher. The treatment of the recently emphasized topics of "personality" and "moral education" is consistent with the supported aims of education and the statistical information is splendidly chosen and will satisfy the needs of the majority of teachers. Both to uninitiated and to experienced teachers, who in this day of new curricula seek instruction and inspiration, this book can be most favourably recommended. The fact that it is the work of two British Columbia educators makes it an additional pleasure to offer deserved congratulations to the authors.—H. S. J.

McGAUGHY, J. R.: *An Evaluation of the Elementary School With a Forecast of Its Future;* Indianapolis: The Bobbs-Merrill Company, 1937; Price, $2.50.

Rarely among the welter of educational publications in these days does one find a book which he can recommend unreservedly to the busy teacher who can but read and read but few. This recent work is one of the rare exceptions. It should be read and re-read by every elementary teacher. Dr. McGaughy has never been a headline-hunter and is probably quite unknown to the great majority of teachers in British Columbia. Nevertheless he has long been recognized by the leaders in the profession for his sound practical judgment and the ability to see the object of momentary enthusiasm in relation to the total framework of thought and practice. The book under review is obviously the outgrowth of years of critical study of the changing educational scene. However, the author never allows his critical attitude to make him a reactionary. He stands squarely among the leaders of progressive thought. For him a satisfactory educational theory must meet the test of reason in terms of the practical school situation. Much that has grown out of an older conception of education, even much that has enjoyed for years the prestige of scientific approval, receives his unqualified condemnation. The findings of scientific study of education must be reinterpreted in the light of the newer philosophy. The author points the way in connection with a wide range of topics. The curriculum is treated at length; ability grouping, the use of tests, records and reports, supervisory policy, all come under review.

As the title indicates, the book gives us an evaluation of current practice. In no case does the author leave us in doubt as to his judgment, nor as to the facts and arguments upon which it is based. One need not assent to all his conclusions in order to find the book enormously stimulating and illuminating. It should be added that the style is straightforward, forceful, and free from the technicalities and jargon so common in books on education. The teacher who wishes an independent evaluation of what the new curriculum is attempting to realize can do no better than study this work.—C. B. Wood.

THE teacher investigating a problem in Education is often at sea as to where he may find information upon the problem.

The most complete source is the *Education Index*, published by the H. W. Wilson Company, 950 University Ave., New York City. This lists all important educational books and all articles published in a wide selection of educational magazines.

The *Review of Educational Research*, published several times a year by the American Educational Research Association, a department of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., lists all important articles and books dealing with different aspects of education. For example, the April, 1937, number reviews the literature on the curriculum published between December 1st, 1933, and December 1st, 1936.

The School of Education, Rutgers University, New Brunswick, New Jersey, renders an important service in publishing an annual bibliography of educational, psychological and personality tests. There has just been issued the bibliography of tests published in 1936. It takes 40 pages to list all the tests which come under review. The bulletin also includes a bibliography of books dealing with tests. After each book is published a digest of the critical reviews which have been made upon the book. Tests and books on Testing which are reviewed include also those published in the British Isles. To anyone working in the field of tests and measurements, or to teachers desirous of finding tests bearing upon their work, this bulletin is invaluable.—H. B. K.

* * * *

CORONATION Edition. The Grolier Society, Toronto.

Although this edition brings the Book of Knowledge up to date, no change or improvement has been made in the arrangement of the material; it is still necessary to consult every volume in order to find all the information on any given subject. There is no attempt to arrange the material in alphabetical order, and it cannot be called an encyclopedia.

In spite of certain attractive features all the previous objections to this work as a school reference set are therefore still valid, and it cannot be recommended for school use in any circumstances. —M. CARRUTHERS and M. E. COLMAN.

DOUBLEDAY'S Encyclopedia, 2nd edition, 1931-32. In Canada from The Grolier Society, Toronto. Price to libraries, $49.50.

This is an adaptation of Harmsworth's Encyclopedia, slanted for the United States. Many of the articles have been rewritten, and other added, dealing chiefly with United States notables, historical and local institutions.

Though the volumes are profusely illustrated, most of the cuts are old, some thoroughly out of date—the picture of a streamlined automobile is sure to arouse mirth, for example—and the new pictures have a tendency to bluriness. There are few colored plates. The new maps are adequate—practically all of them are U. S. A.—the old ones are rather poor.

The scientific articles are satisfactory, and most of the articles are adequate, but the emphasis is definitely U. S. A. For example, the British Empire rates 18 columns, the United States 36½ columns; Ontario is given 1⅛ column, the State of New York 7¼; Seattle has twice the space accorded Vancouver. No one searching for information about wheat or salmon will learn from this encyclopedia that Canada has any interest in either of these products, for though tables of production are given for the United States and for the more important wheat producing states there, and in the case of salmon for the U. S. A. and Alaska, Canada is not so much as mentioned.

The binding, paper and type are good though many will object to the three-column arrangement of the matter. There are fewer pages of type to the volume than in the World Book.

This is a good popular encyclopedia of moderate price, but not as suitable for British Columbia high schools as others which have a more definite emphasis upon things Canadian. — M. CARRUTHERS and M. E. COLMAN.

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# Correspondence

## SABBATICAL LEAVE IN SASKATCHEWAN

School Board Offices, 321 21st St. E.
Saskatoon, 21st October, 1937.

Editor, *The B. C. Teacher*:

I have your enquiry regarding our "Unused Sickness Allowance Leave" plan.

The scheme is based on the provision in the Saskatchewan School Act that a teacher who is absent on account of her own sickness is entitled to receive her salary in full if she is absent for a total of not more than 20 teaching days in any one year. If a teacher has been on our staff for ten years without having been away on account of her own sickness she will have accumulated 10 times 20, or one whole school year of 200 teaching days, and it is the unused portion of this accumulation that may now be taken as "leave", subject to the conditions specified.

The plan went into effect 1st September, 1927. No application for this leave has ever been refused, and out of a teaching staff varying from 155 to 188 since 1927, 52 lady teachers and 7 men have taken advantage of the plan—there are seven away this year. Our Board has been very well satisfied with the effect on the teachers who take this "leave". Many take part of their study period in Europe, and travel there also; others study in Canada and later visit Europe. All return with a wider and better outlook on life and we feel that the experience gained is of great value in the classroom.

The net financial cost to the school district is not as much as would at first sight appear, since the teacher leaving is at the maximum salary, and the one taking her place will be at, or near, the minimum in our schedule. Since the plan went into effect there has been a reduction of 1.4 days' sick leave per year per teacher.

Yours faithfully,
S. E. FITZGERALD,
Secretary.

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Regina Collegiate Institute Board
Regina, Sask., October 21, 1937.

Editor, *The B. C. Teacher*:

I acknowledge your letter of October 18, in which you request information regarding a recent policy adopted by this Board providing for sabbatical leave for its employees.

I am attaching herewith, the sabbatical year regulations that were adopted by the Board when this policy was approved. I trust this will be of some value to you.

Yours very truly,
S. H. WILCOX,
Secretary-Treasurer.

### Sabbatical Year Regulations

1. That this Board may grant to teachers on its staff, after the end of ten years' service, leave of absence for a period not to exceed one academic year, and to date from the first of either school term.

2. A condition of such leave of absence shall be that at least 50 per cent of the said leave of absence shall be employed in a course of study for the purpose of advancing the academic or professional standing of the teacher. The course of study proposed shall be approved by the Board.

3. The salary of the teacher during the said leave of absence shall be 50 per cent of the salary received at the time such leave of absence is granted, but the salary of any of the Principals of our Schools who may be granted leave of absence shall be on the basis of $2000 for a full year's leave of absence.

4. The Board reserves the right to limit the number of teachers to whom leave of absence shall be allowed at any one time and to select the teachers to whom leave may be granted.

5. A complete account of the work or study undertaken and certificates from the institution attended shall be furnished the Board, after the completion of the term of absence.

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## LECTURES ON SEX AND LIVING

1675 West Tenth Avenue,
Vancouver, B. C., Oct 7, 1937.

To the Editor, *The B. C. Teacher*:

Under the sponsorship of the Greater Vancouver Health League, an Institute on "Sex and Living" will be held in the Medical-Dental Auditorium, November 22-26.

Tickets will be $1.50 for the full series of lectures, and will *not* be transferable.

The lecturer, Nadina R. Kavinoky, M.D., was a delegate to the Pan-Pacific Women's Conference held in Vancouver

in July of this year. Dr. Kavinoky is an Honorary Life Member of the Los Angeles County and California State Medical Associations. She is supervisor of numerous Mothers' Clinics of Los Angeles County, under the County Health Officer, and is a very public-spirited practitioner.

Further particulars will be forthcoming shortly.

KATHLEEN S. SANDERSON.

## ART IN RURAL SCHOOLS

4513 West 7th Avenue,
Vancouver, B. C.,
October 26, 1937.

To the Editor, *The B. C. Teacher*:

I have read with interest Mr. Cianci's criticism of my article, "The Art Programme and the Rural Teacher". The problem of rural art teaching is so vital that I feel it necessary to reply.

(1) Mr. Cianci states that "there is no suggestion anywhere that the new course is only for specialists". From an unselected group of rural teachers my survey showed that 46 out of 51 took an opposite view to Mr. Cianci. The result is 46 to 1. Mr. Cianci is a specialist in a large high school. Although he taught for a short time in a rural school, he did so after having enjoyed several years of art specialist's training. Also, he taught in his rural school before the present programme of studies was issued. He opposes scientific data with his own personal viewpoint, which in view of his exceptional training cannot be taken as an average viewpoint.

(2) Mr. Cianci admits that "there may be insufficient material in rural schools to do all the work outlined", but argues that many teachers have done wonders with no more than brown wrapping paper, crayons, imagination and a little enthusiasm". I would not accuse 46 out of 51 teachers of being lacking in enthusiasm. They have even more supplies than Mr. Cianci specifies, and they have enthusiasm, but they lack sufficient training in art. Is it not true that the "imagination" spoken of comes largely from art school training. It must be imagination in art teaching to which Mr. Cianci refers; we have long since proved the "faculty" psychology to be false.

(3) "There is no necessity for everybody to tackle the problems that require extensive research. There are enough that require little preparation". This is another example of a statement based solely upon one person's experience. Forty teachers out of 51 have come to a quite different conclusion.

(4) "The activities listed are not meant to be cut-and-dried, ready planned lessons to be given automatically by the teacher and swallowed automatically by the pupil. They are suggestions only, to be adapted or modified by the individual teacher according to his temperament, his and his pupils' circumstances, their abilities and requirements". Admittedly this is the attitude that a teacher should show towards the new curriculum. But the average teacher is called upon to exercise here certain judgments in his art teaching, which judgments many teachers find beyond their power. I agree, there is no problem here for the specialist. But 25 out of 51 teachers asserted that this was a real difficulty.

(5) "Any teacher who has had Normal School art training and who does any reading at all on the subject should find nothing too technical in the outline". I find that the evidence does not bear this out. Thirty-two out of 51 teachers said that the outlines were technically too advanced for them. It requires a high degree of honesty to make such an admission.

I may add that I have extended my survey since I wrote my article. Although some 27 criticisms of the art programmes have been submitted to me by rural teachers, I find that each teacher, almost without exception, includes one or more of the five points I first mentioned as standing between him and successful art teaching.

Mr. Cianci's criticism has given me the opportunity of contrasting the viewpoint of one highly qualified specialist in art with that of the average rural teacher. Not one rural teacher whose opinions I have discovered agrees with the specialist. They all ask for help. I admire the teachers' honesty of purpose in asking for aid and I have no patience with the cynicism or the indifference with which their requests have so often been met with in the past.

C. DUDLEY GAITSKELL.

## HITCH YOUR WAGON TO A STAR!

Vancouver, B. C., Oct. 6th, 1937.

To The Editor, *The B. C. Teacher*:

The Vancouver branch of the Royal Astronomical Society of Canada is desirous of fostering and extending interest in astronomical hobbies and

studies. In view of this and of the fact that elementary astronomy is one of the subjects treated in both the Elementary and the General Science courses in the schools, it is reasonable to expect that the society might expect to receive some assistance from science teachers in accomplishing this end, and, in return, might render some assistance to them through its meetings, lectures and discussions.

The council of the local branch, in drawing up its programme for the coming season, has therefore kept in mind the likelihood that teachers who have to give this instruction in astronomy may be among those whose interest in the subject will bring them to our meetings. For this reason, it has arranged that, at each meeting, in addition to the usual lecture or demonstration by an authority on astronomy, there shall be a brief talk on a more elementary topic, the latter talk being one of a definite sequence of such, making something in the nature of a short course. The general topic for this year's "course" is "The Solar System".

The meetings, which are open to the public without charge, are held at 8 p.m. on the second Tuesday of each month in room 200, Science Building, at the University of British Columbia. The first meeting will be held on Tuesday, October 12th. For your information I am enclosing several copies of the programme which has been arranged for the coming year. I am hoping that you may consider this information of interest and value to a sufficiently large number of teachers (who might be geographically able to attend our meetings) to warrant your devoting some small space in *The B. C. Teacher* to bringing it to their attention.

Thanking you for your co-operation, I am,

Yours truly,

J. TEASDALE,
Secretary, Vancouver Centre,
The Royal Astronomical Society
of Canada.

## MESSAGES OF APPRECIATION

Department of Education,
U. B. C., Vancouver,
October 11th, 1937.

Editor, *The B. C. Teacher*:

May I express my appreciation of the work that you and your staff are doing in connection with the journal? The recent numbers reflect very great credit upon the editorial management as well as upon the professional level of the teachers who contribute. I am particularly impressed by the readable style of the whole. There can be no doubt that the magazine is now contributing very greatly to educational progress not only in British Columbia but throughout Canada.

Yours sincerely,

C. B. WOOD.

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2604 E. Sixth Ave., Vancouver,
October 13th, 1937.

Editor, *The B. C. Teacher*:

It is with great pleasure that I, on behalf of this Association, extend congratulations to you on the editorial appearing in the last issue of *The B. C. Teacher*. I am sure that articles dealing with the economic conditions of teachers will be welcomed by everyone engaged in the teaching profession.

At a recent meeting of the Council of this Association, the following motion was endorsed:

"That this Association heartily endorses the stand taken in the editorial of the September issue of *The B. C. Teacher* and expresses the sincere hope that further articles dealing with the economic and working conditions of teachers will be forthcoming".

Yours truly,

W. ALSBURY,
Secretary-Treasurer, B. C. Secondary
Teachers' Association.

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New Westminster, B. C.,
October 19th, 1937.

Editor, *The B. C. Teacher*:

I was interested in your editorial on the Accredited High Schools, in the last issue of *The B. C. Teacher*. In connection with this subject, I conducted an investigation into the Matriculation examinations a couple of years ago and have filed a copy of my thesis with the British Columbia Teachers' Federation office, to be available to anyone interested. In the Chapter IX, I dealt with the matter of Accredited High Schools.

I liked your magazine very much this month.

Yours very sincerely,

CLIF. G. BROWN,
Inspector of Schools.

VANCOUVER ELEMENTARY TEACHERS' ASSOCIATION
4540 West Fifth Avenue,
Vancouver, B. C.
October 25th, 1937.

Editor, *The B. C. Teacher*:

In the October issue of your magazine there was a report on page 56 regarding the Vancouver Teachers' Council.

May I correct an error in this report, apparently copied from a similar erroneous report in a Vancouver daily paper? This report should have been entitled the Vancouver Elementary School Teachers' Association.

The Vancouver Teachers' Council is a committee of representatives from the three Vancouver Teachers' Associations, namely, the Vancouver School Principals' Association, the Vancouver Secondary School Teachers' Association, and the Vancouver Elementary School Teachers' Association. The members of the "Council" are: the V. S. E. T. A. representatives, Mr. F. J. Townsend, President of the Council, Miss A. J. Dauphinee, Miss E. A. Faunt, Mr. A. F. Robinson; the V. S. S. T. A. representatives, Mr. J. H. Sutherland, Mr. A. T. Alsbury, Mr. A. McKie, Miss F. Malloy; the V. S. P. A. representatives, Mr. W. F. Houston, Mr. T. W. Woodhead.

Yours very truly,
V. M. WIEDRICK,
Secretary-Treasurer.

(In a similar case, did not the White Queen rule that the moral of all that is that associations should send in their own news? EDITOR).

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YOUTH HOSTEL ASSOCIATION
Canadian National Parks Association
34 Lineham Block, Calgary, Alta.,
October 18th, 1937.

To the Editor of *The B. C. Teacher*:

Canadians travelling in Europe are greatly interested in the number of parties of healthy, happy, young people that they see hiking or riding bicycles along the highways. These are members of the International Youth Hostel Association with 4500 hostels or hotels in the 17 European countries that belong to this Association, where last year over 10,000,000 over-nights, as they call sleeping accommodation, were secured by members of this remarkable organization.

In Canada our school teachers frequently go on Saturday hikes with their classes. This is the fundamental idea of the Youth Hostel Association which now makes it possible for these hikes to be prolonged for weeks or months at the very nominal expense of the European equivalent of $1 per day.

With one trained Canadian leader and one trained European leader for each 20 in the party, Canadian Hostelers may hike, cycle or canoe and explore the historical and interesting places of Europe. This opens a splendid opportunity for travel and experience to many who would otherwise live and die within a few hundred miles of their birthplace.

The Youth Hostel Association is in no sense political nor can it ever become such. It is in no way connected with the Junior Military Training in use in some European countries. Its members are careful to maintain the goodwill of the country. Their motto to leave their hostels better than they found them is in harmony with the epitaph of a famous mountaineer, "He improved every trail he travelled over".

Many peace organizations exist and considerable money has been collected to sponsor them, but I have yet to contact a better peace organization than the Youth Hostel Association, enabling hundreds of thousands of young people of many nations to meet each other on equal footing not only in their own countries but in other countries, learning each others' problems and making friendships which must have a lasting influence for world peace.

Before these advantages may be secured by our young people the hostel groups in Alberta and British Columbia must be augmented by a number of similar groups in the eastern provinces. Then a Dominion Charter and international affiliation must be secured.

When this is accomplished the membership cards of the Canadian Youth Hostel Association will enable our young people of high school age to college graduates to fully enjoy the facilities of the International Association in Europe.

It must not be overlooked that Canada is quite as interesting to Europeans as their countries are to us. Furthermore, to many of these well-educated young Europeans our country seems the "Promised Land" and undoubtedly many of them will take advantage of our hostel facilities to spy out the land with a view of making their home in Canada.

It is hoped that publicity and encouragement may be given to the movement in your district so that the Canadian

Youth Hostel Association may secure international affiliation as soon as possible when our young people may enjoy its facilities for foreign travel and be able to entertain members of foreign hostels in Canada.

Yours faithfully,
W. J. S. WALKER,
Executive Secretary.

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EX-SERVICE MEN, ATTENTION!

4564 Price Street,
New Westminster, B. C.,
October 13th. 1937.

Editor, *The B. C. Teacher*:

In the June issue of *The B. C. Teacher* there appeared a report of the Returned Soldiers' Committee of the British Columbia Teachers' Federation.

It is the desire of this committee to compile a register of all ex-service men who are at present teaching *in the province*. All ex-service men or women, whether they saw service overseas or not, are urged to write the General Secretary, giving name, rank, and unit.

This is a matter of great importance and you are kindly asked to direct the attention of any ex-service men or women who are members of your organization to the committee's appeal for registration.

Thanking you for your kind consideration.

Yours sincerely,
HARRY J. FEAKES,
Secretary, Returned Soldiers' Committee.

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VANCOUVER, B. C.

# Highlights of the World News

HON. Rodolphe Lemieux, former Speaker of the House of Commons and one-time member of the Laurier cabinet, died in Montreal, September 28, aged 71. Dr. Simon Fraser Tolmie, scion of one of British Columbia's oldest families, ex-member of the House of Commons and former Premier of the Province, died in Victoria on October 13, aged 70.

* * * *

Despite a resolution of the Alberta Legislature on September 30, 42 to 4, denying federal right to disallow provincial legislation, Lieutenant-Governor Bowen on October 5 reserved assent to three bills dealing with taxation of banks, regulation of public credit, and control of the publication of news.

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A general election in Ontario on October 6 resulted in the following party standing: Liberals, 63; Conservatives, 23; Liberal-Progressives, 2; Independent-Liberal, 1; and United Farmers of Ontario, 1.

* * * *

The Trades and Labor Congress of Canada on September 18 closed a convention which had passed resolutions favoring: State medicine and hospitalization; government inquiry into Nazi activities in Canada; a six-hour day and five-day week; a government monopoly of radium and nickel; continued abstention of the Congress from political activity; a referendum to precede any entry of Canada into war; liberty of labor to organize; amendment to the B. N. A. Act to empower the Federal Government to take over all social legislation of an inter-provincial nature; and discouragement of sale in Canada of all goods produced in Fascist countries.

* * * *

The Federal Department of Agriculture will take over entirely relief administration in the drought areas only of Saskatchewan, leaving other relief still to the Department of Labor, it was announced October 1.

On September 30 Canada announced renewal of existing agreements for trade with New Zealand and Australia, with some revisions, and extension of most-favored-nation treatment to Guatemala.

On October 1 it was announced Dr. W. A. Riddell, Canadian adviser at Geneva, would exchange positions with Hume Wrong, counsellor to the Legation at Washington.

* * * *

The South Wales Miners' Federation on September 28 urged international boycott of Japanese goods and the Labor Party conference on October 4 unanimously demanded the Government take swift action against Japan. The latter also, against the opposition of George Lansbury, adopted a report approving rearmament. Its platform included nationalization of the Bank of England and of land, with individual ownership of homes; also control of investments, transport services, coal mines and electric power. It refused, seven to one, to enter a "United Front".

The Conservative Party conference on October 7 declared against surrender of any British colonies. Prime Minister Chamberlain said the Government would be "whole-heartedly with" President Roosevelt in a concerted effort for peace.

Sir Oswald Mosley, Fascist leader, suffered scalp wounds and concussion when stoned at Liverpool on October 10. A special jury on October 15 awarded damages of £20,000 to Lord Camrose and *The Daily Telegraph* in a libel suit against the Fascist organ, *Action*.

The Empire Migration Conference on October 12 resolved that the time had come for resumption of migration to the Dominions.

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Britain and France on September 17 withdrew from the Non-Intervention patrol of Spanish waters. Italy on September 19 declared she would co-operate with the anti-piracy patrol as soon as her demand for parity in this connection is met. Foreign Secretary Eden warned that the continuance of foreign combatants in Spain might end non-intervention and bring European war nearer. An Anglo-French invitation to Italy to join a three-power discussion of the whole question was met with a refusal unless Germany were also invited, it was revealed on October 8. Meanwhile it became known on October 5 that Mussolini's son, Bruno, was with a new Italian air unit in Spain, and on October 8 insurgents were at great pains to conceal the origin of several thousand reinforcements landed at Algeciras.

Hitler and Mussolini from Berlin on September 28 broadcast a repulse to "any attempts to divide our two nations", affirmed their desire to work together for peace, and offered friendship to every European nation except the Soviet Union.

Germany on October 13 pledged herself to respect the inviolability and integrity of Belgium and to assist her in case of attack or invasion.

British insurance companies on September 29 ceased issuing war risk insurance.

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Insurgent advances on Gijon, last Government-held position in the Biscayan area of Spain, succeeded in breaking through loyalist lines on September 17 but were halted by an Asturian attack two days later. While rebels were hammering towards this position in an attempt to take it before winter, loyalists claimed to be making some headway south of Madrid and in the Saragossa area. Madrid was subjected to the worst bombardment of the war on October 11 while rebel offensive opened simultaneously on the whole 2000-mile front.

* * * *

The Central Corporative Committee on October 11 announced completion of a plan to make Italy self-sufficient.

The trial of 16 persons for plotting against the Fascist Government ended on October 13 with the sentencing of eight to 10 years, one to four, and three to three, and the acquittal of four.

It was officially announced in Rome on October 14 that 102 Italian troops, including 44 officers, and an unknown number of native troops had been killed in native attacks on garrisons in Ethiopia in September.

7000 additional Fascist troops were sent to Libya on October 14 to reinforce the already strong garrison there.

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Germany's three major banks are completely returned to private ownership since on October 5 the last stock of the Dresdner Bank, once 90 per cent government owned, passed into private hands.

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Thomas Garigue Masaryk, founder and first president of Czechoslovakia, died near Prague on September 14 at the age of 87.

* * * *

Joseph Stalin on October 12 received the first nomination for a seat in the new nation-wide two-chamber Soviet legislature to be elected December 12.

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The League of Nations on September 20 elected Irak (Persia) to replace Turkey and Peru to replace Chile on the Council, and deferred election of a nation to replace Spain which failed to gain the necessary two-thirds majority required for re-election.

The League Assembly on September 23 condemned without dissent Japan's air attacks on Chinese non-combatants. On October 6, following a sub-committee report that Japan had violated the Nine-Power Treaty, the Boxer Protocol and the Peace Pact of Paris, it authorized calling the consultation provided for in the Nine-Power Treaty. It also voted condemnation of Japan and moral support to China.

* * * *

By the middle of October the Japanese conquest of Northern China was, from a territorial point of view, fairly complete. In Shanghai, despite heavy shelling and air bombing, their advances were by the same date relatively unimportant. They had, however, despite British and American protests, heavily bombed Nanking on five days during the week of September 18-25 with heavy loss of life while Canton reported 2000 dead or wounded from the same cause on September 24.

* * * *

Following the assassination on September 26 of L. Y. Andrews, Commissioner of Gallilee, 106 Arabs were arrested the following day and on October 1 all members of the Arab High Committee were arrested and deported except the Mufti of Jerusalem, its president, who took refuge in the Mosque of Omar when he fled to Syria on October 16 as a fresh wave of terror swept the country.

* * * *

Mr. Justice Black of the United States Supreme Court on October 1 admitted he had belonged to Ku Klux Klan but had resigned before becoming senator. Two challenges of his eligibility on October 4 as he took his seat were defeated.

President Roosevelt, speaking at Chicago on October 5 on return from a visit to Victoria, B. C., told 750,000 listeners "the present reign of terror and international lawlessness" had "reached a stage where the very foundations of civilization are threatened" and urged concerted action with peace-loving nations to "quarantine" aggressor nations.

—J. E. G.

# The early years *are the best time to teach them the value of* Gum Massage

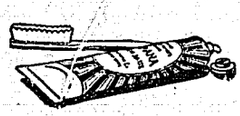
Teachers and educators were among the first to recognize the value of gum massage—and they were quick to make it a part of their class-room work. For they knew that if they taught children how to follow this oral health routine in their early years—they would give future men and women a better start towards a lifetime of sounder teeth and healthier gums.

Today's tender, tempting foods . . . as almost any dentist will tell you . . . are a threat to the health of our teeth and gums. Deprived of hard work and stimulation—naturally the gums grow lazy, tender and sensitive. And when that first tinge of "pink" appears on the tooth brush, it is Nature's way of saying, "don't neglect your gums another day".

During their formative years, children are quick to grasp why massage restores circulation to tender, ailing gums—and they respond, as if by instinct, to its easy technique. The index finger is placed on the outside of the jaw to represent the tooth brush, and rotated from the base of the gums toward the teeth. In this way, teachers explain, circulation quickens — gums retain their glowing health and firmness.

Ipana Tooth Paste is recommended as an aid to massage. For Ipana is more than an effective cleansing agent—it is also designed to aid the massage in toning and strengthening gum tissues.

Use Ipana yourself. Every time you clean your teeth, massage a little extra Ipana onto your gums. In a short time you will notice the difference — a new sparkle to your teeth — a new healthy firmness in your gums. More important, with Ipana and massage you'll be far safer from gum trouble so unpleasant to have—so difficult to treat.



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