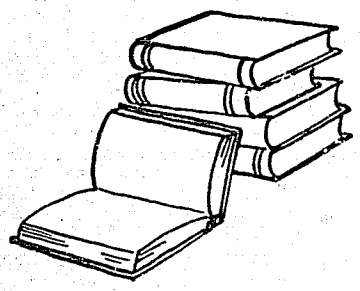
THE B·C· TEACHER



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VOLUME XVI FEBRUARY, 1937 NUMBER 6

EDUCATION WEEK

FEBRUARY 21 to 27

VANCOUVER, B. C.

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDUCATIONAL OBJECTIVES

THE majority of those whom one loves best are included among those one knows best. Normal human beings are likeable things, and how amazing are their capacities! No nebula is too vast and no electron too minute for human calculation. For our thinkers problems are a welcome challenge. For our heroes no devotion is too austere.

When therefore one considers the self-evident stupidities and stultifying ineffectiveness of our economic anarchy, the egotism, ferocity and treachery of international relationships, man's infinite capacity for atrocities, his easy acquiescence in relation to despotisms that should be intolerable but that are not, his ready substitution of catchwords for reality and of the forms of democracy for human freedom, one is not likely to remain greatly impressed with the success that hitherto has attended educational procedures and experiences.

For all this colossal futility, with its attendant blood and tears and tragic frustrations, the school has its share of responsibility. Perhaps that share is not so great as some have declared; perhaps it is greater than most schoolmen care to admit. At all events, that public education is in at least some degree answerable for the ills that distress the world, no one will deny.

The causes of the relative failure of educational efforts—our own among others—are complex; but the basic error has been, rather manifestly, a matter of educational objectives.

Those responsible for the schools—parents, teachers, trustees, governments—have been content to live in such mental fog as precludes intelligent recognition of the purposes for which schools exist. As a rule we have shamefacedly covered our philosophic nakedness with vague generalties, half-truths and falsehoods.

We have said that schools are maintained for the propagation of knowledge, because knowledge is power. So it is, as many a grafter and blackmailer has abundantly demonstrated, with misfortune to those who educated them. Too frequently we have treated the passing of examinations as the be-all and end-all of education. Sometimes we have said that schools exist to prepare children for life, as if they were not already more profoundly alive than most of their elders, and we have forgotten that the only safe and effective preparation for living a normal life in the future is to live a normal life in the present. We have said that schools exist to produce good men and women, but we have been very misty and shifty in our concepts of what good men and women are like. As a rule we have meant good acquiescers, good "yes-men." We have taught content where we should have taught discontent, and those who refused to be contented we have taught to be "go-getters." We built up whole school systems on a theory of formal discipline based on wishful thinking. We have aimed at the cultivation of faculties that, in isolation and abstraction from the world of concrete reality, every well-informed person knows to be entirely mythical. We have befuddled our minds with false notions of culture, as if a superficial veneer of knowledges and manner were the best gift our schools could confer. We have graduated or excreted multitudes habituated to failure and other multitudes so armour-plated with ignorance and self-complacency as to be all but immune to further learning.

The writer is resisting a temptation to express himself more emphatically. However, he hopes that he has at least indicated his conviction that, as regards educational objectives, we have been travelling nobody knew whither and that it consequently is not surprising that we have arrived God knows where.

But *The B. C. Teacher* is not an exponent of pessimism. A pessimist is a defeatist who has committed suicide of the soul and being dead yet speaketh and speaketh and speaketh. There is much to be said in favour of mercifully standing such folk up against a wall and shooting them; partly with a view to emancipating them from their misery, partly *pour encourager les autres.*

We have more reason for hopefulness today than ever men had before, precisely because today as never before the friends of education are struggling to discover and define true educational objectives and to translate them from pious platitudes into dynamic and creative practical realities, for the salvation of society.

Probably nowhere can this be said with greater truth than in British Columbia. Even here many teachers are following will-o'-the-wisps or travelling with their eyes shut, but ever increasing numbers are seriously studying their objectives, perhaps for the first time.

The present Minister of Education has provided us with unprecedentedly good leadership and an outstanding feature of the curricular studies now engrossing the attention of the teaching body is the central and basic position given to educational principles and objectives.

The summary of educational philosophy prefaced to the new course

of studies may not command the unreserved approval of all those qualified to express an opinion. Some of them believe that in it they see traces of the ideology of the corporate state. The editor of *The B. C. Teacher* is inclined to think such critics to be in error; otherwise he would do battle at their side; for so long as he has two legs of his own to stand upon and one head of his own to think with, he will remain implacably hostile to the fundamental ideas of the totalitarian state. He refuses to worship an abstraction or a man-made super-personal person. He is aware that individuality has no meaning or content apart from society; but for him the state is simply an instrumentality whose *raison d'etre* is the welfare of the individuals that constitute its citizen body.

When the present writer talks about Canada he means twelve million Canadians, in neighborly association.

However, we shall be wise to restrain any tendency to quibble over words. When the opening sentence of the new Programme of Studies enunciates the principle that "the schools of any state exist to develop citizens or subjects, according to the prevailing or dominating ideas of the state or society," let us interpret that statement as realists. Whether this conception of the function of the school is ultimate or not, we may as well admit that, in the world of things are they are, it is practically valid. The schools of Italy are harnessed to the job of making good Fascists. The schools of Germany are harnessed to the job of making good Nazis. The schools of Russia are harnessed to the job of making what in the present year of grace is yonder conceived to be good socialists. The schools of a democracy are harnessed to the job of making citizens equipped to function happily, effectively and for the public weal in a democracy. Maybe some day schools will exist simply to produce good human beings. Maybe.

All will agree that democratic states require citizens capable of changing the social order and of adapting themselves to changes therein. Schools in which subject-matter, method and organization are deliberately chosen with a view to training their students in critical thinking, in openmindedness, and in freedom from prejudice and unregulated emotion, will be good schools and will guarantee successive generations of increasingly good citizens. Such schools will be concerned with the production of character, the greatest of all assets. It is a product of a diviner alchemy than that of mere laboratories and to creating it the teacher must make crucial contribution.

Character is a unified blend of ideals, attitudes, interests, appreciations, skills, habits, knowledge, all of which must be socially serviceable to justify their inclusion among the objectives of state-supported schools. The things to be learned must be of intrinsic value, but that is not enough. They must be things adapted to the learner's capacities and to his present degree of maturity. The children must master the technique of problem solving, by mastering the tools of learning and sharing personally in the solution of problems that are real to the children themselves. Adults are all too prone to think that their problems have necessary validity as problems in the world of children or that things can be made problems simply by designating them as such.

All will agree that education is [illegible] but that any individual development opposed to the social good is essentially undesirable.

Education must be recognized as many sided: it involves training not only in knowing and thinking but also in doing, feeling and willing. Education must be at once not only intellectual but also moral, aesthetic and physical. How many, many of these aspects and objectives we have neglected!

Our concern is for the child and our concern is for society. Neither must ever be forgotten.

Fellow teachers, let us see our objectives with ever increasing clarity of vision. They provide us with motive and plan. All else in the Course of Studies is merely a supply of tools, possibly but not necessarily usable for the realization of those objectives. As time advances we shall be able to define them better and better. Meanwhile, the most important paragraph in the new curriculum is that in which we are reminded that the schools of British Columbia exist "to develop an appreciation of the value of physical and mental fitness and to build correct health habits; to develop the child an an individual, through instruction, training and experience based upon his needs, interests and abilities; to stimulate and develop desirable self-expression; to bring children to a progressive understanding of the problems, practices and institutions of social life, and of their responsibility for social and civic welfare; to encourage interests in art, music, literature, nature and play, for the enrichment and enjoyment of life; to develop and practise desirable habits, attitudes and appreciations which will enable the child to live more effectively and to cooperate in home and community life; to develop the habit of critical thinking and effective study; and to foster the desire for continuous education both in and out of school."

OBITER DICTA

IN "Our Magazine Table" the opinion was expressed last month that the articles in the January issue of *The Classical Journal* that would most interest high school teachers were probably Frederic W. Horner's report on an alternative one-year classical course for pupils who will not continue their classical studies far enough to attain reading ability in Latin or Greek, and George Depue Hadzit's paper on the future of the classics in our colleges. In pursuance of the hope expressed of finding space sometime for a discussion of one or both of these important essays, Mr. Horner's article is reproduced, by permission, in this issue of *The B. C. Teacher* and will next month be made the subject of comment which will be followed up by certain practical proposals for the reform of high school classical studies in the schools of British Columbia.

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THE reader is reminded that, for reasons elsewhere discussed, it has been found necessary to name Saturday, February 20, as the closing date for the poll on the Teachers' Professional Bill. If you have not yet voted but post your ballot so as to be postmarked not later than February 20, you still have an opportunity to make your voice heard on the most important issue ever submitted to the teachers of British Columbia.

(CONCLUDED OVERLEAF)

OUR MAGAZINE TABLE

TEACHERS of small secondary schools must frequently be exasperated when with the wealth of suggestive material that professional books and magazines make available to their colleagues in large city schools they compare the scarcity of such material bearing upon the special conditions incidental to administering a small secondary school. In *The School Review* (5835 Kimbark Ave., Chicago; $2.70) Warren C. Seyfert of the Harvard Graduate School of Education discusses the administration of high schools averaging fifty or fewer pupils to a grade.

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In January *The English Journal* (5750 Ellis Avenue, Chicago; $3.35) provided its readers with some 90 pages of varied and interesting material of the type characteristic of that journal.

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Of the numerous scholarly articles in the January number of the *Journal of Chemical Education* (20th and Northampton Streets, Easton, Pa.; $3.50) the contribution that most aroused my own interest dealt with the chemistry of stock-poisoning plants. I found it very interesting to identify familiar British Columbia flora among the public enemies blacklisted. Some were already notorious malefactors, but others, so far as I was concerned, had hitherto cloaked themselves successfully in a robe of virtue. The poisonous plants dealt with by the author—J. F. Couch, of the Pathological Division of the Bureau of Animal Industry, Washington, D. C.—are grouped on the basis of the chemical nature of the poisonous principle. Many larkspurs and lupines, including L. polyphyllus (common in the Lower Mainland and extending to the Rockies) seem to be a bad lot. Some of the senecios have recently been found responsible for intoxications formerly attributed to other plants and may cause chronic disease.

FROM month to month for some considerable time *The B. C. Teacher* has been publishing articles on what teachers should know on various aspects of health. This month we are indebted to Miss Owen, teacher of the sight-saving class in General Gordon Elementary School, where classes of this type have been in operation for several years. Last September a class for pupils above Grade VI was opened in the Kitsilano High Schools. At the Provincial School for the Blind a class has been formed in which sight-saving methods are used in an effort to salvage and improve vision among the nearly blind. However, if the benefits now available to a very few stricken children are to be extended to the many who need the kind of help discussed by Miss Owen, teachers and parents everywhere must inform themselves and pass on the information to others.

* * * * *

IT is time to be making plans for the Easter Convention, to be held in the Hotel Vancouver, March 29th to April 1st. Elsewhere the management of that hotel announces the remarkable low rates that will be available to visiting teachers. In view of the very many practically unremunerated services rendered to the Federation by the hotel management on the occasion of these recurring conventions, *The B. C. Teacher* commends these announcements to the consideration of those members concerned.

Cockle burrs common among the sandhills near Penticton are reported to be a perennial source of fatal poison, especially for pigs. The corn cockle is also stated to be very poisonous. Our innocent-looking friend, the white flowered rhododendron, is capable of destroying any grazing animal. Of course, loco weeds and poison ivy and water hemlock and the death camas are notorious offenders. I imagine that the teacher who knows his chemistry and also his botany would find this article valuable in his efforts to arouse the interest of his students in the flora of their own neighbourhood.

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With its January issue *The Social Studies* (1021 Filbert Street, Philadelphia, Pa.; $2) passes to new management and an announcement is made of plans and policies. *The Social Studies* will be devoted to the interests of history, civics, political science, economics, problems of democracy, sociology, and the new geography *in the secondary schools.* It will present articles, not only of general interest and value to teachers, but also articles dealing with plans and methods of teaching the social studies, including experiments tried by secondary school teachers in touch with new textbooks and other teaching aids, as well as with books that should be brought to their attention. It will give announcements of the meetings of the larger teachers' associations in the country and accounts of their work. Its columns will always be open to the questions and contributions of teachers of the social studies. It is hoped that *The Social Studies* will serve as a clearing house of ideas and ideals that will aid teachers of junior and senior high schools in their work of training citizens for a great democracy.

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The *Curriculum Journal,* official organ of the Society for Curriculum Study, which began seven years ago as a mimeographed bulletin, became a printed publication with the issuance of the January, 1937 number, the first in Volume 8. Besides articles and other usual departments of an educational journal, the *Curriculum Journal* prints abstracts of curriculum research and listings of recent courses of study. Its department of news notes is a thorough coverage of important curriculum projects throughout the United States. *The Journal* is printed in two columns and is in keeping with the present trend toward small magazines. The January number includes articles by David Sneddon, Goodwin Watson, C. W. Knudsen, Edgar M. Draper, and A. V. Overn. *The Journal* is edited by Henry Harap, who is the executive sercetary of the Society for Curriculum Study. The publication office is located at the Bureau of Educational Research, Ohio State University, Columbus, Ohio. The subscription price is $2.50 a year.

The *Curriculum Journal,* by the way, has asked and received permission to reproduce Mr. T. A. Brough's recent article on "Revising the Curriculum in British Columbia".

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To British Columbians and to many readers elsewhere the most interesting feature of the January number of *School Progress,* the national school executives' magazine (2 College St., Toronto; $1.00), will be Principal A. R. Lord's memorandum on certain interesting and import-

B.C.T.F. AND KINDRED ASSOCIATIONS

CONFERENCE WITH DR. WILLIS

This month *The B. C. Teacher* finds itself even more hampered than usual by the necessity of confining itself to 48 pages. Any adequate report of federation activities would itself fill a large part of the magazine. The Consultative Committee, the Convention Committee and other important bodies have held numerous lengthy meetings to which it is possible to do little more than merely make brief reference, if anything like adequate space is to be reserved for a report of the annual special conference with Dr. Willis.

At this meeting it is customary to discuss in detail the numerous recommendations that, year by year, the Federation offers for consideration by the Education Department. The spirit in which these conferences are conducted is in every way admirable and is in large measure both cause and effect of the influence which the Federation is privileged to render in relation to educational affairs in this province.

Publication of this number of *The B. C. Teacher* has been delayed for some days in the hope that a detailed presentation of the Department's answers to our requests and recommendations might be included. However, as a result of the much regretted illness of the Hon. Dr. Weir, the official communication from the Department has been unavoidably delayed. It will be fully reported in the March issue.

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ant innovations which it is introducing in Vancouver Normal School. If dangerous innovators of the type of Mr. Lord and his colleagues are allowed a free hand, as at present they are, we shall have to revise our concept of a normal school. The editor of *The B. C. Teacher* had somehow got the impression that by a normal school we meant one thoroughly qualified to promulgate educational principles but entirely exempt from practising them.

* * * * *

The Editor always closes this department with regret. He never has adequate space to deal with all the excellent publications that come to him as exchanges. Every month he sends out many sample copies to enquirers in all parts of the province. He has had to disappoint so many applicants, however, that he is inclined to advise everybody to write direct to the publishers and to treat the returned sample as the first number to be covered by his subscription, if the publication seems to meet his needs. As usual, however, sample copies are on display at the Teachers' Community Room, Hamilton and Dunsmuir Streets, and will be mailed on application to the Editor, in so far as supplies permit.

Convention Programme

MONDAY, MARCH 29th:

10:00 a.m.—B.C.T.F. Executive Meeting.
1:30 p.m. to 2:30 p.m.—Registration.
2:00 p.m.—Council Meetings;
(1) Elementary Teachers' Department,
(2) Secondary Teachers' Association.
7:00 p.m. to 8:30 p.m.—Registration.
7:30 p.m.—Public Meeting.

TUESDAY, MARCH 30th:

8:00 a.m. to 8:30 p.m.—Registration.
9:00 a.m. to 12:00 a.m.—Section Meetings;
(1) Elementary Teachers.
(2) Secondary Teachers.
(3) Principals.
12:30 a.m. to 2:00 p.m.—Secondary Teachers' Association Luncheon.
2:00 p.m.—Section Meetings Continued.
Elementary Teachers' Department entertains at Point Grey Junior High and Tennyson Public Schools.
4:00 p.m.—Sports—Badminton and Bowling.
8:00 p.m. to 1:00 a.m.—Musicale and Dance.

WEDNESDAY, MARCH 31st:

8:30 a.m. to 2:00 p.m.—Registration.
9:00 a.m. to 12:00 a.m.—Association and Department Meetings.
(1) Elementary Teachers' Department.
(2) Secondary Teachers' Association.
12:00 a.m. to 1:30 p.m.—Grand Convention Rally Luncheon.
1:00 p.m.—Zero Hour for All Resolutions.
2:00 p.m. to 5:00 p.m.—Twenty-first Annual General Meeting, First Session.
5:00 p.m.—*The B. C. Teacher* Tea and Annual Meeting of the Magazine Committee.
6:00 p.m.—Principals' Association Dinner.

THURSDAY, APRIL 1st:

9:00 a.m. to 12:00 a.m.—Twenty-first Annual General Meeting, Second Session.
12:00 a.m. to 2:00 p.m.—Association Presidents' Luncheon.
2:00 p.m. to 5:00 p.m.—Twenty-first Annual General Meeting, Second Session Continued.
6:00 p.m.—B.C.T.F. Executive Meeting.

Convention Committee (Secondary)

By F. A. POOLE, *Secretary, Secondary Teachers' Association*

THE President reported on what had already been done by the Central Convention Committee of the British Columbia Teachers' Federation.

Suggestions and opinions were then invited from the various section chairmen present. One proposal, which aimed at breaking down the rigid "departmentalization" at present existing between different sections of the British Columbia Secondary Teachers' Association, favored the introduction at this coming convention of a more general type of meeting at which several speakers, each dealing with one subject on the curriculum, could be heard in succession by all those interested. While several expressions of approval were heard, the meeting as a whole thought that teachers this year, especially those from outside Vancouver would be more concerned than ever with their own particular subject or subjects, in view of the revision of the curriculum.

Another suggestion stressed the importance of forming an "Educational Pool" to receive all ideas that would aid in correlating the various parts of the curriculum. It was finally decided to have as luncheon speaker someone able to discuss the possibilities of correlation between the different subjects of the Secondary school curriculum.

It was felt that Visual Education should receive a prominent place on the programme at the convention and, accordingly, it is planned to devote the time from 9 to 10 a.m. of the day for section meetings, to a programme put on by the Visual Education section.

Section chairmen were then given forms to fill out showing the details of their section programmes and final arrangements were left in the hands of the President and Secretary-Treasurer.

ACTIVITIES OF THE SCIENCE SECTION

By HERBERT H. GRANTHAM
Secretary, Science Section, B.C.S.T.A.

THE Chemistry Test Committee is actively engaged in statistical work and expects to have a report ready for publication at an early date.

A meeting of the Science Section of the S. S. T. A. L. M. was called for October 28. At this meeting the Junior High School Course of Study in Science was discussed. Mr. MacLaurin's reply to the resolution passed at the Easter Convention requesting more time for science in Grades X, XI and XII for those students desiring it, was also considered. The following resolution was passed:

"That this section request the Central Revision Committee to provide more time units in science to take care of those students who are scientifically inclined".

The above resolution was forwarded to Mr. MacLaurin, Dr. King and Mr. MacCorkindale. A reply was received from Mr. MacCorkindale asking when it would be possible for the Senior High School Teachers of the Lower Mainland to meet with him and Dr. King. A meeting was accordingly held on December 19. Dr. King outlined the philosophy of the new curriculum, pointing out that each of the academic subjects is losing some time in order to make more provision for such subjects as art, music and physical education. The speaker stated that the present Matriculation examination offers too severe a burden for both the pupils and the teachers. Reference was made

to an investigation of science in other Canadian provinces, including Ontario, indicating that Chemistry II in British Columbia included a large amount of the Upper School course in Ontario or Senior Matriculation in the other provinces mentioned. The same state of affairs was reported as regards Physics. It was explained that the Central Revision Committee is quite ready to provide for optional specialized courses in Grade XII for those students who desire them, provided that similar courses are given at the University for students who have graduated from High School on the General Science Entrance qualifications. Mr. MacCorkindale concurred in Dr. King's presentation, referring particularly to the optional specialized courses for science students.

The executive of the science section will be glad to receive suggestions for discussion at the Easter Convention, and requests that any resolutions which are to be presented, be sent in as soon as possible.

DOMINION EDUCATION WEEK BROADCAST

The Canadian Teachers' Federation announces with great pleasure that a Dominion radio hook-up for Education Week has been arranged in co-operation with the Canadian Broadcasting Corporation. British Columbians will be pleased to know that this year the Hon. Dr. G. M. Weir will be the radio speaker. His address will be followed by a programme of musical numbers originating in Vancouver. The Minister of Education will speak from 7 to 7:30 p.m. Pacific Standard Time.

DATE OF CLOSING POLL CHANGED

The vast size of British Columbia and the difficulty of mail communication with the more remote or isolated localities, together with other circumstances, have proven insurmountable difficulties in the way of carrying out the original plans of the Federation with regard to the referendum on the Teachers' Professional Bill. The situation was fully discussed by the Consultative Committee at its last meeting in January. There was considerable difference of opinion as to the wisest course to be followed in the circumstances, but the debate ended in the unanimous adoption of a compromise resolution moved by Mr. Sutherland and seconded by Mr. Keenan. This provided for the acceptance of all ballots postmarked not later than February 20. Information to this effect was forwarded forthwith to all those immediately concerned.

PARENT-TEACHER NEWS

The Fifteenth Annual Convention of British Columbia Parent-Teacher Federation will be held on April 6, 7 and 8, in the Hotel Georgia, Vancouver.

The general theme of the convention will be "Character—The Key to Successful Living".

At a midday luncheon on Tuesday, April 6, Mr. Harold Weir will speak on "Progress Through Publicity" and in the afternoon Professor Robert England will discuss "Parent Education". In the evening Vancouver, as the hostess city, will entertain the delegates.

At the Wednesday luncheon the speaker will be Rabbi Cass, and, for the afternoon, plans are being made made for a symposium on "Com-

munity Standards". On Wednesday evening the Federation will hold its annual banquet, with Professor Robert England as guest speaker.

Under the joint auspices of the Greater Vancouver Health League, the Provincial Parent-Teacher Federation and the Vancouver Parent-Teacher Federation, a "Parents' Institute" will be held March 5 to 11, at 1675 West Tenth Avenue. The following addresses have been arranged: March 5, 2 p.m., "Education of the Pre-school Child" by Miss M. E. Kerr; March 5, 8 p.m., "Some Problems of Modern Youth" by Miss F. Mulloy and Mr. Herbert Gammie; March 8, 2 p.m., "Vocational Guidance and Placement for Girls" by Mrs. Rex Eaton; March 8, 8 p.m., "Hobbies" by Mr. F. Robbins; March 9, 2 p.m., "Preparation for Parenthood" by Dr. Stewart Murray; March 10, 2 p.m., "Syphilis and Venereal Diseases" by Dr. D. E. H. Cleveland; March 11, 2 p.m., "A Successful Home" by Judge Helen McGill and Dr. J. M. Ewing; March 11, 8 p.m., "The Home Beautiful" by Charles H. Scott.

SOCIAL STUDIES SECTION

On February 3 at King Edward Cafeteria, the Social Studies Section of the Secondary Teachers' Association of the Lower Mainland enjoyed an illuminating conference with Dr. Chen Han-Seng, an eminent Chinese scholar, educationalist and sociologist. In an amazingly clever five-minute speech, Dr. Chen introduced the discussion of problems facing China today. Dr. Chen believes that the two major needs of China are, first, emancipation from foreign interference, and, second, basic reforms of the Chinese land system. The local landlord is likewise the local money-lender and tax collector and controls the local administration, blocking all measures for social and educational progress. To accomplish this two-fold emancipation, China is rapidly developing a new nationalism, with democratic rather than Fascist ideals.

Education Week

By R. P. STEEVES, *Chairman Education Week Committee*

"DURING the past two years the Education Week Programmes sponsored by the Canadian Teachers' Federation and its affiliated organizations have done more to offset and check the insidious attacks which were being directed against our educational institutions by forces, which shall be nameless, than anything else".

The above quotation is taken from an editorial appearing in *The Bulletin*, the official publication of the Saskatchewan Teachers' Federation, and is included in the Canadian Teachers' Federation report on Education Week for 1936. It is but a sample of the numerous enthusiastic expressions received from all the provinces as to the value and effectiveness of the efforts put forth by the teachers of Canada in maintaining the right of every Canadian child to receive the best that modern education can provide.

During years of economic stress particularly, teachers have to be on guard lest the educational needs be slighted or overlooked, and Education Week has become a sort of rallying point, a time when we centralize all our efforts, and, taking the public into our confidence, invite them to examine our work, to criticize our institutions, and to assist us in all forward movements.

It is agreed that progress can be made only as rapidly as the elements of progress are understood and accepted by the majority of society. It is necessary, therefore, that we teachers, who are, or should be, leaders in educational progress, take it upon ourselves to see that our programmes are known and understood by those who are not as closely in touch with organized education as we are. After all, the success of our efforts depends upon the goodwill of the public. And the goodwill of the public depends very largely upon its understanding of the aims of education and its realization of the necessity of the changes which are being brought about.

The need for understanding and co-operation is greater this year than ever before. We have a new course of study. It was not foisted upon us. We asked for it and we made it ourselves. Now, can we justify the change? Can we convince the public that the new methods are better than the old? Proof that the new methods *are* better will be demanded of us and Education Week gives us one of the best opportunities for demonstration and explanation.

Every week is an Education Week with us, so one may well ask why pick out any particular week. Such an occasion means extra work, and parents have the right to visit the schools at any time. True as this latter may be, the fact remains that parents do *not* visit the schools very frequently and that visits to schools and attendance at meetings of an educational nature by citizens who are not parents of pupils is rare indeed. Both these groups have their interests aroused by the special efforts made by Education Week Committees and in the past the response by the general public to these efforts has more than repaid the work entailed.

In reading the reports sent in, one is amazed by the variety of the programmes presented and the manner in which teachers adapt themselves to the local situations. In the larger centres these programmes are arranged on an extensive scale. With the great publicity which is possible in the thickly populated areas, parents and their friends attend "open days" in hundreds; teachers assemble at huge social functions and prominent speakers address capacity audiences. Because of their spectacular nature one is at first inclined to regard these major demonstrations as the most important results of Education Week, but a further examination of the report shows us the tremendous value of the work done by the smaller schools.

In them, and especially in the one-room country schools, the success of the programme depends almost entirely upon the teacher. The school is frequently in an isolated position. Prominent speakers are not available. The enthusiasm engendered by numbers is entirely lacking. All these obstacles the teacher must overcome. How effectively the teacher of the small school has risen to the occasion is shown over and over again by the reports sent in. Working under the most adverse conditions, many teachers have initiated programmes which have brought into close and friendly contact with the school *every* child and adult living in the district. Others report that as a result of Education Week a complete change of attitude on the part of the local population toward the school and its activities has taken place. Such work is true education and the teachers responsible cannot be too highly praised.

Circulars concerning Education Week have been sent out and will have reached all schools before this. These circulars have been prepared under the direction of the Provincial Education Week Committee, and it is hoped that the suggestions which have been made will be found helpful. Every member of the committee realizes how greatly local conditions differ and that the choice of type of programme must be left entirely in the hands of the teacher or local committee. Nevertheless, it is the hope of the committee that amongst the suggestions made in the circulars, every teacher in the Province will find at least one that will help to make the programme for 1937 even more successful than it has been in the years gone by.

Tuum est. The motto of the University of British Columbia has its bearing on Education Week, 1937. Some folk translate that bit of Latin as "It is up to you!"

RAMBLINGS OF PAIDAGOGOS

A FORGOTTEN MAN

AS THIS magazine has from time to time opened its columns to discussion of poetic values, I feel justified in bringing to the attention of its readers a theory that (so far as I am aware) has nowhere else been enunciated. It has always seemed to me a very curious thing in this day of feverish research into origins that the source of one literary movement—and a movement of no mean significance—should remain not only undiscovered but even unexplored. Yet such is the case. Well informed as we are regarding the development of almost every other mode of expression, we know next to nothing about the antecedents of modernist verse. It is as if we assume that modernist verse is an isolated and causeless phenomenon, a product of spontaneous generation.

Surely the modernist versifier is not ashamed of his literary parentage! Surely it is not possible that, like certain social aspirants, he wishes to draw a discreet veil over his ancestry, to surround his genesis with mysterious and romantic implications. This I cannot believe. It seems to me that he is simply a victim of indifference; and I feel sure that even a slight acquaintance with his remarkable precursor will arouse his eager interest.

It is with such a consummation in mind (and with a prayer that there may be at least a glimmer of truth in the theory I advance) that I introduce the reader to William McGonagall—a poet whose outlook and output can only be described as unique. In giving him pride of place as the founder of the nuda veritas school, I feel that I am accomplishing two desirable things: I am paying tribute to a forgotten man, and I am assisting in the legitimation of his literary offspring.

'The Great McGonagall' was originally a weaver. Born in Dundee, he was forced by evil usage to move to Perth and afterwards to Glasgow. At no time in his life did he rise above the most abject poverty. Since no publisher would have anything to do with him, he presented his poems to the public in the form of penny broadsides which he hawked on the street. Broken mentally and physically by starvation, exposure and abuse, he died in Edinburgh in the year 1884.

McGonagall has never been surpassed for utter realism, for contempt of poetic diction, and for emancipation from all the established canons of verse-making. He was trammelled by neither cadence nor form. His retention of rhyme—a circumstance superficially out of keeping with his basic iconoclasm—must be regarded as in the nature of a subtle but mordant irony.

Few writers have been more productive than McGonagall; few men have been more misunderstood and persecuted by their contemporaries. Knowing perhaps that such a fate is an almost inevitable concomitant of genius, McGonagall remained steadfast. Refusing to prostitute his singular muse to the gratification of popular taste, he continued throughout life without a single word of genuine approval. It has remained for posterity to do him justice.

I cannot do better at this point than quote a selection or two from McGonagall's works. This much I owe the reader. I would say though (as a personal safe-guard) that I have not gone out of my way to make favorable selections. Unlike the common run of poets, McGonagall has only one level, his Pegasus never deviates. I am well aware that the reader will gasp at the sustained brilliancy of the man, but I can only say that this is characteristic of every poem to which he has subscribed his name.

THE BEAUTIFUL CITY OF GLASGOW

O, beautiful city of Glasgow, which stands on the river Clyde,
How happy should the people be which in ye reside:
Because it is the most enterprising city of the present day,
Whatever anybody else may say.

The ships which lie at the Broomielaw are most beautiful to see,
They are bigger and better than any in Dundee;
Likewise the municipal buildings, most gorgeous to be seen,
Near to Ingram Street, not far from Glasgow Green.

O, wonderful city of Glasgow, with your triple expansion engines,
At the making of which your workmen get many singeins;
Also the deepening of the Clyde, most marvellous to behold,
Which cost much money, be it told.

Then there is a grand picture gallery,
Which the keepers thereof are paid a very large salary;
Therefore, citizens of Glasgow, do not fret or worry,
For there is nothing like it in Edinburgh.

O, beautiful city of Glasgow, I must conclude my lay,
By calling thee the greatest city of the present day:
For your treatment of me was by no means churlish,
Therefore, I say, "Let Glasgow Flourish".

THE FAMOUS TAY WHALE

'Twas in the month of December, and in the year 1883,
That a monster whale came to Dundee,
Resolved for a few days to sport and play
And devour the small fishes in the silvery Tay.

And my opinion is that God sent the whale in time of need,
No matter what other people may think or what is their creed;
I know fishermen in general are often very poor,
And God in his goodness sent it to drive poverty from their door.

So Mr. John Wood has bought it for two hundred and twenty-six pound
And has brought it to Dundee all safe and sound;
Which measures 40 feet in length from the snout to the tail,
So I advise the people far and near to see it without fail.

Then hurrah for the mighty monster whale,
Which has got 17 feet 4 inches, from tip to tip, of a tail;
Which can be seen for sixpence or a shilling,
That is to say, if the people are all willing.

* * *

Little as I would wish to influence the reader's critical judgment, I cannot forbear to point out that this is the very stuff of realism. An unprejudiced reading of the selections can surely lead to no other conclusion than that McGonagall is not only a genius in his own right but also the pioneer in a current mode of literary expression. The suggestion that he wrote doggerel—and this suggestion, strangely enough, has been made—is indicative of a reactionary and unenlightened spirit. Nay more—as regards the main thesis of this essay it is quite irrelevant.

TRANSPORTATION NOTICE

Teachers who are planning to attend the Convention are urged to avail themselves of the FARE-AND-ONE-QUARTER return rates. The forms necessary for this rate may be obtained by writing to J. B. Parker, Secretary, Passenger Association, 320 Union Station, Winnipeg, Man. Principals may obtain sufficient forms for the staff. Merely ask for Students and Teachers' Vacation Certificate.

WHY PAY FULL FARE?

A RECENT APPOINTMENT

VISUAL Education has taken a step forward by the appointment o Mr. J. Pollock as Director of Visual Education in Vancouver. Mr. Pollock brings to his new appointment a wide knowledge of visual aids and should be a valuable adviser in this coming branch of education.

Pictorial Appreciation

By George H. Griffin

PICTORIAL composition is to art appreciation as salt is to a boiled egg. A poor comparison, but there you are! It was Goethe who wrote that by working within limits the artist revealed himself. To understand these limits is the purpose of this article.

Whether you favor the intricate detail of Meissonier, or the pseudo-classicism of Alma Tadema. or perhaps behold with reverential awe the splendors of the Venetians, there is, behind all this mass of art, a pattern. Sometimes the pattern is obscured as shown by the crazy-quilt pictures of the Neo-Impressionists, who try somewhat vainly to subjugate line to colour; or it stands out in stark simplicity as in the genre pictures of the Dutch school.

What is pattern?

Tell a child to make a picture. Tell him to draw a man, a horse, and a tree. Instinctively the child composes. There is little doubt in his mind as to what he wants. He places the man upon the horse, and beside them draws the tree. He has made a picture. He does not trouble himself about intricacies. He draws spontaneously. Such things as proportion, balance, middle distance, atmospheric perspective and the like are as nothing to him. It is when the artist can wed the pristine freshness of spontaneity to the beauty of pattern that he achieves a great picture. There is more to it than this, but the definition will suffice.

This pattern, or composition, is intricate. It is not confined to line alone, but to colour, to light and shade, and to the relationship and balancing of masses. To observe an artist at work is a tiresome business. He stands at arm's length before his canvas, he touches with dabs of colour this spot and that. He may pause, sometimes for minutes, often for hours, and then blots out with more dabs those points he has spent days to achieve. And so the picture is built. Once in a great while the world possibly gives to posterity the artistic genius who, with masterful brush, creates a picture overnight; not a daub but a masterpiece. Unfortunately, memory does not recall one such instance. True art must grow out of inspired impulse; but building upon this foundation, great paintings are slowly and painstakingly achieved.

The picture will return in just measure that which the observer brings to it. It is necessary for him to forget the role of critic and stand for a time in the artist's shoes. He must have imagination, be it ever so slight. To illustrate this let us call to mind the story of the painter who unveiled to his friends his brain child. They saw nothing but a canvas, covered entirely with a smear of ugly yellow. They expressed dumbfounded surprise and were still more taken aback when he told them that it was a painting of a village street, "Seen, of course", he added, "from the back of a speeding motorcycle". He called upon their imaginations. There are still, of course, artists who would exhibit a black canvas and label it: *Scene at the Bottom of a Mine, Painted during a Total Eclipse of the Moon.* We are poor, unimaginative beings; we have no appreciation; we

(Concluded overleaf)

Adopt a Freighter Movement

By JESSIE HODNETT, *Englewood Rural School*

AS present day geography is not a parrot-like memorization of counties, capitals, capes, etc., but a study of the people of the world—their lives, their work, their trade relations, etc., a very interesting project for the pupils of any class, whether city or rural, is to adopt a freighter and follow her course as she travels around the world.

This project can be followed by the classes in the Interior just as easily as the classes in the ports. We, in Englewood, had the advantage of seeing the freighters and choosing the one we wanted but other schools not so fortunately situated can follow the shipping news and choose their own "British Tramp" from the lists there.

When I spoke to the captain of our adopted freighter, which, by the way, is a modern up-to-date ship, and told him of my idea, he smiled and handed me a letter he had received while in Vancouver. This letter was from a pupil in one of the English schools whose geography teacher had also suggested the adoption of a freighter. This pupil, a girl of 13 years, had followed the course of the freighter as she travelled from port to port, making a log of the journey and a list of the cargoes carried—where picked up and where discharged. The captain had answered her letter and had

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simply cannot follow such flights of fancy. But we must not be prejudiced by such extremes (which go with any progress) into demanding that everything be clear at first glance.

There are thousands of paintings which do not fall into any convenient group. The nature of pictures, since they are largely imaginative, makes them difficult to classify. But all imaginative expression, if it is to convey anything to a spectator, must be subject to control. The controlling factor of a picture is its structural design which must, as with all forms of art, obey certain principles. The vitality of a painting depends largely on line and the vitality of the design upon balance, a sense of solidity, the feeling of thrust and counterthrust of volumes, an awareness of sensitive variations in textures, rhythmic continuity, opposition in directions, simplicity of contour, clarity and juxtaposition of colour and so on.

It is necessary to call a halt somewhere. One need only add here that in each new picture the emphasis may be on a different quality but all of those qualities outlined will be present in some degree and will manifest themselves in ways subtle or obvious. They are the bones around which hangs the flesh of great art—the skeleton which keeps the subject matter and the idea from collapsing. And it need only be said that a revealing of these qualities to a pupil, and an encouraging of constant search for them, will, far from killing his interest by boredom, stimulate him to fuller inquiry—hence to increased satisfaction when he discovers them —hence to greater enjoyment of worthwhile pictures.

Provided always that the spirit and not the letter of the enquiry is observed.

sent snapshots, postcards and a written description of Vancouver and vicinity. He also checked the log and cargo.

We talked the matter over and he kindly consented to be adopted also by the Englewood School, and I hoped that correspondence between the two schools would be the outcome.

Early in December I received a letter from the Geography Master of the Senior School at New Delaval. In part, he wrote: "One of my girls writes to the S.S. Benwell Tower and in her last letter from the captain he told her of his visit to your school while his ship was loading in Englewood and how he had been adopted by your school, too. He seemed very impressed by your school and very keen on writing and I think it very kind of him to be a sort of unofficial teacher for both our schools. He told us, too, about your idea of our schools corresponding and both my head master and myself thought it a splendid course.

"When I mentioned the idea to my boys and girls and asked them if they would like to tackle the scheme they were greatly thrilled with the thought and very keen to start.

"I won't give you any particulars about our school or locality at the present time of writing, I'll leave the children to do that. I think the boys and girls will have plenty to tell each other, living as they do in such totally different environments".

A little later on I received the letters from the children which I distributed to my pupils. As there were too many for my school I passed some on to the neighboring schools. The following are extracts from some of the letters:

"All Form 3A are writing to ships' captains. We receive some very interesting letters and obtain lots of information concerning our geography. It is a good way to learn geography, too".

"I must tell you of our scheme, at least our geography teacher thought of it. We have a piece of plywood and a map of the world pinned on it. We each have a flag and we put our flag where our ship is and move it round the world as it steams on its voyages".

"My father is a coal miner and works down the New Delaval pit. Blyth, of which town we are a part, is a seaport and exports coal and we have held the record for the exporting of over 6,500,000 ons of coal last year".

"Northumberland is famous for its coal and coal is the main export of Blyth and its main import is pit props to support the roofs of the tunnels down the pit. Mining is a very dangerous occupation; for instance, if one of the props breaks or is dislodged and if the pressure above is too great it will fall and probably smother the workers below".

From the above extracts it is quite evident why the pupils in my school find the subject of coal mining in England very interesting and are keen to learn more about it. Geography now is a very fascinating subject as we get letters and pictures from all parts of the world.

MATHEMATICS

By H. M. ROBERTSON, *King George High School*

IT had been a gorgeous day in early December—warm, mild and clear; the sun, a great red ball, had made the waters of the gulf a sheet of gold before sinking from view. Here in the Devonshire Hotel all good mathematicians of the neighbourhood were gathered before tables set with sparkling silver and shining linen. On my left sat Mr. W. C. Wilson, chairman of High School Mathematics Revision, and Mr. C. Watson, chairman of the revision for Junior High Schools. To the right were Mr. C. H. Corkum, chairman of Mathematics for the province; Mr. McCorkindale, superintendent of Vancouver Schools, a former mathematics teacher, and Mr. Straight of the Bureau of Measurements, whose services are required when things go wrong in Victoria; Professor Brand of the University, a newcomer to the gathering, and the genial Dean of Arts, Dr. Buchanan, who can laugh at the other fellow and enjoy a little merriment at his own expense.

This meeting in December generally dissects, analyzes, and condemns or praises the matriculation mathematics papers; so that after creamy velvety tomato soup, roast lamb, roasted potatoes, young green peas, dessert and coffee, we get down to business. It is the custom to have copies of the papers at the meeting but this year none were on hand, so that the reporting of this meeting is almost impossible. Mr. Wilson said that the theorems for the most part were well done, but that the rest of the paper left much to be desired. The statement of the converse was done by only a few of the candidates. The paper seemed rather long although one of examiners said that one student had rewritten the paper three times and then had made a very high mark.

In regard to the Algebra, one of the examiners explained that questions on indices where numerical coefficients were present and the whole raised to a negative index were poorly done. Small problems with literal quantities also caused great difficulty. Mr. McCorkindale said that the paper had been too hard but had been in the nature of an experiment. He mentioned that he would not have approved of the examination had he not known that Mr. Straight would be on hand to scale the marks if necessary. Much had been learned, however, concerning this type of paper which would be useful in the future.

Dr. Buchanan mentioned smilingly that he had been in a warm position as far as senior matriculation algebra was concerned. He disclosed that several biting letters had been written concerning him and his examination. He felt that the question on sinking fund, which had caused the commotion, was clear to himself but said that no question in which the meaning was not clear to any single candidate should be given. The candid way in which the Dean is willing to discuss any of our problems and the helpful attitude assumed by him at all times makes him a man much-sought-after by the mathematics teachers.

Mr. McCorkindale expressed the opinion that the University would have to make Senior Matriculation examination easier as all Normal

School students were now required to take this work. He felt that the schools could acquire many good teachers who would find the present test in mathematics too difficult.

Mr. Corkum explained that one of the Okanagan teachers wanted equations, except those on ratio and proportion, left out of the Algebra work for Grade XIII, as these were not taken in the first year University mathematics. Dr. Buchanan promised to consider this question for next year. Mr. Corkum also felt that two three-hour papers a day for final examinations put too much strain on the students. He felt that overstrain caused by this was detrimental to the health of young people. Whether the strain would be lightened by spreading is open to question, Dr. Buchanan said that this question would be taken up by him with the examination board.

The meeting, after electing Mr. J. Smith of Magee High School, chairman for the coming year, and Mr. Gauthier of the same school, secretary, adjourned to meet the following week. Here, under the new chairman, the group discussed the new course in mathematics.

Mr. Watson explained that Grade IX work in Algebra would be approached through the formula and generalized arithmetic with special attention to problems. No involved bracket work or insertion of brackets would be attempted. Whether transposition in equations should be used was being debated. Vertical addition would be taken with a liberal use of fractional and decimal coefficients. Horizontal addition would then be taken. Mr. Watson hoped that subtraction would be approached by the addition method. The multiplication would be limited to a binomial by a binomial and a binomial by a trinomial. Literal indices would be introduced to emphasize the rules. The division would follow the lines of the multiplication. In problem work there should be nothing which would cause difficulty to the pupil as far as the meaning is concerned.

In Geometry the chief change would be that the work on quadrilaterals would be limited. Certain constructions would require written construction in this grade. The pupils would be shown abbreviations which are in common use.

Mr. Wilson then introduced proposed changes in Algebra saying at the same time that altogether five periods a week would be given to Algebra, Geometry and Arithmetic. No attempt has been made to curtail the amount of work to be done. Rather, Mr. Wilson's group has followed the "aims of the Senior High Schools", as outlined by the authorities in providing varied experiences. The course in Grade X would commence with seven tests on the work of the previous grade, each of which would be followed by remedial work and drill. The usual Grade X course would be followed to a certain extent, but fraction work would also be taken leaving out any involved or difficult work in this section.

In Grade XI we would really step out. Simultaneous quadratics, indices, surds, logarithms, ratio and proportion and trigonometrical ratios. Naturally this would involve simple treatment. The older methods of

study necessitated a great deal of drill and a thorough understanding of the work undertaken. The new course will show pupils what Algebra is and give a general idea of the work. Those who elect Algebra in Grade XII will consist of two groups. The first will be those who intend going to University and the second others who intend to deal with the subject less intensively. Very little work will be considered but much of the more difficult work left out in Grades X and XI will be taken. However, in this grade the theory of quadratics, arithmetic and geometric series may be taken.

So little time, so much to do, was the theme of the Geometry discussion also. Many of the teachers felt that some theorems should be left out entirely as far as proof was required. Some were of the opinion that many theorems should be studied but not required for matriculation. One theorem suggested was ten of Book I. Some took the attitude of "over my dead body". Mr. McCorkindale felt that theorems of this type should be attempted but that they were not suitable for written work. Mr. Corkum felt that any theorem not "required" would be neglected by many teachers. One of those present then suggested that the examination papers consist wholly of graded exercises on the theorems. Although this opinion was upheld by a few, the majority were not in favour of it.

The "aims of Education in British Columbia" as set out by the Department of Education states: "The makers of the school programme should select content and experiences which are important for life. The activities of the school should derive their meaning from their relation to the world outside". A course in practical mathematics in relation to the industries of British Columbia has been suggested, which would be useful as a course in local geography and industrial conditions; but in the writer's opinion actual mathematical content could be mastered by any Grade VII pupil. My sympathies are with those selected to draw up this proposed course. What a headache they must be having. The word "objective" has been responsible for many things.

The teachers and citizens of the province owe a great debt to those who spend most of their spare time attempting to make a curriculum which will better enable the child to adjust himself properly to the constantly changing society of which he is a member. Anyone who feels that he or she has a contribution to make to the subject of mathematics should write to C. H. Corkum, King George High School, Vancouver, B. C.

The object of education is the realization of a faithful, sure, inviolate, and hence holy life.—Froebel, 1826.

RESOLUTIONS AND NOMINATIONS should be submitted in time for publication in the March *B. C. Teacher*. Deadline, March 8th.

LATIN AND GREEK—DEVITALIZED?

By FREDERIC W. HORNER, *John Burroughs School, St. Louis, Missouri*

THE words "vitalize" and "devitalize" have been much overused in matters and discussion pertaining to the classics, but even so their meaning should be fairly clear in the connection in which they are to be used here. All classicists are aware of the charge that many teachers of the classics, in a desperate effort to make Latin attractive to the student, have completely overlooked the numerous real values and objectives of Latin in their well-meant but misguided "sugarcoating" of the subject. To handle the subject thus certainly tends to devitalize it.

It is also well-known that the schooling of many students is woefully lacking in the study of English grammar. As a result there are numerous systems for teaching Latin to those with a poor foundation, but the attempt to teach Latin on the plane of these ill-prepared students—that is, by omitting large amounts of grammar and syntactical forms—puts such a limitation on the later work that translation of any material beyond the first year is, in most cases, impossible. The point to be made is that the attempted reading of Latin beyond the students' grammatical ability, or, what is worse, the continual and lavish giving of assistance by the teacher, certainly does not allow of any vitalized work in Latin, or of any vitalizing results.

The listed objectives of Latin, to be found in almost every state course of study, include (1) the ability to read Latin, (2) increased ability in the use of English and the foreign languages, (3) increased understanding of the life and history of ancient times, and (4) knowledge of classical mythology. All Latin teachers know of these objectives; all try to help the student to realize them; but the complete realization of something of each of these is dependent upon the factors of time available, and the ability of the students concerned. If the student attains the first of these alone, i.e., the reading of Latin, he is certainly to be considered satisfactory as a Latin student; if he achieves more than the necessary minimum of the others, he is to be considered exceptional.

For a long time teachers have seen the value of the objectives outside of the Latin reading, and a comparatively large number of classicists, in answer to the frequent critical questioning concerning Latin values obtained, have turned to "vitalizing" the Latin course of study, whether mistakenly or not, by giving more attention and time to secondary objectives. It goes without saying, therefore, that they are allowing, by necessity, less time for the attainment of the first and prime objective. The time that is added at one point certainly must come off at another. After experimenting with this so-called vitalization, many classics teachers have admitted that, while the group has improved its English vocabulary, has gained a smattering of information concerning ancient life and customs, and has come to know something of outstanding myths and stories, yet it translates easy Latin poorly and hesitatingly, and has acquired no fluency at Latin prose of ordinary complexity. This method of "vitalization" and its usual results form a disquieting, perhaps amusing,

picture; for whatever name might be given to it, "vitalization" is a complete misnomer; as a matter of fact "devitalization" is frequently more fitting.

The obvious remedy for difficulties of this nature lies in a greatly reduced rate of progress, in recognition of the wide-spread lack of adequate preparation of some of the Latin students. However, to give to many such Latin classes a thorough foundation for Latin and subsequent painstaking instruction in the work would cut the rate of progress of the standard Latin classes in half.

There is yet another possible solution. The secondary objectives of classics teaching can form the basis of a course of instruction which may prove very valuable for all students, and particularly for those who do not further pursue the study of the classics. Such a course, if well rounded, will prove of very definite value to the student, even though it falls far short of the essential values of the true Greek or Latin course and is infinitely less attractive to classics teachers.

The idea of a background course in classics is by no means new. A great majority of such courses, however, have been based almost entirely on readings of ancient history and mythology. Such courses sometimes are formed to tell briefly the best-known stories of mythology and history; sometimes they give an English version of world-famous classics. In whatever guise they are fashioned, they are a worthy stimulus to cultural advancement; their only disadvantage is their unnecessarily limited scope.

At the John Burroughs School a course of such an exploratory nature has been developed expressly for the students who do not elect the study of Latin. It is named *"A Course in Ancient Languages."* This course may not be highly original; it may not produce all the benefits that were expected of it; but it may be briefly outlined here, because it should serve to exemplify the possibilities in courses of this type. No persons are in a better position than classicists to decide whether or not work of this kind is misplaced in the classical field, or is hostile to the spirit of the classics; or whether the aims, methods, and results of such a course justify its existence in the precincts of Greek and Latin.

Latin, although not required at our school, is taken up by well over ninety per cent of students of the eighth grade, where Latin instruction is begun. At the inception of this new course, three years ago, and in like manner this year, its membership was drawn from the ranks of those originally planning to study beginning Latin. Assignment of students to beginning Latin or to *"A Course in Ancient Languages"* is made on the basis of a short prognostic test, embodying questions on English sentence syntax, ability to use words, memorization of words, and the association of easy English and Latin words. All the students are urged to take up Latin, and even those students who may be poorly fitted for the study of Latin are encouraged to undertake it if they wish to, or if their parents wish it. All the emphasis possible is placed on the study of Latin, and it is encouraging to be able to state that young students, in general, do not shy away from it. This fall, out of a class of forty-five, twenty-nine elected Latin and sixteen, the course in Ancient Languages.

The stated purpose of the course is: "to provide a worth-while alternative study for those who do not wish to pursue the study of Latin to the point where they can read the original Latin writings with moderate ease." The nature of the course is thus explained:

> It is a study of the simpler aspects of Greek and Latin, involving use of a selected vocabulary and limited constructions; emphasis is to be placed on words which are a definite contribution to English. Enrichment is gained by a study of Latin and Greek allusions in everyday life; by an investigation of everyday ancient life; by learning Latin and Greek words for familiar objects, and for important terms in the medical, legal, and scientific worlds; by experiences in reading mythology; by constructive and art activities to depict ancient objects and ways of life; by study of archaeological investigations.

The subject-matter of the course, with division into the main heads, may be set forth in very brief outline form:

> Introduction to course: History of primitive peoples; origin and gradual development of the earliest forms of language; the hieroglyphic, etc.; Indo-European family of languages—Sanskrit, Greek, Latin, Teutonic emphasized.
>
> 1. Brief survey of history and development of English from the time of the Romans; the four periods during which Latin came to England; summary of the principles underlying English formations.
>
> 2. Early history of the Phoenicians and Greeks; points of superiority of these early peoples; their migrations, travels; their love of beauty, imaginative qualities; reasons for their mythology; their early literature.
>
> 3. The alphabet and language history; careful, comparative study of the Phoenician, Greek, and Latin alphabets; study of various letters and signs, and the learning of the Greek alphabet.
>
> 4. Review of the fundamentals of English grammar; development from, and comparison with Greek and Latin grammar. Study of a selected Greek vocabulary list, with endings and cases; reading of simple sentences.
>
> 5. Thorough study of important prefixes, word-bodies, and suffixes of the Greek; formation and study of the numerous English words formed from these; actual debt of the English to the Greek. (This department of work is stressed.)
>
> 6. Greek mythology; discussion of outstanding stories; comparative mythology of Greeks and Romans, names of deities, etc.
>
> 7. Study of Roman antiquities; comparison and contrast of the civilizations of Greece and Rome in the ancient world; Roman militarism, reasons for world supremacy, etc.
>
> 8. Study of elementary Latin; selected vocabulary, elementary syntax, endings of words, agreement; class reading of very simple Latin.

9. Detailed study of word derivation, Latin to English; the prefixes, suffixes, roots of words; Latin as an aid to English spelling; predominance of Latin words in English. (This department of work is stressed.)

On this subject-matter one school year is spent; the class meets four periods a week. It is at once apparent that there is enough material here to suffice for two years' work. However, the content of this course can be covered easily in one year, since no one of the topics is gone into as deeply as it might be if the instruction were for a more advanced group. After two or three years more, it will be possible to measure by testing the actual value of the course as an instrument of education; and it will be measured. That there are some values to be derived by the student can hardly be denied, any more than it can be denied that the teaching of the secondary objectives, as listed above, of the Regular Latin course is of considerable benefit. The course is the result of the attacking of a very real problem by this particular school; but the problem exists just as much for each one who is a student, and ardent follower, and, lastly, a teacher of the classics. In order to judge of its success, it will be helpful to visualize the actual experience of the instructor of this group—a classroom of young students, without exception eager, interested and alert; a class discussing and working with ancient languages, forming and reasoning over multitudes of words from the Latin and Greek; a class which spends no more than one-tenth of the year's time at reading Latin, and some Greek. Is this vitalizing and bringing forth in full vigor the classics which we love, which we are trying to promulgate; or is this, on the contrary, sapping the strength and threatening the existence of these humanities?

This question is not at all rhetoric; it is asked very earnestly. The course is a success, as far as the students are concerned; but this is not surprising, for it was conceived for them. A few pupils have been so pleased with their brief excursion into Latin that they will take up the legitimate study next year; the overwhelming majority, however, will not attempt it. The number of Latin students is therefore reduced below what it would be ordinarily, and, although it should be remembered that some of the pupils would not take Latin, even if this new course were not offered, the fact remains that by this course the enrollment in Latin is decreased.

It is probably uppermost in the minds of most readers, at this point, that, whether this course represents the classics vitalized or devitalized, it is dealing a blow at classics work by decreasing the enrollment. All of us have heard on many occasions that Latin and Greek are outmoded, that the falling off in the study of Latin indicates its growing uselessness; in short, that training in the classics is a waste of time. The number of students enrolled in [illegible] Latin class, if large, is the most obvious favorable evidence for [illegible]ing these statements; but when examined, it may become weak and contestable evidence, and of questionable reliability and validity. A case in point is that of a teacher who pointed with pride to her beginning class of eighty-four, as compared to the sixty-seven of June the previous year, but who neglected to mention that at the end of

the year the class numbered but fifty-eight, after those had dropped out who were lacking in effort, in proper background, in interest, in mental equipment. What do mere numbers mean in such instances? Is it not very questionable whether the cause of the classics is aided by any such shallow criteria of advancement? As a matter of fact, in all likelihood it is damaged. All of us are aware that a large class, inevitably composed of students of widely differing abilities, permits of a much less rapid degree of advancement than is to be experienced with a small group of some homogeneity. Mere numbers, so frequently looked up to with admiring eye, constitute more often a burden to the teacher and a hindrance to progress.

This new course does give an alternative for the student who would not do well in Latin. And how important this is! For the cause of the classics will flourish only when virtually all students who carry on the study of Latin and Greek come to enjoy it, and perform well at it, with the result that these students themselves become disciples of the classics. Any method of vitalization which brings about a degree of enthusiasm will be its own excuse, so long as it brings about an abiding interest, and does not work simply for external attraction.

This paper has been discussing the problem of those who do not study Latin, because they won't, because their schedule will not permit, or because they are poorly prepared. The sincere query asked above may well be repeated. The question in the title is not yet answered. Does this "Ancient Language" course, built to parallel Latin and Greek, tend to vitalize or devitalize these classics, to weaken the work, to provide a too easy outlet; or does it draw interest and student thought to the real values inherent in the classics, and bring forth appreciation of the pulse, vigor, and beauty of the languages that have gripped us?

Time will certainly show the answer. Whatever the result, the important thing is that our classics be strengthened and elevated in the field of education. If *"A Course in Ancient Languages"* does not impede efforts of this kind, we may surely accept it for the modicum of assistance it may provide in adding breadth and culture to life.

The real educator and trainer of children desires the whole nature to develop at once, mentally, physically, morally, and spiritually.—Mumford.

DATES TO REMEMBER

Poll Closes	February 20
Education Week	February 21-26
Convention	March 29

Infection--An Appreciation

By WINIFRED M. NEW, *Soda Creek, B. C.*

IT was after school. The teacher had just finished writing the last problem on the board, when her friend entered.

"Thank goodness I am not in your shoes!" said the friend. "I just hated arithmetic when I was at school".

"So did I", admitted the teacher, putting away her chalk. "I couldn't understand it, and I always had more than half my answers wrong the first time—how I ever got through my exams I can't imagine".

Her friend looked surprised. "But you understand it now? And you like it?"

The teacher nodded. "Yes, to both questions".

"But—how come?"

The teacher seated herself on the edge of a desk and smiled reminiscently. "It was really through Mr. B. I was about fifteen, I suppose, when I spent three months with an aunt in another town and attended high school there. It was much like the school at home, except that my teacher was a Literature enthusiast, for which I have always been thankful, while Mr. B. doted on Arithmetic. Well, he was very patient, and I soon found, to my surprise, that I was regularly getting all my answers right instead of partly wrong. And wasn't I thrilled when I saw my pages covered with R R R instead of X X X! More than that, I soon grew fascinated with the study. Under Mr. B's. guidance numbers seemed to take on life, and such a regular kind of life, that one could almost prophesy ahead what they were going to do next—in spite of some of their little tricks that Mr. B. delighted in showing us. How I enjoyed that three months!"

"And then you went home", commented the friend. "And do you mean to tell me that three months during one high school year was enough to teach you Arithmetic for life?"

The teacher laughed. "Hardly! In another three months I was making mistakes again, and I can truthfully say that I scarcely remember one of the rules Mr. B. taught me".

"Then how—?" The friend was plainly puzzled.

"Well", explained the teacher, "I picked up useful principles at Normal, and from Inspectors, and books on Arithmetic".

"But where does Mr. B. come in?"

"Oh!" smiled the teacher, "the rules I forgot, but the fascination remained, and when my busy high school years were over, I enjoyed exploring the mathematical field for myself, thanks to Mr. B."

Getting up from the desk, the teacher went to put on her coat and hat. Her friend sighed as she followed her, "You must have had a mathematical mind in the first place. No one could affect me like that!"

"Possibly", agreed the teacher, as they left the school together, "but I think it takes love to awaken love—even a love for Mathematics!"

Introducing The Child To The School System

By Blanch E. Hagerman

INTRODUCING the child to the school system is a work so stupendous and broad that it is somewhat staggering when one stops to think about it. In fact, when you consider how many of the subjects in the following grades are dependent to a large extent on the foundation that we primary teachers lay, you realize what a great responsibility is ours.

However, it is never wise to dwell on the thought of how tremendous a task is, so we close our eyes to that phase, dive in and do the best we can, hoping that the children will absorb enough to give them this necessary foundation upon which their future work can be built. And this is a slow process.

I have often wondered if parents understand the various reactions of their children to the first day or first week in school or have ever tried to place themselves in the position of these children. Some have looked forward to this day with eager anticipation and can scarcely wait until the great day arrives. With feelings equally great others have looked forward with dread and even dislike to this fearsome thing called school. Then there are yet others,—those who aren't particularly interested whether they come or stay but come because they have to.

With their advent into school these three conflicting types suddenly find themselves thrust upon each other and in a totally different atmosphere from that to which they have been accustomed heretofore. No matter which type we consider they are all alike in this respect that they are going to experience their first great readjustment to life as they thus find themselves thrown into an entirely different environment to the home that has been their world up to now.

The impression made the first day and the first week is going to be lasting, therefore we must plan our work carefully keeping this aim in mind. The results thus obtained can be immeasurable. To those children who have looked forward to this day with eager anticipation it is up to us to see that this anticipation is realized; the timid we must put at ease and make them feel at home; in the passive we must seek to arouse dormant abilities and awaken an interest in new surroundings and activities. The latter are going to be our greatest problem. We try to make them feel that school is really worth while. We want a happy atmosphere. As confidence in the teacher and interest in school life are the foundation of progress we want this first day to be the beginning of a beautiful friendship.

There are two necessary and important factors to the primary teacher in dealing with beginners, namely, patience and kindness. Patience is often sorely tried and many times threatens to break, but a break would only lead to further annoyances. Kindness is similarly taxed. In addition to this we must bear in mind that these children are the men and women

of tomorrow and are deserving of courtesy from us. Our reward will be that they in their turn will show us a voluntary respect.

At the outset a potent factor in arousing interest and developing a stimulus to attention is variety. The attention of small children cannot be concentrated on any one subject for more than ten minutes at a time. Then must be directed along some other line. In fact, very often on account of the mood of the class it is hard to adhere to any strict schedule and a variation from the regular routine saves the day.

Then, too, when teaching the same subjects every day a varied presentation is desirable, otherwise interest wanes and their attention suffers.

It may seem that I have stressed this phase of the work in the beginning unduly but when dealing with small children the success of any undertaking is dependent upon these factors.

So, before we start to teach we have to win their confidence, foster a liking for school, make them feel at home and create a desire to learn.

Each child is a separate unit and an individual problem. In consequence their characteristics have to be studied, understood and dealt with individually.

Formerly the Grade I curriculum consisted chiefly of the three "R's". Today modern education goes beyond this and concerns itself with a curriculum so great that it covers all the subjects taken in all the public school grades, but paramount it seeks the development and welfare of the child.

On our curriculum are the subjects reading, writing, arithmetic, spelling and music. These are the major subjects. In addition to these we have oral composition in which is included grammar and dramatization; nature study which envelops geography; art in which is included the handicrafts and picture study which can be correlated with many of the other subjects; literature, poetry and history may be ranked together, while manners, morals and patriotism may be placed side by side. And lastly, health and hygiene play no small important part on the programme.

I think you will agree with me that this is an overcrowded curriculum for the average 6-year-old to cover in one year. It is comparatively easy for the bright child; a struggle for the child of ordinary intelligence; but well nigh impossible for the slow or mentally retarded child. Yet this is what we are required to cover in one year.

I will not attempt to deal with each subject in detail, how a lesson is approached or presented, because what could be used with success by one teacher might not work out the same way for another.

But in this process of ramming and cramming of knowledge we must always bear in mind that the fundamental factor of the school is the child and its purpose is achieved only so long as it functions for the development, advancement and welfare of the child. Anything that doesn't attain these ends is useless.

And finally from the standpoint of a teacher's success, "our best score-card of self-rating is ourselves as reflected in our class of little unconscious imitators".

AN INTRODUCTION TO SIGHT-SAVING CLASSES

By GLADYS OWEN, *General Gordon School, Vancouver, B. C.*

UP to the early years of the twentieth century, educational methods and materials were considered only for the normally seeing children. Boys and girls with eye difficulties were unable to compete and often fell behind in their studies. If they made progress it was usually at the expense of their eyes or general health. As early as 1889, special educational means were suggested for myopic children by Dr. Bell of Bradford Royal Eye and Ear Hospital, England. On this continent sight-saving classes have been in operation for about twenty years and new classes are continually being established where their need is warranted and their value recognized. At present there ar over four hundred sight-saving classes in existence in North America. But England has the honor of being the first to have such a class. It was opened in 1908, fully a century after the first plea for activity along this line was made by Franz von Gaheis of Vienna, when he asked for special arrangements for children with defective vision. On this continent the first class was established in 1913 in Cleveland. The Halifax Harbour explosion in 1918 led to the founding of the first class of this type in Canada. In Europe the first class was established in Strassbourg in 1911. Today, Russia is eager to establish sight-saving classes with a teacher training centre at Moscow.

From statistics, we find that one child in five hundred of school age needs special consideration on account of visual handicap. These children have one of two types of eye difficulty; static or progressive. Sight-saving classes were organized for children whose static low vision or vision impairment made it impossible for them to compete with the normally sighted children in the regular class room, and for those children whose progressive eye difficulties were likely to become worse by using ordinary school equipment. The need for these classes has now obtained very wide recognition. Roughly speaking 80 per cent of the school population have normal vision. By normal is meant giving good service, not perfect. Of the remaining 20 per cent, 19 per cent have slight eye difficulty that can be helped and cared for. One-quarter of the remaining 1 per cent cannot use sight at all; the other three-quarters have serious eye difficulty and cannot be brought along with the 99 per cent. These less fortunate ones are eligible candidates for the sight-saving classes. In the majority of schools the visual acuity of every child is recorded on the medical cards. It is shown separately for each eye by a fraction such as $\frac{20}{20}$ or $\frac{20}{30}$ etc. The distance from the chart is the numerator, and the number of feet printed on the chart with the last line accurately read is the denominator. Interpreted by doctors and ophthalmologists, the record $\frac{20}{30}$ means that at a distance of twenty feet, with a properly lighted chart, the pupil read the line of letters indicated on the thirty-foot line, a line that should be normally read at thirty feet. The sight-saving division is from $\frac{20}{70}$ to $\frac{20}{200}$ in the better eye after correction. The blind division is less than $\frac{20}{200}$

Children having four or more dioptres of myopia are also eligible. Myopia, often known as near-sightedness or short-sightedness, is a condition of the eye mainly found among students and people of sedentary habits, although occasionally, it is found in young children. No doubt this condition was inherited or caused by poor nutrition. There are three types of this eye difficulty. The first is simple or static myopia, which is low in degree in the child, progresses slowly during puberty and is arrested at about the twentieth year. The second is progressive, which in some cases is of higher degree in the child, and progresses until the twenty-fifth year, when it remains stationary for a time, then it advances, causing very defective vision and disturbances in the retina. The third is malignant, which occurs in extreme cases, progressing rapidly and sometimes ending in blindness.

Children are born with a short eye and during the growth of the child, the eye grows and lengthens to its normal size of about 23 m.m. anteriorly and posteriorly, by the sixth or seventh year. In some cases the eye becomes too long and for every m.m. of extra length a correction of three dioptres is needed.

In the normal eye at rest, parallel rays of light focus objects at a point on the retina, but in the myopic eye the focal point falls short of the retina in the vitreous and the crossed rays form a circle of diffusion on the retina resulting in a blurred image. The myope tries to cut this image down by bringing the object nearer to his eyes and partially closing his lids. The normal eye can see an object at one metre distant with a lens of one meter focus. The refractive power of this lens is one dioptre. In order to see the object at a distance of half a metre, a lens of two dioptres would be necessary to focus it on the retina.

The lengthening of the eye is rarely congenital but there is often an inherited tendency for its development. It is an acquired change and has a certain relation to the health of the individual; sometimes his occupation may have some effect. In the under nourished child, the walls of the eye-ball may not be strong and firm as in a healthy child and therefore they are more likely to stretch if pressure is brought on them through congestion resulting from poor posture while reading or writing. Eye-strain of any kind may cause the eyes to elongate.

In mild cases there is indistinct vision and near work is accomplished with comfort because less accommodation is needed than in the normal eye. In other cases, distant vision may be very indistinct and pain felt in the eye in doing close work. In high myopia, there may be prominence of the eyes with a large anterior chamber, dilated pupil, and because of the strain of convergence, a divergent squint. In looking through the ophthalmoscope at the retina, atrophy of the choroid may sometimes be seen as a pale crescent on the outer side of the disc. In high myopia, the retina may appear very thin, and may even break away or burst.

In all cases of myopia, glasses should be prescribed. Many ophthalmologists think that less work of a close nature should be done in the hope of preventing the disease, for in myopia, control is possible, cure is not

and prevention remains for the future. The bodily health of the myope should be built up and hygienic rules followed closely. Much care should be taken in posture and in cases of a diseased condition of the retina, violent exercises should be avoided. The teacher in charge of the class is given a copy of the oculist's report of each child, and from this information she learns the amount of time each should devote to close eye work.

It is paramount that the children who are admitted to the sight-saving class should have normal mentality. In the unfortunate instance of a double candicap, the major difficulty is considered in the placement of the child and sight-saving equipment is given for his use in the special class.

By adapting the best pedagogical technique to the needs of the sight-saving child, the avenue of perception through the eyes is kept possible of its best. Every effort is made to conserve vision. All unnecessary eye work is eliminated;

The readers are printed in 24-point Caslon bold type

(72 points to the inch); the pencils used have a very soft lead and are painted yellow; for ink work, speed-ball pens are used with India ink; cream colored manilla paper ruled in green ink with spaces of three-quarters of an inch is used for all written work excepting in cases of astigmatism, when plain paper is used because the lines cause discomfort; large pieces of soft white chalk are used at the blackboard; and type-writing is practised on a machine having large bulletin type.

The decoration of the room is important in eliminating glare and distributing the maximum of light. Cream colored ceilings and buff walls with wood-work that tones in should all be in a dull finish to prevent glare. Dust and smoke should not be allowed to accumulate on the walls, lighting, etc., as that will reduce the amount of light. Dark colors absorb light while light colors reflect it. The desks for the children should be movable and have tilt-tops to prevent foreshortening, having also a dull finish. A glare at an angle of forty degrees detracts forty per cent of the vision. The window shades are adjusted up and down from the middle of the window; soft, pliable material, that will not crack and admit rays of light, is used. The luminaires are especially selected and placed for their powers of distribution and diffusion of artificial light. They should be freely used when the candle-power at work level is less than 12 foot-candles. Pictures should be unglassed and placed at eye level; glassed cupboards should be covered with cretonne or dull paper to prevent glare.

It is recognized that children with eye difficulties work much more slowly than children with normal sight. In the sight-saving class the children work at their own speed. But the fact must not be overlooked

(Concluded overleaf)

Linking the University and High School

ON the initiative of Professor Saul B. Arenson, personally and favorably known to British Columbia teachers, the University of Cincinnati has set up a special course of Science lectures for selected High School students. Particulars appeared recently in *School and Society*.

On ten successive Saturday mornings, 400 to 600 invited students, recommended by their teachers as being among the top 10 per cent. of their Science classes in metropolitan Cincinnati, gather at the largest auditorium on the campus for special lecture demonstrations. In the first season, specialists in related departments dealt with the subjects suggested by the following titles:

"Vibrations, Waves and Sounds"; "Atomic Structures: the Building Blocks of Nature"; "Visible and Invisible Light"; "Nitrogen of the Air Made Available"; "From Soft Iron Ore to Hardened Steel"; "Building of the George Washington Bridge"; "What Makes It Fly?"; "Some Electrical Engineering Studies"; "The Geologists' Share in the Finding of Oil"; "From Galileo to Einstein".

It was deemed advisable to refuse the petitions of scores of teachers who asked permission to attend these lectures along with their students. The lectures were arranged in honor of the students themselves and no one else was privileged to attend. However, this year a new series of lectures was given first to the teachers and later to the pupils.

This second series includes six lectures highly illustrated by experiments and lantern slides and not in any way duplicating the earlier series. The announced topics were as follows: "The Physics of Air in Motion"; "Clay, and Clay Products"; "Oxidation and Combustion"; "Diesel Engines"; "Controlling Soil Erosion"; "Reactions of Organisms to Radiations". It is proposed that the two series of lectures alternate. In this way eligible High School students will be given an opportunity of hearing both series during their last two years in High School.

Has this plan any possible bearing on University Extension work in British Columbia?

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that mentally they are equals with the children in the regular grades. The sight difficulty has an educational, social and psychological re'ationship. If the visually handicapped children are left in the regular class, they may become problem children, or they may develop nervous disorders through eye strain.

It is unnecessary to justify the education of the physically handicapped who are educable. Humanitarianism would suffice. If these children are given advantages to overcome their handicaps they may probably become assets of great value to their community; wihout them they may fail in their work and develop inhibitions, complexes and lack of self confidence. The sight-saving class is the safety valve; it gives them an advantage that makes competition with their fellows more fair. With the feeling of success, they develop self-confidence; and with the growth of initiative, resourcefulness, independence and poise, they live happier and more purposeful lives.

News, Personal and Miscellaneous

Many members of the teaching profession will recall with grateful appreciation services rendered to them as summer school students by the late Harold Nelson Shaw, whose death in California was announced in the last week of January. From 1911 to 1926 he resided in Vancouver, where he is remembered not only as a trained and gifted exponent of Voice Culture and Expression but as a versatile interpreter of Shakespearean plays. Mr. Shaw is survived by a widow and son, in California, and by his only daughter, Mrs. V. C. O'Hara, teacher of home economics in Queen Mary School.

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Many friends throughout the province will join with the teachers of Vancouver in profound sympathy for Mr. A. F. Burch of Kitsilano Junior High School, who is mourning the recent tragic loss of his wife. Mrs. Burch, to the startled amazement of her very many friends, who still can think of her only as the embodiment of happy vitality, succumbed after an exceedingly brief illness.

Another very poignant tragedy was that of the death of Mr. W. S. Nicholson, a very promising young graduate of the University of British Columbia, in Arts and in Education. Owing to the indisposition of a member of the staff of Point Grey Junior High School, Mr. Nicholson was called in as a substitute teacher, and though not himself feeling well at the time he reported for duty. On the second day thereafter he was too ill to continue his services, although the actual seriousness of his condition was not wholly realized. Within a week he was dead, another victim of the prevailing epidemic. A multitude of his professional colleagues in Vancouver and on the Island and of his former associates in Prince of Wales and Magee High schools and at the University are sore of heart for a lost friend and for those nearest and dearest to him. Mr. Nicholson's parents reside at 1856 West 34th Avenue.

On behalf of its readers *The B. C. Teacher* also extends deep sympathy to Miss I. R. Whelan and to Mr. William Wilander, both of them members of the teaching staff of Point Grey Junior High School and each of them mourning a father's death.

The Nomination Committee calls urgent attention to the fact that nominations for President and for Vice-President of the Federation should be in its hands by March 8th to ensure the required publication in *The B. C. Teacher* prior to Easter convention.

The President and members of the Vancouver Elementary Teachers' Association extend a cordial invitation to all out-of-town visitors attending the Easter Convention to be their guests on the afternoon of Tuesday, March 30th. The following programme is offered:

(1) *For Primary Teachers* (and others)—A visit to Tennyson Platoon School where several rooms will be opened where Primary Projects and Worked-out units covering the work of Grades I and II will be on display. . . . Then on to Point Grey Junior High.

(2) *For Senior Teachers* (and others)—A visit to Point Grey Junior High. An inspection of the

building under the direction of expert guides. Displays in the rooms. Moving pictures of Junior High School activities in the auditorium, also a demonstration of Choral Speaking. Tea in the cafeteria.

Mr. E. V. Caspell, vice-principal, Tennyson School, is in charge of transportation arrangements. Send him a note right now and *your* transportation to and from these events will be looked after in good time. If you are too busy to write this note before Easter, you will be given an opportunity to make your reservation as soon as you reach the Convention. The Elementary teachers wish to arrange matters so that every teacher attending the Convention will be able to take advantage of these two outstanding events.

These visits have been made possible through the courtesy of the Vancouver School Board and the principals and staffs of the schools concerned.

Helen P. Jackson (Kitsilano High School), daughter of Rev. M. H. Jackson, was married to Alfred C. Buckland during the Christmas holidays. Both are graduates of the University of British Columbia. Mr. Buckland is resident construction engineer for Bloedel, Stewart & Welch Logging Company. Mr. and Mrs. Buckland will live at Menzies Bay or Campbell River.

Roth G. Gordon (Kitsilano Junior High School), last year of Prince Rupert, and Eleanor M. Sievert of Prince Rupert were married during the Christmas holidays.

Teachers in Manitoba who have not been engaged in teaching during the calendar year 1936 must apply to the Department of Education before June 30, 1937, for renewal of their teaching licenses. Any certificate not renewed by this date will be invalid and may be renewed only by the Advisory Board. This means a limitation of the life of a certificate if the holder of the certificate has not made use of it.

The Premier of Victoria, Australia, presenting his budget for 1936-37 on August 3rd last, definitely stated that substantial reductions in taxation and restoration to civil servants of all reductions in salary would be made.

The Canadian Teachers' Tours on the "Empress of Japan" to the W. F. E. A. at Tokyo is being booked up. Intending travellers are invited to write immediately for particulars to the Canadian Teachers' Tour, C. P. R. Building, Toronto, Ont. Ordinary return tickets, Vancouver to Yokohama, are sold for $227 by the Japanese Mail Line.

By unanimous vote the Vancouver School Board recently adopted the principle of giving trade preference to individuals and firms who subscribe to a policy of maintaining a standard wage level and shortened hours of labour.

Next summer there will be an Educational Conference in Paris in connection with the International Exhibition. Among the sections will be: General Philosophy of Popular Education; Psychology Applied to Popular Education; Teaching Methods; National Education and International Co-operation; Preparation, Training and Development of the Teaching Staff; Material Life of the School; New Technique, such as Broadcasting, Motion Pictures and Gramophones; and Popular Education.

PUBLIC ENQUIRY ON CURRICULUM REVISION

The Department of Education's Central Revision Committee invited the public to be present, through representatives, and present views at an enquiry that was held on the morning of Saturday, January 16, 1937, in the Vancouver School Board Offices, to determine what factors, in addition to those already entertained, should be considered in framing the Secondary school curriculum. One of the main points on which the committee wished expressions of opinions was the matter of a longer school day for Secondary schools.

Representatives from School Trustees, the Parent-Teacher Federation, Local Councils of Women, and the B. C. T. F. were present.

The P.-T. F. representatives offered many valuable suggestions as did also the representatives of the Victoria Council of Women, who presented excellent material on "Safety Education". The B. C. T. F. representatives were, during the time of the formal enquiry, holding a watching brief.

SCHOOL CALENDAR, 1937

January 5—Reopening of schools.

March 26—Good Friday (school holiday).

March 29 to April 2, inclusive—Easter vacation.

April 5—School reopening after Easter vacation.

May 12—Coronation of His Majesty King George VI. (school holiday).

May 24—Victoria Day (school holiday.

June 4—Provincial Normal Schools close.

June 9—Senior Matriculation examinations begin.

June 17—Grade XII examinations begin.

June 28—High School Entrance examinations begin.

June 30—Last day of school for the term.

July 5—Provincial Summer School for teachers opens.

Aug. 6—Provincial Summer School for teachers closes.

August 25—Junior and Senior Matriculation supplemental examinations begin.

September 1—Schools reopen for the school year 1937-38.

September 6—Labour Day (school holiday).

September 14 — Normal Schools reopen.

October .. — Thanksgiving (school holiday, date fixed by proclamation).

November 11 — Remembrance Day (school holiday).

December 14 — King's Birthday (school holiday).

December 17 — Schools close for Christmas vacation.

THE FORMER EMPIRE MARKETING BOARD

The High Commissioner for the United Kingdom asks *The B. C. Teacher* to advise its readers that the Empire Marketing Board (formerly established at 2 Queen Anne's Gate Building, London, S.W.1., England) whose publications and posters are so much in demand for use in schools, was abolished in 1933. The stocks of publications and posters were exhausted some time ago.

What We Are Reading

Griffith, Coleman R. *An Introduction to Educational Psychology*. New York: Farrar and Rinehart, Inc., 1935. Pp. viii + 754 pp.

Science can never be exact, because it lacks totality and because it cannot fully cope with the personal element. The social sciences, dealing more with this personal element than the natural sciences, lack the rather solid foundation of the latter. The science of education, as a branch of the social sciences, is no exception in this respect. In the case of education much of this is caused by the conflicting theories to be found in general and educational psychology. As a result, the student of education comes into contact with numerous opinions, some of them as varied as the educational psychologies upon which they are built. It is not surprising, therefore, that at times he is bewildered. Nevertheless, the true student will not throw up his hands in despair, and take cold comfort in an agnostic reaction. He will take advantage of what progress scientific investigation has made, and will formulate his opinions with the aid of the educational leaders who are well qualified to speak. In doing so he will take cognizance of the profound chance of error involved in the personal equation.

With this idea in mind Professor Griffith of the University of Illinois presents his useful textbook in educational psychology. While embracing the genetic theory, he is careful to discuss adequately other theories, and to survey the field with the cool eye of the real scientist. The reader, therefore, obtains a broad treatment of educational psychology at its present stage of development, together with a penetrating analysis of each point of view. In addition, the book is replete with up-to-date references, which point out the beginnings of numerous divergent trails for the student who is bent upon exploring, or taking excursions, into this interesting field of knowledge. This, then, is truly a textbook, and, moreover, it is a refreshing deviation from so many of the educational psychologies which have been based entirely upon the Thorndike stimulus-response or reaction theory.

Another distinctive contribution of this book is the nice balance maintained between the findings of the psychologists and the needs of the teacher. Thus the teacher may read this book with profit. Also, the author fits well experimental work done in the laboratory to theory. In his application of his work to the process of teaching, he warns, however, that there are "no standardized formulae for teaching and neither are there any easy processes of promoting growth which have been registered in the Patent Office". The inference is that the personal equation is ever present.

This review would be incomplete if no mention were made of the excellent chapter on two controversial questions, namely, those of the learning process, and the problem of transfer. They are well worth reading.—HUGH M. MORRISON.

Discovering My Job (Thomas Nelson and Sons, New York; $1.50) is a book that will be read with interest and advantage by many girls facing the problem of what they are to do when they leave school. Each chapter

is by a different author, some of them very well known. The introductory article stresses the idea that we must think of our job as part of our whole lives and of our work as related to what we do in our free time, planning for the whole 24-hour day. The old idea should be abandoned that the person will necessarily stay at a job of the kind first secured. The beginning job should be well known and also those into which one may be promoted and others to which one must, perhaps, be transferred or should transfer oneself. Every ordinary person is fitted for many occupations. Suggestions are offered that may help young people to discover their own aptitudes and to evaluate the rewards, advantages and disadvantages of different callings. Specialists in interior decorating, publishing, social service, nursing, department store work, teaching, medicine, the stage, art, and other occupations respectively offer the suggestions and advice that their experience leads them to think will be most helpful to puzzled girls. In view of the new stress upon guidance as an important feature of the teacher's task, this book should be valuable.

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Reference has been made before in this column to the rather extraordinary institution known as the National Home Library. One of its recent publications is an attractive little book of 150 pages, *Horace Mann, His Ideas and Ideals,* by Joy Elmer Morgan, editor of the *Journal of the National Education Association.* In many respects, Horace Mann is the most interesting figure intimately associated with the history of public schools in the continent. Though the author of this little work does not comment upon the fact, Canadian teachers will recall that Ryerson's famous report, the basis of all Canadian school systems, borrowed heavily from Mann's recommendations as secretary of the Massachusetts' Board of Education, to which he was appointed almost precisely one hundred years ago. This book is part of the celebration of this hundredth anniversary. More than half the book is devoted to quotations from Mann's writings. He is extraordinarily modern. As a matter of fact, we haven't caught up to him yet.

Another 1936 book, published by the same Foundation, and like it, sold at the preposterously low price of 25c, is entitled *Democracy in Denmark.* The first 187 pages are devoted to such topics as Agriculture, Milk Production, Co-operation and Co-operatives, Social Insurance, Industrial Development, and recent economic history; while the remaining 158 pages deal somewhat fully with the famous folk high schools that have done so much to make the Danish populace the best educated in the world.

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Inside Europe by John Gunther. (New York: Harper and Brothers, 1936.)

Of the many books written during the past five years to give the "general" reader an insight into the complexities of European affairs none has continued to enjoy the popularity that has been accorded Gunther's *Inside Europe* which was the best-selling non-fiction book of 1936 in twelve countries—practically all the democratic nati[illegible] out-

side Latin America. The twenty-fifth and latest edition has been completely revised and enlarged to include chapters on the Spanish Civil War, the Blum Government and other recent developments.

"This book is written," to quote the author's preface, "from a definite point of view. It is that the accidents of personality play a great role in history. As Bertrand Russell says, the Russian Revolution might not have occurred without Lenin, and modern European development would have been very different if Bismarck had died as a child. The personality of Karl Marx has powerfully influenced the economic interpretation of history. . . . The fact may be an outrage to reason, but it cannot be denied: unresolved personal conflicts in the lives of various European politicians may contribute to the collapse of our civilization. . . . Millions depend for their life or death on the will of Hitler, Mussolini or Stalin. . . . These men and their lesser contemporaries—*couloir* politicians like Laval, crude and boisterous adventurers like Goering, careerists on-the-make like Gil Robles in Spain or Goemboes in Hungary, politician officers like the Polish General Ridz-Smigly, anachronistic Balkan kings like Zog and Carol—are playing decisive roles in the stupendous drama of Europe between wars."

Without neglecting economic, social and political developments, the account is chiefly personal. Whole chapters are devoted to Hitler and his two "G-men", Goering and Goebbels and "The Other Little Hitlers", to Blum and other Frenchmen, to Baldwin and "The Men of Whitehall", to De Valera, to Mussolini and "Who Else in Italy", to "Dr. Habsburg" and Goemboes, Masaryk and Benes and the Balkan kings, and to Stalin and the men who surround him. Instead of analysing the currents of history, the author follows the men who ride them. Nor is this a "peep-hole" book of gossip. Though the style is "popular" rather than scholarly, the author makes every item contribute to a definite and authoritative picture. For a dozen years he has been one of the foremost American reporters in Europe and was present to "cover" many of the most dramatic and critical events of that period and has interviewed not only the men he writes about but their supporters and critics and "the man in the street". He has used all the tricks of the journalist's trade, including headline chapter-titles such as "Psychopathology of Dictators", "The Trick by Fire and the Purge by Blood", "Danube Blues", "Austria Infelix", "Half a League Onward" (the League of Nations), and "Duranty's Inferno" (U. S. S. R.) He combines keen observation with clever reporting. In the words of Prof. Harold J. Laski of London, his "insights are remarkable .... great journalism . . . Mr. Gunther takes his place as one of the best reporters now living."—J. E. G.

Correspondence

Nakusp, Arrow Lakes, B. C., January 25, 1937.

Editor, *The B. C. Teacher*:

I feel I cannot too highly commend, or too strongly endorse, the proposal put forward by Mr. Frank Wilson for an improved Matriculation set-up, in his article, "The New Course and Matriculation". May it be carried through to a consummation: 'tis "devoutly to be wished!"

Your January issue was vital, sound and significant all through. Congratulations, and—"Excelsior!"

Yours very truly,
W. M. ALLAN, Manager,
Canadian Bank of Commerce.

Chilliwack, B. C., January 25, 1937.

Editor, *The B. C. Teacher*:

Some time ago I received a bulletin entitled "Programmes With a Purpose" which advertised many little Home Economics playlets and suggestions for Home Economics programmes. I sent for some of these and think they may fill a real need of some Home Economics teachers who are casting about for new ideas for fashion shows. None of them is priced over 35 cents and many of them sell for less. My order received prompt attention. Perhaps you will think it worth while to publish the address. A free catalogue will be sent on request. Write to Mignon Quaw Lott, Pentagon Court, D-6, Baton Rouge, La.

As a representative of the Home Economics Section I have thought this information might interest my colleagues.

Yours truly,
MILDRED G. PASKINS,
(Magazine Committee of Home Economics Section)

Aldine House, 1300 Robson St., Vancouver, B.C.
February 3, 1937.

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

Sir,—The attention of your readers is called to the fact that the trustees of the G. A. Fergusson Memorial Award will meet on Friday, March 19th next, for the purpose of selecting the recipient of the fifth Memorial Award. The conditions provide that the Award shall be made annually to the Federation Member (or Member Association) who has made, in the judgment of the Trustees, an outstanding contribution to education.

Nomination of candidates for the award may be made by any Federation member, or by any Local Association of the Federation, but must be received at the Federation Office, 1300 Robson Street, Vancouver, not later than Thursday, March 18th, 1937.

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

The presentation of the award will be made by the Chairman of the

Fergusson Memorial Trustees, at the Federation Easter Convention to be held at the Hotel Vancouver.

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

On behalf of the Trustees,
Yours sincerely,
HARRY CHARLESWORTH.

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590 Cambie Street, Vancouver, B.C.,
January 18, 1937.

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

Dr. W. B. Black suggested that I write to inform you of the Y.M.C.A. Adult Education Committee's plans for an informal course in "Vocational Trends" open to the young people of this city, which might be interesting to your readers in *The B. C. Teacher.*

Our plan at present is threefold:

1. To present a series of eight lectures on "Vocational Opportunities in B. C. Industries," starting in February. These lectures will be open to young men and women of the city, mainly Senior High School students and recent graduates. The course should give a picture of opportunities in various lines of work, training needed and the types of persons who would qualify. Some of the speakers have been secured and the list of subjects follow:
   Dr. Carrothers—"Employment Opportunities in Basic Industries of B.C."
   Dean F. M. Clement—"Employment Opportunities in Agriculture."
   R. R. Payne—"Fishing."
   V. W. Dolmage—"Employment Opportunities in Mining."

These will be the first four lectures. Following these the remaining subjects will be dealt with on a symposium basis.

Lumbering and Forestry—Speakers to be secured.

Transportation: Ships, Railways, Aviation, Automotive—Speakers to be secured.

Building and Construction: Public Works, Industrial and Commercial, Homes—Speakers to be secured.

Manufacturing: Metal, Wood, Other, Printing, etc.—Speakers to be secured.

2. During the course groups will be formed around similar interests, i.e., transportation, to study the field.
3. Leaders in Vocational Guidance will study various fields of work and print a brochure on each field giving all types of occupations, training needed, etc.

We will endeavor throughout the plan to give the impression to students that we are not handing out jobs, but trying to help them see interesting types of work, which they may study for themselves, with a view to choosing a happy vocation.

The course and groups are free of charge. Individual guidance and tests may be secured at the Y.M.C.A.

I hope this will be interesting to you and would be glad of any comments. Dr. W. G. Black, at the University, can supply any additional desired information and I shall be happy to enlarge on this at any time.

Yours sincerely,

MEL. CHATER,

Programme Secretary.

Washington University, St. Louis, Missouri,
January 25, 1937.

Editor, The B. C. Teacher:

Thank you very much for the interesting paragraph you have at the head of "Our Magazine Table" in the January issue. I think that you are doing a good service to the cause of the classics and also to the Classical Journal by such paragraphs and wish to tell you of my great appreciation.

Very sincerely yours,

EUGENE TAVENNER,
Editor, *The Classical Journal.*

RESEARCH COMMITTEE (ELEMENTARY)

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

The Research Committee wishes to report that copies of the articles listed in the January issue of *The B. C. Teacher* are still available.

Requests received as a result of last month's questionnaire will receive the attention of the Research Committee and replies will be sent at our earliest convenience.

An effort will be made to have copies of all suitable contributions prepared for distribution at the Easter Convention.

WILLIAM MCMICHAEL,
Chairman, Research Committee, E. T. D. of the B. C. T. F.

PRESIDENTIAL CANDIDATES DISCUSS TEACHER FREEDOM

"I BELIEVE that a teacher has a right to the same freedom of speech in expressing his political, social, or religious convictions as any other citizen.

"And I believe that a teacher has the same right to work for the accomplishment of his political and social ideals as any other citizen. . . .

"We must ever remember that academic freedom, political freedom, religious freedom, and freedom of opportunity are all bound together. Infringement upon one will soon lead to infringement upon the others. In fighting to maintain our freedom, we will make the greatest progress by fighting for the freedom of all".—GOVERNOR LANDON, August 24, 1936.

"A true education depends upon freedom in the pursuit of truth. No group and no government can properly prescribe precisely what should constitute the body of knowledge with which true education is concerned. The truth is found when men are free to pursue it. Genuine education is present only when the springs from which knowledge comes are pure. It is this belief in the freedom of the mind, written into our fundamental law and observed in our everyday dealings with the problems of life, that distinguishes us as a nation".—PRESIDENT ROOSEVELT, February 22, 1936.

HIGHLIGHTS OF THE JANUARY NEWS

THE second session of Canada's Eighteenth Parliament opened on January 14. The only important developments to the end of the month were tabling of estimates on January 18, showing increases of one hundred per cent for the Royal Canadian Air Force, $6,000,000 for militia and $16,500,000 in total expenditures, and introduction on January 29 of a measure to remove $1,500,000,000 from the *liabilities* side of the C.N.R. balance sheet.

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Although B. C.'s relief list was reduced twenty per cent during 1936, only one-third of this number were absorbed into private industry. Thirteen per cent more new cars were sold in Canada in 1936 than in 1935, but six and one-half per cent fewer cars were made in Canada.

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The world *is* becoming more civilized! From Great Britain came the announcement on January 14 of perfection of a new gas mask which can be used even by babies.

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The world output of steel passed its average for 1929 in April, 1936, and exceeded it by some twelve per cent in November, according to a League of Nations Information Section bulletin of January 1. Production of petroleum exceeded the 1929 level by almost twenty-two per cent during the third quarter of 1936.

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Certain agreements and pronouncements, if words could be taken at their face value, should have done much to clear the European international air. On January 2 Britain and Italy signed an agreement in which both affirmed a desire to maintain the status quo in the Mediterranean, to uphold the freedom of the seas, and to work together in the interests of peace. On January 15 Italy announced a willingness to mount no guns of more than fourteen-inch calibre if all other important naval powers would do the same. On January 20 Mr. Anthony Eden announced Britain's willingness to meet Germany's demands for raw materials and to advance loans provided Hitler agrees to curtail armaments and gives guarantees he will not plunge Europe into another war. Premier Blum of France followed this up in a speech at Lyons on January 24, when he outlined measures France was willing to undertake for the economic aid of Germany coupled with steps toward an "indivisible peace" to insure the help given might not one day be turned against the giver. As a last appeal before the long expected pronouncement of Chancellor Hitler came a public address by Chancellor of the Exchequer Chamberlain on January 29, when he said, "If something is not done to reduce the terrible burden of armaments it is bound to pull down the standard of living for a generation to come." Crying out against the "incredible folly which is piling up these terrible burdens on the shoulders of the nation", he declared that in embarking on the largest defense program ever undertaken by Britain in peace time, diverting much of the country's wealth to where it could produce no economic return, the Government had no choice in the matter. Hitler, he concluded, had it in his power to make an invaluable contribution to European peace. On

January 30 came the much-heralded Reichstag speech. In it he renounced the war-guilt clause of the Treaty of Versailles, said Germany sought peace and co-operation with France and all nations except Soviet Russia, spoke of the "sluice" through which Bolshevist militarism seeks to enter Western Europe, and forbade Germans to accept Nobel prizes. To a waiting world its equivocal tone was, to say the least, disappointing. To quote a local editor, there was no direct reply to British and French offers "but the whole tone of the speech seemed to indicate that it is guns rather than butter that the world has to look forward to".

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The question of non-intervention in Spain continued to trouble the international waters. After an urgent appeal to Italy and Germany for direct co-operation, Britain decided on January 8 to take them at their words, however vague, and proceed with attempts at real neutrality. Italy had agreed in principle only and Germany had refused immediate direct action but would cooperate in any universally enforced plan of the international committee. While Britain and France were endeavoring to stop volunteers going to Spain, and Russia protested such action without similar action on the part of Italy and Germany would aid the insurgents, secret conversations were taking place at Rome on January 14 to 19, between General Goering and Premier Mussolini, after which the former announced they were in complete agreement "against the institution of Bolshevism in Spain" and were determined to keep it out of Western Europe at any cost". Meanwhile "volunteers" from both countries continued to arrive in Spain.

Urgent efforts were made during the second week of January to evacuate all civilians from Madrid as the situation became more tense under heavy bombardment. Otherwise the situation in Spain remained essentially unchanged.

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Forbidden the use of Belgian stations, Leon Degrelle used a Turin, Italy, radio station on January 6 to broadcast a fascist program for Belgium, thereby bringing an official protest from the Belgian to the Italian government.

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In a pastoral letter signed by twenty-seven Cardinals, Bishops and other high clergy and read from all German Catholic pulpits on January 3, the church again pledged its support to Hitler in his crusade against Bolshevism, at the same time it turned against "religious Bolshevists" within the ranks of the National Socialist Party who secretly attack the church and favor a neo-pagan religion "born of flesh and blood". On January 22, however, similar declarations attacked attempts to abolish parochial schools and for the first time since Hitler's accession referred to Nazi authorities as "our antagonists".

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Karl Radek, former editor of "Izvestia", and sixteen co-defendents who pleaded guilty to charges of treason described on January 24 and 25 a vast conspiracy to sabotage the Soviet railway system in the event of a war with Germany and Japan and numerous bungling attempts to assassinate Soviet leaders. Thirteen of the defendents were sentenced to death an January 30 but Radek's life was spared that his testimony might be further used. He was sentenced to

ten years' imprisonment and fifteen years' loss of political rights.

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Arabs of Palestine want independence but would prefer a Turkish to a British mandate, the Mufti of Jerusalem testified before the Royal Commission on the Palestine troubles on January 12.

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Marshal Chang Hsueh-Liang was pardoned on January 4 for the Sian revolt but was placed under military disciplinary observation. His troops were ordered back to their posts without loss of pay.

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After a bitter verbal clash between the leader of the liberal Minseito majority and Gen. Count Juichi Terauchi, War Minister, had led to the suspension of the Japanese House of Representatives, Premier Hirota resigned on January 23. Gen. Ugaki, selected as the next Premier, was refused the cooperation of the military authorities, but the struggle between the militarists and the parliamentarians appeared at the end of the month to be ending in a compromise.

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In Mexico a Trotzkyist-Stalinist riot had to be broken up with tear-gas on January 12. A twenty-four-hour strike of 18,000 workers tied up oil production on January 14. On January 29 a presidential decree forbade future concessions to operate electric power plants except to co-operative organizations of Mexicans only.

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Practically all plants of the General Motors Corporation were tied up by a strike of the United Automobile Workers of America in a contest over the rights of the men to unionize as they pleased. An attempt of Governor Murphy of Michigan to bring about a peaceful settlement on January 18 failed, because the company refused to bargain till the men had evacuated the plant. A similar fate befell the attempt of U. S. Labor Secretary Perkins. Ford and Chrysler plants and sales were only silghtly affected.

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One of the worst floods in the history of the Mississippi took toll of life and property during the last week of January all along the Ohio from Pittsburg to Cairo. Worst damage was done when Cincinnati, a city of over 450,000 and Louisville of over 300,000 were inundated under many feet of water.

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President Roosevelt promised a balanced budget within two years if business continues its upward trend. Nevertheless, on January 11 he asked $790,000,000 for relief works for the next five months and warned this would have to go on till business provides employment for the idle.

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The U. S. Supreme Court on January 4 attacked as repugnant to the Constitution the Oregon Criminal Syndicalism Law under which Dick de Jong was sentenced to seven years for belonging to the Communist Party.

—J. E. G.