

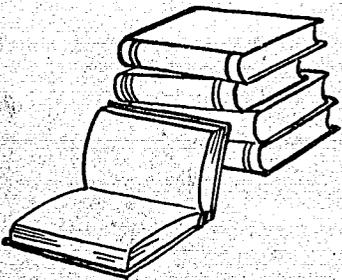
THE

B · C · TEACHER

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



MISS C. CLAYTON, ASSISTANT SECRETARY, B. C. T. F.



NOVEMBER, 1935

VOL. XV., NO. 3

VANCOUVER, B. C.

Just off the Press!

FOR PUPILS IN THE PRIMARY GRADES

A WORK BOOK IN PHONICS by Jessie E. R. Fisher. To teachers who are familiar with a READING WORK BOOK FOR BEGINNERS and a NUMBER WORK BOOK FOR BEGINNERS by the same author, this new publication will require no further recommendation.

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Our Western Canadian Office, under the management of Mr. W. G. Stephen, is being maintained at the old address but its functions have been altered to conform with a more aggressive and efficient sales policy which we are undertaking throughout the Dominion.

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VOL. XV., No. 3.

NOVEMBER, 1935.

VANCOUVER, B. C.

EDITORIAL NOTES

ON this page in the last issue of *The B. C. Teacher* promise was made that the members of the Editorial Board would be announced in November. If you have not already acquainted yourself with the personnel, leave these Editorial Notes while you turn your gaze a couple of inches upward.

* * * * *

Done? There will be regret that Mr. Emsley L. Yeo, the former Associate Editor, felt himself unable to accept our invitation to serve the profession again this year as a member of the Editorial Board of this magazine.

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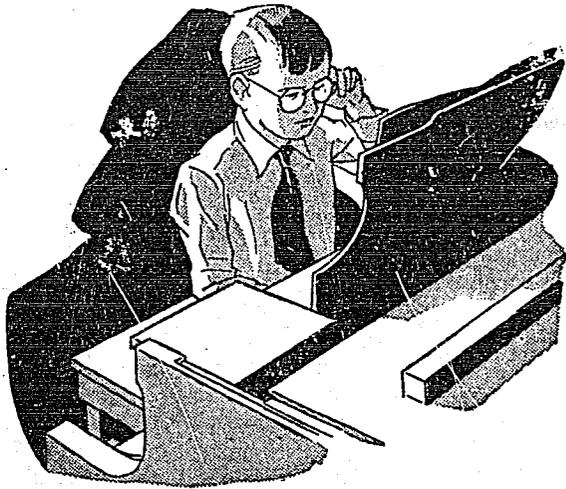
Another missing name is that of Mr. Elmer W. Reid, and him, too, we hope to have back some day, though not in 1935-1936. There is only one Elmer W. Reid. That is the whole trouble. If there were a half a dozen of him, we think that we could have induced one of them to share in the oversight of *The B. C. Teacher*, despite the fact that the other five would have been left rather overworked. Right here we are going to give some free advertising to *The Teachers' Aid*, a magazine with which for several years Mr. Reid has busied himself when not running a big school or taking university courses or doing important jobs for the British Columbia Teachers' Federation or serving on some committee appointed by the Department of Education.

* * * * *

The Teachers' Aid is a monthly of sixteen large pages issued by Messrs. J. M. Dent and Sons under the editorial management of Mr. Reid. Hundreds of readers of *The B. C. Teacher* also receive *The Teachers' Aid* regularly and they know that the two magazines cover related but quite

NOVEMBER, 1935.

Page One



Will You Let Your Child's Eyes Limp Through Life?

NOTICE the next time you're in a crowd of people how many of them are wearing glasses.

Why is it that so many eyes are defective? In a great many cases it is because of poor lighting and improper use of the eyes in childhood.

If you permit your child to read, to study, or even to play where there is not enough light or where there is blinding glare you are making a mistake that may be disastrous. Take care now to prevent your child's eyes from limping through life.

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independent fields. *The B. C. Teacher* cannot attempt to provide detailed suggestions for immediate classroom use and these are the outstanding features of *The Teachers' Aid*. Elementary school teachers who feel the need of such helps and who are not as yet familiar with Mr. Reid's services in this field would be wise to write to Messrs. J. M. Dent and Sons, 224 Bloor Street West, Toronto, for a sample number.

* * * * *

As a reminder that the artificial gulf once separating the teaching bodies of Junior and Senior High Schools no longer exists, Mr. J. H. Creighton, of last year's Board, has been given responsibility for Secondary Schools in general.

* * * * *

Mr. Reid's successor is Mr. F. A. Armstrong, who will also serve as the official link between *The B. C. Teacher* and the British Columbia Elementary School Teachers' Association.

* * * * *

It is the Editor's opinion that work in the Primary grades is of such importance and is in many respects so distinct from that of Intermediate and Senior grades that it should have a special spokesman on the Board of this magazine. Consequently he feels great pleasure in having secured the collaboration of Miss Olive Roy, the supervisor of Primary work for the city of Vancouver.

* * * * *

It was felt also that more members of the younger set are needed in responsible British Columbia Teachers' Federation posts. Consequently the Editor has added to the staff of News Editors Mr. Maurice DesBrisay, formerly of Rossland and now teaching in Point Grey Junior High. Mr. Des Brisay has already had some newspaper experience, and it is up to him to help make *The B. C. Teacher* pudding light and digestible as well as rich and sustaining.

* * * * *

Elsewhere in this number you will find a list of the members of the newly organized Magazine Committee. Every member is there as the representative of certain special interests of importance to the teachers of British Columbia and each of them, except the Chairman of the Finance Committee, has undertaken the task of securing for possible use in *The B. C. Teacher* articles dealing with the special topic or subject of study with which his name is associated. Already the Magazine Committee is functioning so well that for the present number, at all events, the Editor has been embarrassed by the wealth of material available. This will help account for the rather ruthless way that some of the contributions have been cut and otherwise edited. We hope that contributors will pardon such liberties.

* * * * *

We raise two fingers and pronounce our editorial benediction upon the central idea in Miss Colman's breezy article entitled "Education and Success". We agree with her that our fundamental educational need is a vital conception of education in terms of present successful living rather than in terms of preparation for the future.

However, with some of Miss Colman's arguments and historical summaries we find ourselves at variance. We should like to know where in British Columbia are to be found the luxurious and elaborately equipped temples of education which she describes in her second paragraph. Is there a single school building in the province that does not blush whenever it looks over the city roofs at a first class hotel or departmental store?

Moreover, while teaching is primarily an art, we think it unwise to suggest that wide awake teachers can afford to undervalue the scientific aspects and background of that art. In so far as teaching is unrelated to the science of education it is desperately likely to be inferior art.

* * * * *

A distinguished Victoria correspondent suggests that the Editor of *The B. C. Teacher* drop a word of friendly warning to those of its readers who may find themselves in danger of being swept off their feet by high pressure salesmen of various sorts. A business proposal that will not stand mature reflection and investigation is not likely to prove very satisfactory. In connection with the purchase of subscription books, particularly, teachers are urged to take advantage of the services supplied by the American Library Association through its *Subscription Books Bulletin*. This bulletin supplies detailed information and criticisms for the guidance of librarians throughout Canada and the United States. When in doubt, British Columbia teachers would be wise to communicate with Mr. E. S. Robinson, Librarian, Vancouver Public Library, who for several years has been a member of the committee preparing the *Subscription Books Bulletin*. Before going too far afield in the purchase of reference books teachers will be well advised to check over the purchase listed in the Programme of Studies. These books will have to be replaced or supplemented by others if the teacher's library is to be kept up to date, but they provide a good foundation.

* * * * *

Who is your nominee for the Senate of the University of British Columbia? Important information bearing on this election will be found elsewhere in this issue.

* * * * *

Hundreds of his professional colleagues whose political affiliations are different will be glad to join in congratulating Mr. Arnold Webster of King Edward High School, Vancouver, upon his election to a seat in the Dominion Parliament. If the official news in progress confirms him as the member for Burrard, Canadian public life will be the richer by the admission to the House of a man of Mr. Webster's type.

* * * * *

By the way, while we are speaking of Mr. Webster, reference might here be made to a recent contribution to the joy of nations on the part of Mr. James Butterfield, the well known columnist. He announced the receipt of a letter from His Worship Mayor McGeer, Mr. Webster's opponent, thanking him for support of Mr. McGeer's candidacy. Mr. Butterfield complained, however, that he had also received a letter from a Vancouver banker thanking him for having helped to defeat Mr. McGeer. Mr. Butterfield wept bitter topographical tears over the banker's

(Continued on page five)

FEDERATION NEWS

By SAMUEL NORTHROP

ON October 29 the Consultative Committee held a lengthy meeting, but most of the business transacted was either of a routine nature or confidential in character. Mr. Widnell D. Knott and Dr. Norman F. Black by invitation and presented, respectively, recommendations for the reorganization of the Bureau of Educational Research and for policies relating to *The B. C. Teacher*. Their proposals were given sympathetic consideration, and the personnel of the new Editorial Board and Magazine Committee was approved. In addition to the members of the Editorial Board, the Magazine Committee includes the following ladies and gentlemen:

Alfred Wishart, Technical and Mechanical Subjects; F. M. Wallace, Sports, Physical Training and Health; C. H. Corkum, Mathematics; Miss G. I. Mockridge, Science; L. W. L. Manuel, Art and Music; R. O. Norman, English and Social Studies; Miss O. E. Elliott, Home Economics; Alex. Smith, Commercial Subjects; Miss Crawford, Latin; J. F. de Macedo, Modern Languages; R. H. Bennett, Radio Committee; W. D. Knott, Research Committee; William Morgan, Finance Committee; J. R. Mitchell, Affiliated Associations.

Regarding the place of the Easter Convention for 1936 the General Secretary reported 381 votes for a convention in the Interior and 604 against. The committee thereupon agreed to hold the next convention at Vancouver.

Several cases involving breach of tenure and other disputes with school boards were dealt with, the General Secretary being authorized to secure the legal advice of Mr. Norman Lidster. It is inadvisable to make public the details in connection with such cases, but members of the Federation may rest assured that every care is exercised to safeguard their interests.

EDITORIAL NOTES (Continued from page four)

supposed incapacity to understand English. Surely a man of Mr. Butterfield's perspicacity and undoubted skill in the use and interpretation of language should have seen that there was nothing contradictory in the letters of his two correspondents. He might have been justified in an expression of startled surprise at what appears to have been a rather pretty stroke of wit on our banker's part, but even bankers should be given the benefit of a doubt!

* * * * *

Once more we call the attention of our readers to the necessity incumbent upon the teachers of British Columbia of familiarizing themselves with what is popularly called "The King Report". It is quite impossible to exaggerate the importance of the information and proposals set forth in that document and of the related work of curricular revision, in which the teaching profession is called upon to play so prominent a role.

NOVEMBER, 1935.

Page Five

For several years back the British Columbia Teachers' Federation has been pressing for the adoption of some form of High School accrediting adapted to the conditions existing in British Columbia. There now seems good reason to hope that real progress may be expected in this connection in the not too distant future. Under the authority of Dr. S. J. Willis, Superintendent of Education, the recently appointed committee on the accrediting of High Schools held its first meeting on October 19. The Provincial Department of Education is represented on the committee by Messrs. H. N. MacCorkindale, H. B. King, and D. L. MacLaurin. The representatives of the Senate of the University are Miss A. B. Jamieson and Messrs. A. H. Hutchinson and A. F. Angus, while the Federation is represented by Messrs. A. S. Towell, C. G. Brown and Norman F. Black. Mr. MacLaurin is chairman and Dr. Black, secretary. No confidences will be violated if it is said that the committee got away to a good start, and is now engaged in an analysis of existing and proposed methods of accrediting High Schools.

Federation representatives could make advantageous use of additional copies of the 1931 report of the British Columbia Teachers' Federation Committee on the Accrediting of High Schools and the Reform of the Departmental Examination System. Any reader who has preserved a copy which he can spare is asked to send it to the Editor of *The B. C. Teacher*.

* * * * *

The Insurance Committee continues to do excellent work under the chairmanship of Mr. L. W. Heaslip. The Group Sickness and Accident Insurance secured for Federation members has proved an outstanding boon to many teachers. The protection offered is so wide and varied and the cost so much less than it otherwise would be, that it is surprising that more members have not availed themselves of it. To date, about \$13,000 has been paid to teachers under this plan, in amounts varying from \$5 to \$1000. A beneficiary to whom \$100 was paid writes that "any premium seems as nothing compared with the peace of mind you enjoy when you are sick." Another reports: "I have applied the \$200 to reduce my hospital account and to pay in full the expense of operation." Another letter says: "Last June I contracted the first serious illness I ever had." This teacher has been paid two claims, one of \$75 and the other \$917. Still another member to whom two claims, respectively, \$37.14 and \$150 in amount, have been paid, says: "I shall be one of your policy holders as long as I am eligible."

Members also have the benefit of a special Life Insurance plan, which gives protection at minimum cost, and the committee is now studying the proposed Provincial Health Act so that the interests of teachers may be safeguarded.

* * * * *

Through the kindness of the Hon. George M. Weir the attention of *The B. C. Teacher* has been called to plans of the committee on broadcasting of the Canadian Association for Adult Education. Three series of broadcasts are to be given during the coming autumn and winter. Experience both in England and in the United States has shown that

educational broadcasts do not attain their maximum value unless persons interested co-operate by forming groups for listening and subsequent discussion. Members of the Federation in all parts of British Columbia will be doing themselves and their province a service if they use their influence to induce as many as possible to listen in together on one or more of the series of lectures and to make the subject matter of the lectures the topic of careful discussion.

Dr. H. A. Stewart of the Dalhousie University, already so well known for his interesting and thought provoking comment on Current Events, is commencing a new series on that topic, to be delivered on Sunday evenings from 3:30 to 3:45 Pacific Standard Time over the Canadian Radio Commission Chain.

On Thursday evenings, from 7:30 to 7:45, Dr. D. C. Harvey of the Public Archives of Nova Scotia—a man well and favorably known to many British Columbia teachers—will deliver a series of 13 brief lectures on the "Growth of Canada". He will deal with the story of the colonization and the building of Canada, the development of agriculture, transportation and industry, the filling up of the West, and related topics.

A similar series, delivered in French, may be heard two hours earlier.

* * * * *

For some time our British Columbia Teachers' Federation Radio Committee has been trying to obtain use of the provincial network of the Canadian Radio Commission, so that programmes sponsored by the Federation might reach all parts of the province. We are pleased to announce that arrangements have just been completed for these broadcasts to commence in January.

Our Representative in the Senate

AT the last session of Provincial Legislature the University Act was so amended as to provide for the election to the Senate of a representative of the British Columbia Teachers' Federation.

Nominations must be in the hands of the General Secretary of British Columbia Teachers' Federation, 1300 Robson Street, Vancouver, not later than Wednesday, December 4. Nominations must be in writing, but no special printed form is required.

Any member in good standing is eligible for nomination provided that his nomination paper is signed by at least three persons entitled to vote, and delivered at the Federation Office not later than three weeks prior to the date of election.

The law makes it the duty of the General Secretary to notify each duly nominated person and any such nominee may decline the proposed honour. Under those circumstances, his name would not be included on the ballot.

In the event of only one candidate being nominated, no voting papers are required to be sent out. Otherwise the ballots will appear in the December issue of *The B. C. Teacher* and must be returned on or before December 31, 1935.

A circular letter to the above effect has been issued by the General Secretary to the members of the federation, but this announcement is inserted in *The B. C. Teacher* to guard against the possibility of any member not having received it.

William Stuart Grant—An Appreciation

THE death in April, 1935, of William E. Grant, head of the Department of English and History in the King Edward High School, deprived the province of British Columbia of one whose interest in education and the drama was both keen and vital.

Mr. Grant was a graduate of Manitoba College, and at first planned to devote his life to the ministry of the Baptist Church. Forced by ill-health to abandon this profession, he devoted the rest of his life to teaching. He was for some time principal of La Verendrye School in Winnipeg before coming to the Pacific Coast. In British Columbia, he taught English and history, first in Victoria High School and then, after 1918, in King Edward High School.

The personality of Mr. Grant must inevitably have left its imprint on all with whom he came in contact. Invariably kind and thoughtful, he was one in whose presence the mean and ungenerous must have been put to shame. Pupils and associates alike will remember him as one quick to praise a noble action or to come to the defence of the downtrodden. This latter quality in Mr. Grant made him an enthusiast in the work of social reconstruction. In a pamphlet, *Facing the Facts*, published in 1934, he dealt with some glaring aspects of social injustice; and his first published work, a volume of poems called *Leaves of Empire*, brought out by the Ryerson Press in 1919, bore as its sub-title the words "Poems of Reconstruction and Social Democracy."

It was by no mean incongruous that so keen a student of social problems should also have been a poet. The delicacy of his imagination was revealed again in his play, *The Rebirth of Ramesses*. With the subtlety of allegory, this little drama drew a parallel between the Egypt of today and the Egypt of the Pharaohs, and summed up Mr. Grant's philosophy in its moral that those who have done wrong must finally come before the judgment of those they have wronged. Few who have seen the play will forget the impressive scene in the Court of Justice in which this doctrine is stressed. Presented before capacity houses in the King Edward auditorium in 1930, the play was once more acted before enthusiastic audiences this spring.

In the death of Mr. Grant the teaching profession has indeed suffered an irreparable loss. —M. DOROTHY MAWDSLEY.

The work of education is to make changes in human minds and bodies. —Thorndike.

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VANCOUVER, B. C.

Curriculum Revision Under Way

ONE of the most satisfactory things about the school man's world here in British Columbia is the friendly intimacy between the Department of Education and the British Columbia Teachers' Federation. A letter received from the Superintendent of Education, just too late for insertion in the October magazine, is evidence in point. Dr. Willis writes as follows:

"It has occurred to me that you might find a place in *The B. C. Teacher* for the following item, which should be of interest to the teachers of the province.

"The selection of committees for the revision of the Programme of Studies in the various phases of work for Grades I to VI has been submitted by the Central Curriculum Revision Committee and approved by the Department of Education. The chairmen of these committees are:

<i>Subject—</i>	<i>Name and Address</i>
Health and Physical Education.....	V. Z. Manning, 411 Dunsmuir Street, Vancouver.
LANGUAGE ARTS	
Library.....	Miss H. Creelman, 4726 Belmont Ave., Vancouver.
Language.....	T. W. Woodhead, 889 West Twenty-sixth Avenue, Vancouver.
Reading and Literary Appreciation.....	H. H. MacKenzie, 411 Dunsmuir Street, Vancouver.
Spelling.....	Robert Straight, 590 Hamilton Street, Vancouver.
Writing.....	H. B. MacLean, Provincial Normal School, Vancouver.
SOCIAL STUDIES	
Social Studies (Grades I, II, III).....	Dr. H. R. Anderson, Provincial Normal School, Victoria.
Geography (Grades IV, V, VI).....	R. F. Sharp, 5285 Culloden Street, Vancouver.
History and Civics (Grades IV, V, VI).....	H. E. Patterson, 4977 Marguerite Ave., Vancouver.
Character Education.....	C. B. Wood, University of British Columbia.
Elementary Science.....	F. A. Jewett, Inspector of Schools, Nelson.
Arithmetic.....	O. J. Thomas, 2696 West Thirty-sixth Avenue, Vancouver.

(Continued on page ten)

❁ "Who is Who" in the B.C.T.F. ❁

By MAURICE DES BRISAY

"GO to the Federation headquarters and look around for whatever you see that is most ornamental. It will be a lady. Introduce her to those members of the Federation who may not happen to know her. Help them to see her in her proper setting, and to realize how invaluable she is to the Federation." Such were my instructions from the Editor.

In due time I found myself at 1300 Robson Street and entered the charming old house that is British Columbia Teachers' Federation headquarters. As I passed through the hall and up the broad stairs with their curtain-draped windows, flowers scented the atmosphere and wall pictures invited inspection. The rapid clicking of typewriters, glimpses of business-like desks, the sound of office machines and busy voices seemed odd in the homelike place.

Glancing through an open doorway I realized at once that I had discovered what I had been sent to see. There were more wall pictures, a fireplace, a huge safe, filing cabinets, two large desks and a typewriter, and silhouetted against the light from a large window sat Miss Charlotte Clayton, Assistant to the General Secretary of the British Columbia Teachers' Federation.

I had been a bit scared over this interview myself but there had been no need for it. Miss Clayton, normally as self-possessed as she is courteous and dignified, was obviously worse scared than I. She knew what I was coming for and dreaded an interview about herself. Even more she dreaded having her picture printed on the front of *The B.C. Teacher*. It had been bad enough to have Mr. Morgan looking daggers at her from

CURRICULUM REVISION (Continued from page nine)

FINE AND PRACTICAL ARTS

Music and Music

Appreciation.....Miss M. McManus, 1627 West Thirty-seventh Avenue, Vancouver.

Graphic Arts and Art

Appreciation.....W. P. Weston, Provincial Normal School, Vancouver.

Practical Arts.....H. Hill, 650 Rayside Avenue, New Westminster.

"The Department of Education wishes these committees to have at their disposal as full an expression of the views of the teachers of the province as may be obtained. Teachers are, therefore, invited to forward to the chairmen of subject committees any constructive suggestions that they may care to make for the revision of the programme in the respective subjects."

Page Ten

THE B.C. TEACHER

several hundred covers on the October magazine as she prepared them for mailing. She was sure that his expression had changed somehow during the photographic process, or while she was superintending the addressing of the magazine. I told her not to worry. Privately, I was of the opinion that this photograph would be different. Turn to the front cover and judge for yourself.

Would she show me around the office? Gladly.

Very competently she explained to me how things are run and what things they are that focus in this busy office. She made the files talk so intelligently that, in comparison, I felt a bit stupid myself. They had a place for every member of the Federation, lapsed, new or veteran, and could whisper interesting secrets in great detail if their mistress had not taught them to be so discreet. Every revenue, every expenditure, with its source and its outlet was recorded in Miss Clayton's books.

She pointed to certain mysterious, wavy, worklike inscriptions. "Auditors' marks," she said. Her tone, as well as the wiggly hieroglyphics, indicated that all auditors are worms,—book-worms. Turning the beautifully neat pages, we came at last to an ink blot. "That's an auditor's mark, too," she explained with withering sarcasm. All the voluminous records of which she is so justly proud are models of skilled workmanship, on which the scrawls of an outsider look like impertinences.

As one looks at Miss Clayton, it is almost impossible to believe her statement as to how long she has been with the British Columbia Teachers' Federation. Its old-stagers are familiar friends of hers, and she knows perfectly well their foibles as well as their virtues. Indeed, members of the Federation are all actual or potential friends whom she is glad to serve.

She is Mr. Charlesworth's right-hand, and during his frequent necessary absences on official business it is her affair to keep things running smoothly at the office. At conventions and meetings of the Executive Committee everybody is familiar with her skill as a reporter and with the beauty and accuracy of her minute books; but her varied and manifold routine duties in the privacy of her office are even more important than those with which most of us associate her.

And the office isn't so private after all. Even during our brief interview all kinds of visitors were coming and going, all receiving the same courteous and efficient attention. The telephone kept interrupting after the manner of telephones. It was rather nerve-wracking to me, but nothing seems to disturb Miss Clayton's equanimity.

Perhaps it is because she is more than an office woman. Miss Clayton is a member of the British Columbia Mountaineering Club, though she calls herself "a fair weather hiker".

"You should see my hiking boots," she said, hold her hands a yard apart. "Nails all around them".

Maybe they have. The shoes she was wearing when I saw her were not of that sort, however.

A very gracious lady, with lots of humour, much love of beauty and a thorough mastery of her duties, Miss Charlotte Clayton fits into her surroundings like a hand into a well matched glove.

Ramblings of Paidagogos

THE SECOND ORDER OF BLOCKHEAD

"TEACHING," says the old hand, "is fundamentally bi-polar, and it only occurs in the ample degree when two eager-minded personalities come into a full relationship of mutual exchange." Which, being interpreted, means that the teacher learns also from his pupils. Only when he is sincerely receptive himself can he awaken receptiveness and confidence in them.

At first blush, and with John Blockhead in mind, this proposition may fail to carry conviction, John being—as every teacher knows through grim experience—a singularly difficult and unresponsive subject. Eliminate John Blockhead, you might hastily exclaim, and the idea of "mutual exchange" would be worth considering; retain him, and it is no longer a useful generalization.

But hold! Have you fully examined the nature of John's disability? Have you given thought to the fact that many members of this egregious family have done great things in the world, and that many a scholastic failure has in the long run turned out to be a literary or an economic success? Apparently there are Blockheads and Blockheads. Apparently the dunce's cap sits upon a strange variety of skulls, and symbolizes a good deal more than intellectual bankruptcy. An excellent case could be made out for the "exchange" possibilities of even the first, or mentally subnormal, order of Blockhead; but let us concern ourselves here with the second.

Forty years ago, when John Pseudo Blockhead—who, of course, is as timeless as the Wandering Jew—sat on his hard bench and puzzled over what schooling was all about, there was much more excuse for him than there is today. Faced with a narrow course of study that made no appeal to his interests at any point, he was under the necessity of retiring into himself for sustenance. Indeed, the finer his mental calibre, the more unendurable his boredom with school tasks, and the more infuriating his responses. Seeing no use in anything he was taught, he lapsed into a sort of passive impenetrability—Blockhead he was named, and Blockhead he would be.

Naturally, teachers made great efforts to arouse him out of his coma, but they were severely handicapped. Recourse could be had to only three instruments: flogging, blandishment, and the spirit of competition; and John soon became impervious to all three. Flogging he early regarded as part of his daily stint; blandishment he had brains enough to see through; and competition, as related to barren subject-matter, failed to capture his imagination. Since there were no other means to stir him into activity, he was ultimately covered with the dunce's cap and left for dead.

Is it possible that even today we may occasionally mix our Block-heads, and mistake unawakened interest for stupidity? Perhaps so. Perhaps even today in our classrooms there are unique individuals who find no urgency in the materials and procedures that challenge the attention of the average child.

Nevertheless we have progressed. We are no longer limited to a sterile curriculum and to Procrustean pedagogy, and our Block-heads are vastly more likely to be what they seem. At least we are armed with a subject-matter of incomparably wider appeal, and have fifty avenues of approach to the pupil for every one that was formerly available. It is no boast to say that we are far enough away from the unholy alliance of dry pabulum, rote learning, and harsh discipline that dominated the schools in the pre-Pestalozzian period.

But to return to John—a boy who cannot be fitted neatly into the system—what is to be done with him? Are there any signs by which he can be recognized, and any methods by which he can be activated? Assuredly yes. It is because the vision of his potentialities serves to deepen our resentment of his inertia that he is so maddening. He is an ever-present reminder of our limitations as a teacher. Where the true dullard knits his poor brows and struggles against the thickness of his wits, John goes off into a pleasant day-dream and removes himself from his tedious surroundings as completely as if he had flown to the moon. There is a quality of unconscious disdain, of innocent and quite unpremeditated aloofness, in his whole classroom attitude. His dismal failures hurt him of course—and perhaps more than they hurt us—but his self-respect is protected by his sense of the futility of the entire business.

How then to stir him into action, to vitalize his interest? Let us return for guidance to the paragraph with which this essay began, remote and theoretical though that paragraph may have seemed. We must come to John not so much to teach him as to learn from him; we must be receptive rather than didactic. Meeting him at his own level, we must draw him out; for only so can there be a mutual exchange, a reciprocity of confidence and confidences. Not until we have been given the freedom of his mind, not until we have shared his fantasies and explored his intellectual and emotional sources, shall we be able to teach him.

But to succeed in this is to have the most profoundly satisfying experience that our profession affords.

LARGER UNIT OF ADMINISTRATION

The establishment of larger units of school administration is a very live subject in Saskatchewan. At convention after convention this Fall this subject has occupied the attention of teachers. Long lists of benefits which accrue from the establishment of such a system are being discussed, such as better qualified teachers, security of tenure for teachers, better supervision, equalization of salaries and more economic administration of educational matters.

NOVEMBER, 1935.

Page Thirteen

MIRZA Ahmad Sohrab, a director of The New History Society, 143 West 65th Street, New York, has written *The B. C. Teacher* regarding an essay competition on "How Can Youth Develop Co-operative and Harmonious Relations Among the Nations of the Earth." The competition is open to all persons up to the age of thirty in Africa, Alaska, Australia, Canada, Newfoundland, and New Zealand. The essays are limited to 2000 words, and the first, second and third prizes, respectively, are \$300, \$200, and \$100. The competition will close on April 1. Further particulars will be supplied to anyone who may care to apply for them to *The B. C. Teacher*.

Surely the sudden crash in the stock market, the resulting collapse of business, and the events of each passing day have proved to us that the adults of this generation were not prepared to manage the machinery of present-day civilization. When we observe the current frantic gestures of leaders in business, finance, and government to bring some order out of the existing chaos, and hear of the growing momentum of discontent among millions of idle men who are eager to work to feed their hungry families, we are forced to the conclusion that the model of education needed for 1935 and for future years must not be patterned too closely after the models of previous years.—J. W. Studebaker, Superintendent of Schools, Des Moines, Ia.

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

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EDUCATION AND SUCCESS

By MARY ELIZABETH COLMAN

THAT "education is a preparation for life" is one of the most widespread popular fallacies of our day. Not only does it underlie most of the criticism hurled by laymen at our systems, but also, unfortunately, it is the cornerstone of many of the reforms advocated by schoolmen themselves.

In the years after the War bigger and better buildings were believed by educational optimists to be a panacea for all scholastic ills. Splendid schools were built, equipped in lavish fashion with the latest pedagogical gadgets. Auditoriums, gymnasiums, elaborate artificial ventilating systems—nothing was too good for "the rising generation, democracy's bright hope"—money was no object, school bonds sold like hot-cakes.

Still there was a perennial crop of complaints. Contrary to confident expectation the product of the "modern plant" was not greatly superior to that of the "little red schoolhouse"; there were not lacking those who claimed it was inferior.

The next reform came from within the ranks. "Give us better trained teachers," said the educationists; "teachers and not fine buildings make good schools." So Normal School courses were lengthened, academic standards were raised, till now our schools are peppered with Ph.D's. and a mere B.A. hides his head in blushing confusion.

And still the critical chorus swelled, gathering in volume as it rose. "These college trained teachers in their scholastic seclusion are out of touch with the modern world and its changing needs; our children leave school and university all unprepared for life. The curricula are behind the times, the methods are out of date."

The matter was taken under consideration by Boards of Education and committees of teachers; the criticism was acknowledged to be just. Curricula were revised, methods modernized; the so-called "frills" were introduced; "real life situations in the classroom," and "socialized recitations" became the educational catchwords of the moment.

Depression came and louder waxed the irate taxpayer's howls. "Look at our bill for education," he still shrieks hysterically; "School Boards are spending money like drunken sailors while the schools turn out misfits by the million."

Even High School students have lately joined the ranks of the critics of education, writing indignant letters to the press. The burden of their complaint, too, is that their teachers have failed to prepare them for "life in this complex post-war world."

"The attack upon educational costs is world-wide," splutters the

professorial caucus. "It is a deep laid conspiracy of Bankers and Big Business. By drawing this popular and odoriferous red herring across their slimy trail they divert the peoples' attention from the fact that practically half the public income is consumed in debt charges on which bloated bondholders fatten."

"What I pay for I expect to get," chimes in the Business Man, "and bargains are the rule today. You are not delivering the goods, Mr. Schoolmaster; you are not preparing my sons and daughters for life."

And the schoolmaster is silent perforce: facts sustain the charge.

Only here and there a voice cries in the wilderness, "Education is adjustment to present living; it can never be a preparation for life."

We are not prepared for life: we are thrust into it all unawares. Our first reaction in palace or hovel, in jungle or metropolis, is a wail of dismay. The being who utters that vigorous protest and kicks the hand that clothes him is from that instant a living personality with whom all about him must reckon.

He is as intelligent in that first red-faced squalling hour as he will ever be; he comes to grips immediately with life and tackles with a fine zest the tremendous problems of adjustment to present living.

Is it from Wordsworth with his sentimental notions of "trailing clouds of glory" that we derive our conception of children as a race apart, entering "life" only upon attaining years of so-called discretion?

The main actual differences between the child and the adult are those of strength and experience. Until we begin to educate him, the child is a vigorous and original thinker solving his problems of present living with an easy mastery we may well envy.

It is from the moment that we begin to impart to him the distilled essence of the race experience—a process we naively name education—that his steps falter. The child in his wisdom is concerned with the vital present: we force him to lift his eyes from the bright today in which he walks and fix them on some dim uncertain tomorrow far in the misty future.

We thrust his thoughts aside as unimportant and irrelevant, forcing upon him in their stead a synthetic and dessicated body of so-called learning and necessary knowledge which he must accept upon authority.

He must master habits and skills of reading, writing, arithmetic, not because they minister to his present success, but because he will need them when he "goes out into life." He studies history and geography, not because they help him to orient himself in time and space; science and mathematics, not for their intrinsic value and interest; music and literature, not for the pleasure they afford; art and handicrafts, not for the creative satisfaction they supply; but all these because they give him skill or knowledge he will find a use for by and by, when school days are over, when he is grown-up and Real Life, with capital letters, begins.

Now with the weapons of his natural endowment—his mother-wit and power of original thought—rusty from disuse, and his confidence in their efficiency destroyed, "educated youth," equipped with a set of creaking shibboleths leaves the cloistered halls of learning for the arena of business.

Here he finds himself, to his dismay, helpless as a hermit-crab without its shell. Those same problems of adjustment to present living confront

him, whose solution all during his school years has been neglected in favor of "preparation for life."

What happens to him? He ditches nine-tenths of all he learned in the classroom, and according as he is poorly or richly gifted with creative energy or good common sense he sinks or swims. He adjusts himself and is successful, or remains forever maladjusted—an unnecessary failure.

Generally speaking, as his childhood, so is his adult life; the successful child—measuring success with the spiritual rod of useful happiness and satisfaction—becomes the successful man.

What then should be the goal of education, and what is the function of the school?

The goal of education must be successful living. We live only in the present, therefore the function of the school must be to help the child solve the problems of the present as they arise.

Teaching is primarily a spiritual relationship between teacher and pupil. That is to say that, in spite of the alleged intelligence tests and standardized achievement measures into which the laymen's insistent demand for tabulated results have betrayed educationists of our day, teaching is still an art, and not a science.

The function of the teacher is to pass on to the pupil, in the form of skills and habits, the experience of the race as the need for them arises in the child's effort to solve the problems of his present living.

This is not to say, with some extremists, that nothing should be taught a child until he expresses his desire to learn it. A need may well exist of which we are not conscious until we begin to satisfy it—we do not wait to feed a child till he cries with hunger. Sound judgment is decision based upon experience, and it is evident that the adult is capable of discerning the child's mental needs as well as his physical needs, which the child is not.

What are the problems of present living? Are they not in their essence behaviour adjustments that must be made with one's self, one's inferiors, equals and superiors? To accomplish these successfully the child's natural powers of thought and mother-wit must be nurtured with encouragement and understanding, strengthened by daily use—and this is the final and greatest task of the teacher.

The fundamental need of our educational systems, in short, is not better buildings, revised curricula, ultra-modern methods, or even better trained teachers—valuable as all these may be—but a new outlook; a revitalized conception of the function of education in terms of *present successful living*.

Children are people, facing daily difficulties and dilemmas just as we are, living richly, dangerously, *now*. The best we can do for them is to teach them the mastery of the tools of learning, encourage them to think for themselves, help them to adjust themselves happily in their present relationships. So having set them in the way of successful living in their youth, we may have good hope that in their maturity they "will not depart from it."

"TOO TRUE TO BE GOOD?"

Compiled by PROFESSOR THORLEIF LARSEN, Chairman of the English Composition Committee of the Board of Examiners

AN examiner's lot is dull and thankless. But he has his moments. I am submitting a few recent "howlers" in the hope that they may delight others as much as they have delighted us:

Junior Matriculation, English Literature

"No costumes were worn in the Elizabethan stage—a mask sufficed."

"Why should I play the Roman fool?—(1) The Roman who fell in love with the goddess of wine. (2) He's not going to stay and fiddle while Rome burns: he's going to fight. (3) This is the part the Christians played in Roman celebrations. (4) Refers to Brutus leaning on his sword. The Romans always took their own lives—I think this is the Stoic faith."

"A non-dramatic work by Shakespeare—(1) Ann Hathaway. (2) Lamb's Fairy Tales. (3) Jude the Obstinate."

"Lady Macbeth is successful in her set-up and Mac is crowned king."

"Macbeth thinks life is just a gambol."

"The thoughts of murdering Duncan took a ring-side seat. . . . This let go the brakes on Lady Macbeth's train of thought."

"More evidence that Macbeth was an idiot is shown throughout the play in scenes wherein he talks to himself incessantly."

"Duncan is cheerful although he is unaware that his murder is being planned."

"In restless ecstasy refers to Macbeth. After his murder, he is in acute misery."

"He stabbed him through his vitals."

"Macbeth's chances of backing out were slim as Lady Macbeth jumped at the idea."

"His wife, with her strong sense of family honour, immediately began to plan the murder of the king."

"Yeats was the leader of the Irish Renaissance Movement."

"Yeats is noted for his internal music."

"Yeats uses many beautiful poetic expressions such as 'Hair on her face'."

"The quaint effective humour of Yeats is shown in his reference to 'the bee-loud glade' after speaking of one lone honey bee."

"He will go to Innisfree where bees will make honey for him and also plant beans."

"Much of Yeats' poetry appeals only to the Irish, because nobody else can understand it."

Junior Matriculation, English Composition

"Geoffrey Cass allows himself to be bulleyed by his brother Dunstan."

"Before she came to Silas, Eppie was virtuously parentless."

"The finished conclusion leaves us with an ego-pleasing, faintly sanctified sensation, a sure sign of a satisfying conclusion."

"The physical being of his life was destroyed and this in itself is a pitiful trait in a man's character."

"Most men in Lincoln's place would have needed several new hats—each slightly larger than the last."

"Lincoln wielded the golden rule with an iron hand."

"Mrs. Hardcastle lost Tony's respect by letting him have some freedom before he took it."

"Some teachers' minds become so ripe that they begin to mildew."

"Many a teacher in answering a pupil's question makes the mistake of answering it truthfully instead of interestingly."

"And although the modern girl does not acquire the calm of the earlier prim and proper girl yet she enjoys a solemn peace of her own and on her own."

Among the *précis* submitted was the following: "The function of education is bilateral. An educated young man should monopolize his mind to a clear comprehension of facts and fallacies. The aim of education is to cultivate a disinclination to be gollable. A successful education should enable you to define yourself clearly."

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The Group Mind and School Discipline

PART III.

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

The previous articles in this series consisted of a general discussion of the group mind and of discipline, and endeavoured to illustrate the value of applying group psychology to the organization of the gang and of the school class. This concluding article will continue the discussion in connection with School Clubs and the School in general.

BEFORE going on to consider the larger phase of formal organization, that of the school in general, it would be wise to consider an informal organization known as Extra-Curricular Activities, or more commonly, School Clubs. Primary groups in the form of clubs or gangs will always exist in every community and it is to the advantage of all concerned that the gregarious instinct which underlies these groups be satisfied under guidance so that the gang may become a useful club. Thus, in the school, the group spirit may be made the inspiration of clubs, if care is taken to avoid cliques which are usually based on class distinction. As has been stated, the school class is arranged as a class by outside authority. The fact that all the members of that particular group are capable of doing the same work in mathematics, or that they are studying the same portion of history, does not appeal to any member of the class as a real reason for their being gathered together for fellowship. When school is dismissed, the class units no longer exist and in a very short time the same pupils gather in many groups, the membership of which is entirely different from the membership of any school class. These are play groups and have been called "Primary" and they should form a part of the organization of the school if this natural tendency is to be used to strengthen discipline and thereby raise the level of conduct not only in the school but also throughout the community.

To make use of this natural grouping, Extra-Curricular Activities have been introduced into the schools. It is intended that by introducing these "clubs", guided by interested "teacher-sponsors", the children will desire more and more to belong to clubs of progressively greater value. A statement by H. C. McKown, in "Assembly and Auditorium Activities" suggests that "It therefore follows that it is the business of the school throughout its organization, through faculty advisors, and through the creation of favourable public opinion, to make both desirable and possible those clubs that are satisfying to both boys and girls, and at the same time are recognized as worth while from an educational point of view." Through these activities children gain new experiences, enlarge their interests and engage their leisure time more profitably; with the result that the general tone of the school and the community is raised to a higher level. In this way, to a great extent, behaviour problems are eliminated. This

is one of the chief advantages of club activity in the school. The normal child, given opportunities to widen his contacts and interests, develops a broader, deeper, and more stable character; the problem child, separated from too close contact with questionable individuals, is led into fields where his real interest lies, is made to feel that his tastes and opinions are of value and importance, and finds a healthy outlet for impulses which he does not understand and which he cannot control.

This system of organizing small groups within a large one is in keeping with the accepted principles of group psychology, for as McDougall has said, "A man may share in the self-consciousness of more groups than one, so long as their natures and aims do not necessarily bring them into rivalry. Multiple group-consciousness allows formation of a hierarchy of group sentiments for a system of groups in which the larger includes the smaller. In general, the development of a sentiment of attachment to one group does not prevent, but rather facilitates, the development of similar sentiments for other groups."

While dealing with the class, it was explained that the problem of discipline always becomes complicated by the introduction of a certain atmosphere or spirit characteristic of the crowd which, if guided, has an ennobling influence. In the same way, when a number of classes are gathered together in a school, another factor is automatically introduced, namely, SCHOOL spirit, which either complicates or simplifies the discipline problem according to the use made of it. Along with this new element in the problem of discipline there is also introduced a new official to deal with it, the school PRINCIPAL. He must have all the characteristics of a good teacher and must possess, in a higher degree, that particular quality known as executive ability. He must possess many personal qualities not necessarily found in all teachers; above all he must possess the quality of constancy, by reason of which he will be a stabilizing influence in the school. Teachers and pupils alike should know that they will always find in him the same calm, impartial, sincere adviser and arbitrator. The principal should readily realize changes in school spirit or school "tone" and make all necessary adjustments among pupil-leaders and staff advisors. He should realize that the group spirit prevails in the school and that it must be guided along proper channels.

One of the chief factors favouring collective mental life and one that raises it to a higher level is the interaction among groups. The importance of such interaction lies in the fact that it greatly promotes the self-sentiment and self-consciousness of each group. This interaction must be provided if the influence of the group mind is to be used as an aid to better discipline. Here again must be repeated the acknowledgment that "authority, to be lasting, must come from within." To accomplish this, the principal should select, by the most suitable methods, leaders from among the pupils. The methods followed will depend on the school. Some principals prefer to choose these pupil-leaders personally, others prefer to act in an advisory capacity or nominating committee, and through this committee present a list of candidates from among whom pupil-leaders are chosen by the pupils themselves. These leaders, being pupils, will have the pupils' point of view and will attempt to translate the aims and desires of the administration office into pupil-phraseology, and later into pupil-actions.

In the preceding discussion it would appear that duplication of authority would result. This is not so. The school leaders must be outstanding pupils and must be very carefully chosen because, unlike the class leaders whose purpose it is to raise the level of conduct in the class, school leaders must exert their influence over the entire student body. This school influence is exerted chiefly through the school assembly.

The school assembly is one of the prime instruments for the gaining of school spirit. The student executive, presiding at the assembly, becomes a power for good among the pupils. Assemblies are held for many purposes such as explaining school routine, presenting plays, or hearing special speakers. One fact must remain dominant in the minds of those responsible for the assembly; somewhere in the assembly programme there should be an item which will centre the thought of the entire gathering on the fact that they are all one school. In his book, "Discipline as a School Problem," A. C. Perry says, "The principal should do very little preaching; he should be able skilfully to give every assembly some touch of idealism that should operate toward the elevation of ideals."

This phase of school life has been ably discussed by H. C. McKown, from whose book, "Assembly and Auditorium Activities," the following quotation is taken. "This group spirit . . . is built upon the pupils' recognition of their relationships to one another and to the group, and on a consequent pride in the activities of the group of which they are a part. Loyalty, devotion, respect, and pride are qualities which make for social coherence, and these, in turn, are based on the knowledge of and an interest in school material,—yells, songs, awards, school problems, activities, speeches. The assembly is the place where these are presented and by means of which an intelligent public opinion is built up. The pupil sees the size of his school, hears its interests, yells its yells, sings its songs, thrills at its demonstrations, and then champions its cause."

Through succeeding years a school TRADITION should be evolved for, according to McDougall, "The existence of a body of traditions, customs, and habits in the minds of the members of the group, determining their relations to one another and to the group as a whole," is one of the four chief conditions favouring the development and uplifting of the collective mind of the group. In this way the school spirit is developed and through the application of these recognized principles of group life it is raised to a level much higher than that of the average of the individuals composing the school.

Thus,—by establishing the idea of the group, by developing a group sentiment by means of interaction between groups, by building up a body of school traditions as guides for action, by providing adequate leadership among groups, and then by binding all these together in a hierarchy of groups and group-sentiments, thus introducing a system of preventive discipline, the morale of the whole community is ennobled. By these means education would accomplish its chief purpose as stated by Ruskin when he said: "Education does not mean teaching people to know what they do not know,—it means teaching people to behave as they do not behave."

Economy and Selectivity in Secondary School Education

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

THE opinion is common that secondary education costs much more than it need because there are many pupils in the secondary schools unfit for secondary education. It is believed that these pupils should be excluded both because their presence in the schools is an expense and because it interferes with efficiency. It is held that there should be a rigorous system of examinations to exclude these pupils and to retain only those who are "fit" for more advanced education.

This theory implies that there are two distinct types of people—those fit only for elementary education and those fit for advanced education. The theory implies, furthermore, that those fit for advanced education are fit for the entire course of advanced education, at least so far as the secondary schools are concerned.

This theory is not in harmony with the findings of psychological research. People do not fall into these distinct classes, but they vary by very slight amounts through all degrees of ability from the mental defectives to those of the higher intellectual capacities. There are no gaps in this distribution of abilities, although the bulk of the population clusters about the point of central tendency or the median.

A graph to show the distribution of ability gives the well-known probability curve, or normal curve of distribution.

This means, among other things, that the pupils or students are able to advance in any given subject just as far as their varying mental capacity will take them. Some people seem to reach their limits in the fifth or sixth or other grades of the elementary school. Others are able to complete successfully the work of elementary school, but are unable to do more than a year of the work of the secondary school. Such persons can succeed in the secondary school for a year and profit from it, but are failures beyond that point. Some are equal to two years of secondary schooling, or three or four, as the case may be, but are not qualified to do work of a more difficult kind beyond these levels. It would seem to be simple justice that they should be allowed to go as far as they are able to go, and an injustice if, simply because they are unable to go to the end of the high school or unable to succeed in a university, they should be cut off from education several years before the limit of their learning capacity has been reached.

It does not follow, however, that they should be all studying the same things. In the thought of many parents and of the general public, it seems often to be implied that the traditional high school courses (such courses as the university matriculation courses) represent the best selection of subject-matter for all students, and that if students are unable to

master this material they are unfit for education beyond the elementary stage. This theory, like the first one which was criticized above, is in conflict with the findings of psychology. There is, it is true, such a thing as general mental ability and there are degrees of general ability. There are some persons of such superior capacity that they are able to deal successfully with almost any studies. There are also differences in kinds of ability and in interest with respect to the various subjects on the curriculum. There are, for example, people who lack linguistic ability or interest in linguistic studies and are therefore unsuccessful in the study of foreign languages, but they may have superior ability in other directions and be capable of learning the advanced portions of other subjects of study. The student with special ability in commercial work, in industrial work, in art and music, may be of as great social usefulness in later life as the one with ability in foreign languages and mathematics. There is no reason why the school should not cater to the interests and needs of pupils of this kind, as well as to the needs of the more academic type of student. People seem to accept without question the provision by the school of subjects known as matriculation subjects, but regard as financially burdensome the less academic subjects of high utility in life. However, it would be difficult to establish that the student well fitted by nature for the traditional academic subjects has a more valid claim to education than has the type of student who is capable of instruction in other subjects.

There is, as has been said, a common idea that the schools are full of people incapable of learning what is taught there, and it is often maintained that, by some device, these persons should be removed from the school, especially from the secondary school. It is forgotten that the subjects of secondary instruction are themselves selective; that is to say, because of their difficulty, the less able fail to learn them and so are eliminated, and the more able are selected for further advancement. A student, for example, can go only as far in algebra as his mathematical abilities will take him. If he cannot learn algebra he soon comes to the end of his tether, and ultimately he abandons either the subject, or, if this is permitted, he abandons the school. A year or part of a year may be spent, not to the best of advantage, before he and his parents are convinced of this inability, but ultimately conviction is forced upon him. This method of selection, however, is wasteful and disheartening.

The foregoing shows that the school needs to have a more scientific

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system for the classification of students and for their guidance into those subjects for which their interests and capacities fit them. This is not to suggest that all students who enter the secondary schools should stay there indefinitely, or that they will all profit from doing so. Practical experience, as well as theory, shows that the time comes when a student will probably benefit more by leaving school and going to work (if work can be found for him) than by remaining at school and attempting to learn subjects which he cannot learn or in which he is not interested. The Programme of Studies should, however, be broad and varied enough genuinely to discover the student's ability or his lack of it. A proper system of guidance and counselling will solve this problem in individual cases, and may in fact facilitate the early removal of an unpromising student who is unable to find subjects which he can profitably study. The examination system, however, as it has developed in British Columbia, has been a costly and inefficient instrument for the purpose and no reliance can be placed upon it. A machine of such demonstrated inefficiency that it destroys good material in great abundance cannot be depended upon as a means of achieving economy in any genuine sense of that term.*

*This article is quoted from chapter xv of *School Finance in British Columbia*. In the hands of teachers really interested in securing decent remuneration, reasonable security and other things that may be comprehended under the term professional status, this report should be invaluable. Copies may be secured through Messrs. Ireland & Allan, 649 Granville Street, Vancouver; price, \$1.00.—EDITOR.

WHY STUDENTS CAN'T READ

N. F. B.

ONE of the most heartening features of Educational History in these days is the increasingly general and intelligent effort to replace casual opinion by verifiable facts, and to penetrate behind these facts to the causes responsible for them.

Most of us have had occasion to tear our hair because certain of our pupils experience exceptional difficulty in mastering the rudiments of reading, and because others, who have made their way into our Secondary Schools, and even into our Universities, are so damnably helpless and incompetent when faced by the printed page.

The National Conference on Research in Elementary School English has been making a serious effort to throw light upon these and related educational problems. Its third annual research bulletin, just off the press, is entitled "Reading Disabilities and their Correction," and contains a summary of numerous recent studies in this particular field. The report was given critical and appreciative attention by Dr. William S. Gray and other authorities in recent issues of *The Elementary English Review*. Copies may be obtained from the secretary of the conference, Mr. C. C. Certain, Box 67, North End Station, Detroit, Mich., at a price of 50c.

A few copies of the Second Year book, *A Critical Summary of Selective Research in Elementary School Composition, Language and Grammar*, are still available at 50c each.

SUPPLEMENTARY LIST OF MEMBERS, 1934-35

Name	Association	Name	Association
Bazeley, W. Lawrence	Normal Graduate	Grieve, T. Pearl	Unattached

NOVEMBER, 1935.

Page Twenty-five

Basic Educational Objectives

By NORMAN FERGUS BLACK

IT is not very long since school curricula could be compressed into very few pages indeed. All that was needed was a list of topics, or of page references. Little or nothing was said about objectives.

Lots of good work used to be done by good teachers, despite such paucity of official guidance. I know folk that will remark at this stage that it was because of that self-same paucity of official guidance. I think they are wrong. Teachers lucky enough to be using a really modern course of studies, such as we in British Columbia are officially invited to help frame, should certainly find it easier to attain high excellence in their classroom performance, without the sacrifice of any treasured liberty.

The basic business of the new course of studies should be to bring into high relief the primary objectives of education, and to keep the spotlight upon them. Otherwise, subsidiary purposes, quite right in themselves, will inevitably tend to obscure objectives that may be less obviously related to the immediate matter in hand but that nevertheless should be dominating every phase of school activity.

The first essentials of a sound course of studies are, I submit, a sound philosophic background and a sound basis in educational science, imperfect as our educational philosophy and educational science may as yet be.

No doubt the best extant conceptions of the nature and aim of education are subject to future revision and improved statement. Meanwhile, Miss Colman has done us a service by stressing certain views now generally accepted by educational leaders. Schools are not to be looked upon as, primarily, buildings of certain type and equipment; not, primarily, as workshops for adults, be they never so highly trained as teachers; not, primarily, as places where children are prepared for life in a world of adult realities. Schools should be places where children may actually live from moment to moment, day to day and year to year, the richest and most abundant life of which they are normally capable at their present age.

Herbert Spencer, as you will remember, classified the leading kinds of activity that constitute human life as those which directly or indirectly minister to self-preservation; those related to the rearing and discipline of offspring; those involved in the maintenance of proper social and political relations; and leisure activities devoted to the gratification of tastes and feelings.

It is not hard to point out defects in that classification; and the much more recent analysis embodied in the sevenfold objectives of the present orthodox creed is also far from being completely satisfying. Nevertheless, the older prophets and their present-day successors do help us to say something concrete regarding what should be the content of childish life and therefore something regarding certain essentials of a proper course of studies.

Page Twenty-six

THE B. C. TEACHER

If children are to live with maximum joy and effectiveness, they must be healthy, and they must be so trained that health will be intelligently conserved. This should be chiefly a matter of creating right habits by means of joyous activities, valued by the children for their own sake and not for their alleged hygienic utility. A youngster's notions about his gizzard and lights, his duodenum and his cerebral cortex, have not much bearing upon health. But understandings gradually developed as normal curiosity awakens, habits of doing sensible things without being bored by their sensibleness, attitudes toward health-giving sports and exercise that may tend to replace the vicarious and sometimes silly enthusiasms of the fan on the sidelines by those enthusiasms belonging to glad participation,—such things provide us with objectives in the realm of health.

Our new course of studies must make it plain that the schools of British Columbia exist to foster, establish and guarantee the health of the children of this province, and that if school activities ever endanger the health of any pupil they are to be reformed or abandoned as inimical to the public weal.

It goes without saying that the schools are intended to ensure to children an effective command of certain fundamental skills in reading, writing, arithmetic and manual activities. These will indeed have a vital bearing upon adult life; but, if they are taught as they should be taught and when they should be taught, they will fit as naturally and normally into the immediate world of childhood as apples fit upon an apple tree. This second objective must by no means be overshadowed, nor must it be allowed to overshadow others equally imperative.

Every youngster in school is already a member of a little social world in which present happiness is dependent upon the cultivation of good citizenship. Here again we have to do with the relevant knowledge, activities, habits, skills and attitudes with which it is the teacher's business to help endow him. It will be the function of the new course of studies so to define these understandings, attitudes and forms of conduct that the probability of attaining this third primary objective may be improved.

The fourth of the now familiar "seven cardinal principles of education" is that education should be of such a sort as will assist the student to be self-supporting when he leaves school. That means that the course of studies must provide for vocational needs,—foundation work in technical training, agricultural training, commercial training, industrial training and training for the so-called professions. I am not at all sure that this objective has yet been formulated as perfectly as the case requires. It demands much more *critical* thought, and also much *more* critical thought, than has as yet been devoted to it.

Whatever we do, we must not forget that the child is living in the present; that, indeed, nobody lives in anything but the present. The knowledge, skills, habits and attitudes that the course of studies should emphasize, in order to strengthen guarantees of future economic security and of effective adult activity in the service of the state, must not be foreign to childhood and adolescence. In our effort to add something that has hitherto had insufficient place in education, we must guard against the heresy that a child is an as yet imperfect adult, and that his education—by which we mean his present life—should be dominated by adult needs. And let us make sure that we are really thinking about *his* needs, and not about

the needs of some possible employer who may look forward to exploiting him. However, that does not mean that we should treat all youngsters as if they were the same youngster. The most important contribution of recent educational science is probably its revelation of and emphasis upon individual differences. All pupils should not be studying exactly the same things; for the cogent reason that their present interests, their present capabilities, their present tastes, their present needs differ profoundly.

It is customary to list worthy home membership as a fifth objective of education. Personally, I think that this is a phase of citizenship. However, great emphasis should certainly be laid upon such teaching as will foster proper ideals and attitudes in relation to home life. Incidentally, this should tend to make the adults of the day after tomorrow fitter persons to be members and heads of families; but that will be accomplished best by making the children's present life more happy and normal, through training them to maximum loveliness, happiness and usefulness in the homes of which they are now a part.

The course of studies must be framed with an eye to training in the worthy use of leisure. There is a grim historical joke in the etymological connection between the word *school* and the Greek word *schole*, meaning leisure. There has been mighty little room for or thought of *schole* in most of the schools that I have known. Today, however, it is a truism that people are going henceforth to have more and more leisure, whether they are equipped for it or not. It is therefore a primary function of the school to unlock the doors to all kinds of joyous and socially valuable activity in the realms of art, music, games, reading, manual skill, and self-directed studies and hobbies of numberless sorts, so that the wise use of present leisure may have a chance to mature into and ensure the wise use of future leisure.

The seventh and last of our "cardinal principles" is that the schools exist for the cultivation of character. We know pretty well what that means, despite our difficulty in formulating our meaning in precise phraseology. In the bottom of our hearts we know that we shall have failed unless our boys and girls are taught to live ethically among themselves. Much present educational practice is fundamentally hostile to sound ethics. When one of our charges tries to be helpful to his neighbor, he is likely to get a detention, if we catch him *flagrante delicto*. Unhealthy competition and selfish pride are of the warp and woof of our examination-ridden methodology.

Again it is a matter of producing certain understandings, habits, attitudes. In every phase of school life, children should be hearing an unobtrusive voice echoing the old wisdom: "Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, if there be any praise, think on these things and the God of peace will be with you." "And what doth the Lord thy God require of thee, but to do justly and to love mercy and to walk humbly with thy God."

In these complicated times the problem of discovering and applying justice and mercy, to the remedying of world ills, provides teachers everywhere with their outstanding challenge. The new course of studies should give a lead.

A Message To Science Teachers

By G. H. FLEMING, Secretary, Science Section, British Columbia
Secondary School Teachers' Association, 3838 West Eleventh
Avenue, Vancouver

THIS article is not intended for teachers in general, but for the elite, select, and select group who teach the natural sciences in secondary schools. All others may turn to the next article at once.

Having now got by ourselves, I want to remind science teachers that, as outlined in the circular letter of May 7, a science committee has been appointed by the chairman of the Science Section of the British Columbia Secondary School Teachers' Association.

This committee, consisting of Mr. H. H. Grantham as convener of the Chemistry section, Mr. I. B. Smith of the Physics section, and Mr. L. Swain of the Biology section, is to make a careful study of the Science Curriculum and of Objective Tests in Science.

The committee has been working faithfully for the past two months and submits the following bibliography of texts that should be of interest to any Science teacher wishing to study the problem of curriculum revision.

- (1) "Curriculum Development"; Caswell and Campbell, American Book Co., Chicago.
- (2) "A Challenge to Secondary Education"; S. Everett and others.
- (3) "The Technique of Curriculum Making"; H. Harap, MacMillan and Co., New York.
- (4) "Curriculum Principles and Practices"; L. T. Hopkins, Sanborn Publishing Co.
- (5) "A Digest of Investigations in the Teaching of Science"; F. D. Curtis; Blakeston & Co., Philadelphia.
- (6) "A Second Digest of Investigations in Teaching Science"; F. D. Curtis; Blakeston & Co., Philadelphia.
- (7) "The Curriculum"; J. F. Bobbitt; Houghton-Mifflin Co., San Francisco.
- (8) "Curriculum Investigations"; J. F. Bobbitt; University Press Chicago.
- (9) "Curriculum Construction"; W. W. Chambers; MacMillan Co., New York.
- (10) "Thirty-first Year Book"; N. S. S. E.; Part. I.
- (11) "A Study of Achievement and Subject Matter in General Science"; A. Dvorak; University of Washington.
- (12) "How to Measure in Education"; W. A. McColl; MacMillan Co., 70 Bond Street, Toronto.
- (13) "How to Experiment in Education"; W. A. McColl; MacMillan Company.

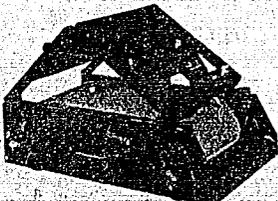
- (14) "Theory of Educational Measurement"; W. S. Monroe, Houghton-Mifflin Co.
- (15) "Aptitude Testing"; C. L. Hull; World Book Co., Chicago.
- (16) "Objective Tests"; J. S. Orleans and G. A. Sealy; World Book Co.
- (17) "Measurement in Higher Education"; B. D. Wood; World Book Co.
- (18) "Tests and Measurements in High School Instruction"; G. M. Ruch and G. D. Stoddard; World Book Co.
- (19) "Testing and Uses of Test Results"; E. A. Lincoln and L. L. Workman; MacMillan Co.
- (20) "Statistics in Psychology and Education"; H. E. Garrett; Longmans, Green & Co.
- (21) "A Comparison between New Type and Old Type Examinations and a Determination of their Reliability and Validity"; Department of Education, Toronto, Ont.

We wish to thank those teachers, who so kindly replied to our circular, either by letter or by sending tests. However, we would be pleased to hear from more teachers. Have you any suggestions in teaching methods, that you have found successful, that might aid some of our members? Any new textbooks, new work-books, or tests that might help someone else? Last, but not least, have you any suggestions that would improve our meetings at the Annual Easter Convention?

The committee would be glad to hear from you and to forward any valuable suggestions to other Science teachers. Let us have your co-operation.

The purpose of education is to train children, not with reference to their success in the present state of society, but to a better possible state, in accordance with an ideal conception of humanity.—Kant.

It is a fundamental principle that the wealth of the State shall educate the children of the State regardless of where the wealth is located or where the children reside. A unit of the State that does not have sufficient wealth to educate its children must be helped by the wealthier communities to secure equality of educational opportunities for all the children of the State.—Albert S. Cook, State Superintendent of Schools, Maryland.



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An Opportunity and A Challenge

By F. A. ARMSTRONG, *Richard McBride School, Vancouver*

SPACE is to be reserved in every issue of *The B. C. Teacher* for at least two articles bearing with a special directness upon the duties and problems of teachers of Elementary school grades. While the immediate responsibility for securing such articles has been assigned to me, a share of the ultimate responsibility rests upon you yourself, if you are an Elementary teacher. The newly adopted policy of this magazine constitutes both an opportunity and a challenge to all concerned.

That opportunity is the more desirable and the challenge is the more imperative because of two recent events of major importance. These are the publication of the report on school finance and the appointment of committees to revise the programmes of studies for High, Junior High, and Elementary schools.

For the first time, as far as I am aware, the teachers of the Elementary schools are invited to share the responsibility of shaping the programme which will guide their own future activities.

What are the Elementary teachers going to do about these things? Are we equal to the implied challenge to our scholarship and to our ability to apply the best professional procedure thus far discovered?

The present year will to some extent be one of experimentation, calculated to help the committee to develop courses on a unit basis.

Our rapidly changing economic and social structure and the school's task of developing the personality of every child and assisting his adjustment to life and society make serious equipment on the teacher's part more important perhaps than ever. That equipment should include a knowledge of the principles of psychology, of present-day economics and of the society in which we live—not just of that small part of it in which we happen to move. Without this equipment we are not in a position to comprehend the part that the school does and might play in social life. With it we should be in a much better position to judge what should be included in or omitted from our school activities.

Let us all rise to the occasion, take advantage of our opportunity and accept its challenge.

Do you think that certain phases of various subjects should be dropped? If so, say so. Are there others that should be introduced in the new programme of duties? If so, say so. Are some elements in the present programme misplaced? If so, in what part? If the course should they appear? Are some things, that should remain in the programme, at present over-emphasized? Are there others that receive too little attention? Wherein is time lost or mis-spent? Have you worked out any units of study that you find helpful and that might possibly be suggestive to members of the revision committees? Are there other matters, the discussion of which should be of special value to Elementary teachers?

If so, "speak now or forever hold your peace"!

NOVEMBER, 1935.

Page Thirty-one

Reading and Composition for Beginners

By A PRIMARY TEACHER

"O MUMMY, Mummy, I have a book and I can read!"

That is news that causes a stir in the family. It means the first great achievement of the child at school. A second is made when the beginner finds that he himself can compose things that are interesting to read.

In our school we have obtained gratifying results by associating reading lessons with oral composition based upon carefully selected pictures.

Some morning toward the end of the fifth week the teacher says to her Group "A": "I need your help today. Will you please tell me the sentences you would like me to print on the blackboard? Let us talk about this picture of 'Laddie'."

The children suggest their sentences, which are then printed on the blackboard. Each sentence is read aloud by members of the class. Comments are made and questions are asked. "Is that true?" "What do you like about John's sentence?" And so on.

The following morning the teacher makes a suggestion, most informally: "Could you print a sentence for me to read? Come to the blackboard and print a sentence that will tell me something about 'Laddie'. Where will you find any words that you cannot print without help? Yes, of course; in your Reader."

As the children print their sentences the teacher gives encouragement where it is needed. When all have finished she goes from child to child, reading his sentence in silence. Then each child reads his own sentence aloud:

"Laddie is my dog."

"The dog is Laddie."

"I like Laddie."

"Laddie runs to Jerry."

"Laddie is a big dog."

By this time everyone is radiantly happy, the teacher included. She leads up to the next step with the remark: "Isn't it easy to print sentences? We shall always print our own sentences under the pictures now!"

By the end of the second school month, Groups "B" and "C" are printing a simple sentence composed by themselves, while the "A" Group print two or three sentences, about the picture they have drawn as an illustration of part of the day's lesson in the Reader. More progress has been made than meets the eye. The teacher knows that by means of sentence printing the child's knowledge of the individual words is enriched. Through the every-day practice of finding words for himself his powers of observation

are developed. He is acquiring independence and developing pride in having sentences of his very own to read to an audience, his audience,—a classroom of other children.

By the time he has reached Grade 1A the simple sentences have become little "stories". The following was written by a six-year-old at this stage. The topic was suggested, the order of events was then discussed, and difficult words, not to be found in the Reader, were printed on the blackboard:

SPORTS DAY

Thursday was our Sports Day. First there was a parade. I was in the parade. My doll-carriage was decorated. After the parade I ran in the skipping race. Then I had ice cream and two bags of candy. I had my lunch at school, too.

In Grade IIB the joys of authorship continue to be shared by both pupils and teacher, the little compositions giving real delight to the small writers. This creative work gives an outlet for imagination and for the desire for adventure. Through their own efforts the children realize the qualities of a good story. The preparation for written work in Grade IIB includes oral discussion of:

1. Plot, including
 - (a) The enjoyment of the commonplace.
 - (b) The adventure of everyday living.
2. Description, including
 - (a) Phrase work,—
 - on one side
 - by and by
 - larger and larger
 - below me
 - in front of me
 - in the distance
 - (b) Similes,—
 - The clouds looked like . . .
 - The noise was like . . .

This article may close with an example of Grade IIB Composition:

ON GRANVILLE BRIDGE

Here I am on Granville Bridge. The bell rings, the board comes up and the car stops. The bridge is open. Below me I can see the lumber yards, with the busy men. Next to that I see Cambie Bridge. On the other side the beautiful Burrard Bridge. In the distance are the beautiful mountains. In front of me are the buildings of Vancouver city. Oh, dear, I shall be late to meet Daddy at Woodwards. Suddenly the cars start. Here I am on my way again. The car hurries to make up for lost time.

The end of education is to produce a well-balanced and many-sided interest.—Herbart.

NOVEMBER, 1935

Page Thirty-two

High School General Science

By GERALDINE I. MOCKRIDGE, *Surrey High School*

IT is almost seventy-five years since the publication of Herbert Spencer's revolutionary essays on education, in which he vindicated the educational utility of science, including the Science of Society. Most of his arguments would now be looked upon as truisms. In 1918 they were presented in modern form in the famous English Report upon Natural Science in Schools, but the time had now come for more detailed practical suggestions. This report, therefore, suggested that a course in what may be called General Science should be included in the education of all pupils between the ages of twelve and sixteen years. Formal differentiation between individual sciences and General Science was to be reserved for students between the ages of sixteen and eighteen years. Three to four hours a week was suggested as a suitable time allotment for the general preparatory course in science. American and Canadian authorities gradually came to a somewhat similar conclusion, but the time allotment allowed—in British Columbia, for example, two hours per week for a single year—has hitherto imposed upon teachers an impossible task.

A two, three or four-year course in General Science, accompanied by suitable laboratory work, would afford a better training for life than can be provided by more highly specialized courses in one or two sciences, and would give the student a chance to discover his capacity or incapacity for specialization along the lines of a particular science. In the present course in General Science, the opening of gateways to biology is seriously neglected. Indeed, the present course is used by many teachers simply to provide additional time for formal physics and chemistry.

The introduction of the teaching of Health as a school subject has had good results, but many teachers of this subject are unfortunately lacking in a real knowledge of living organisms. They have never seen a cell, much less the inside of a human being. In the writer's opinion, it would be wise to transfer this subject to the General Science or biology course, so that a specially trained teacher would be responsible. Man would then be studied in relation to other forms of life, and the subject could be treated more from the standpoint of how organisms in general live, grow, feed and reproduce. In isolation from principles derived from physics, chemistry and biology, it is doubtful whether the pupils' ideas of human anatomy and physiology can advance much beyond the point attained in the Elementary Schools. The present work in human physiology, anatomy, and public health would probably have a far greater significance if it followed upon and were integrated with a properly organized course in General Science including biology, instead of occupying, as at present, a few odd periods scattered throughout the four years of High School.

A serious course in General Science would perhaps be of particular benefit to students looking forward to teaching or to nursing. Many

students enter Normal with only one year of this subject, and two years or chemistry or physics or both. The General Science being at present almost wholly dominated by chemistry and physics, the biological side of such studies has been largely neglected. Nevertheless, these students are asked to teach Nature Study, Health, and Geography, all of which require a more general background than is given by the specialized courses which they have had an opportunity to take. Even one or two years in specialized sciences at the University will not rectify a lack of general scientific background.

Official circulars advise prospective nurses to secure a grounding in chemistry, physics and biology. If this grounding is to be secured by lengthy courses in these separate sciences, it will be a practical impossibility for many students to get the necessary variety. Time would not permit it. Moreover, there are many girls who would make good nurses, but who may find it impossible to qualify for advanced work in physics and chemistry, though they would absorb with interest a course of less specialized type.

What applies to prospective nurses is also true for many others. A well organized secondary school course in General Science would also afford a better background for those who will specialize in Arts at the University. All good students do not possess the aptitude, ability or desire to specialize in two or three distinct Sciences. Why not give such students a chance and why not give the smaller schools a chance, by offering a course in General Science of a standard that could properly be recognized for matriculation purposes?

English universities offer a wide range of choice in matriculation sciences in order to meet the needs of various types of students, and investigation of Old Country practice in this connection might be well worth while for those concerned with curricular revision. In the last few years, Great Britain has made considerable advance in the matter of secondary school sciences.

A really good course in General Science would not be easy to formulate. What sciences should be called upon to contribute, and how much of each should be included? For how many periods and for how many years should the course be continued? How much of the laboratory work should be done by the students themselves, how much of it should be demonstrated, and how much of the course should be purely descriptive or expository? In what order should the various phases of scientific truth be treated, and to what extent should they be presented concurrently? Would it be possible so to arrange the course that different teachers could be made severally responsible for the sections they were best qualified to teach? Otherwise, what are the academic qualifications that will be demanded of the teacher? In the academic training of such a teacher would not a very general course be more desirable than highly specialized courses in one or two sciences? How would a four-year High School course in General Science work out in small schools? One would have to consider whether the varied subject matter would seem so formidable that the teachers would prefer to take a chance on formal chemistry and physics, even though they lacked equipment that the larger schools consider essential. Would a good textbook help with some of the difficulties?

(Continued on page 36)

NOVEMBER, 1935.

Page Thirty-five

Character Development as an Educational Objective

By MR. C. B. WOOD, University of British Columbia

A SIGNIFICANT new departure in the curriculum revision now in progress in British Columbia has been the appointment of a special Committee on Character Education. The schools have always been expected to inculcate the highest morality, but the Programmes of Study have not heretofore given any direction as to how this may best be done. It is now proposed to review the whole problem of character education and, through the curriculum, to emphasize its importance in the schools. The committee faces the task of canvassing the best experience of the teaching profession as well as the views of the leading theorists in the field and of presenting its recommendations in a form that will be the most helpful possible to the teachers and principals administering the new curriculum. For the proper performance of this task the fullest co-operation of the teachers of the province is indispensable. The committee therefore invites teachers and others to submit suggestions, particularly those based on teaching experience and on careful study of the problem. The following questions may serve as a guide:

To what extent should formal methods of teaching ideals and trait-actions be recommended?

Should, on the contrary, the instruction and training be given incidentally?

How can the life of the school and the teaching of the subjects of the curriculum be made to contribute more definitely to character development?

What form should the programme of character education take in the Elementary school and in the Junior and Senior High schools?

What major issues should receive specific attention?

The committee is grateful to the Editor of *The B. C. Teacher* for the privilege of inserting this request. In order to be of use, contributions should be sent not later than December 15th to the writer as chairman of the committee.

HIGH SCHOOL GENERAL SCIENCE (Continued from page 35)

Would the extension of the course in General Science tend towards an undesirable curtailment of laboratory activities? If so, probably no real Science teacher would favor it. The writer once met a teacher of General Science who had to lecture to about ninety victims in the school auditorium! Of course, he was assigned considerably fewer students, at a time, when it was his business to train them in baseball.

It has been the purpose of this introductory paper to raise questions rather than to answer them. Final study of suggestions offered and of problems raised must be postponed until they are seen in relation to the demands of other subjects and of the school curriculum as a whole. Meantime, however, secondary school teachers should be facing their problems, some of the most important of which will relate to the character and place to be assigned to General Science in the revised Course of Studies.

Personal Notes---Miscellaneous News

By MAURICE DES BRISAY

JAMES A. Fraser, who was, last year, principal of Kaslo School, Kaslo, has accepted a position on the High School staff at Nelson, B. C.

* * * * *

A marriage which attracted considerable attention at Rossland recently was that of Mr. Dan MacNaughton of McLean School with Miss Islay Terhune of Rossland. Before the pair were married, *The Rossland Miner*, ahead of the news, spoke of the two as "Mr. and Mrs. Dan MacNaughton." To remedy its premature publication of the expected, the paper obligingly printed the following in a later issue: "Mr. Dan MacNaughton and Miss Islay Terhune have recently returned from their honeymoon." But nobody got shot. Dan was too happy to mind.

* * * * *

Mr. George Bishop, another McLean School teacher of Rossland, was married recently.

* * * * *

Thirteen British Columbia teachers are on exchange with Ontario teachers for the current school year, 1935-36. Exchanges are:

Miss Ina J. Blanchard, Mission City, with Miss Mildred A. M. Davidson, New Liskeard, Ont.

Miss E. J. McLachlan, Kelowna, with Miss Neta L. Pearce, Thorold South.

Miss Anne MacSween, Powell River, with Miss Helen K. McLachlan, St. Thomas.

Miss Lillian M. Nesbitt, Vancouver, with Miss Frances M. Bonycastle, Peterboro.

Miss Edith D. Harrison, Port Haney, with Miss Margaret Thompson, North Bay.

Miss Leila F. Boucher, Chilliwack, with Miss Bernice Martin, London.

Miss M. E. Purdy, New Westminster, with Miss Evelyn Crosby, Toronto.

Miss Kathleen Purdy, New Westminster, with Miss Helen Burnett, Toronto.

Miss Audrey MacLeod, Kelowna, with Miss Amy S. Harris, Toronto.

Miss K. E. Buckerfield, Vancouver, with Miss Bessie Heeney, Toronto.

Miss Beatrice Putnam, Vancouver, with Miss Alice M. Prentice, Toronto.

E. M. White, Vancouver, with A. S. Gray, Toronto.

Miss Ola McLeod, Hollyburn, with Miss Gladys Parker, Toronto.

* * * * *

The B. C. Teacher, on behalf of colleagues throughout the province,
NOVEMBER, 1935.

Page Thirty-seven

extends congratulations to the members of our fraternity upon whom degrees were conferred at the recent Autumn Congregation of the University of British Columbia. Miss Frances Margaret Large, Mr. Francis Henry Johnson and Mr. Roth Gathley Gordon were advanced from the rank of Bachelors to that of Masters of Arts. The Federation will be interested in the fact that Mr. Gordon's thesis is entitled "Secondary Education in Rural British Columbia."

The Bachelor's degree was conferred upon Miss Gladys Knight, Miss Sybil Reay and Messrs. Theodore G. Currie, William J. Eades, John H. Harman, Floyd L. Irwin, William James, George R. Montgomery, Stephen T. Moodie, Donald B. MacKenzie, Charles H. R. Pillar, Douglas E. Smith, Francis Thrower-Fairey, Robert Warren, Charles F. Lucas, Angus M. Macdonald, Farquhar J. McRae and Claude V. Stainsby.

* * * * *

A matter of more than local interest is the recent revision of the constitution of the High School Teachers' Association of the Lower Mainland. It is henceforth to be known as the Secondary Teachers' Association of the Lower Mainland, with membership open to teachers in Junior High Schools.

* * * * *

After nearly twenty-three years of service in the Nelson schools, Miss Charlotte A. Coates has recently felt compelled to retire, owing to ill-health. Miss Coates came to us from New Brunswick, where she received her Normal School training and did her first teaching. Coming to British Columbia she taught for one year in Wardner and then, in 1912, began her long service in the interests of the children of Nelson. Miss Coates was recently the guest of honour at a dinner given by her Nelson colleagues, at which she was the recipient of a handsome walnut tea-wagon and book-stand, the gift of her fellow teachers.

The B. C. Teacher hopes that with a rest Miss Coates' health may be greatly restored and that she may enjoy years many and happy, watching from the sidelines the fascinating game in which she herself has so long been an active and valued participant. Her comments and suggestions will be sure of friendly welcome by those who are still in the arena.

* * * * *

The assistance of correspondents who have helped supply personal news of special interest to teachers is gratefully acknowledged, and further similar co-operation on the part of members everywhere is solicited.

THE many friends of Miss Jean Flett of Cranbrook Central School will be grieved to learn of her very sudden death on October 27. Her loss will be deeply felt by the school on whose staff she had served for some years, and where her sister, Miss Marion Flett, is also a teacher. A resident of Cranbrook for many years, she had a wide circle of friends and acquaintances throughout the East Kootenays as well as at the coast. We should like to assure the colleagues with whom she was most intimately associated and, still more, her sorrowing mother and brothers and sisters, of the sincerest sympathies of the Federation.

Highlights of Autumn News

By JOHN E. GIBBARD

THE first Social Credit Government in the world was formed on September 3, when William Aberhart was sworn in as Premier of Alberta following a landslide at the polls on August 22. On September 14 he set out to seek the advice of Father Coughlin and Henry Ford about how to keep his election promise of \$25 dividends to all adults, promises which are impossible in the province of Alberta, according to Major C. H. Douglas, founder of Social Credit.

* * * * *

The Trades and Labor Congress of Canada, meeting in Halifax in September, urged the Canadian Government to take over control of the banks, to reduce the age for old-age pensions to 60, to inaugurate widows' pensions and health and unemployment insurance as federal responsibilities, to sever commercial and diplomatic relations with Germany till it ceases religious and political persecution, and to support fully the League of Nations' severest measures against Italian aggression in Ethiopia.

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The problem before universities today is not how to produce great men but how to produce great societies, says A. E. Morgan, new Principal of McGill University.

* * * * *

The Dominion elections on October 14 returned Mackenzie King and his Liberals to power with more than a two-to-one majority over all other groups. The most important aspect of his announcement of appointments on October 23 was the reduction in the number of portfolios to 15 and adoption of the British system of Parliamentary Under-Secretaries.

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Canada was unanimously elected to the governing body of the I. L. O. in succession to Germany on October 3, and the very next day Dr. W. A. Riddell of Canada was elected chairman of the International Labor Organization.

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The British Trades Union Congress on September 5 voted 2,785,000 to 177,000 to ask the Government to back the League Covenant to the utmost, even by armed force if necessary. George Lansbury, Lord Ponsonby, and Sir Stafford Cripps resigned from their positions of leadership in the Labor Party when it adopted a similar stand, the first two being replaced by C. R. Attlee and Lord Snell, respectively. Another outstanding leader was removed from the party by the death on October 20 of Arthur Henderson, President of the World Disarmament Conference.

NOVEMBER, 1935.

Page Thirty-nine

British Parliament was summoned on October 22, a week ahead of the appointed time, because of the urgency of action on international affairs. Apparently the enthusiasm with which all parties hailed the Government's foreign policy was the cause of dissolution on October 25.

* * * * *

Memories of pre-war politics were stirred by the death on October 22 of Lord Carson, former First Lord of the Admiralty and former Solicitor-General, who, as Sir Edward Carson, led militant Ulsterites against Home Rule in those days. The Ulster Parliament on the same day passed a special act to authorize his burial in St. Anne's Cathedral, Belfast, never heretofore used for that purpose.

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Invitations were sent by the British Government to the United States, Japan, France, and Italy, signatories of the Washington and London Naval Treaties, to attend a new conference on December 2.

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Thos. J. Mooney lost again on October 28 in his long effort to get the Supreme Court to review his conviction of complicity in the 1916 Preparedness Day bombing in San Francisco.

* * * * *

On August 27, by a 5½-hour filibuster, Senator Huey Long forced Congress to adjourn without passing the money for the major New Deal projects. It was his last important political act for on September 8 he was shot by Dr. A. C. Weiss at Baton Rouge and died there on September 10.

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The Blue Eagle died on September 5 when orders were issued forbidding further reproduction of the emblem.

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Congress on August 21 and 23 passed measures adopting a policy of strict neutrality for one year. On September 25 President Roosevelt proclaimed six categories of munitions under federal supervision for maintenance of neutrality. On October 2 he pledged his country to neutrality, placed an embargo on munitions to any combatant nation, and on October 6 warned American citizens they travel on Italian ships at their own risk. On October 11 he stated the neutrality rules made it impossible to lift the arms embargo on Ethiopia.

* * * * *

Some important landmarks in the recent development of the Italo-Ethiopian-League of Nations situation:

August 20—Conciliation commission of the League resumes attempts to fix responsibility for Italo-Ethiopian clashes.

September 3—They blame neither Italy nor Ethiopia for Uual clashes.

September 6—A new conciliation commission of Britain, France, Poland, Spain, and Turkey formed.

September 11—Ethiopian forces withdrawn 18 miles from border.
September 23—The committee of five present their plan for a peaceful settlement.

September 26—The League Council agrees unanimously in Italy's absence to end six months' equivocation and proceed under Article XV.

October 3—Fighting begins with Italian planes bombing Aduwa.

October 7—The League Council finds Italy guilty of resorting to war in violation of covenants and the 13 nations pledge support to peaceful pressure, and even armed force if necessary to stop it.

October 10—Fifty-one governments concur in the verdict against Italy.

October 14—Fifty nations agree to financial sanctions.

October 20—The League declares a boycott on Italian goods.

October 22—Haile Selassie says he will not discuss peace with Mussolini till Italian troops are withdrawn from Abyssinia.

October 25—Thirty nations have made effective arms embargoes against Italy and lifted embargoes against Ethiopia.

* * * * *

Chancellor Hitler on September 16 proclaimed the rule of the Nazi Party in Germany and announced the party would choose his successor with authority to rule over the whole Reich. On September 25 the Government announced its abandonment of Reichsbishop Mueller in an attempt to restore peace to the Protestant Church.

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Despite warnings of British, French and Italian Governments to Lithuania to observe strictly the Memel agreement of 1924, German propagandists insisted 11,000 German voters had been unjustly disqualified and 10,000 Lithuanians imported into the city for the plebiscite on September 29. The result of the plebiscite was that 1,592,604 German votes elected 24 members and 369,457 Lithuanian votes elected 5. Each voter had 29 votes.

* * * * *

Premier Naldaris of Greece on September 10 announced his support of a return of the monarchy to end the 11-year-old republic. A plebiscite was announced for October 27. On October 10, however, a coup d'etat overthrew the Government and the National Assembly decreed the restoration of King George II.

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Manual Quezon was elected first President of the Philippine Commonwealth on September 19.

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A new chapter in the "Book of Golden Deeds" was written by the Russian airship Captain, who on September 9, boarded his ship in mid-air after it had broken from its moorings during a storm, with thirteen helpless passengers aboard, and brought it safely to earth.

CANADIAN BOOK WEEK

Book week this year will begin on Saturday, November 9th. Educational authorities are invited to stimulate the interest of their students in the literary productions of their country. Broadcasts of Canadian literature are being arranged and the Dominion Government's Radio Commission is being asked to conduct national broadcasts with the same object in view.

On October 5th, McGill University installed Arthur E. Morgan, M.A., as its chief executive officer. He was formerly Principal of University College at Hull, England. He succeeds such predecessors as Sir William Dawson, Sir William Peterson and the late Sir Arthur Currie in what is regarded as the outstanding position in the higher educational life of the Dominion. He is the seventh to hold the office as Principal since the University was founded in 1821 by the Honorable James McGill.

MANITOBA TEACHERS ELECTED

F. D. MacKenzie, who until July last was Principal of the Collegiate Institute at Neepawa, was elected for the Neepawa Riding, and Leslie Mutch, a few years ago teacher in the Collegiate Institute at Portage la Prairie, was elected for Winnipeg South. Several other candidates in Manitoba were members of the teaching profession. It is evident that teachers are being chosen in larger numbers for public positions today than ever before.

Education is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience.—Dewey.

Education is the organization of acquired habits of conduct and tendencies to behaviour.—James.

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CORRESPONDENCE

Editor, *The B. C. Teacher*: Vancouver, B. C., October 30, 1935.

Once upon a time I used to run a monthly column in an educational magazine. Accordingly I feel urged to write the editor to inform him that there are teachers, not especially interested in social studies, who live in Vancouver within convenient distance of libraries, and who look forward to Mr. J. E. Gibbard's "World's News" in *The B. C. Teacher*. I have an idea that if only one reader takes the trouble to express an opinion of this sort, there must be hundreds (that never ran a column) who feel the same sentiment, but are too busy to let the editor know: I base this conclusion on a profound study of the laws of laxity and averages.

While I am about this business of letter writing, I wish also to ask you to retain the services of Paidagogos, whose "Ramblings" are worth at least twice the money his space represents; drop everything and hold him with both hands, if he seems to be moving off.

Yours truly,

ALEXANDER S. HAMILTON.

3887 West Fifteenth Avenue,
Editor, *The B. C. Teacher*: Vancouver, B. C., November 10.

The Executive of British Columbia Secondary Teachers' Association will meet shortly to discuss general business and to make tentative plans for the convention next Easter.

Members are asked to forward at once to the Secretary, Mr. A. T. Alsbury, 6975 Cypress Street, Vancouver, any specific criticisms they may have to offer relative to the 1935 Matriculation Examinations. Prompt action is necessary, as our representations in this regard will be submitted through the British Columbia Teachers' Federation to the Department of Education at a very early date.

Suggestions regarding the Secondary Teachers' programme for the convention are also solicited. All resolutions intended for presentation should be transmitted to our Secretary, to be tabulated and consolidated.

The President is particularly anxious to learn of the reactions of

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Secondary Teachers to the proposed "Professional Bill", in order that he may truly represent secondary school opinion when this matter is dealt with by the Executive of the British Columbia Teachers' Federation next month.

Secondary Teachers, individually and in groups, are asked to make this provincial body the clearing house for all matters affecting secondary schools, to the avoidance of confusion and of waste of time and effort.

W. M. ARMSTRONG,
*President of British Columbia Secondary
Teachers' Association.*

Ocean Falls, B. C., October 17, 1935.

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

I am greatly surprised that you have not given some space in your excellent magazine to the King Report on School Finance. To me, and to several other teachers to whom I have spoken, the report presents a comprehensive survey of the educational conditions in British Columbia, and offers many constructive suggestions for improvement.

That section of the report dealing with the splendid work done by Inspector Plenderleith in the Peace River district proves the plans as outlined in the survey to be both practicable and economical—even in the first year of operation. The people of Peace River are receiving forms of medical, dental, and nursing services that they could never hope to have been given under the former system. For these reasons alone, I feel sure that many teachers throughout the province wish to see a full discussion of the experiment.

Could not a series of articles dealing with the King Report be published in *The B. C. Teacher* month by month? The editorials in British Columbia newspapers some time ago indicated the widespread interest in the survey.

While in Ontario this summer, I found that a similar experiment had been performed there. The results of this were highly satisfactory to the province and greatly resembled the findings in the Peace River. A report of the Ontario endeavour was given wide publicity in most of the school magazines.

Yours very truly,

F. A. McLELLAN,
Supervisor of Schools.

NOTE: By the time Mr. McLellan's letter reached Vancouver he had no doubt received his October number of *The B. C. Teacher*, in which very considerable space was given to the King Report and allied topics. No one is better qualified than Mr. McLellan to help supply the desired stream of instructive articles bearing upon financial and curricular reform.

—EDITOR.

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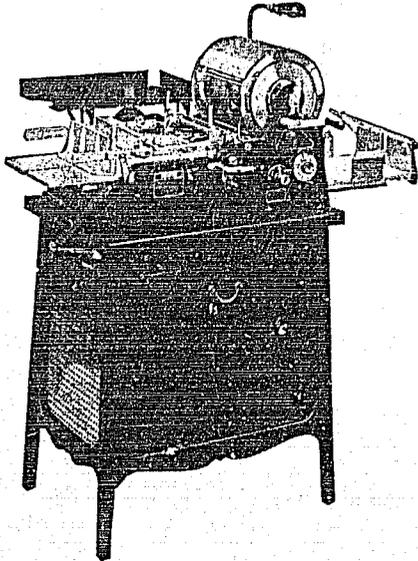
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