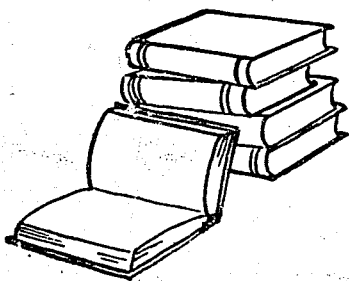


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOLUME XVI.

DECEMBER, 1936

NUMBER 4

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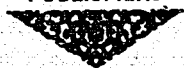
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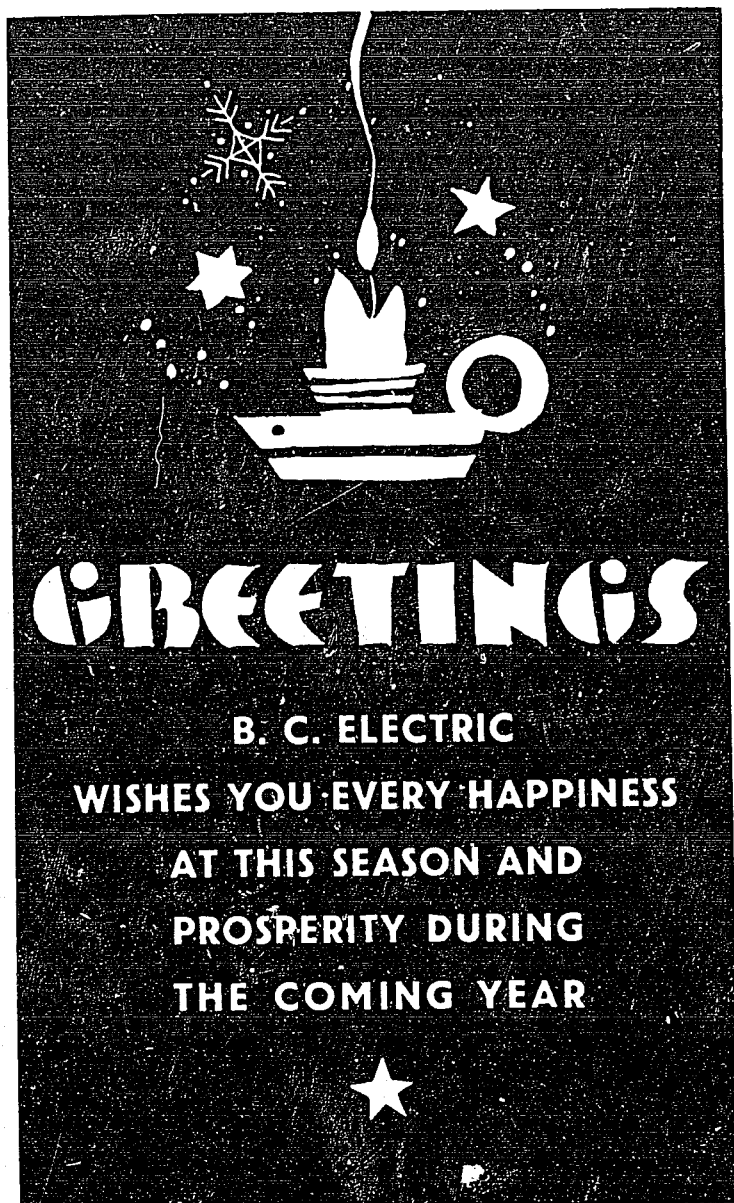
VANCOUVER, B. C.

A HIGH SCHOOL ACCREDITING POLICY FOR BRITISH COLUMBIA

DR. Hugh Morrison's valuable article on the better articulation of our high schools and university has brought again to the fore a problem to the solution of which British Columbia Teachers' Federation has devoted long and serious enquiry and reflection.

In December, 1930, the High School Teachers' Association of the Lower Mainland—now known as the Secondary School Teachers' Association of the same area—unanimously passed a resolution endorsing the principle of High School Accrediting and set up a committee to study the whole question in all possible detail. The members of this committee together with teachers in other parts of the province presently became a committee of British Columbia Teachers' Federation. This committee was a highly representative body. It included J. F. de Macedo, Dr. J. R. Sanderson, Miss K. A. Portsmouth and Dr. Norman F. Black of Vancouver; W. Gray of North Vancouver; H. I. Spurr of New Westminster; A. S. Towell of Nanaimo; J. F. K. English of Kamloops; George E. Barclay of Cranbrook; L. V. Rogers of Nelson; Victor Woodworth of Chilliwack; C. L. Campbell and Miss E. McFarlane of Victoria; W. de Macedo of Kelowna; George W. Clark of the Senate of the University of British Columbia; and William M. Armstrong, President of the High School Teachers' Association of the Lower Mainland.

The committee did an enormous amount of pioneer work. It held numerous and prolonged conferences, studied much literature bearing upon its problem and carried on a very extensive correspondence. Advice and suggestions were sought from the principals of all the larger high schools of the province. Questionnaires were circulated among all high school teachers and an elaborate referendum was held to discover whether and why the teachers of British Columbia found objectionable the present



system of university admission based upon a single final written examination conducted by an external authority.

On the basis of the abundant evidence thus collected that the high school teachers of British Columbia felt that greater autonomy was essential if they were to attain their proper educational objectives, British Columbia Teachers' Federation made emphatic representations to the Department of Education in 1931, and from time to time these representations have been reaffirmed and supplemented.

On the invitation of the Hon. Mr. Hinchliffe, then Minister of Education, the Federation appointed three delegates to sit as members of a joint committee of the Education Department, the University and the Teachers' Federation. This committee never functioned, as the University did not appoint its representatives.

Last year, however, the persistent efforts of the Federation and the sympathetic attitude of the present Minister of Education and the Superintendent, the Hon. G. M. Weir and Dr. S. J. Willis, commenced to show effect. A new joint committee was appointed to study the accrediting problem and to make such recommendations as might be relevant. This committee consisted of Dr. H. B. King and Mr. H. N. MacCorkindale, representing the Department of Education; Professor H. F. Angus, Professor A. H. Hutchinson, Professor W. G. Black and Miss A. B. Jamieson, representing the University Senate; and Messrs. Norman F. Black, C. G. Brown and A. S. Towell, representing the high school teachers enrolled in British Columbia Teachers' Federation.

Prior to the summer vacation, 1936, this committee filed with the Department of Education the report embodying its unanimous findings. As yet that report has not been made public by the Department and for that reason comment upon the recommendations of the committee have been reserved by *The B.C. Teacher*. Indeed the Federation's delegates on the Departmental Committee have not even felt at liberty to report to the Executive Committee of the Federation what were the recommendations to which they gave approval as spokesmen of the high school teachers of British Columbia. The situation has not been without embarrassments.

However, without breach of confidence *The B.C. Teacher* is at least in a position to say that it has reason to believe that provisions for the accrediting of high schools are likely to come into effect concurrently with the revised Programme of Studies for Senior High Schools, unless circumstances seem to indicate the possible unwisdom of attempting to formulate within the present school year the policies and regulations incidental to an accrediting system.

High school teachers who have been giving indications of restiveness are asked to maintain their patience for yet a little longer. They may be confident that the Minister and Department of Education are thoroughly awake to the necessity of providing for more intelligent articulation between the University and the high schools and of relieving the latter from the injurious influences incidental to final examination by an external authority.

British Columbia is making educational history these days.

THE teachers of British Columbia are at the present time taking a referendum on whether they desire the Legislature to transform the existing Federation of local associations into a teachers' society that shall have disciplinary powers over all teachers in the public elementary and secondary schools of the province and upon membership in which the right to teach in such schools shall be dependent, and whether they approve of the Bill drafted to these ends. Hundreds of ballots have already been returned and all should, if possible, be in the hands of the Returning Officer before the end of December. Unnecessary delay will mean lost ballots. The Bill will not be submitted to the Legislature by the Federation unless approved by three-quarters of all the elementary and high school teachers of British Columbia, irrespective of whether or not they are at present members of British Columbia Teachers' Federation. The co-operation of every teacher is sought in order to ensure a definite and unmistakable pronouncement on the part of the teaching body.

* * * * *

THE publication, in this issue, of the address delivered before his colleagues by the president of the Modern Language Section of British Columbia Teachers' Association at the Easter convention, 1928, is a mild editorial joke. Readers will observe that a good deal of water has gone under the bridge since that date. On the other hand, a good deal of water that should have gone under the bridge by now seems to have got dammed somewhere upstream. It is somewhat amusing to remember that the Modern Language teachers of British Columbia eight years ago thought it wise to delete the introductory clause from the preamble of the resolution with which the address concluded. Junior High Schools were still things to be looked at askance. However, the editor is bold enough to think that some of the opinions offered relative to High School French and the revision of the curriculum still deserve—and require—more serious consideration than in every quarter they have yet received and that they have bearings on other subjects than merely French.

A propos of nothing at all, *The B.C. Teacher* commends to the thoughtful consideration of its readers the story of the superintendent of a mental hospital, who was once asked: "Aren't you afraid that all these crazy people will someday unite and hurt you and the other attendants?" The superintendent replied: "No. Crazy people never unite on anything".

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OUR MAGAZINE TABLE

"EVERY so often—if we wish to keep in touch with our own generation or that succeeding it—we should buy one of those slender little volumes of contemporary verse, of which so many invite our attention". Ah, did you really recognize the quotation? Then you must have acted on my suggestion of last May and purchased a copy of that alluring collection of verse by an Albertan teacher, Mrs. Sarah Carsley. If indeed you did that wise bit of buying on my advice you will be ready to follow it up with another investment. This time I suggest *The Canadian Poetry Magazine*. You will be glad (and maybe a bit surprised) at the high standard maintained in this quarterly anthology of contemporary Canadian verse. But you will have to take my word for it. I do not know how to review within the space of a few lines a pleasing melange of thirty or more extraordinarily diverse poems by thirty or more Canadian writers. However, this *Poetry Magazine* is as clever as it is courageous and its courage is such that it seems unconscious of its bravery. If you really have two dollars to invest in an annual subscription, or half a dollar to get you a single copy, you may send said sum to P. O. Box 491, Station E, Toronto, and be confident of good returns upon your outlay. Oh yes! You will occasionally wish that somebody hadn't done something the somebody did; and at times you may wonder whether you have been suddenly stricken with some form of word-blindness; but most of the time you will be grateful and congratulatory and not infrequently you will rejoice.

* * * * *

The International Federation of Teachers' Associations now issues an English edition of the *Monthly Information Paper* which supplies information of special professional interest gathered by the Secretariat from periodicals issued by teachers' associations all over the world. It deals with teachers' associations, educational conferences, co-operation with authorities, relationships between teachers and public servants, unemployment among teachers, security of tenure, married women teachers, teacher training and academic freedom. In the more general field, it reports upon educational legislation, the raising of the school age, new schools, illiteracy, vocational guidance and apprenticeship, age of admission to remunerative employment, assistance to unemployed youth, civic training and international goodwill, education for leisure and military training in schools. This collection of documentary material, unique in the world, is supplied with precise indication of the source; it quotes impartially all documents of the moment in the original text, thus enabling teachers to follow from day to day the current educational history of the world. The *Information Paper* is issued seven times during the year, the subscription fee being \$2. Subscriptions should be addressed to the International Federation of Teachers' Associations, 2 rue de Montpensier, Paris 1^{er}, France. Copies of the *Monthly Information Paper*, as of other publications mentioned in these columns, may be seen at the Teachers' Community Room.

* * * * *

In the September copy of *The Ohio Schools*, the Ohio Education Association gave a survey of its activities during the past year. Back

salaries of teachers have been paid in the course of the year, in many places salaries have been increased, and school finance has been greatly stabilized by the enactment of the Foundation Programme Law. This, from the very beginning, was a project of Ohio Education Association. In 1935, \$33,500,000 of the State of Ohio funds were made available for the schools of Ohio, and for 1936, the state is committed to supply \$48,000,000 for school support. This is to be contrasted with the \$5,000,000 that was formerly supplied by the state for the benefit of weak school districts.

* * * * *

The December issue of *The Parent-Teacher News*, edited by Mrs. H. S. Armstrong, 4131 West Tenth Avenue, maintains the high standard established in previous numbers. As the price of this little periodical is only 25c for individual subscriptions and 20c if delivered in bundles, all members and friends of Parent-Teacher Associations should take advantage of it.

* * * * *

Elsewhere in this issue we publish a poem presented in response to an English assignment in Rossland High School. *The English Journal* (211 West 68th Street, Chicago; \$3.35) for November includes an interesting report of a similar experiment carried out in Philadelphia. Another article in the same issue shows that work in all school subjects may be materially improved through direct and properly organized co-operation of the English teacher with the other teachers of the school. Jerome W. Archer of Marquette University discusses methods that have proved successful in guiding reading in the Senior High School. The writer emphatically deprecates the custom of calling for book reports and strongly advises against "requiring" the reading of a given number of books. The many teachers who feel that the student vocabulary could be greatly enriched by the judicious use of carefully selected Latin and Greek roots will find a suggestive list compiled by a high school teacher in Minnesota.

* * * * *

The School Review (5835 Kimbark Avenue, Chicago; \$2.70) offers, in its November number, several scholarly and suggestive articles. Perhaps, the contribution that may be of greatest value to readers of *The B. C. Teacher* is a bibliography on Secondary Education. In view of the growing scepticism as to the predictive value of matriculation examinations in British Columbia, the following quotation from a review of *The Prognostic Value of University Entrance Examinations in Scotland* will be of interest: "To anyone familiar with the Starch and Elliott studies of reliability of subjective scoring of examinations and with the numerous studies dealing with the predictive value of university entrance examination and entrance requirements, the report indicates that, as in this country, the predictive value of entrance examinations in Scotland is extremely low. To anyone holding profound reverence for the examination systems in Scotland, reading this report will be a severe shock. The various intercorrelation coefficients range from .09 to .85. Languages and mathematics show the lowest intercorrelations. Relatively few coefficients exceed .50. When one realizes that predictions of measures in a second series from measures in a first series (the correlations of which are .50 and .40) are subject to alienation or chance factors of .82 and .92, respectively, it is apparent that prediction of university success, as measured by marks, is most precarious".

B. C. T. F. AND KINDRED ASSOCIATIONS

SESSION OF B. C. T. F. EXECUTIVE COMMITTEE

THE Executive meeting held on Saturday, December 5, was preceded by a meeting of members from outside Greater Vancouver.

The first business of the Executive was the completion of its membership and the election of standing committees.

Five persons were co-opted as members of the Executive to represent districts or interests not yet suitably represented. These were: H. K. Beirsto (Penticton), F. G. Dexter (Victoria), J. R. Mitchell (West Vancouver), A. R. McNeill (Richmond), and E. I. Cantell (Burnaby).

The various standing committees were then elected, as the chairmen become members of the Consultative Committee. This is now constituted as follows:

Wm. Morgan (President), J. N. Burnett (Vice-President), R. P. Steeves (Past President), J. R. Mitchell (Chairman, Finance), J. M. Thomas (Chairman, Constitution and By-laws), J. N. Burnett (Chairman, Membership), Dr. N. F. Black (Chairman, Editorial Board), J. K. Keenan (President, Provincial Secondary Teachers' Association), H. W. Creelman (President, Provincial Elementary Teachers' Association), and Paul N. Whitley (Secretary-Treasurer).

Mr. R. P. Steeves was chosen as chairman to appoint his own committee on Education Week, which is fixed for the last week of February, 1937.

Mr. J. N. Burnett again accepted the responsibility for arrangements for Easter convention, 1937. This,

it was unanimously agreed, should be held in Vancouver.

Mr. J. H. Sutherland was appointed chairman of the Resolutions Committee.

Mr. J. M. Thomas was appointed chairman of the Salaries Committee vacated by Mr. A. S. Towell on his promotion to an Inspectorship.

Amongst the many letters received by the General Secretary may be mentioned one dealing with the perennial trouble of security of tenure—shall teachers be subject to an annual appointment and dismissal or not? Further conference with trustees was found to be necessary and urgent. Another letter raised the question of unemployment of teachers. Mr. Charlesworth is in touch with the National Unemployment Commission.

A summary of cases of appeals taken up by the Board of Reference shows that a very heavy percentage of cases are decided in favour of the teacher, but it may be pointed out that many cases, on advice of the B. C. T. F., are withdrawn before being presented.

The matter of teachers' absence during Fall conventions has been satisfactorily settled. A notice appears elsewhere in this issue.

The report of the Salaries Committee was emphatic on two points—first, that it is inexpedient to attempt at this time to raise the basic salaries, and second, that the most urgent need is for a basic scale rather than a basic salary. Many speakers pointed to the fact that experienced teachers are being kept at the minimum salary after years of service.

The President reported briefly on his visits to Kamloops, Haney, Sur-

rey, Victoria, etc., and rejoiced at the co-operation he had received on every hand.

The General Secretary reported his visit to the Peace River conference. Temperatures varied from 32 degrees to 15 degrees below, and 48 teachers had assembled and held a good convention. What enthusiasm it needs to drive in a rumble seat 30 miles at 10 degrees below zero! Another picture: An attractive young lady, a curious old man asks her what she knows of the new curriculum. Her reply: "I have given it my earnest consideration, and now I am fully determined to accept the first offer of marriage I receive".

The report of the Draft Bill chairman, J. R. Mitchell, called attention to the importance of enclosing each ballot in the separate envelope sent, and not several in one envelope, as this is a secret ballot. Any number of sealed envelopes containing ballots may be enclosed in a large envelope for postage.

Membership Report: 352 paid to date, 898 enrolled; better than last year at this date. The ultimate membership of the Federation for 1935-1936 was slightly more than in the preceding year.

The Executive dealt with 27 important resolutions submitted to it from different sources. Limitations of space in *The B. C. Teacher* make impossible any detailed report of the debate on these numerous proposals, but a brief summary may be of interest.

The Executive instructed the General Secretary to attempt to secure from the Canadian Passenger Association better holiday rates. A committee was appointed for the promotion of Visual Education. A proposal that the retiring age for men teachers be reduced from 65

to 55 years was referred to the Pensions Board. A request for a grant to the local branch of the League of Empire, toward the entertainment of exchange teachers, was referred to the Finance Committee for consideration and report. Representations from the Canadian Federation of Home and School relative to salacious literature was endorsed. A series of recommendations sponsored by the Canadian Teachers' Federation relative to the establishment of national scholarships by the Federal Government and provincial scholarships by the provincial authorities; peace education; the use of standardized forms for provincial reports submitted through the Canadian Teachers' Federation; the necessity for creating such professional attitude as would recognize the acceptance of ruinously low salaries as unethical; the desired creation of an Information and Research Bureau, conveniently accessible to the Education branch of the Bureau of Statistics, were endorsed. Among the matters which the Executive determined to include for discussion with the Education Department were: more generous library grants; greater care in the proof-reading of Matriculation examinations and the printing on the paper the names of the persons setting them; making available to all teachers of the province detailed information as to what is looked upon as required in the answers to examination questions; and the desirability of a single high school graduation certificate for all purposes. Action on certain other resolutions was deferred pending further study and consultation.

Much other important business, some of it of confidential character, was dealt with by the committee.

Thanks to the skill and diplomacy of the President, this enormous

agenda was dealt with in less time than might have been expected. However, the members of the Executive Committee were in session from a few minutes after 10 a.m. until 6:30 p.m. with only an hour off for lunch.

MAGAZINE COSTS

THE estimates submitted to the Finance Committee by the Editorial Board, for the publication of *The B.C. Teacher* during the current federation year, include the following items: Printing eight 48-page numbers and two 64-page numbers, totalling same number of pages as last year, \$3462; mailing, \$230; stenographic services, \$115. It is customary to charge up to the magazine a share in the salaries and rental for British Columbia Teachers' Federation headquarters. For 1935-1936 the amount so charged was \$209.75. At present the editor receives an honorarium of \$200 and the advertising manager is paid a commission of 25 per cent on receipts from advertisements. It may not be amiss to remark that during 1935-1936 the editorial honorarium was devoted to the purchase of necessary office furnishings and books and to payment for clerical help and similar items. The total expenses charged against the magazine in the books of the Federation for 1935-1936 amounted to \$4723.16 and the total revenue to \$4189.67, made up of subscriptions, \$2731.35, and advertising, \$1458.32. The net cost to the Federation of the publication of its official organ is therefore recorded as \$533.49. Owing to reductions made on certain accounts the actual deficit was less than \$500,—the amount suggested by the present editor a year ago.

The number of copies of *The B.C. Teacher* printed monthly in 1935-1936 ranged from 3050 to

3450 and averaged 3315. Estimates for this year are based upon an expected average issue of 3350 copies. Printing costs are estimated on the basis of \$310 for 3000 copies of 48 pages plus covers, with \$5 for each additional hundred; and about \$400 for 3000 copies of a 64-page issue.

CONSULTATIVE COMMITTEE

On November 21, the Consultative Committee was in session from 10 a.m. until after 1 p.m. and dealt with much important business. The Draft Bill Committee was requested to undertake the work of conducting the ballot for the Teachers' Professional Bill. In order that the largest possible vote should be registered, a follow-up letter is to be sent to all teachers who have not voted within a month of issue of the ballot and, before the ballot closes, non-voters are to be personally contacted. The ballots (which are now already in the mail, or in the hands of teachers throughout the province) must be postmarked not later than January 31 in order to be valid. The General Secretary of the Federation was appointed chief returning officer and Messrs. J. K. Keenan, President of the provincial Secondary teachers, and H. W. Creelman, President of the Elementary teachers, were appointed scrutineers.

As the lease on the present quarters occupied by the central offices of the British Columbia Teachers' Federation is about to expire, provision was made for a new housing committee, including the presidents or other representatives of the various local associations of the teachers of Greater Vancouver.

Mr. Burnett, Chairman of the Membership Committee, reported

that on June 30, 1936, the paid-up membership of the Federation was 2660.

Arrangements were made to interview the Education Department on various matters of importance.

With much regret the Consultative Committee accepted the resignation of Mr. A. S. Towell, Chairman of the Provincial Salary Committee, who has been appointed Inspector of Schools.

The proposed constitution submitted by Greater Victoria High School Teachers' Association was approved.

Mr. R. P. Steeves was re-elected Chairman of the Provincial Education Week Committee.

It is unfortunately true that much of the important work of the Federation, dealt with by the Consultative Committee, is of a highly confidential nature. The agenda always contains news that is real news, but that does not lend itself to publication. If teachers who question the utility of the Federation could sit in at a few of these sessions they would probably change their views.

EDUCATION WEEK

Canadian Education Week will be observed from Sunday, February 21 to Saturday, February 27. The general theme will be "Education, the Essential Factor of National Progress". Topics suggested for the several days of the week commencing with Sunday, February 21, are Canadian Ideals, Education and International Goodwill, Canada's Peoples, Canada's Industry and Commerce, Canada's Contribution to the Arts and Sciences, and Education, Old and New. The subject for Saturday, February 27, is left open so that any province may give desired emphasis to a particular problem of special provincial interest.

TEACHERS' CONVENTION AT BURNS LAKE

Forty-one teachers, 17 men and 24 women, came to Burns Lake, B. C., for their Fall Convention on Thursday and Friday, November 19 and 20. It was the first meeting of the profession at the "Gateway to Tweedsmuir Park" and it was one of the most successful conventions ever held in the northern part of the province. The convention, suggested by Inspector K. B. Woodward, was organized by Principal Carson McGuire, Miss Margaret Reid, and Miss Lucretia Adair, who form the staff of the Burns Lake Superior School. The Board of Commissioners of the village of Burns Lake, the Board of School Trustees, and the Committee for the Community Hall joined with the local staff in inviting the visitors and provided the entertainment for the two days. Teachers attended from Hazelton on the west, Prince George on the east, and Nadina, 70 miles by road to the south in the Lakes district.

Thursday was "Observation Day". At the suggestion of Inspector Woodward, the three divisions of the local school, embracing Grades I to XII, put on their usual daily work. Interest centered on Grades I to IV in the Primary room under Miss Adair, where the visiting teachers observed the enriched Primary Reading and the new Elementary Science, Social Studies, and Physical Education course in action. The teachers of the upper Elementary school and High School grades were interested in the system used in the Intermediate and Senior rooms under Miss Reid and Mr. McGuire. A system of interchanging rooms and classes to utilize the specialized knowledge of each teacher, a wide range of supple-

mentary reading materials, and the use of the directed or supervised study method of teaching aroused much comment. This method, according to Mr. McGuire and Miss Reid, permits attention to individual differences, makes for self-activity and initiative in the pupils, develops habits of effective study, and permits the teacher to develop the character of his pupils. Round-table discussions with each of the teachers followed the work of the day.

At the opening session of the "Discussion Day", the Rev. Mr. Harvey pronounced the Invocation, and Mr. B. S. Smith, on behalf of the Village Commissioners, and Mr. T. Radley, on behalf of the School Board, welcomed the visiting teachers to Burns Lake. The convention then elected Mr. A. J. Clotworthy, principal of the Telkwa Public School, chairman, and Miss Adair, secretary of the meeting.

Mr. K. B. Woodward gave the first address. His topic was "The New Curriculum". The speaker showed how necessary it is that education keep pace with the changing world. The school must make fit citizens for a democratic world. The child must be taught to think, must broaden constantly to his environment and to his fellow men, must be given constructive interests and hobbies for the increasing leisure time, and should have an aim toward which he constantly works. It is the part of the teacher to be the guide of this growth leading into the child's future.

Mr. Clotworthy vacated the chair to speak on "Methods of Teaching Elementary Science". He advised a thorough preparation of the course by the teacher so the book would not become just another supplementary reader. He thought the work of the teacher was to break

down false ideas and to deal with daily events, selecting material that could be used in developing children of this district. In this way the child would obtain a grasp of the fundamentals of science.

The next speaker was Mr. S. L. Richardson, principal of the Fort Fraser Superior School, who discussed "Methods of Teaching General Science". Mr. Richardson stressed objective motivated work, interlocked with previous knowledge, and presented with a broad viewpoint. He suggested reading of books and scientific articles, class discussion, and the necessity of practical application. The speaker closed with a clear explanation of scientific method.

Miss Henderson, from Houston, spoke on "Social Studies in the Elementary Grades". In the first three grades, Miss Henderson advised the creation of interest in the home, the community, and other people and times in the world through stories, discussions, and activities correlated with the other subjects. In Grades IV to VI the pupil must obtain a comprehensive geographic understanding of the world and should become interested in the "historic viewpoint" and follow man from his earliest times to the western world.

Introducing her subject, "Primary Reading and Seatwork", Miss C. Morgan of Colleymount advised two daily reading lessons, the morning work from the text, and the afternoon from some work-type material. At a "round-table" discussion of the primary teachers, Miss Morgan showed a wide range of seatwork materials and suggestions gathered by herself, together with the wide range of readers, work-books and Social Studies, Health, Elementary Science, History, Elementary Science, History,

Geography and Recreational Reading materials found in the Burns Lake school. Miss Morgan gave many valuable hints to those assembled.

Mr. McGuire, principal of the local school, discussing "Social Studies in the Junior and Senior High School", outlined his conception of the objectives of education and the place of Social Studies.

Perhaps the most needed message of the day was brought by Mr. V. L. Chapman, of the Prince George Public School, who came a long way to speak on "Practical Arts". Mr. Chapman showed the importance of work graded on the basis of the desires and interests of the pupils, the need of the teacher's completing a model first to realize the difficulties and to obtain a clear idea of the necessary steps, and the method of working from a plan with clear and definite instructions. With models for each topic Mr.

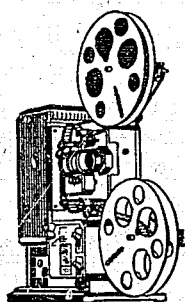
Chapman outlined work in paper and cardboard, linoleum cutting, and woodwork. He showed how many easily obtained materials could be utilized and gave the convention information on the obtaining of necessary equipment that was needed from outside sources.

During the business session the formation of a teachers' council was discussed. It was decided that local units would be formed in the larger centres who would appoint members of a council to be formed.

PARENT-TEACHER STUDY GROUPS

The study group is an activity of the Parent-Teacher movement stimulated by a desire on the part of parents to better understand their children. Parents are feeling their lack of training for their greatest task, parenthood, and are eager to take advantage of the wealth of

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available material on child psychology—the result of intensive study and research work throughout the world.

Edith Cavell Association started the first group in Vancouver ten years ago. Now there are 17. Last annual report gave 31 groups throughout the province. North Vancouver has two new and very active groups. There are three on Vancouver Island. New Westminster is realizing the value of these groups and has asked help in organizing two groups.

The study groups meet weekly and read aloud and discuss such books as Myer's "Modern Parents" and "Building Personality in Children", Thom's "Everyday Problems of the Everyday Child", articles in "Parents" and "Child Study", the King Report and the new curriculum. One of our groups reviewed "Gone With the Wind" by Margaret Mitchell and "Eyeless in Gaza" by Aldous Huxley. We are having the review of Huxley's book in our next *Parent-Teacher News*.

B. C. SECONDARY TEACHERS' ASSOCIATION

Meetings of the English and Mathematics sections of the British Columbia Secondary Teachers' Association were held in Vancouver during November. Judging from the reports of the two meetings, the deliberations of the English group precipitated the more animated discussion.

Matriculation examinations occupied a prominent place on the agenda of the English meeting; the absence of uniformity in the type of paper and the basis of marking and the emphasis on memorization proving excellent targets for criticism. Junior high teachers present took exception to certain aspects of the course in the new programme of studies. A suggestion was made that a committee be formed to study, test and criticize the new course and to act as a clearing house for opinions submitted from various provincial centres.

Senior high school teachers objected to the limited time allotted to English in the new programme. The meeting then endorsed a resolution which emphasized the importance of English in the life of the pupil and pointed to the desirability of having seven, rather than five, periods per week allotted to the various branches of English. A committee, with Mr. J. L. Fisher as chairman, was struck to prepare a brief in support of the resolution.

* * *

The Geography section of the provincial Secondary Teachers' Association has been endeavoring to make available to teachers of the province as many reference books as possible. The books that are listed below may be obtained through the Public Library Commission, Parliament Buildings, Victoria. Books will be lent for a period of six weeks, the borrower to pay the return postage.

I have been appointed conductress of what I think will be a very popular

Tour to Japan and North China

during next summer vacation. The cost will not exceed \$490, inclusive of everything—for 46 days away. For particulars please write me care The Bell-irving Travel Service, 738 Hastings Street West, Vancouver, B.C.

MISS VIOLET MACKAY

Newbiggin, Marion I.	- - -	<i>Modern Geography.</i>
Smith, Joseph Russell	- - -	<i>Human Geography.</i>
Strabo	- - -	<i>Ancient Geography.</i>
Berry, A. J.	- - -	<i>The Association of History and Geography.</i>
Brown, Robt. N. R., and Others	-	<i>The Scope of School Geography.</i>
Bunting, W. L.	- - -	<i>Where Geography and History Meet.</i>
Butterworth, E. M.	- - -	<i>Teaching of Geography in France.</i>
Clark, Rose B.	- - -	<i>Unit Studies in Geography.</i>
Crawford, C., and MacDonald, L.	-	<i>Modern Methods of Teaching Geography.</i>
Fairbanks, Harold Wellman	- -	<i>Topical Outlines of Geography.</i>
Fairgrieve, James	- - -	<i>Geography in School.</i>
Gunn, John	- - -	<i>Nelson's Geography Practice; A Graduated Course in Geography.</i>
Holtz, F. L.	- - -	<i>Principles and Methods of Teaching Geography.</i>
McMurry, A. C.	- - -	<i>Special Methods in Geography.</i>
Ontario Department of Education	-	<i>Geography.</i>
Smith, Edward E.	- - -	<i>Teaching Geography by Problems.</i>
Smith, J. R.	- - -	<i>Geography and Our Need For It.</i>
Stevens, Alexander	- - -	<i>An Introduction to Applied Geography.</i>
Brigham, Albert Perry	- - -	<i>Essentials of Geography.</i>
Fry, Alexis Everett	- - -	<i>New Geography Adapted for Canada.</i>
Alnwick, H.	- - -	<i>A Geography of Commodities.</i>
Fairgrieve, J., and Young, E.	- -	<i>Human Geography, Imperial Commonwealth.</i>
McFarlane, John	- - -	<i>Economic Geography.</i>
Morrison, Neil F., and Others	-	<i>A Canadian Commercial Geography.</i>
Smith, Frederick	- - -	<i>A Brief Introduction to Commercial Geography.</i>
Smith, J. R.	- - -	<i>Industrial and Commercial Geography.</i>
Whitbeck, R. H.	- - -	<i>Economic Geography of South America.</i>
Whitbeck, R. H.	- - -	<i>Industrial Geography, Production, Manufacture.</i>
Wood, Gordon L.	- - -	<i>The Pacific Basin.</i>
Thurston, Charles B.	- - -	<i>Economic Geography of the British Empire.</i>
Showan, P. B.	- - -	<i>Citizenship and the School.</i>
Warmington, E. H.	- - -	<i>Greek Geography.</i>
Cornish, Vaughan	- - -	<i>The Great Capitals, Historical Geography.</i>
Shepherd, W. R.	- - -	<i>Historical Atlas.</i>
Chisholm, George	- - -	<i>Handbook of Commercial Geography.</i>

NEW PARENT-TEACHER ORGANIZATIONS

Six new associations have been formed recently in widely separated areas. These include Livingstone in Vancouver, Windsor school in Burnaby, South Wellington, Surrey Centre, Quesnel, and South Fort George.

The understanding of the Parent-Teacher aims and ideals in these centres is indicated in the personnel and set-up of their committees, where they have stressed "education" and "study groups". We note, too, that teachers hold prominent positions on the executives. The co-operation of parents and teachers in the work of education will raise the standard of home, school and community. Many queries regarding the organization of associations have been received from other centres, where the Parent-Teacher Federation hopes soon to have active groups.

* * *

Out-of-town members of Parent Teachers' Associations will find the Parent Teachers' Federation office next to the library on Spencer's Mezzanine floor a pleasant and comfortable place to meet friends for informal chats. Parent Teachers' literature is on display as is also a map of British Columbia showing the locations of all Parent Teachers' Associations. Mrs. Delmage invites our members to drop in.

SECONDARY TEACHERS' ASSOCIATION OF THE LOWER MAINLAND

"Past Presidents' Night", as the last general meeting of the S. S. T. A. L. M. was called, was an unqualified success. Congratulations

are due to this year's president, Mr. R. H. Manzer, for his very happy idea.

A short business meeting, following the banquet in the Aztec room of the Hotel Georgia, dealt with the report of the Year Book Committee, and referred the question of an address by Major Gladstone Murray during the Christmas vacation, to the Executive.

Then, after the customary toasts, the meeting, under the leadership of Mr. J. R. Mitchell, and with Mrs. C. Barton as accompanist, celebrated in song each of the past presidents present. The honored guests replied in turn, limiting their speeches, as far as possible, to four minutes. This was a rather necessary stipulation, as the association has been in existence since 1918!

Humorous impersonations by Mr. Eric Vale and the "News Report" by Mr. H. Northrop added to the evening's enjoyment.

* * *

Just as *The B. C. Teacher* goes to press an interesting report has been received of a meeting held in the Empress Hotel, Victoria, on November 6, under the auspices of the Lower Vancouver Island District Council. Circumstances now permit little more than passing mention of this greatly enjoyed social and professional gathering. Addresses by Mr. William Morgan and our General Secretary provided a fund of valuable information and Dr. Ewing's characteristic lecture on "The Ultimate Stranger" — one's self — was manifestly thought-compelling and delightful. For January, Mr. C. L. Gordon, President of the Council, was able to announce an address by Professor. Stephen Leacock.

**BRITISH COLUMBIA TEACHERS' FEDERATION
REVENUE ACCOUNT**

FOR YEAR JUNE 30, 1936.

REVENUE—Fees	\$12,812.09
Interest	150.88
Miscellaneous	20.40

\$12,983.37

Annual Convention—Revenue	\$2,214.26
Expense	2,602.05

387.79

NET REVENUE	\$12,595.58
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EXPENSES:

Salaries	\$6,528.30
Travelling—General Secretary	\$ 491.26
Executive	1,242.57
Sundry	303.95
Fair Conventions	267.03
District Councils	334.59

2,639.40

Magazine Printing	\$3,575.76
Salaries and Extra Help	89.75
Rent	120.00
Sundries	141.72
Mailing	228.05
Honoraria	200.00
Commission	365.08

\$4,720.36

Less Subscriptions and Advertising	4,205.54
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Net Loss on Magazine	514.82
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\$9,682.52

Rent	420.00
Telegraph and Telephone	217.77
Books, Stationery and Supplies	447.87
Postage, Excise and Express	328.54
Legal, Bond and Audit	167.50
Subscriptions and Advertising	69.60
Miscellaneous	284.45
Depreciation, Furniture	126.00
Honoraria	15.00
Printing	54.88
Publicity	31.40
Scholarship	50.00
British Columbia Secondary Teachers	150.00
Provincial Elementary Teachers	251.00
Board of Reference	75.50
Rural Section	12.70
Education Week	128.91
Group Insurance including Bad Debts	42.15
Provincial Salary Committee	7.25
Senate Representative	21.73
Draft Bill	79.07

12,663.84

DEFICIT FOR YEAR	\$68.26
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BRITISH COLUMBIA TEACHERS' FEDERATION
BALANCE SHEET AS AT JUNE 30, 1936.

LIQUID:	ASSETS	
Cash on hand in Bank.....	\$7,044.03	
Accounts Receivable:		
Magazine	\$444.45	
Insurance	81.50	
	525.95	
Investment \$2000.00 P. G. E. Bonds at Cost.....	1,892.18	
Department of Education Grant.....	100.00	
Advances to Officers against Expenses.....	350.00	
Post Office Deposit.....	17.00	
	<u>\$9,929.16</u>	
OFFICE FURNITURE	\$2,532.76	
Less Depreciation	1,202.40	
G. A. FERGUSSON MEMORIAL FUND:		
\$1,000.00 B. C. Power Bond at Cost.....	\$989.49	
Cash in Bank	180.52	
	<u>1,170.01</u>	
DEFERRED CHARGES:		
Stationery and Supplies.....	\$200.00	
Insurance	14.20	
	<u>214.20</u>	
	<u>\$12,643.73</u>	
	LIABILITIES	
G. A. FERGUSSON MEMORIAL FUND.....	\$1,170.01	
SURPLUS ACCOUNT:		
Balance Forward	\$11,541.98	
Deficit for Year.....	68.26	
	<u>11,473.72</u>	
Certified - of our Report.		
EEDS MARTIN & CO.,	<u>\$12,643.73</u>	
Chartered Accountants.		

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Message from The President of The Canadian Teachers' Federation



Dear Fellow-Teachers:

As a result of the Canadian Teachers' Federation Conference held at Saskatoon this summer it was decided that more opportunity should be given to all teachers to become aware of the activities of the Canadian Teachers' Federation. This may be accomplished in some measure by fostering more publicity by the provincial magazines. In fact, it is hoped that the delegates will persuade the provincial editors to allow definite space for this purpose. Another method will be that you will ask the delegates from the Conference to report at your district meetings or fall conventions. The teachers who represented you at Saskatoon this year were very sincere in their interest and discussion

of the major educational problems of the Dominion. It is only fair that an opportunity should be given as frequently as possible to permit these teachers to share with you the values they received.

Tribute must be paid to Miss Jessie Norris, Past President, and Mr. C. N. Crutchfield, Secretary-Treasurer, for the excellent manner in which the business of the Conference was conducted. The zeal of our President was phenomenal and the successful Conference was a consummation of a splendid year of service to the C. T. F. The delegates met in session from Tuesday to Saturday, August 4-8. Important features which received the keen attention of all were the Provincial Reports, Research Bureau, Education Week, Publicity and the J. W. Noseworthy Report upon Educational Opportunities in Canada. In addition there was considerable discussion regarding many other special reports which I trust will be reviewed from month to month during the year.

The exchange of opinion which followed the presentation of the Provincial Reports was most valuable and every effort will be made at the next Conference to allow more time on the agenda for this item. Interesting comparisons were made in such fields as Professional Membership, Superannuation, Tenure, Teacher-Training, Group Insurance, etc.

The reports of Mr. Harry Charlesworth and the President regarding the possibilities of furthering the usefulness of a C. T. F. Bureau of Statistics and Research persuaded the Conference to press

for a Central Director in or near the city of Ottawa. A key representative, interested in statistics and research, would be selected in each province to expedite the handling of returns and to institute the investigation of educational problems. Dr. J. E. Robbins, of the Dominion Bureau of Statistics, was present and addressed the Conference. His advice and guidance were particularly appreciated.

Education Week will be sponsored as a Dominion project during the last week of February, 1937. All provinces reported favorably upon the reception of the 1936 programme. Every effort will be made to arrange a nation-wide radio hook-up similar to that of this year. As in former programmes, each province will make its own arrangements in conformity with local ideals.

Perhaps, fellow-teachers, you are expecting a message of inspiration from your President but having been so recently installed into office and overawed by the signal honour that has been conferred upon a teacher from the extreme western province, I shall refrain from uttering what my co-delegates might term "pious hopes". I shall urge you, however, to continue support of your provincial organizations, for from the returns this summer we appreciate that the status of the Canadian teacher is improving steadily. New fields of teaching activity are presenting themselves to us and through the agency of the Canadian Teachers' Federation a correlation of findings may be effected. Later in the school year I may be permitted to submit a progress report covering some of the outstanding endeavours of the C. T. F. representatives and committees in the different provinces.

We are anticipating a further ex-

cellent contribution from Mr. J. W. Noseworthy and his confreres upon "Educational Opportunity in Canada", which was presented as an interim report this summer. It should be the duty of every provincial president to allow an opportunity for teachers to familiarize themselves with the findings already submitted.

The delegates accepted responsibility for their provinces in preparing several reports for next year as follows: British Columbia, Visual Education; Alberta, Scientific Approach to Salary Schedules; Saskatchewan, Larger Units of School Administration; Manitoba, Publicity and C. T. F. News; Ontario, Continuation of the "J. W. Noseworthy Report"; Quebec, A National Magazine, also Teacher-Training; New Brunswick, Codification of the Qualities of Citizenship.

The names of the Executive members are added in order that you may communicate with them during the year. They will be anxious to serve your Association's enquiries concerning C. T. F. activities. The First Vice-President is Mr. A. C. Lewis, Toronto, and the Second Vice-President, Miss Myrtle Strangways, Prince Albert, with the following teachers representing each province: British Columbia, Mr. R. P. Steeves, Vancouver; Alberta, Mr. F. C. Ansley, Medicine Hat; Saskatchewan, Mr. L. F. Titus, Saskatoon; Manitoba, Mr. W. G. Rathwell, St. Vital; Ontario, Miss L. A. Dobson, St. Catharines; Quebec, Mrs. Ruth E. Knowlton, Cowansville; New Brunswick, Miss Jessie I. Lawson, Saint John; Nova Scotia, Mr. W. L. Barteaux, Kemptville; Prince Edward Island, Miss Ethel Tanton, Summerside.

May I thank you in anticipation

(Concluded foot of page 164)

Calling All Members Of Convention Committees

By W. GILMOUR CLARK, SILVERDALE, B.C.

AT A certain Teachers' convention I remember a note being surreptitiously circulated the full length of the banquet table by some wit, bearing the truthful yet somewhat disconcerting message, "Look at the bored faces." That note seemed to characterize the flippant attitude of the majority of the teachers present, not only at that particular convention but also at all the others that I have been privileged to attend. Of course, there are a few stalwarts who allow professional decorum to keep them in straight-laced dignity but the rank and file are openly carefree and indulgent; fed up.

From personal experience of all of five conventions (not many, but enough) the reason why conventions aren't taken seriously is very apparent. Members of the genus *hominidae* have a well-recognized instinct to congregate from time to time in gatherings known as conventions, with the avowed intention of realizing mutual gain. They *do* congregate but the gain is often negligible.

Now I have no desire to earn a reputation as a knocker. I look forward to these conventions every year with the keenest anticipation—and when I come home I vow that I shall not attend another. Ninety per cent of the teachers would admit under persuasion the same attitude.

A programme of a sample convention (they are all fairly stereotyped) might serve to show us just where the trouble lies.

- 9:00- 9:30—Registration (Minor loss of five yards—\$1.25—offset by visions of two sumptuous dinners).
- 9:30- 9:50—Address by Chairman School Board—(No gain).
- 9:50-10:00—Address by Convention President—(No gain).
- 10:00-10:20—Address by Federation Secretary—(Gain of 1-3 yards depending on time over-run).
- 10:20-11:00—Address by Vancouver School satellite (Gain of 5 yards).
- 11:00-11:30—Address by Vancouver School satellite (1 1-2 yards).
- 11:30-12:15—Business Meeting—(Loss of 5 yards).
- 12:30- 1:30—Luncheon—(Touchdown).
- 2:00- 5:00—Sectional Meetings—(Net gain of 3 yards).
- 5:30—Banquet—(Touchdown).

of your support and co-operation in furthering the activities of the Canadian Teachers' Federation, the organization which represents the teachers of Canada in the World Federation of Education, and serves

as the clearing house in the discussion of current problems of provincial associations.

Fraternalty yours,
JAMES MITCHELL, *President*,
Canadian Teachers' Federation.

It is a strenuous game. Three times during the day I am sorely tempted to accept invitations and join groups of less conscientious teachers striking off for a game of billiards, or a round of golf, or a quick drive to Vancouver. But I refuse. I still hope to take some tangible profit from the convention back to my classroom.

Three highlights of recent conventions stand out in my mind. The first was a demonstration, the second was a demonstration, and the third oddly enough, was a demonstration. There's an answer to the question "what do teachers want?" The first man lectured on Physical Education and he had a classroom of teachers *doing* undignified knee-bends, arm jerks, and body bends right there on the spot. The second was by the same man and he showed us a reel of children *doing* exercises. The third was by a gentleman who had a choir of children *singing* for us.

We don't want lecture after lecture by some author who has a new textbook or by some dignitary who has a vague modern method for raising the class standard in Grade 6 mental arithmetic. We would like to see something done. We have sat through too many sectional lectures, moistening the point of our pencil and waiting for the pearls of wisdom to drop into our lap. They quite often turn out to be peas which roll onto the floor and are lost to posterity.

Why can't we have more demonstration? I can learn more in five minutes from watching one man teach a class than I can learn in five hours by listening to him *tell* how he does it. Why don't more of the inspectors, supervisors, principals, and teachers *demonstrate* their points? Even if the method is bad I am uplifted to know that mine is better. If it is good, I carry home something which I can make use of.

There were 330 teachers at our last local convention. At a conservative average of \$4.00 per day each the public is expending some \$1320 in wages alone that day. The cost of the organization must run between two and three hundred dollars for the year. That expenditure rather embarrasses me when I know that I could be putting in a very profitable day in the classroom, and that my ability so to do is not very evidently being increased by what I say, do or hear at my conventions.

No; that I think conventions should be abolished. Emphatically no. There is some good to be derived—one finds so much pleasure in shaking hands with old acquaintances; there are hosts and hosts of new books whereby one can run up a bill of more dollars than one can easily spare; there is an excellent opportunity to snoop in someone else's classroom; and the meals—oh, crowning glory!

I am looking forward to the next convention. I shall go again with a notebook and a well-sharpened pencil and when my inspector happens to cast his eye over the assembled ones I shall be conscientiously bent over my notebook, deeply-concentrated, rapt, absorbed in my work of—drawing Popeye.

No, brethren; we folk of the rank and file of the teaching army are not unappreciative of the burden of thankless labor that our officers and

committees carry so cheerfully. Nor do we imagine that the sole objective of teachers' conventions is dissemination of ideas and methods capable of immediate translation into terms of classroom activities. What we do feel is that conventions somehow miss fire if, in addition to their other forms of usefulness they fail in this particular form of service. Teachers should return from their conventions either comforted with the thought that, in their attempts to solve their own teaching problems, they are working in line with outstanding educational leaders and that, mayhap, their own particular methods seem to stand up pretty satisfactorily in comparison with those of their professional confreres; or else inspired to effect needed reforms in their own classroom procedure. To promote such reform, an ounce of demonstration is worth a pound of exhortation.

NIGHT AFTER RAIN

By MARY ELIZABETH COLMAN

The street that drops to the harbour
is like a pastel on black paper;
or a theatre seen from the gods
when acres of blackness
alive, glowing faintly,
separate from the spangle stage.

It is a tapestry embroidered on black velvet:
red and green lights festoon the road
in regular inverted curves
with the street lamps stabbing the encroaching night
they are multiplied in the wet blackness
of the pavement.

The shop fronts are caverns of light;
garish signs leap and dive
with grotesque agility,
and wink with sprightly malice.

The headlights of passing cars
dart like needles to and fro,
weaving haphazard threads of light
through the tapestry of darkness.

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Physical Education in the Elementary Schools

By H. NIXON, *Strathcona School, Vancouver*

PHYSICAL education is not a new subject introduced to expand the curriculum, but rather an old but often neglected unit just coming into its rightful place. Although this movement is recorded as far back as the history of the Pharaohs it is only in the last twenty-five years that it is again receiving anything approximating serious attention. Physical training has been adopted at different times and by different peoples, has been abandoned and revived as rulers in their wisdom or unwisdom have seen fit. With the alternate rise and decline of civilizations it has been glibly discussed and agreed to as far as its benefits are concerned, yet it still faces a hard uphill battle to attain the place it deserves in our educational system. Recognition of its increasing importance in the development of the race is shown, however, in the gradual placing of trained specialists in the schools, and in the starting and financing by the government of physical education centres for the unemployed.

Physical education starts in infancy and should continue throughout life. In life it is the early years that need the guidance of the expert. This makes physical education an important part of the programme of the elementary schools, and it is here that a good solid foundation should be laid and the aims and objectives should be instilled into the fertile minds of the children.

These aims and objectives fall naturally into two distinct parts: first, the ultimate objectives reflecting the basic principles of education; and second, the immediate aims of the teacher from day to day. The introduction to the syllabus explains the first part, and this is supplemented in magazines and books of the day. Thus the average teacher has a fair grasp of the fundamental goals toward which this work strives. Consequently, we may here pass over the basic purposes in outline, and give more thought to the second part.

The ultimate aim of physical education is the production and maintenance of a healthy, vigorous body, a keen mind, and a fine strong character. To accomplish this end the boy or girl is pointed, coached, and guided from one objective to another until the picture is completed. Listed, some of these objectives are:

1. Development of a symmetrical body, organic vitality, and overcoming of physical defects.
2. Mastery of muscular skills with a knowledge and love of games for the immediate satisfaction which they afford and in preparation for advantageous use of leisure in later life.
3. Creating life-long habits in health and posture.
4. Development of such traits as confidence, courage, initiative, leadership, and sportsmanship.
5. Teaching of co-operation, understanding, and adjustment.

This enumeration does not mean that there are not other important aims and objectives, but it is given merely as a framework on which to build.

A complete fulfilment of these objectives demands a programme well balanced, carefully planned, and closely supervised. But however excellent the programme which has been planned, the instructor must always be on the alert to instil the ideals just mentioned. The teacher handling a school team is in an especially favored position for the up-building of good character traits in his pupils, and should not neglect to take advantage of any situation which may be turned to further this purpose. Glance again at the objectives. Who will suggest that the achievement of any of them does not contribute to the building of character? And we accept as a guiding principle in education that character-building is of prime importance. All else must, in fact, be secondary to it. The foundation should be well laid in the elementary school; the secondary school then has something on which to build. Expressing this in another way, a boy should be playing basketball when he reaches high school, not learning to catch and throw.

A few words now with regard to the practical work of instruction. First, the introduction of simple formations should begin as soon as possible to ensure every child a complete view with ample room to move. To these, gradually add more difficult ones until the class has mastered all the common forms. These exercises should be supplemented with a thorough instruction in the fundamental starting positions. This will greatly facilitate future lessons and is time well spent.

Planning the daily lesson to take care of the widely separated needs of the individual, to inspire and interest, is the primary aim of the teacher. This plan includes many of the immediate objectives which are constant from day to day. Always the lesson must have a suitable introduction that gives stimulating activities of a spontaneous nature, and that renders the class alert and ready for what is to follow. This part is best made up of well known enjoyable exercises. These include a variety of activities—hops, leaps, tag games, etc. The lesson also must provide exercises sufficient for the whole body, exercises that will stretch and contract a muscle or group of muscles entirely and give the maximum movement to the joints.

The choice of games and the allotment of time are important factors. Choice varies according to the climate, equipment, ability of class, etc. Simple games are used as stepping stones to harder ones and to those requiring greater skill. Games suitable to the time of year should be chosen. Soccer dribble, for example, is not suitable toward the end of the football season. The kind of weather also must be considered. Generally speaking, the lower the temperature the more active the game.

Prepare the work so that there is progression in each and every exercise, game, or lesson. Constant repetition of exercises does not strengthen the muscles although it may add to the powers of endurance. It is very unwise to consume all the muscular energy every day. This

ON ATTAINMENT STANDARDS

By FLORENCE E. A. CUNLIFFE, *Lister-Kelvin School,
New Westminster, B. C.*

IN *The B. C. Teacher* for September there was an article entitled "Sixty Per cent" by Winnifred M. New. It contained a thought which we are very likely to forget, especially during these days of new curriculums, new methods, and new ideals of education. We are probably too apt to stress method rather than results and, no matter how modern our ideals, results count.

For a number of years I worked with the Girl Guides and Boy Scouts. The thing which chiefly impressed me about the proficiency awards was the fact that there were definite standards to be attained. Tests were only considered passed when they were 100 per cent perfect. Each boy knew what was required of him and did most of the work towards passing the tests without much help from his leaders.

The character training of this is, of course, very evident. Naturally, in all our school work we cannot strive for 100 per cent accuracy in every unit of every subject. However, in every subject for every grade there are certain phases of the work which should be perfect. In geography, for instance, the continents and oceans, the provinces and capitals. In spelling we have the minimum lists in the spellers. As for arithmetic, as Miss New stated, there are very necessary standards for each grade which we, alas, too often bring down.

Each teacher, as a rule, has his or her own definite standards but that isn't enough either. We need a standard set up for us, so that while we still may follow our new curriculum and make school as pleasant as possible we shall insist on certain requirements for each grade and subject. This will be of definite value to pupils transferring from school to school.

Apart from being an educational necessity we need this as a means of character training. Let the children know what is expected of them with 100 per cent accuracy, and then let them show the determination to reach that standard, and not be content with part perfection. Perhaps more of them would be interested in school if we let them in on the secret of what we are striving for. Parents, too, would see some definite results which might be gratifying to them.

leads to a breaking down, not a building up, of bodily vigor. Adequate rest periods should be allowed in each lesson; and progression, properly arranged, keeps interest alive, a very important factor in the achievement of our objectives in physical education. To this end variety is essential.

There is much yet to be told and much that has been left out. Space, however, does not allow further rambling on the subject. I hope that subsequent issues of *The B. C. Teacher* will carry other articles which will fill the gaps.

Why Biology? Also, Why Not?

By GERALDINE I. MOCKRIDGE, *Surrey High School*

AS far back as 1854 T. H. Huxley spoke on the educational value of the Natural Sciences, and by means of suitable illustrations proved they shared the scientific method in common with Chemistry and Physics. Upon the basis of method they had just as much right to a place in the curriculum as Chemistry and Physics. In summing up his thoughts he said: "Biology needs no apologist when she demands a place—and a prominent place—in any scheme of education worthy of the name". And speaking of the time to introduce Biology his opinion is that: "The common facts of Biology—the uses of the parts of the body—the names and habits of the living creatures which surround us—may be taught with advantage to the youngest child". In answering the question as to how much Chemistry and Physics is needed for an understanding of Biology, he distinguishes between imparting the facts of the science to the very youngest, and the teaching of Biology as a properly organized science to older children. A certain knowledge of Chemistry and Physics he considered necessary for the latter but not for the former. Speaking of the relation of Biology to other subjects, Huxley pointed out that it occupied a central position in human knowledge, being connected on the one hand with the Physico-Chemical sciences, and on the other hand with Sociology.

Granting all this to be true it would seem that British Columbia has been omitting the very core of human knowledge. No biologist would think of teaching plant and animal ecology to students ignorant of the basic principles determining individual development. Yet we are teaching Sociology, the science which deals with the relation of living beings to one another, and which therefore considers aggregates of people, without a knowledge of the biological make-up of the individuals. Individuals, both plant and animal, are the products of environment as well as of heredity. They may die out in one place, merely exist in another, and flourish in a third. The difference between life and death may therefore be determined by environment. For years man has studied environment and heredity in connection with the breeding of stock. Yet when it comes to race culture the matter is often tabooed. The implication seems to be that man considers himself above, rather than subject to natural law. What hopes for Sociology in the face of such ignorance?

Somewhat later, in the year 1876, Huxley gave another address, "On the Study of Biology". In this speech he pointed out that teachers and educators were neglecting the very branch of learning that dealt with the phenomenon of life, as though life was a topic that did not in any way concern the human race. In advocating the teaching of Biology he emphasized the fact that contrary to "whatever the practical people may say, this world is, after all, absolutely governed by ideas, and very often by the wildest and most hypothetical ideas", and that therefore it is a matter of the greatest importance for educators to see that the masses receive correct information about the nature of things in general. In this connection he claimed that Biology can bring contributions equal to those of any other subject. In the same address Huxley pointed out that Biology

does not present man as a great central figure round which all other things in the world revolve, but instead presents him as a part of one big general scheme and as possessing, in actual fact, many characteristics in common with the so-called lower animals. Biology thus shows man in his true relation to the rest of creation, instead of in a position of glorious isolation.

Developing his thesis along more practical lines, Huxley points out the bearing of biological knowledge upon disease, agriculture, and medicine. If such bearing was important in 1876, how much more so in 1936?

In discussing method, Huxley attached considerable value to the examination of specimens. He considered specimens necessary for the formation of sense images, but pointed out that the knowledge of a few types would enable us to read intelligently about the rest. The method of asking students to memorize definitions of classes and orders he condemned. Human Physiology and Elementary Botany were recommended for elementary schools, and plant and animal dissection for children of 15 years and over.

And now for some more recent findings concerning the values of Biology. The reasons for teaching the subject have been very well discussed in a pamphlet published in 1936 by the London Teachers' Association of England. They are as follows:

1. That if one aim of education is to help the pupil "to see life clearly and to see it whole", then Biology must be included in the school curriculum, for even the city dweller depends upon plants and animals for his food and clothing, and in a large measure for his warmth.
2. That the presence or absence of insect and other "pests" and of various kinds of bacteria makes all the difference between health and disease.
3. That a study of the interdependence of living things, and their dependence upon certain non-living elements, teaches man his proper place in the general scheme of things.
4. That Biology is just as capable of training the mind in orderly habits as any other subject.
5. That city children need Biology in order to compensate for the lack created by the artificial conditions of modern life in crowded centres.
6. That Biology provides considerable scope for first-hand observation and experiment.
7. That nothing appeals to children more than moving, living, and growing creatures. Children love to keep pets, and if they really look after them the educational value is high.
8. That it is the best possible preparation for the very necessary study of human physiology on which the laws of health, both for the individual and the community, must be based. The child cannot experiment with human beings, but he can quite well observe and handle other animals or plants and so learn a good deal about the various processes common to all forms of life.

9. That the proper teaching of plant and animal reproduction in a simple way should lay a wholesome foundation for this branch of knowledge.

10. That Biological knowledge in common with that of Chemistry and Physics has given man increased control over his environment. The construction of the Panama Canal was a biological as well as an engineering feat.

11. That providing food for an increasing world population is as much a biological problem as anything else, since it involves such matters as breeding and soil cultivation.

12. That in the future important decisions will have to be made concerning the health and well-being of the individual, the community and the race. Such decisions cannot be made by people ignorant of biological principles.

13. That Biology offers much of aesthetic value, and in the case of some students this will be the side of greatest appeal.

Further information concerning conditions in England have been published in the Board of Education Pamphlet No. 89 (Teaching of Science in Senior Schools). This pamphlet contains two very important statements, namely:

1. That the most obvious defect in the Science teaching of Senior schools, as of Secondary schools, is the neglect of Biology.

2. That the teaching of the principles of Biology is justified because "the health of the individual and the very existence in health of the community depend upon the creation of a public opinion not utterly ignorant of the principles of Biology and their application to the art of rational living".

The inspectors who made the survey concluded that the teaching of Biology was suffering because of many contributory causes, the two chief of which were (1) narrow specialization for external examination, and (2) the previous education of the teachers. The teachers, in reply, pointed out their complete agreement as to the value of Biology in the schools, but emphasized the need for time, equipment and half classes for all science work.

The English universities accept Biology on a par with Chemistry and Physics for purposes of matriculation, but make certain exceptions in the case of those students seeking honours in pure or applied science. England is therefore Biology conscious, but what goes British Columbia?

THE CHILDREN OF DESTINY

THE children of today are the children of destiny and the teacher is the prophet. Adult education can not reach the seat of the trouble, it is an ointment to relieve the pain. It will help but the real cure is in childhood, unprejudiced and waiting to be taught. The seeds of future understandings and the progress of justice lie in the heart of the child.—*The Educational Courier*.

An Experiment In Art Instruction

*By C. DUDLEY GAITSKELL, Supervisor of Art Instruction,
Peace River Educational Unit*

A NEW movement in art instruction for a typical rural school area has recently been organized in this inspectorate.

Last March, a letter was sent to the teachers asking the following questions:

1. Do you teach Art?
2. Do you teach Art Appreciation?
3. Have you had any special training in these subjects apart from your Normal School work?
4. Do you consider that your pupils are being given sufficient training in the above subjects?
5. Would an outline each month of an Art course, together with methods of procedure, suggestions, and written instructions for you and the pupils be beneficial to your and the pupils' work?
6. Would it be beneficial to have the Art work corrected at a central source each month?

The returns from this letter were shocking. The aggregate results were as follows:

Question	Yes	No
1	54	6
2	14	46
3	1	59
4	4	52
5	58	2
6	51	7

An analysis of these results was made as follows:

1. Out of 54 teachers instructing pupils in Art, only one had had previous training. The Normal School training was ignored for it was realized that prospective teachers are presented a few smatterings of how to teach a subject before they know the subject in question. Yet Art, perhaps above all subjects, requires a wide background for successful criticism. Our teachers, therefore, were not qualified to do this work.
2. Forty-six teachers were ignoring the most important part of Art training, namely, Art Appreciation. The majority of the few that said "yes" to this question added "very little". An examination has proved this to be only too true. It was decided that this side of Art should be stressed. The aim of an Art course should not be to make little artists of all pupils, but rather to have them gain a

reasonable understanding of Art through observation, experiment and intelligent guidance.

3. When 52 teachers out of 60 admit that they do not consider they are giving sufficient Art instruction to their pupils, the logical step for a well-organized educational unit to take was to provide these teachers with a means of presenting the subject as it should be presented.
4. Practically 100 per cent of the teachers realized their inability to teach these subjects and were willing to be submitted to an "Art discipline".
5. The system, as it was, undoubtedly was undermining the discipline of the Programme of Studies.
6. Conditions in rural inspectorates throughout the province must be similar to those found here. Indeed, conditions are most probably worse elsewhere, for the teaching staff of this inspectorate has been especially selected by the Department of Education. Other factors for the promotion of increased efficiency of teachers were outlined by Dr. W. A. Plenderleith in a recent article in this magazine.

To make sure that our teachers were not being unduly modest, specimens of the childrens' Art work were carefully examined. It was very clear that the subject was being badly attacked if at all. A distinct lack of organization was apparent and the work was being approached in entirely the wrong spirit.

Rumours of the new Programme of Studies had by this time reached the far north and the question was asked, "Will an elaborate outline take the place of the plan we have in mind?" We decided that it would not. This decision has been justified. Although no statistics can yet be produced, the opinion of our teachers is that the Art section of the new Programme of Studies is too technical for their use. It is one thing to have a hazy idea of the meaning of such terms as "colour echo" and quite another to present a successful lesson on this subject. Moreover, reference material is difficult to obtain and there is very little time for the rural teacher to dig in and teach himself this elusive subject. Teachers still say, when looking at their pupils' efforts in Art, "It looks wrong, but I don't know why?"

What should be taught in this new Art course? For two years experimental projects were attempted. Classes of 100 pupils in all grades and a class of adults were given instruction. Some 15 projects were selected as being suitable for all grades from III to IX. The language as well as the ideas contained in the projects was tested and it was found that Grades V to IX could easily understand the work. The lower grades found little difficulty after a teacher had read the project himself and had explained it in some detail to his class after omitting certain passages which he considered too difficult.

The cost of the movement was a vital concern. Estimates were made and revised until the figure of 21c per pupil was decided as being adequate.

This amount includes instruction papers for each school, stamps, some supplies which can be bought more cheaply in quantity, folders, posters, reproductions of paintings, and so on.

The operation of the service is simple. Projects are sent from this office to all schools in the Art Instruction division of the inspectorate. These projects are likened to bombs. The teacher is the fuse that sets them going.

Teachers are given the privilege of refusing the service if they so wish. So far more teachers have applied than can be accommodated. Schools outside the consolidated area are willing to pay \$1 per pupil for the instruction.

The work of each project is to be completed in a specified time and then sent to the supervisor who corrects it before returning it to the schools.

It is also the duty of the supervisor to visit the schools where he shows exhibits, answers questions of both teachers and pupils, and gives demonstration lessons. Transportation is provided by either the school nursing service or the inspector so that extra expense is in this way eliminated.

Many large companies are greatly aiding the movement by sending quantities of illustrations dealing with fine design in everyday articles. Moreover, several prizes have been offered to pupils creating outstanding examples of practical design.

The work that is being submitted from the schools is a great improvement over the Art work done in these schools before they entered this service. In some cases the work is excellent.

A movement of this kind is not by any means a perfect solution to the Art problem in general. Over-teaching pupils in this subject is the surest way to kill the subject. A most flagrant example of the latter fault was seen some time ago in a British Columbian city. At a poster contest to advertise a musical festival all the city schools were in competition. One school appeared proudly with five or so posters all alike as peas. The teacher had evidently given out his idea, demanded a certain colour scheme, with the result of Art mass-production on the part of his class. The astounding sequel to this story is that the school in question received two prizes.

The art lesson should be given with very little preliminary explanation. In many cases it could consist only of the words: "Begin drawing". It is after the drawing has been completed that the teacher begins work. As he makes his rounds from expression to expression of his pupils, he must approach their efforts with the keen eye of the artist and the tact of a diplomat. He must be a master of good taste and psychology as he offers encouragement and correction.

But our teachers admit their lack of necessary qualifications to conduct an Art lesson in this manner. Therefore the new Art course must suffice. It never lays down the law to the extent of the incident above. It sets down a definite exercise to be done and it stresses age-old laws. For the time being, until such a movement can carry itself, it justifies its existence by improving the pupils' attitude, understanding and manual achievement.

Home Economics in Secondary Schools

By DR. ROY J. SANDERSON, *King Edward High School*

LIKE some other subjects that within the memory of my readers were not in the Secondary school, Home Economics now *is* in. Almost 100 per cent. It has made a gradual entrance, but that is natural, and wholesome; and I think that those who have struggled for its place do not regret the struggle. Anything that is worth while is worth the effort. Is it worth while? Let's see.

One of my common tasks, as principal, is that of enrolling students, and furnishing guidance for their programmes. A girl coming in from Grade VIII is in need of such guidance, and I begin filling in her programme. Down go the compulsory subjects, which will occupy about a third of her time, and I ask, "Well, what will you have next?"

"I want to be a nurse", comes the reply.

"That's easy", from me, having in mind, of course, the programme-making, not the nursing. "We'll add Mathematics, Latin or French, and the Home Economics Foods Course".

Not quite so easy, I find, as Mary reports, "Mother says she can give me at home all the cooking I'll need".

"But my dear girl", rejoins the principal, "cooking, to be sure, does form part of the course, but only a part, after all. Other parts are Physiology, Dietetics, Nutrition, and Home Management, and, can you possibly imagine any other one subject in our school that will fit in any better with your proposed course in Nursing? Biology, and Chemistry, too, will be most useful, but they will come along later to join the Foods course".

And Mary takes the Home Economics Foods course.

As the profession of Nursing draws hundreds of girls yearly into its ranks, the demand for the Home Economics Foods course is correspondingly heavy, or should be. But the demand is increased from other quarters: Dietitians in the hospitals, dietitians in *modern* restaurants, dietitians in the home, should make this demand almost 100 per cent. For what girl would not be possessed of much higher credentials as a prospective home-maker with a three-year Home Economics course behind her? And what girl does not hope to become a home-maker? A few girls, of course, never will be, but I am thinking of the many, not the few.

If "mere man" had only a little knowledge of what the modern science of home-making could do for him, not only through his stomach, but through a proper home environment, he would rush by the thousand to the school authorities and demand more and more home economics for those who, after all, are at the fountain head of our society. The observant man knows how much his daily life is affected by even the weather; a little less observation should enlighten him vastly as to the good or ill effects of

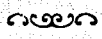
his home environment. In the sphere of dietetics alone: imagine feeding a cow on raw meat, fish, eggs, and bread. So simply wrong that all agree; but is it not as simply true that 90 per cent of our people accept the wrongness of such a procedure only theoretically? I wonder if the rapidly-growing popularity of boys' cooking classes (in my own school we have more than 100 boys at work in these classes) has resulted from girls' lack of appreciation of the subject.

I have touched on only part of the Home Economics programme—the Foods course. But there is the Clothing course as well, and included in this are not only Sewing, but Textiles, and Applied Art. It also is a very practical course, and scores of occupations are open to those who benefit by its three years' training. And it also has a very definite place in the creation of that "proper home environment" referred to in the preceding paragraph. If any reader should be in doubt, why not dissolve the doubt by a visit during Education Week to a school putting on an exhibit of such work? Under the influence of courses of this kind home ceases to be merely a boarding house.

For both physiological and spiritual reasons I have been a champion for years of the importance of Home Economics in our Secondary school programme. A girl may specialize in either branch of the subject, or take the general cultural course in which the two are combined within the same time limits. Any one of the three courses is accepted toward University-entrance standing, and all are of still greater value for the non-matriculation programme.

Yes, Home Economics is *in* the Secondary school—all in. It is an integral part of the system. In the King Edward school, in the operation of the individual programme—or promotion-by-subject-plan,—it means just one among many subjects with specific numbers of credits attached, and is treated just as, and no differently from, any other subject. Never does there arise any discussion as to the comparative difficulty of the subject. No longer is there any question of its relative standing in dignity in the family of subjects in the programme. Still newer subjects, from the standpoint of place in the curriculum, have been coming in, so that now Home Economics is almost an oldtimer. It is true that the equipment of a school for teaching Home Economics costs more than for some other subjects; but if the results are relatively more beneficial to the community why quarrel about that? On the other hand, there are some subjects on the curriculum that cost more than Home Economics to instal which for generations have been considered essential because demanded for entrance to higher learning, and yet whose social utility cannot compare in importance with that of Home Economics. Need I name them?

In conclusion, let me emphasize the home side of this topic. From the standpoint of State economy it is becoming more and more evident that the failure of the home, where that exists, results in perhaps the most costly State expenditures. Any education, therefore, that the schools can provide which will tend, directly or indirectly, toward making the home more healthful for body, mind, and spirit, should be most welcome.



Preparing to Learn to Read

By HELEN S. DAILEY, North Ward School, Nanaimo, B.C.

THE leading editorial in the November issue of *The B.C. Teacher* is a challenge to all teachers whose responsibility it is to initiate the First Grade child into the mysteries of the reading process. The problems which confront these teachers are difficult but not insurmountable. Our Normal Schools could do much to aid us in overcoming some of the seemingly impossible situations, if to the present course in Primary Methods there were added a more extended course in Pre-Primer or Preparatory Reading Methods.

Certainly the preparatory period of reading instruction presents a difficult problem to teachers with limited experience. It is my desire to set at ease the minds of those conscientious teachers who strive to instruct children in reading without having first determined their readiness.

The chronological age of the child is his admission ticket to the schools of British Columbia. We continue to hope that in the not too distant future, compulsory provision for kindergartens will be made in our school system. The advantages would be two-fold. In the Kindergarten the children would be allowed to develop in surroundings conducive to learning, while, on the other hand, the number of failures in Grade I would be reduced to the minimum. Greater elasticity would be afforded because chronological ages would be disregarded. We should find in some kindergartens, for example, children up to seven years of age, while in some Grade I classes there would be brighter children of less than six, so placed on account of mental ages differing widely from chronological ages.

Children who cannot read should not be classed as defectives but as in some respect unready to read. We must allow for traits of readiness to develop and to be stimulated in a preparatory period of reading instruction. Experimental evidence has shown that intelligent children sometimes fail to read but understand the content of what is read to them. It has been shown also that intelligent children, free from physical defects of eye and ear, are sometimes too unstable emotionally to carry out the reading process even though they are able to comprehend ideas read to them. It has also been shown that some children who read fluently do not comprehend what is read. Other children may be handicapped by meager experience, malnutrition and defective social adjustment.

Just as there are preparatory stages among children for walking and talking, there is also a preparatory period for learning to read. A child is not allowed to walk before the muscles of his legs are strong enough to support him. The muscles can be strengthened so that he will walk with more ease and fewer bumps. Likewise, in British Columbia, where school entrance is at first-grade level, the readiness programme must be carried out prior to reading instruction.

Paul McKee in *Reading and Literature in the Elementary School* (Houghton, Mifflin Co.) states that the seven major fields of instruction in the preparation for reading are:

- (1) Providing pupils with real varied and rich experiences essential to the getting of meaning from material to be read;
- (2) Training in the ability to do problematic thinking;
- (3) Training in the speaking of simple English sentences;
- (4) The development of a wide speaking vocabulary;
- (5) Training in accurate enunciation and pronunciation;
- (6) The development of a desire to read;
- (7) Training in the keeping of a series of ideas in their proper sequence.

The first instructional task consists of giving to the pupil a wealth of first-hand and vicarious experiences. First-hand experiences may be classified under (1) excursions, (2) social experiences, (3) construction activities, (4) practical experiences, (5) games. To illustrate: Excursions may be taken to a railway station, to a greenhouse, to see a chick incubator, to a dairy and to see a house being built. After such trips worth while activities will develop in the schoolroom.

Social activities at school, such as birthday celebrations, are useful in adding concepts. The calendar may have each child's birthday marked with his name and a little party may be planned for each child. The birthday child is host or hostess and helpers are chosen to serve napkins and crackers or popcorn prepared in another period. Little politeness talks develop. Other social experiences are: entertaining others, sharing experiences, when objects of interest are brought to school, or relating experiences which children have had. Such experiences may be supplemented by musical games, toy bands and dramatic activities which call for the making of simple costumes or the dressing of dolls.

Construction activities such as making a wagon, airplane or "Stop and Go" sign, booklets or a pen for a setting hen are of real and varied service in broadening concepts.

Practical experiences in caring for pets, toys, plants, library table, in putting materials away develop responsibility.

Games develop children socially and extend their concepts.

Various experiences which can be classified under (1) stories, (2) pictures, (3) poems, (4) songs, and (5) discussing and relating experiences, need no description as every teacher uses these to advantage. The Child Development Pre-primer and set of pictures (Houghton, Mifflin Co.) are valuable in this type of training.

The second instructional task consists in training the children to think in relation to problems, such as how to make butter or jelly in the classroom, what rules to draw up for use of the library table, what happens after a seed is planted and other elementary science topics.

The third and fourth instructional tasks deal with language development. Suggested activities are composing charts, making plans for Practical Arts work, telling stories and free and spontaneous conversation.

(Concluded foot of page 180)

Visual Education

By B. W. TAYLOR, KITSILANO HIGH SCHOOLS

IT IS a truism that education must advance continuously if it is to live. One of the manifestations of such advance is the ability of teachers to use modern technical devices to supplement traditional modes of exposition.

The publication of the King Report, the issuing of the new curriculum and the creation of larger administrative areas have shown that British Columbia is aware that progress in education is essential. If teachers are to keep in step with administrative reforms, they must, in various ways, change and improve their teaching procedure.

In the past few years, among the most helpful technical devices for use in the school have been aids and equipment in the field of visual education.

It is obvious that the transmission of ideas is greatly stimulated by suitable motivation. This stimulation may be supplied by many teaching devices such as sand-tables, cut-outs, models, excursions and so forth. One of the devices most recently made available for school use is the motion picture. By its use the teacher may explain difficult parts of his lesson, provide basis for unbiased opinion, relate classwork with the out-

The fifth instructional task calls for co-operation between parents and teachers.

The sixth instructional task is to develop a desire on the part of the child to read. The bulletin board is useful, also the labelling of objects in use or discussion, printed words to accompany pictures of the Child Development material, "Stop and Go" signs, action words, printing in booklets, and the use of printing sets.

The seventh and last instructional task is to train the children to keep a series of ideas in mind. This can be done by retelling stories, arranging pictures in correct sequence and carrying out series of directions in proper order.

In addition to these seven tasks, there must be, on the part of the children a knowledge of left and right, recognition that reading progresses from left to right, the establishment of definite handedness in the children and the ability to see likenesses and differences in word forms.

It has been stated in the Tentative Course of Study that Reading must be held in abeyance and other activities be engaged in until reading readiness develops. The inexperienced teachers will, I trust, be benefitted by checking the performance of their classes against the seven instructional tasks outlined in this article. It should result in a clearer knowledge of the background of training that is necessary for those children who appear defective but who in reality, are only awaiting further maturity.

side world, train the pupils to appreciate good pictures, arouse thought and impress the memory and incidentally save time, space and expediture.

Equipment for visual education includes moving pictures (16mm and 35mm), film slides, glass slides and opaques. In using any of these, teachers should recognize their limitations if optimum results are to be attained. All visual lessons must be carefully planned and it must be realized that such lessons are not intended primarily to provide relaxation on the part of either the pupils or the teacher. The lessons must have a definite aim and be adapted to the curriculum. Films can never take the place of the teacher, but they should be used as integral parts of a series of lessons.

If we consider what is happening in other parts of the educational world, in the matter of visual education, we shall find great opportunity for profit in the investigation and experience of other lands. Inquiries have been carried out in England, the United States, Colombia, Turkey, France, Italy, Japan and elsewhere. In these countries many elaborate experiments have been undertaken and the results have proved visual education to be of great value in the school-room. The countries named have now organized definite "Departments of Visual Education."

One of the first things the necessity of which was demonstrated by experience, was the establishment of a new type of library. If teachers in British Columbia wish to organize visual education they should certainly start by establishing a central visual education library, despite the fact that in operating it British Columbia may face greater difficulties than are encountered in more densely populated countries.

If a central film library could be established at the University of British Columbia, a Normal school, or the headquarters of the Teachers' Federation, lists of available films and similar equipment could be circulated through all schools. Booking could then be made and films could be circulated at a minimum cost.

At the present time, a number of persons interested are actually starting such a library. The Vancouver branch of the National Film Society has been asked to sponsor it. The intention is to catalogue all the available 16mm. films, film slides and glass slides and to send this catalogue to all clubs, churches or schools that are interested. If enough interest is shown films will be in circulation in British Columbia early next year.

In the opinion of the writer, a small grant should be sought from either the Department of Education or the Teachers' Federation. A Director of Visual Education should be appointed. This official would be in charge of the library and could also lecture on visual education to teacher-training classes and at summer schools. He could advise schools as to the best type of visual equipment and in many districts it would be possible for him to organize several schools so that one set of films or slides could conveniently be used by all. The possibility of linking radio talks with visual education also calls for serious study on the part of the teachers of British Columbia.

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HIGH SCHOOL FEES

By H. B. KING, Adviser to the Commission on School Finance

IT is often argued in British Columbia that while elementary education should be free, high school education should, to a large extent, be paid for in fees by those who benefit from it. It is usually added that provision should be made by means of scholarships, bursaries, or free places, for the education of the brighter children of those who cannot afford fees. This system of fees and scholarships is common in the British Isles and in British dominions other than Canada. British Columbians who have come from the British Isles are inclined to favour the system of fees, ameliorated by scholarships and free places for the deserving poor. It is argued that this system would reduce the cost of public secondary education.

It probably would reduce this cost both because of the fees collected and because attendance in the secondary schools would be reduced. What, however, is to be done with the youth excluded in this way from education? They cannot be absorbed into industry now, and technological advances make it unlikely that they will be readily absorbed in the future. It will then cost almost as much to keep them out of school as in it.

Is there any just method whereby, through official examinations, the elite fit for secondary education can be selected in advance? The answer is that no such system accurate enough for rigorous selection is known. The more that scientific tests are applied to measuring the reliability of examinations the more unsatisfactory they are found to be. Because a student cannot learn one subject it does not mean that he cannot learn something else. A system of educational exploration yields results of much greater predictive value than a system of official examinations.

Assuming, however, that we are able to measure people's ability and knowledge accurately, is it possible to tell where the line is to be drawn between those educable at the secondary level and those not so educable? The educability of adolescent youth at the secondary level depends upon what you propose to teach them.

If Latin is compulsory upon all secondary school students and a reasonable proficiency is expected in it, then only a few are fit to pursue secondary subjects. The simplest way to cut down the cost of secondary education would be to have Latin made compulsory. The Passive Periphrastic would reduce the mill rate enough to satisfy the president of a life insurance company. If this was not enough, the making of Greek compulsory would certainly have the effect desired. The subtleties of the Optative Method would leave few survivors. University costs would also be reduced to the vanishing-point by making Latin and Greek compulsory. Latin and Greek have the further merit, from this point of view, of costing very little to teach.

But many young persons who are unable or unwilling to learn Latin and Greek may excel in other subjects for which they have special interest or special talent. With a programme of studies differentiated to meet the

variabilities in students, more than half of the adolescent population is educable at the secondary level. But only about a third of our youth reach Grade XI. and only a few more than a quarter reach Grade XII. Therefore, a system of scholarships, to be equitable, would have to be so extensive as to constitute free secondary education as we have it now in British Columbia.

As, under the fee system, scholarships would never be provided upon so extensive a scale, let us examine from the standpoint of social justice what would happen if such a system came into force. Let us suppose that the top 10 per cent. of all Grade VIII. pupils in the province should be considered fit for advanced education, free of charge. This would give a selected group of about 1200. It would be found, for reasons too technical to be explained here, that many of the rejected were actually better than many of those selected. Again, the differences in learning capacity between those in the tenth percentile and those in the eleventh percentile are so slight that they are more than outweighed by other personality traits, and this principle is generally applicable throughout all ranges of ability.

Moreover, while examinations have some predictive value, this predictive value is not great enough to justify the use of them as an instrument of selection when the effects upon later life are so far-reaching.

Let us pursue our suppositions further and imagine that after the top 10 per cent. (or some other per cent.) have been selected for scholarships or free places, all others who wish secondary education may have it if they pay for it. Let us then consider the case of a poor boy in the second 10 per cent., or second decile, not good enough for a scholarship, but better than a boy of well-to-do family who is in the third decile; that is, in the third group of 10 percentiles from the top. The dull boy of well-to-do parents who is in the third decile will receive secondary education by paying for it, but the bright boy in the second, but not in the first, will be debarred from it.

It is obvious that such a practice would violate social justice. A democratic State could not exist upon such a basis. It is equally obvious that it would not be in the interest of society as a whole to give a preference in educational opportunity upon the basis of the possession of wealth, for it would mean the choice of business and professional leadership from amongst the less gifted. It would, however, for a time help the dull children of the well-to-do by removing from competition the brighter children of those not able to pay the fees. Society in the future cannot afford this. We are actually today paying the price of a selective system which has advanced mediocrity to places of power.

In Vancouver the median Intelligence Quotient amongst school children is between 104 and 105. The theoretical median for a large population in the whole of North America is 100. Students of 104 to 105 I.Q. are capable of graduating from high school, though only some of them are capable of matriculating. This means that at least half of the school population is capable of secondary education, as stated above, when proper provision has been made for individual differences. As it is, fewer than

one-third reach Grade XII. No system of scholarships would be established which would provide for all capable of profiting from secondary education. The result of such a system of limitation would be to accentuate educational inequality, to favour well-to-do mediocrity, to embitter social relationships because of social injustice, and to replace a democratic social system with a class system which is being discarded in the country of its origin.

It is being forgotten that high school subjects are themselves selective. Geometry cannot be learned without the level of intelligence necessary for learning it.

A variant proposal is that fees be imposed generally in the secondary schools, but that the children of parents who can prove their indigence be exempted if this is recommended by the school authorities. The writer has had experience of this practice in the case of Senior Matriculation students. It is an unpleasant practice. It involves prying into the private affairs of respectable but unfortunate families. It is humiliating to them and painful to the investigator. No Canadian should be subjected to this indignity. It is inequitable in any case, for the parents have either paid their full share of direct or indirect taxes in the past or they will do so in the future.

The fundamental fallacy in the fee-paying proposal is in the expression that "those who benefit from secondary education should pay for it". It cannot be too emphatically stated that it is society in the wider sense and the organized State more concretely which benefits from education in all its stages. If this is not so there is no justification for a public system of schools at all. Advocacy of fees implies a complete non-understanding of the social function of education.

Advocates of the payment of fees, however, are right in one particular. They see young persons of no particular academic ability pursuing academic courses for which they have by actual trial been found unfit. They pursue these courses for reasons of social prestige or to get into some desirable occupation for which they are mentally or otherwise unqualified. It is obviously an imposition upon the public that they should pursue studies for which they are unfit and by their presence interfere with the progress of others. Such persons should not be denied secondary education, but they should be excluded from courses for which they are unable to profit. Such exclusion will mean greater ultimate happiness to them and will make their lives of greater usefulness.*

* This article is reproduced from Chapter XVII of "School Finance in British Columbia". Copies of this exceedingly important report may be secured through Messrs. Ireland and Allan, 649 Granville Street, Vancouver; price, \$1.00.—Editor.

Education must furnish the mind with a well-selected equipment of precise and manageable ideas and meanings. These will mainly be in the form of generalizations applicable to a wide range of life situations. There must be a natural growth from knowledge that is fragmentary and casual to that which is unified, meaningful, and complete.

—From Report of British Columbia Committee on Educational Philosophy.

RAMBLINGS OF PAIDAGOGOS

TYRANNY OF THE INANIMATE

THERE is a recollection of my youth that refers to a curious law, and one that is nowhere mentioned by the physicists, viz.: the law of the cussedness of inanimate things. If it should be that this exasperating principle has not yet impinged upon the mind of the reader, I am sure that a moment's thought will convince him of its existence. He will see forthwith that we are here in the region of the axiomatic, that all human experience is corroborative, that science—when sufficient subtlety of approach has been developed—will testify to the same end. Without doubt the problem of demonstration is a formidable one, since nothing is so elusive of proof as the obvious; but the young scientist cannot help but be aware that there is reputation enough to be gained from this research to furnish forth another Newton or Galileo.

Meantime, in jotting down a few notes on the subject—purely by way of providing the young scientist aforesaid with the necessary fillip—I hope, though a little against hope, that I shall not be completely forgotten in the eventual apportionment of credit. "Paidagogos, LL.D." has a delightful (if rather quizzical) touch of assonance and propriety.

But to get on, and to say no more about my modest pretensions, here are some primary data for the reader's consideration. Once launched, he can probably supply a dozen better illustrations of his own.

Item: My indiarubber—which, like that of a colleague of mine, "is kept solely for the use of my friends"—disappears into complete oblivion every time it falls off my desk. No matter how earnestly I watch it bounce, I know beforehand that it will floor me; I know that I shall be compelled to grovel on my hands and knees, sans dignity and sans decorum of expression, for the next five minutes.

Item: Street-cars—always in my way when I want to cross the street; never there when I am urgently in need of transportation.

Item: Eiderdowns—none of which are of the non-skid variety.

Item: A clean table-cloth—in which my well-buttered and heavily marmaladed slice of toast inexorably buries itself.

Item: Flat tires—beautifully timed to catch me in a tearing hurry and dressed to within an inch of my life.

Item: Needed papers—inevitably and with incorrigible malice hidden in the uttermost part of the pile.

And so on ad nauseam. If the reader is still unconvinced, I can only say that he is a singularly fortunate or a singularly obtuse individual—in either of which events I may as well stop.

I am in the happy position, however, of being able to close with a piece of evidence that will carry conviction to all save the most obstinate—a short essay written with palpable sincerity and at a moment's notice by a young man presently attending the Vancouver Normal School. In sharing this essay with the teachers of the province, I am filled with a glow of Yuletide benevolence. If they get anything better for Christmas, then good luck is surely with them.

One word more. The young man in question prefers to remain

(Concluded foot of page 186)

Composition in Rural High Schools

By JOHN A. McCHARLES, *Surrey High School*

IN the curriculum there is no subject that should be of more importance or of a broader appeal than that of English Composition. Such an introduction is, I suppose, unnecessary. We all know the truth of that statement. We know that there is no subject that holds, as does English Composition, a place in the curriculum, that needs no lists of aims, objectives, and ideals to justify it. English Composition is on the curriculum of all classes. Yet, in spite of the fact that it is a "constant", there have been surprisingly few articles on this subject in *The B.C. Teacher*. The difficulties of the subject, if nothing else, should create more discussion than there has been. Those who endeavour to persuade others to write should be the more eager to write. Perhaps from the habit of criticizing the style of others teachers of English become too nervous regarding their own! However, the desire to express their troubles should triumph over any hesitancy.

Before I discuss the difficulties that face every teacher, particularly every rural teacher, in dealing with English Composition, I propose to advance certain theories that to me seem sound and then to point out difficulties arising in practice.

I have always believed that reading and writing should *always* be co-ordinated. This belief is, I suppose, shared by most teachers. Yet, as far as I can see, there is very little material in the present courses to nourish this theory. If reading and writing are to go together, then there should be adequate reading as a background for writing. You must have models to imitate. A prominent university professor, in speaking of the Junior Matriculation Composition, said that the texts of the course were given for only one purpose: to give students, who would not otherwise have it, material for paragraphs and essays. We all know those books

anonymous, thereby exhibiting a seemly and pleasant modesty. I venture to predict, though, that he will not long be permitted to hide his light under a bushel, and that *The B.C. Teacher* will some day hear from him again.

"Beneath my paper it stands, a strange deterrent to my pen, and even to my struggling thoughts. Just a school desk! An old, oaken desk, scarred and pitted with the anguished inscriptions of generations of students, splashed with the ink of tortured pens, worn by the weight of wearied elbows! Its stiff, square form has no gracing lines of friendliness, no soft smiling curves. The tall frame-work, lank, rangy, and sinister as the gallows, is nearly as relentless in its grip. No knees fit under it. It confines the limbs, fetters the feet, and stiffens the whole body in its angular hold, until "cabin'd, cribb'd, confined", the body, mind and soul are alike paralysed and numbed.

"Open a school desk and you will find no heart. A social outcast, kicked and scuffed about, branded with searing initials, its delight is in returning pain for pain, suffering for suffering. The dreary hours, the deadening toil, the fret and strain of student after student can be read in its hard and battered face. Ageless it seems to stand, like some grim tombstone, a memorial to youthful slavery—and yet, sweeter thought, like a battered paving stone leading to ambition's goal".

fill a real need, particularly in rural high schools, but why provide texts for only the fourth year? The need is just as great in the other years. Yet, in the third year, the use of the text "Composition for Senior Grades" is, I believe, only optional; and there is not a single reading text required in the first and second year courses. The present formal text, "Modern Composition", admirable in many ways, offers no reading except occasional paragraphs.

City teachers may find that their students can get this background for themselves. In rural schools we find that most of our pupils have not and cannot get this background without assistance. They cannot get the reading at home; the libraries there are very poor. They get but little aid from travelling public libraries. They really have to look to the schools. But, as I have said earlier, there is no provision for reading in either the first or second year high school Composition. I think that the school course, if it cannot create the libraries and provide the needed time for reading of the complete books can, at least, authorize a suitable book of excerpts. These excerpts could serve as an introduction to more extensive reading on the part of the students. They should, at least, provide some incentive and some background where, at present, there is none. I know that some writers on teaching methods will tell you that the children are yearning to describe their experiences. But rural pupils have very few experiences which offer material suitable for writing; they have to depend on books. If the present list of required textbooks in high schools indicates the philosophy of the subject, glorious experiences should inspire the writing in the early years, but texts are needed in the senior years when experiences are exhausted.

The prescribing of texts for the fourth year course, admirable as it is, has had unhappy results. The teachers in rural schools have had to discuss these texts in detail to give the pupils the material. The students cannot get it for themselves. I know that teachers have been officially advised to spend one or two periods on each text and have the pupils do the rest. The person who wrote that advice did not realize the difficulties in its practice. But I was speaking of some unhappy results. Because the material is rigidly limited, there is a perennial contest between the teachers who endeavour to anticipate the topics and the examiners who endeavour to find unanticipated topics. I think that the examiners lead so far. They have scored with such topics as "War is the misdeed of an imperfect world", an ambiguous and vague topic, and "Before Eppie's coming, Silas lived a lonely and contracted life", a topic that, as any teacher knows, is a trap, as it is on the border line between exposition and narration.

The present lack of reading is the chief cause of a composition teacher's troubles in rural schools. The pupils have no style, no material except that provided in schools, no desire to write (they see so little of worthwhile writing), and, worst of all, no vocabulary. This lack of vocabulary is obvious to all rural teachers in composition and literature. Recently I asked one class for a synonym for "endurance". Bitter experience had taught me that such a question was not the simple one that it seemed to be. In this instance only ten or so out of a third year class of 30 could suggest a synonym. Our pupils have difficulty with single words; they are naturally bewildered by such combinations as "benevolent aristocracy". A critic, writing several years ago of the history examinations, remarked

that he was amazed at the ignorance of students in reading simple expressions such as the one I have mentioned. We can explain the ignorance. I have seen, on composition papers, topics that our pupils could not attempt to discuss because they did not understand them.

We have endeavored to fight the lack of word-knowledge by emphasizing, as much as possible, words, words, words, lists of words. The results of such procedure have not been very encouraging; we can only say that we are, at least, making some effort. A speaker on the subject of English whom I heard recently said that the study of words simply as words and not as parts of sentences was futile. What he said was true but he did not explain how, under the present system, teachers were to find the time and material to study words in the way he suggested.

I should mention that the editors of our text "Modern Composition" very intelligently recognized this lack of vocabulary and provided useful exercises. But these are necessarily few.

All the faults of the present Composition course are particularly obvious in connection with the writing of expositions. The pupils can write passably well in narration and description but in exposition they are very weak. As I have said, they are handicapped by lack of diction. Then they lack style. I sometimes wonder if style can really be developed in the schools; I think development is a personal matter. But reading should certainly help. I must confess that I have never worried much about style because there are too many glaring faults to correct. There is the little problem of coherence to consider. When A's second sentence has no relation to the topic sentence, I don't for the time, worry much about A's style. I am using the word "style" chiefly as a synonym for "emphasis". In speaking of coherence, I should mention a glaring omission in all texts, viz., the absence of exercises on transition. All I have ever found is a few vague statements on that subject.

When we consider the faults in writing, we inevitably think of reading. I have shown the need for more reading. This reading should be part of the literature and composition courses and should be chiefly in prose. There is too little prose in the literature work. If no more time can be found for literature to satisfy this need, then the poetry work should be lessened to provide time for more prose. People are going to read prose of some sort all their lives; they are going to write prose occasionally. Very few are going to read or write poetry. Give the pupils more prose so that, in their reading, they may become more critical. And give them variety. Put more emphasis at first on narratives rather than on descriptions and expositions. When I think of my own school days, I am irritated at the uselessness of most of the work in literature. I do not know who was to be blamed. Possibly the teacher was at fault; possibly the course was; possibly I was. All I know is that I had no introduction to the excellence and variety of good prose.

I am apparently shifting emphasis from reading to writing. That shift is, I think, justified. The most important task in the public schools today is the development of a liking for good books. Teachers are introducing young people to a subject that is basic in all branches of study. Given the necessary materials, they hold the destiny of the pulp magazines in their hands. I do not think that statement is too extravagant. A devel-

oped taste would certainly be reflected in an altered appearance of the book stores. Let us try to interest the pupils in the *reading* of famous stories; they certainly like *seeing* the Hollywood versions of those stories. But the book is always superior to the picture because there is a place for imagination that is not to be found in the cinema. A general knowledge of the original story on the part of the audience would do much to encourage improvement in the dramatization and picturization. Well informed audiences would object, for instance, to the dissimilarity in appearance of Sidney Carton and Charles Darnay in the latest picturing of the "Tale of Two Cities". They were so unlike that the crux of the story was absolutely lost.

I have digressed for a time to mention these other benefits that children should gain from more and better reading. Now to return. The influence of good reading would soon become apparent in the narratives and descriptions turned in by our pupils, and should extend even into expository writing as well, although I am inclined to think that good expository writing is chiefly the result of good thinking. But the growth in vocabulary from good reading should have results even here. I am not criticizing the place of expository writing in school work; I consider it the ultimate test of a pupil's ability and the most satisfactory means of classification. The examiners have chosen the best type of writing for fourth year tests; the only error they have made is to expect too high standards in writing in rural high schools.

These are the difficulties in composition that I have encountered in our high school. These, I think, can be remedied, in some degree, by the provision of good reading matter.

One more difficulty that I might mention before closing is incidental to composition teaching everywhere and seems to be irremediable. I refer to the difficulty of ranking the pupils' work. I have marked dozens and dozens of sets of papers; but I have never been satisfied with the grades I have given. I have had pupils whom I considered to be very good writers make about 70 marks or so in the matriculation examinations; they, I think, should have been in the eighties. On the other hand, I have had pupils pass who, in my opinion, should have failed. One of these actually made 70. The previous year my best writer, who had a most mature although wordy style, made only 65. I am not upholding my standards against those of the examiners; I am not criticizing theirs; I am just pointing out the discrepancies and my uncertainty about standards arising from the latter.

Since I am teaching in such a school, I have been writing chiefly from the viewpoint of the rural high school, but I think that what I have said applies generally to the work of both elementary and high school. I have been fortunate in that I have been able to devote half of my time in school to this important subject; I sympathize with those teachers to whom English Composition is only one of many problems. I know that I have found it a most irritating and disappointing subject because of the difficulties I have described and also because of the vagueness innate in the subject. Yet I have never found it dull. Perhaps its very difficulties tend to make it attractive!

Objectives in High School French

A PLEA FOR AUTONOMY.

By NORMAN FERGUS BLACK

*Presidential Address before the Modern Language Section,
B. C. T. F., Easter, 1928.*

MEN have always stood at the parting of ways and the thoughtful people of every era have recognized that they were living in crucial times. The decisions of today have always conditioned the decisions of tomorrow. Every year is an important year. Moreover, each of us probably lives in a ego-centric cosmos and is consequently tempted to exaggerate the importance of his own day.

Nevertheless, there are periods that appear at least more conspicuously freighted with significance for the future than do most other periods. No thoughtful observer of the signs of the times is likely to question the view that in the educational history of British Columbia we are passing through an epoch of exceptional permanent significance.

Ideas are gregarious. They travel in companies. The direction of their caravan is called the trend of the times. From such association with their travelling companions, ideas get what security they have in a world not particularly friendly to ideas. When the petro-pated Philistines sweep down upon them with misunderstanding heart and murderous intent, ideas that may not previously have realized their kinship have the fashion, in a crisis, of recognizing their brothers, and cousins of whatever degree, and of presenting with them a united front against marauders. Ideas that don't behave that way are unlikely to leave any posterity, so the spirit of co-operation and union has become characteristic of all ideas that matter much.

British Columbia has recently launched a type of school that, for this province at least, is something new. The enemies of the junior high school, and those much more numerous and dangerous friends who would so gladly predestine it to damnation by the faintness of their praise, are perfectly right in their instinctive feeling that this portentous innovation means much more than appears obviously upon the surface. What a year or so ago may have seemed to be only a reallocation of the grades or the recognition of a new-fangled type of secondary school is a Pandora's box from which are escaping all kinds of dreadful things, such as an enfranchised elementary school, free to devote itself to its own problems and to solve them in its own way; an autonomous high school, generously recognizing the rightful and necessary freedom of the junior high school, and calmly, unbelligerently but incontrovertibly, proceeding to the exercise of a like freedom in its own right; and a university no longer even appearing to seek domination of the secondary schools, but, on the other hand, deliberately fostering and protecting in them that professional and intellectual freedom of which it is the Alma Mater.

The freedom of the universities was won long since. The junior high

school is born free; the day of the autonomy of the senior high school has dawned; the liberty of the junior high school will inevitably involve liberty on the part of the senior high school. The battle of the junior high school is the battle of the senior high school. The victory of the junior high school today means the victory of the senior high school tomorrow.

Our children attend the elementary school before they reach the junior high school, but the public school is not simply a preparatory school. The junior high school must accept as its *point de départ* the *point d'arrivée* of the public school.

In like manner, the children may study in junior high schools before continuing their education in senior high schools, but the junior high school must not be thought of as simply or primarily a preparatory school. The high school must frankly accept as its *point de départ* the *point d'arrivée* of the junior high school. Again, our children study in the senior high school before a favoured minority can proceed to the university, but the senior high school cannot for ever remain simply a preparatory school for the university. The *point d'arrivée* of the senior high school must be recognized as the legitimate *point de départ* of the university.

That means that the day is at hand when the high school course of studies will be based on the psychology and social needs of the kinds of boys and girls that in point of fact make up our high school population. At present it is an open secret that we teachers in high schools are continually obliged to violate our professional conscience in order to prepare a few of our pupils for examinations that are set by an outside authority disastrously unfamiliar with the real educational needs of pupils of the age and types in relation to which we have special knowledge.

A few years ago, we modern language teachers were concerned in the establishment of a very valuable precedent, when we co-operated in a revision of the high school curriculum in French. The time has now come for a further revision based upon a candid recognition of our own inalienable responsibility for our own educational dependents and on the relation that should exist between high schools and universities.

The teacher in the junior high school has already been granted the privilege and duty of concentrating his attention upon educational objectives adapted and agreeable to the age and social needs of his own pupils. The teacher in the senior high school has not at present any such privilege; and until that privilege is achieved we must continue to sacrifice the most sacred interests of our students. The objectives set for us and for them are not adapted to their age or social needs. As yet the high school continues to be a preparatory school, but I for one, am ready to welcome if necessary, as the last great battle of my professional career, a fight to free the high school from its traditional chains. But I am sanguine enough to hope that no fight will be necessary. If we clearly understand our own case and present it intelligently, the university authorities will see its reasonableness and meet us more than half way.

The autonomy of the public school implies no hostility toward the junior high school; the autonomy of the junior high school implies no hostility toward the senior high school; and the autonomy which we others

are demanding implies no hostility toward the university. There are perhaps individual high school teachers who do not too greatly love certain university instructors, just as there may be university teachers antipathetic to certain of their brethren in the high school ranks, but the high school men's declaration of independence has nothing to do with anybody's feuds or with any such purile follies. The professors at the university include many of our most admired friends. They are intelligent enough to understand that their problems are not our problems and that their objectives cannot be identical with those that should be ours.

Of course, all sound educational objectives have much in common. It is the business of every teacher to be training his pupils in life habits and attitudes that will be of permanent value to them and to society at large. We all realize, in theory, that if right habits are being formed the informational requirements of education will largely take care of themselves and that if the latter are made the primary aim the former may suffer entire neglect. Time will not permit us to dwell further on these general aims of all education.

In our own special field we modern language teachers recognize certain fundamental aims that should be shared by us all, whatever the age and scholastic status of the pupils studying French or German under our tuition. We should be enlarging their sympathies, broadening their national or racial horizon. We should be equipping them with new sources of intellectual pleasure. We should be training them in the use of at least the tools of literary study in a new language. We should be cultivating correct habits of speech and training the ear to differentiate sounds that to the English-speaking student must at first be strange and difficult to grasp. All these considerations are important, but for our present purposes there are others still more important. It is for us to clarify in our own minds, and make evident to whoever is concerned, the particular objectives that differentiate high school teaching of French in this particular province from the teaching of the same subject in other institutions in British Columbia or in the high schools of other provinces and states.

The objectives which we should adopt must be objectives that are possible of attainment by high school classes in British Columbia schools. At present, as we all very well know, an exceedingly large proportion of our pupils are attempting things impossible.

In the second place, the particular objectives that differentiate our work from that of others should be definite. At present we are navigating a rocky shore in a dense fog.

Thirdly, the objectives of high school French must rest upon interest and motives normal to children of high school age. As it is, we and they are immersed in unmotivated toil, drudgery that, as far as our pupils can see, has no more relation to their needs and desires than to those of the hypothetical inhabitants of Mars. Work without sufficient motive always fails. If the motive be not personal and natural, one works without the joy that is the true reward and proper accompaniment of personally and intelligently motivated labour.

Now, what definite thing is it that, in the time at our disposal for such

purposes and in teaching conditions such as those here prevailing, we and our ordinary high school pupils can confidently hope to accomplish with the pleasure that rightly accompanies self-motivated labours, however strenuous these may be?

Let us proceed by eliminating certain objectives that may be suited to other modern language teachers but are not proper to us.

We will no longer devote 90% of our labour to the impossible objective involved in any expectation that our high school classes can or should be expected to write on things in general in accurate French. We in this room have been teaching and studying French now for many years, but there are very few indeed among us who would care to submit an article to a French literary magazine. We know that the mastery of a language is a task for a lifetime, not for a few distracted hours of giddy adolescence. We shall continue to teach what French composition we can and what French grammar we can, but we shall no longer break our own hearts and those of our pupils by demanding impossibilities. We then abandon, as a characteristic high school objective, the ability to write French like a Frenchman.

In like manner, we must tell the world, with whatever iteration and emphasis may prove necessary, that it is not our business to make our pupils acquainted with French literature. We shall enjoy the enjoyable in what we read with our pupils and we shall share our enjoyment with them insofar as their immaturity and ignorance of the new language may permit. But our job is not primarily literary. *It is for us to teach the boy or girl to read easily and intelligently, within the range of a reading vocabulary practicable to a British Columbia high school student.*

Finally, we abandon any futile notion that it is our task to teach pupils to speak French so that if and when they miraculously find themselves in France they will be mistaken for Frenchmen. It cannot be done and, even if it could, there is among our pupils no natural motive adequate to justifying an attempt to do it.

What then can we reasonably be expected to accomplish in a three-years high school course in French?

If we discard objectives that are not ours as high school teachers, we can teach our pupils to read with ease and pleasure a considerable amount of very easy French; we can teach them to ask and answer in French, intelligent questions based upon the text before them or on ordinary classroom situations; we can teach them to write at dictation in French approximately as well as Grade III. children can write at dictation in English, and to write in French correct answers to comprehension questions such as are ordinarily used in English silent reading tests; and withal we can teach them to love and enjoy French, to do with a zest the hard work that all linguistic studies entail, and to turn their minds toward avenues of thought and study for which they are as yet too immature but for which a proper training in the mother tongue of the French nation and of more than a quarter of our Canadian fellow-countrymen constitutes a suitable introduction.

As regards required vocabulary, the limits to be covered in the various

years will have to be determined experimentally, on the basis of scientifically based word lists comparable to the Thorndike English Word List. A reading vocabulary may and should be very much wider than a speaking or writing vocabulary and involves infinitely less labour. Consequently, if we cease to attempt the impossible in the realm of written and spoken French we may well hope to accomplish very much more than we do at present in the way of imparting an actual ability to read.

What about examinations? Of course the examination paper itself will be of a new type. There will be no sentences to translate from English to French; probably nothing to translate from French to English; the candidate will be given a continuous passage of reasonable length in simple French and will be asked such questions (for reply in French) as will show his comprehension of it. The signification of any word not included in the fundamental list of (say) five hundred or a thousand or two thousand commonest French words, as authorized for the students' particular year, should of course be explained, or made evident by inference, on any examination paper. In my opinion, special credit should also be allowed for a reasonable optional test in oral French.

Under such a programme the pupil whose French studies cover only a single year will get something worth while for his labours; the student who remains in our classes for two years only will carry away with him a more practical knowledge of French than characterizes our present matriculants; and high school graduates will enter upon their oral and literary studies in French at the university with a firm grounding that is now lacking except in the case of a few of the graduates of a few of our very best high schools.

Accordingly, I invite this modern language section of the high school department of British Columbia Teachers' Federation to consider the following resolution:

WHEREAS, the rightful autonomy of the Junior High School logically involves a similar autonomy on the part of the Senior High School; and whereas the course of studies in French, adopted some years ago on the recommendation of a committee of high school teachers acting in conjunction with representatives of the university and the Department of Education is in need of revision;

THEREFORE, the Superintendent of Education be respectfully requested to take measures for the creation of a representative committee of high school teachers of French to draft a course of studies in French compatible with the special objectives proper to the pupils and teachers of the high schools of this province.

IF you would like to know what war can do, and specially what the present war in Spain is doing, get the November 14th issue of *The New Statesman and Nation* and read "Long Live Death", by George Beaton. When you read it you will have difficulty in remembering that we are soon to celebrate the nineteen hundred and thirty-sixth anniversary of Christmas Day.—*The New Outlook*.

VERSE AS AN ASSIGNMENT IN HIGH SCHOOL COMPOSITION

By EVELYN MCGILL, *Rossland High School*

IN Rossland High School, the Grade XII class, we have been trying an interesting experiment in artistic expression, some of the results of which were very pleasing. The Grade XII class was asked for a certain number of original lines of blank verse. The following poem was turned in by Doreen L. Jamieson, aged 16 years. My principal has asked me to send the poem to *The B.C. Teacher*, despite my private doubts as to whether it is the type of contribution used by your magazine. Like a well-trained assistant, I have acceded to his wishes. Here are the verses:

THE "QUEEN MARY"

I am a ship apart from other ships;
From shore to shore my mighty hulk I hurl,
Sometimes through placid waters, but often
Through seething billows, torn by raging gales.
I am the noblest craft that sails the seas.
Ten thousand men their strength and skill combined,
Ten thousand men united in one aim—
That I might be the greatest of them all.
Yield of an Empire, vast and widely flung,
From East, from West, from North, from South, I gleaned
The harvest of her factories, woods and mines,
Blending kind Nature's gifts with skilful art,
Creating one great form of majesty.
I am a ship apart from other ships.

[*The B.C. Teacher* congratulates Doreen and her teacher.—N. F. B.]

AVE ET VALE

THE readers of this magazine, like all other men and women of goodwill, are entering upon a Yuletide darkened by the shadow of a great sorrow. The world is being taught again that God is not mocked; whatsoever a man soweth, that shall he also reap. But these other words also come to remembrance: "Let him who is without sin cast the first stone".

The mark of a gentleman is not immunity from error, or even from sin. No one could face that standard successfully. The real test is how one acts in the situation in which error involves one. Facing such a crisis, Edward Windsor has made what seems to be the only choice open to a man and a gentleman and has again proven himself both. He is probably more loved today than ever before.

God Save the King!

NEWS, PERSONAL AND MISCELLANEOUS

WE are sorry, indeed, to record the death of Thomas G. Bragg, who after a year's illness passed away in Bowmanville, Ontario.

Mr. Bragg taught Classics and English in Kitsilano High School for a period of 15 years. In September, 1935, he obtained leave of absence from the Vancouver School Board, hoping that a complete rest might be of benefit.

Mr. Bragg was born in Bowmanville, Ontario, in 1874. He was educated in the Bowmanville schools and in Toronto University, graduating from the latter with the Gold Medal in Honour Classics. Soon thereafter he accepted a principalship in Dawson, Yukon Territory, and three years later he became Superintendent of Schools for Yukon Territory. In 1920 he joined the teaching staff of Kitsilano High School, where by his quiet dignity, his scholarly attainments and his unselfish devotion to his work he won the respect and affectionate confidence of his pupils and fellow-teachers.

It is with sincere regret that we are called upon to record the passing, after a brief illness, of Miss Ada Keast, in Seattle, October 15.

The late Miss Keast was born in London, England, but came as a child to Victoria where she received her education.

Eminently fitted for the teaching profession she taught for a short time at Angela College and then was appointed to the Girls' Central School, where she remained until her retirement in 1931.

The spirit of co-operation between teacher and pupil was always manifest in her classroom and her pupils found in her both a friend and

kindly adviser, one who sympathized with them in their difficulties and gave them fresh hope and courage.

By her unfailing patience and high sense of honour she won the respect and admiration of all who were privileged to be closely associated with her during her many years of faithful service.

Professional colleagues and other friends of Mr. W. P. Weston, Art teacher in Vancouver Normal School, have been pleased to learn that Mr. Weston has been made an Associate of the Royal Canadian Academy. So far as we are aware, this is the first time that the distinction has been conferred upon a Western teacher or any other British Columbian artist. *The B. C. Teacher* joins in felicitations to Mr. Weston, whose recognition reflects honor on the schools of the province which he serves.

Through our C. T. F. news service attention is called to the fact that, in Alberta, after September, 1937, every permanent certificate will lapse if the holder has at no time during the five years immediately preceding been employed as a teacher, superintendent, inspector, instructor or supervisor; and appointments to Alberta Normal School staffs in future must hold a Bachelor of Education degree or its equivalent, or have taken at least one year's postgraduate training in Education.

In connection with the approaching Christmas vacation,

the railways announce fare-and-a-quarter rates for teachers and students. The customary certificates will, of course, have to be forthcoming.

* * *

The October number of *The School* says in its Notes and News section: "The teachers of the Montreal Central Board System received a bonus amounting to 5 per cent of their salaries, this amount being half of the cut that was made in the salary scale a few years ago. It is hoped that the bonus will be repeated until finally the salary scale can again be resumed".

* * *

In all state-aided schools in England, traffic education has been introduced as a compulsory subject.

* * *

Apart from the permanent village schools of Swedish Lapland, there are "wandering schools" for the children of nomadic tribes. The lessons take place in tents which change their locality as required.

* * *

15,000 children sent by social workers, parents and teachers to the Leningrad special schools for difficult children are being examined by a committee of pedagogical specialists. Most of the 6000 similar children observed last year were found to owe their unfortunate reputation to bad grading. It was declared that only 756 members of this perplexing army of difficult children "were really difficult cases". Cures were effected in a number of instances.

* * *

The first training camp for German "philosophical artists"

was recently held at Saarfalz for printers, lithographers and sculptors. The aim of these training camps is to educate artists for the work which national socialism demands of them. A similar training camp for musicians was established in October.

* * *

Twenty-three per cent of the elementary state schools in Bohemia, Czechoslovakia, and 48 per cent of the secondary state schools possess their own wireless receivers for school broadcasting purposes. Some schools have a receiver for each class.

* * *

The new Departmental regulations governing attendance at Fall conventions read as follows:

"1. Every teacher who desires to attend a teachers' convention held with the approval of the Department of Education shall have the right to do so provided that the school in which the said teacher is teaching will not be closed on account of such attendance for more than two teaching days in the school year.

"2. The secretary of a district convention shall send a record of the attendance of teachers at such convention to the School Boards concerned and to the Superintendent of Education".

* * *

On the occasion of the 550th anniversary of Heidelberg University, the inscription of the facade of the University building was changed. It formerly read "To the living Spirit". It now reads "To the German Spirit". Apparently they see the difference over in Deutschland.

* * *

In 1914, the eleven universities of Czarist Russia were attended

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A series of graded modern readers which contains a wonderful wealth of stories and poems suitable for elementary school work. There is, in this series, probably the largest representation of the work of modern poets to be found in any set of readers. The books are beautifully printed, bound in cloth and illustrated profusely in brilliant colour.

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SAMPLES

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ANNOUNCEMENT...

DISCOVERERS AND EXPLORERS

by C. Hamer-Jackson

is now priced at 96 cents.

Thirty-two biographical sketches, including Marco Polo, Columbus, Balboa, Cortes, Cook, Vancouver, Mackenzie, Thompson, etc. With 65 illustrations, eight of which are in colour.

Thomas Nelson & Sons
TORONTO Limited

by 125,000 students. There are now 21 universities with a total of 470,000 students.

The Art teachers have now formed a section which holds a supper meeting once monthly in the Vancouver Art School to pursue a programme of mutual aid and development.

By order of the Reich's Minister for Education, no school beginners may be accepted during the school year 1936-37 in private elementary schools. Every healthy German child, of compulsory school age, must, on principle, attend a public school. Exception is made only in the case of private Jewish elementary classes.

Portugal has at her command so few teachers that in many places more than 80 children are under the care of a single instructor. Indeed, in some places, there are no teachers at all.

The sum of \$113,000 has been allocated for the continuation of experiments and demonstrations in techniques necessary for the successful use of radio for education in United States.

The bulletins received from the Japanese Education Committee reveal very comprehensive plans for the Seventh Biennial Conference of the World Federation of Education Associations, Tokyo, August 2-7, 1937. The list of prominent Japanese who are working on the various committees is impressive, and the support of the Japanese Government and the Tokyo municipal authorities ensures a wonderful series of social functions. The press

releases from President Munroe and Secretary-General Lamkin indicate a programme of educational conferences of the highest importance. There has not been in a generation an opportunity to visit Japan comparable to that of the 1937 Tokyo meeting, and it will be another generation before a similar opportunity occurs. Canadian teachers and their friends are already keenly interested, and are writing for information. Write to your Provincial Secretary, who will be glad to give you information. He has in his office booklets and some lovely Japanese tourist publications for your examination.

* * *

According to the Department of Labor at Ottawa, retail prices per week for a family budget providing for stable foods, fuel, lighting, and rent, was \$16.85 at the beginning of September. This is an increase of 4 per cent over last year.

* * *

Interested teachers may receive, with the compliments of Clark, Irwin & Co. Ltd., Toronto, Canada, a "Literary Map of England", reproduced from Keal, Clark and Weaver's "A Chart of English Literature". On the margin there is a key to the places named, associating them with distinguished writers or with familiar literary works and fictional characters. The map is suitable for wall use.

* * *

The Premier of Victoria, Australia, has announced that provision has been made as from October 3 for the restoration of reductions made in teachers' salaries during the depression. Estimates for the salaries of public

PRIZE AND GIFT BOOKS

Once again we extend to all readers of "The B.C. Teacher" our cordial Christmas Greetings and best wishes for the New Year.

A selection of books suitable for gifts or prizes is listed below and they are worth checking over carefully. For our complete list write today for our illustrated catalogue.

- **LORDS OF THE WILDERNESS**
Compiled by Zella M. Manning
price **\$1.50**
Some of the best animal stories ever written by well-known writers.
- **THE CANADIAN BOOK OF GAMES**
By W. G. Brandreth.....**\$2.00**
For all ages, all grades, all schools.
- **MY PETS**
By Marshall Saunders..... **\$1.25**
A companion volume to "Beautiful Joe".
- **CANADA'S PAST IN PICTURES**
By C. W. Jefferys.....**\$3.00**
Fifty line drawings of Canadian history with text by the artist.
- **CANADIAN COOK BOOK**
By Nellie Lyle Pattinson.....**\$1.75**
A much-appreciated gift.
- **RUFFLES AND RAPIERS**
By Blodwen Davies.....**\$1.25**
Cleverly-written romances of Canadian history.

The Ryerson Press

CANADA'S PIONEER PUBLISHERS
TORONTO 2

servants were increased by £337,000.

The Teaching Profession Act was further amended during the recent session of the Alberta Legislature to provide without any uncertainty whatsoever that every teacher serving in the schools of Alberta be a member of the Association and the Trustees of any school district were empowered to retain some of the salary of every teacher for the amount of membership dues.

When Finland became independent in 1918, there were in the whole country 5768 teachers and 228,000 pupils; there are now 12,768 teachers and 390,000 pupils. The total expenditure on teachers' salaries has increased almost six-fold since 1920, and at the present time there are schools in even the remotest part of the country.

Reference has been made in previous issues of *The B.C. Teacher* to the International Conference on Primary and Popular Education, which is to be held in Paris next summer during the International Exhibition. The *Monthly Information Paper*, issued by the International Federation of Teachers' Associations provides a somewhat extended report of the very elaborate preparations that are being made for this conference. It will deal with practically every important phase of the outstanding educational problems facing modern society.

The French Senate recently passed a resolution declaring that the maintenance of the material integrity and moral independence of the country, the

duty of national defence and the respect due to the Republican constitution and the universal ballot should be the subject of compulsory teaching in all state schools. The reaction of the House of Deputies, however, was very different from that which has been observed in American legislatures under similar conditions. The Chamber refused, by a vote of 377 to 215, to discuss the Senate's proposal. Apparently, France can still trust its school teachers.

French teachers will henceforth be pensioned at the age of fifty-five, with a possibility of the postponement of retirement for a maximum of three years in the case of teachers having children of infant age or attending school.

The committee constituted in each province of France to regulate the appointment and promotion of teachers consists of representatives of the administration and delegates of the teaching staff, together with the Secretary of the Teachers' Association.

Out of a total of 420 Iceland primary teachers, about 140 are teaching in itinerant schools. In general, each teacher teaches in three different places during the year, sometimes on farms, sometimes in public halls.

The number of pupils on the rolls of the schools in the Irish Free State has fallen by 25,462 in eight years.

As reported in *The B.C. Teacher*, the Teachers' Associations of Spain are supporting the Government. Many of their members have fallen in battle and many others have been

shot or hanged by the Rebels. In various cases, their wives and children have also been massacred. Large numbers of school children have been transferred from Madrid to other towns loyal to the government. The Valencia Town Council has provided lodgings for 40,000 of these children.

* * *

The unemployment of juveniles is said no longer to constitute a problem in Sweden. In August, the number of unemployed under the age of 20 was only 1,672—25% less than in June.

VANCOUVER STAFF CHANGES

The regretted death of Col. Graham has made necessary some changes in the staffs of the Vancouver schools.

Mr. Owen J. Thomas is promoted to Inspector of Schools. Mr. H. E. Patterson exchanges the principalship of Alexandra School for that of Strathcona School. Mr. N. L. Kirk goes as principal from Woodland School to Alexandra School. Mr. J. W. B. Shore, acting vice-principal of Kitsilano High School and vice-principal of Kitsilano Junior High School becomes principal of Woodland School. Mr. Shore's place as acting vice-principal goes to Mr. H. B. Smith of Kitsilano High School.

The members of the teaching body extend to these gentlemen their very best wishes.

NEW INSPECTORS

The teaching body loses five valued members and the provincial corps of inspectors gain five scholarly gentlemen in the persons of Mr. H. McArthur, new Inspector for Cariboo; Mr. A. S. Matheson, Okanagan; Mr. C. S. Brown, Burn-

aby; Mr. A. S. Towell, Peace River; and Mr. O. J. Thomas, Vancouver.

As teachers, these gentlemen had unbroken records of Federation membership. They were all school principals of wide and successful experience.

Mr. McArthur was supervising principal at Nelson, president of the Nelson and District Teachers' Association, and research secretary of West Kootenay District Council.

Mr. Matheson left Penticton to become principal of University Hill School. He is a former president of the Okanagan Valley Teachers' Association.

Mr. C. S. Brown was principal of Burnaby South High School from its opening. He is a former president of the Burnaby Teachers' Association and the British Columbia Teachers' Federation.

Mr. A. S. Towell, teacher at Keremeos and Kelowna High School and, later, supervising principal of Nanaimo, was chairman of Central and Vancouver Island District Council, chairman of the British Columbia Teachers' Federation Provincial Salary Committee, recipient of the Fergusson Memorial Award, and is a former president of Nanaimo and District Teachers' Association.

Mr. O. J. Thomas was principal of Strathcona School, president of Vancouver Elementary Teachers' Association, and British Columbia Teachers' Federation representative on the University of British Columbia senate.

* * *

The B.C. Teacher wishes to extend a belated welcome to the following teachers, on exchange, in the Vancouver area, and to wish them a pleasant year in our province:

Miss M. G. Ainsworth, from England, at Alexandra School;

Miss E. A. Cloake, from England, at Kitchener School; Mrs. M. E. Cooper, from Honolulu, at King Edward High School; Miss M. Coppen, from England, at Nelson School; Miss A. Curtis, from Kelowna, at Woodland School; Mrs. D. R. Denne, from England, at Selkirk School; Miss F. W. Dohn, from Toronto, at Langara School; Miss A. M. Forrester, from Toronto, at Dawson School; Miss E. A. Goodman, from London, at Templeton Junior High School; Miss M. E. W. Legge, from England, at Maple Grove School; Miss M. L. Milne, from England, at Franklin School; Mr. G. W. J. Mundy, from England, at Mackenzie School; Miss F. E. N. Noble, from England

at Strathcona School; Miss S. C. Normand, from Glasgow, at Fairview High School of Commerce; Miss I. Reaman, from Toronto, at Hastings School; Miss M. Robinson, from England, at MacDonald School; Miss D. S. Small, from England, at Alexandra School; Miss L. E. Yung, from London, at Quilchena School.

It is the policy of the British Columbia Teachers' Federation to extend to teachers on exchange the privileges of guest membership in the Federation. We hope that these ladies and this gentleman will avail themselves of such courtesies and let more of our members have the pleasure of knowing them.

World Federation of Education Associations

TOKYO, JAPAN

August 2-7, 1937

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CORRESPONDENCE

1300 Robson Street, Vancouver, B. C.,
November 25, 1936.

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

Sir,—To every person teaching in the public schools of British Columbia we have mailed a copy of the Draft Bill for a proposed Teachers' Professional Organization, as amended following proposals made at the Special General Meeting of September 19th last, together with a voting certificate and ballot, which the recipient is urgently requested to fill in and return as early as possible.

Please note that the final date for mailing ballots is January 31st, 1937, but in so far as possible all voting papers should be returned by the end of December.

As this matter has been occupying the attention of the Federation for more than two years, and as it is of vital concern to all teachers in the province, it is highly desirable that each and every teacher should exercise the privilege now afforded of recording his or her individual opinion, whether it be in favour of or in opposition to the proposed Bill.

This is more than an ordinary referendum. It is a real attempt to discover the definite and unquestionable opinion of the whole teaching profession of British Columbia on a fundamental issue. The vote of every individual teacher is an essential factor in the establishment of this official opinion. May we count on early co-operation?

For your information we append the following extracts from the Special General Meeting of September 19th, 1936:

Following a full day's discussion by delegates from all Associations, a secret ballot was taken on the resolution "That this meeting register its agreement to the form of the Draft Bill as amended".

This motion was carried, 207 voting for, and 70 voting against.

The following resolution was then carried:

"That this meeting agrees to the merger of the British Columbia Teachers' Federation into the Teachers' Society of British Columbia, provided that 75 per cent of all the teachers in the province vote in favour of the Draft Bill by referendum submitted".

Finally, we wish to state that the Consultative Committee of the Federation has appointed the following persons to be responsible for the official checking of voting certificates and counting of the ballots:

Scrutineers: Mr. J. K. Keenan, Chairman, Provincial Secondary School Teachers' Association; Mr. H. W. Creelman, Chairman, Provincial Elementary School Teachers' Department.

Chief Returning Officer: Mr. Harry Charlesworth, General Secretary, British Columbia Teachers' Federation.

On behalf of the Executive and Draft Bill Committee,

WM. MORGAN, *President*.

HARRY CHARLESWORTH,

J. R. MITCHELL, *Chairman, Draft Bill Committee*. *General Secretary*.

WHAT WE ARE READING

Thomas Nelson & Son are responsible for another pleasing little book of dramas specially intended for school use—*Four Plays For Boys*, by Harold Morland. *John Brown's Body* calls for a minimum cast of thirteen; and *The World Does Move*, a play of which Galileo is the central figure, could be presented by seven or eight boys; *White Leader*, another playlet based upon fact, is written for four characters and can be presented within half an hour; while *The Reckoning*, a play in one act dealing with the death of Christopher Marlow, calls for six players. Carefully framed acting notes are appended. These plays may be presented without the payment of royalties. The book sells at 50c.

* * *

An introductory course in Science for Colleges, by Jean, Harrah, Herman, and Powers. Ginn. Vol. I. (524 pages) \$2.20; Vol. II. (589 pages) \$2.40.

These two volumes are designed to meet the demand for a survey course for students who are preparing to teach the sciences, or for a cultural course for other students. The first volume deals with the physical sciences; astronomy, physics, chemistry, geology and meteorology, while the second volume deals with the biological sciences: biology, botany, physiology, anthropology, etc.

No attempt has been made to present all the facts in these branches of science. Instead the authors have attempted to present the basic principles of each science in an interesting readable manner. Facts are introduced as needed to illustrate the principles. There are ample reading references, since the authors consider that much of the time now spent in laboratory work would be better used in further reading.

Any teacher of science, specialist or non-specialist, will find much that is new both in the material and in the presentation.—L. J.

* * *

The Editor of *The B.C. Teacher* is the fortunate recipient of a 290-page book that will cost you other fellows \$2.00—unless you borrow his copy. It is the motion picture edition of *Romeo and Juliet*. It contains the original Shakespearean text, screen directions and various articles on the technical problems involved in transferring Shakespeare to the speaking screen. The publishers may be addressed at Random House, 20 East 57th Street, New York, the home of a remarkable number of distinguished modern plays.

* * *

The World Since You Were Born; Hebe Spaul; MacMillan & Co., 1935.

This is an excellent book suitable for Junior High pupils. It gives a really clear idea of the factors which have led to the existing state of affairs in all parts of the world. It deals with such problems as Great Britain and the Gold Standard, Russia's Five Year Plan, Germany under Hitler, The Macedonian Troubles of 1922, Dictatorships, The War Between Bolivia and Paraguay, Egypt since the War, Changes in the Government of India and the Work of the League of Nations.—O. M. S.

The Geography Terminal books, published in MacMillans Senior School Series and published at 40c less the usual discounts, will be much enjoyed by many high school pupils and will prove helpful to many harassed teachers of Geography. *The World Around Us* is a short account of the heavenly bodies, written primarily for senior children in elementary schools but likely to be more use to pupils more mature. A. L. Thornton's *Sunshine, Wind and Rain* will throw light upon many meteorological problems that interest and perplex intelligent children in secondary grades.

* * * * *

The Radio Amateur's Handbook (1937 Edition) will prove to be a mine of up-to-date technical information on a rapidly-changing and almost universally-interesting topic for the teacher of science who is anxious for an authoritative and comprehensive treatment of modern radio for class or extra-curricular activities. All phases of radio from elementary theory to advanced practical application are considered. *Radio Amateur's Handbook*, 544 pages, 564 illustrations, 74 charts and tables; Publishers: American Radio Relay League, West Hartford, Conn., \$1.25.

* * * * *

A third edition of *Vocational Guidance Through the Library* by Harry D. Kitson and Mary R. Lingenfelter of Columbia University is now ready, the American Library Association announces. It is intended to help teachers and librarians in assisting readers who seek vocational information. Included are lists of books on guidance; books on choosing a vocation and advancing in it; books and pamphlets describing occupations; periodicals; and national organizations interested in vocational guidance. (34 pages, 40c).

Home for Christmas

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HIGHLIGHTS OF THE NOVEMBER NEWS

UNEMPLOYMENT figures for British Columbia for the month of October were the lowest since 1930.

On November 2 the Alberta Government defaulted the principal of a \$1,250,000 debt on which it will continue indefinitely to pay 3 per cent interest.

Herman Trelle of Wembley, Alta., took his fifth world wheat championship and third world oats championship at Chicago when he repeated his double championship record of 1926. Canadians have won in wheat 22 out of 26 years.

After an overwhelming victory on the first count, Mayor Queen lost to Dr. Warriner on the fourth count, 29,636 to 27,917, in Winnipeg's P. R. civic election.

The Quebec Assembly on November 5 again turned down women's suffrage, 49 to 21.

Labor lost control of eight municipal councils in Great Britain on November 2 but retained in England alone 38 besides London county and borough councils.

The Royal Commission on Arms Traffic declares the question of arms in war time should be faced now. It advised strict control of the business under a special ministry and abolition of private export of surplus in what Lord Cecil has called a verdict of "Not guilty but don't do it again".

The British House of Commons passed, without division, Sir John Simon's Public Order Bill impos-

ing penalties of three months and £50 for wearing political uniforms and two years and £500 for membership in an organization designed to "usurp the functions of police or armed forces".

President de Valera on November 3 outlined a new Irish Free State constitution in which the ceremonial head would be elective, and the occupational second chamber would be decidedly subordinate. It is so designed that it would still work in case of either withdrawal from the Empire or union with Northern Ireland.

Premier Mussolini at Milan on November 1 made a widely publicized speech on foreign policy in which he advocated armed peace instead of the "illusion of disarmament and collective security", spoke of "signed documents" with Germany, reviled Bolshevism, offered friendship to Yugoslavia while championing Hungarian revisionism and referred to the Mediterranean as the "Sea of Rome" while asking friendship from Britain. On November 11 Austria and Hungary tacitly recognized the Italian conquest of Ethiopia and the next day they and Italy jointly proclaimed the right of Austria and Hungary to rearm.

Great Britain, the British Dominions, the U. S. A., France, Italy, and Japan on November 6, and Germany on November 23, joined the London protocol for the humanization of submarine warfare by insuring the safety of crew and passengers of merchant ships.

A minor political crisis was

caused in France by the suicide of Minister of the Interior Salengro on November 17 due to slanders against his war record, which has been found highly honorable by a military investigation. While resisting demands of Communists for punitive reprisals, Premier Blum announced new libel laws to control the highly venal and slanderous subsidized press of France.

While insurgents in Spain pressed hard upon the capital throughout the month, the Government has strengthened its position a good deal there and elsewhere. Premier Caballero on November 8 moved the headquarters of his government to Valencia, whence he himself returned to Madrid for a visit of inspection on November 13 to 15. Some 200,000 civilians were evacuated during the month and command of defending forces more centralized, both movements to aid in withstanding the siege. Insurgents also started bombing Barcelona which brought protests from Britain for the safety of shipping. Activity of foreign volunteers on both sides became an important factor in the war, over 35,000 other than Moors participating. While Britain and France persisted in their neutrality policy, Germany and Italy on November 18 formally recognized the Government of General Franco. Premier Blum on November 8 declared his readiness to change his neutrality policy in favor of the Government if Britain would do the same. On November 27 the Spanish Government asked a meeting of the League Council to consider under Article 11, the effect of Italian and German policy.

Sir Basil Zaharoff, international "salesman of death" who supplied

arms to both sides during the World War, died suddenly at Monte Carlo on November 27.

Belgium, the Netherlands and Switzerland on November 23 announced their adherence to the Anglo-Franco-American accord for international stabilization of currency. On November 30 overtures were commenced between the French and American governments for a new settlement of the war debts question in furtherance of the same ends.

Germany on November 14 announced resumption of sovereignty over internal waterways, including Kiel canal, heretofore administered by an international commission. On November 30 League of Nations officials accused Germany of further breach of the Versailles Treaty by trading openly in arms not listed as "for sporting purposes" during 1935.

After the German Propaganda Ministry on November 17 branded Russian accusations of a German-Japanese anti-Soviet agreement as a "periodical lie" the German Government on November 23 admitted the existence of such a treaty. The Japanese Government on November 27 admitted an agreement was being negotiated with Italy but denied it was connected with the German pact. Two border clashes in the Far East were attributed by the Soviets to this agreement. Meanwhile Poland and Rumania have agreed to resist either Russian or German invasion of their territories in the event of war while both Britain and France have declared their readiness to defend Belgium, and France hastens the fortification of both Belgian and Swiss frontiers.

In Japan's record budget of 3,041,000,000 yen for 1937 nearly half was for armed forces, less than 5 per cent for education. Tax revisions, higher tariffs and higher Government-monopoly prices would have to be supplemented by a loan to meet the increased expenditures.

Iraq on November 1 found itself under a military dictatorship imposed by Gen. Sidky Bekre after the expulsion of the former Premier and two of his cabinet and the reported shooting of the Minister of Defence.

The Anglo-Egyptian treaty terminating British military rule and binding the two countries to amity and alliance, passed the Egyptian Chamber of Deputies on November 15, 202 to 11.

The 24-year-old Maharajah of Travancore on November 13 decreed none of his 4,000,000 subjects should be barred from temple worship because of "birth, caste or community".

Along the lines of already existing legislation for breaking up large estates, Mexico on November 18 passed an expropriation bill for equitable distribution of monopolized wealth.

With most of the press, renegade Democrats and influential capitalists opposed, President Roosevelt was returned on November 4 by all but two states with eight electoral votes. President Wilson won a similar victory in 1912, but then it was his opponents, not his own party, who were divided. The administration had the support of trade unions because of its stand for free collective bargaining instead of "company unions" while in doubtful states Socialists and even Communists hinted Roosevelt was the better of the two major candidates. Father Coughlin abandoned public politics on Nov. 7.

The Supreme Court of U. S. A. on November 9, Justices Brandeis and Cardozo dissenting, found unconstitutional an Iowa law imposing a graduated tax on gross receipts of chain stores.

A general maritime strike tied up the Pacific coast of the U. S. A. throughout the month and disturbed many Atlantic and Gulf ports. On November 30 coastwise shippers were said to have reached virtual agreement with all but masters, mates and pilots as the Government strove to negotiate a peaceful settlement.

—J. E. G.

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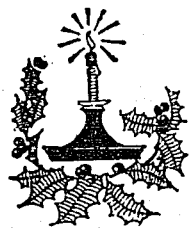
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