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BC Teacher Volume XV Number 4

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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THE *B. C. Teacher* extends to its readers friendly good wishes for a happy holiday. It would do so with more sanguine expectations if the examination plague were not raging so violently throughout the province at this time of year.

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His colleagues on the Editorial Board, with melancholy joy, learned of the good fortune of the Government of British Columbia in securing the services of Mr. J. H. Creighton as successor to Dr. George Davidson in an important post in the Social Service of the province. Mr. Creighton's place upon the Board will be hard to fill. However, our depression of heart might be alleviated if the Government were to discover the need for seven other good men at a salary proportionate to their qualifications, and were to continue its raids upon our Board.

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On page 31 of this issue Federation members will find ballots for use in the election of a Federation representative in the Senate of the University of British Columbia. The teachers of the province owe much gratitude to their present representative, Dr. J. Roy Sanderson, Principal of King Edward High School, Vancouver, and to his predecessor, Mr. George W. Clark. Eight men, all of them stalwart friends of British Columbia Teachers' Federation, have been placed in nomination at this election. It is now the privilege and duty of the teachers throughout the province to make their choice. Notice that all ballots must be in the hands of Mr. Charlesworth by January 2.

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The Editor hopes that in every issue of *The B. C. Teacher* there will be found articles that are interesting to its readers not because they are teachers, but simply because they are cultured human beings whose cerebrums occasionally cerebrate. Wherefore, the essay entitled "Wanted: Canons of Literary Criticism", in this number. We think that "the White Queen" could discover a moral in it. Till the fogs of criticism lift,

ordinary lovers of poetry will remain under the disconcerting necessity of thinking and feeling for themselves. The emotions aroused by much contemporary verse and literary criticism can best be expressed by a one-word poem, in the Japanese style,—"Ohmygosh!" By the way, Mr. Ramonn Yarrum, under another name, is well known to many of us as a brilliant teacher of secondary school English.

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So also is Mr. A. Nonymous, who writes this month for the benefit especially of teachers of English in the intermediate grades. The modesty of our contributors is becoming disconcerting. We shall presently need a dictionary of pseudonyms.

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Probably no teacher in British Columbia is doing more important work than Mr. J. W. Gibson, the Director of High School Correspondence Courses. His article throws needed light upon a form of educational service with which the teachers of British Columbia are not as familiar as might be desired. Two other articles dealing with other phases of the same subject will appear in the early future. Miss Isobel Bescoby, Director of Elementary School Correspondence Courses, will discuss the work from her angle, and Mr. Alfred E. Foubister of Kimberley will report upon an experiment in the use of departmental correspondence courses in connection with individual instruction in an ordinary classroom.

HASTE VERSUS SPEED

A SHREWD old proverb emphasizes the wisdom of making haste slowly. Another declares that "haste maketh waste". Vergil is authority for a famous epigram to the general effect that it is easy to put your toe on the gas and skid into the ditch. I recently heard one youngster remark to another, "Rome was not burnt in a day". Nero might be called upon to give evidence in support of that mangled proverb.

The bearing of these remarks (to quote Captain Cuttle) lies in the application of them.

British Columbia is revising its Course of Studies. Our educational leaders did not allow themselves to be stampeded into an excess of hurry in the authorization of this revision; let them see to it that undue haste is avoided in carrying the project to completion.

In the past, curriculum revision has suffered habitually from hurry. Work that should have taken days was crowded into hours and work that should have taken months was crowded into weeks. The urge was easy to understand. The motives were of the best. But the result was the placing of the Departmental *imprimatur* upon work not characterized by standards of excellence to which the educators of this province are quite capable of attaining.

The editor of *The B. C. Teacher* hopes that he errs when he imagines he can sense a wish, in some quarters, to crowd into a single academic year work that cannot be performed satisfactorily within that time. At all events he hopes that a note of warning will not be taken amiss.

Many very important committees and sub-committees have yet to be appointed, insofar as we are aware, and before any of them can function efficiently the teachers designated to them must find time for a great deal of preliminary study. No intelligent teacher would relish being asked to commit himself to specific judgments in the realm of curricular revision unless he were first given leisure to review books already more or less familiar and to study the most recent and most authoritative contributions to the literature of the special subject assigned him and of curriculum-making in general. It is not sufficient that all the world has recently been urged to undertake studies of this type. If ample provision is not made for preliminary reading after appointments are announced, committee members will be placed at a disadvantage that may entail undeserved humiliation and regrettable misunderstandings. People—even people of the highest intelligence—often waste each others' time and ultimately substitute an undesirable emotional reaction for intellectual decisions, simply because they are not possessed of a common vocabulary and common familiarity with things that cannot, with good taste, be expounded at length in brief conferences. In matters relating to educational objectives, methods and measurements, such common vocabulary presupposes familiarity with the same present-day books and magazines; and to ensure such familiarity will take time.

All this is necessary before the actual work of revision really begins.

Then there should follow months of painstaking, scholarly toil in the determination of subject content, in the framing of units, and in numerous related tasks. This will call for leisured experimentation, leisured deliberation, leisured conference, time to change one's mind, time for a group of vigorous personalities to arrive at a real consensus.

Of course, everybody now recognizes that curriculum revision is a process that should be continuous. A good course of studies will not stay put. Errors will be discovered; ideas will be superseded by better ideas; circumstances will change. To such constant and normal adjustment, the framing of the curriculum on the basis of units, more or less mutually independent and separable, will lend itself in an invaluable way.

On the other hand, after prolonged devotion to a gruelling job, it is human nature to want a holiday. When the new course of studies is published as a whole, it will take heroic courage to suggest the first alterations. No doubt the course will be officially described as tentative, but we shall all be inclined to interpret that word in a Pickwickian sense.

Nothing more important than the plan of curriculum making which the present Minister of Education has proposed and to which, with such honor to himself and the Province of British Columbia, he now stands committed, has ever engaged the serious attention of educators since Canada was founded. If the workers have their first opportunity to draw a deep breath and to wipe the sweat from their brows two years from next summer, no intelligent critic will acuse them of having been too long over their job.

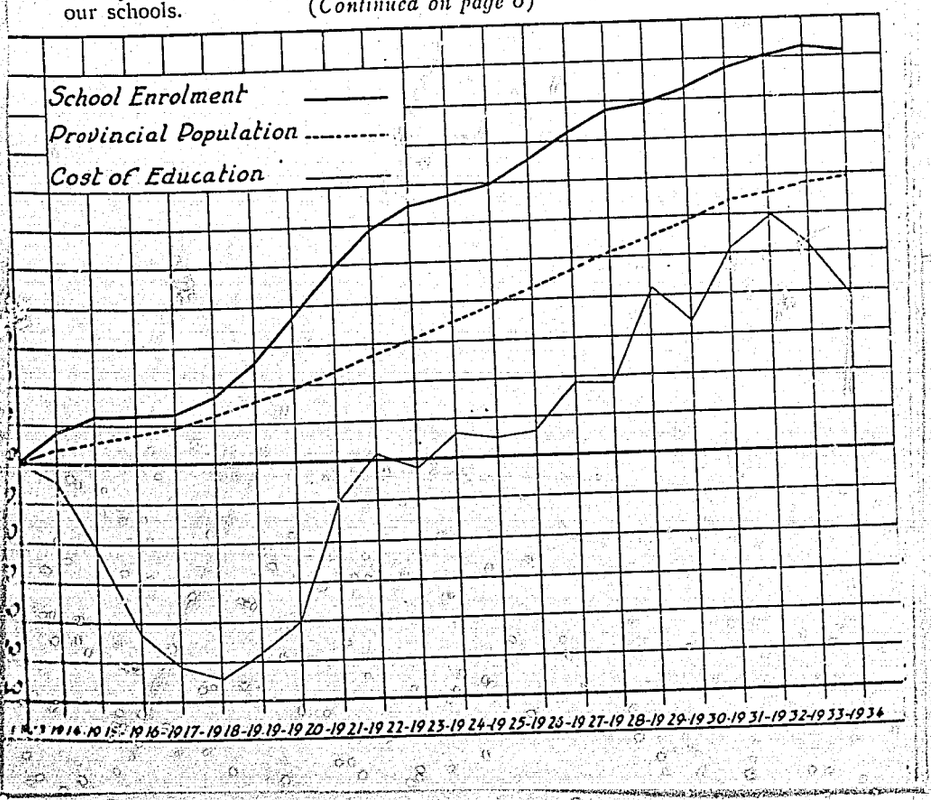
The true aim of education is the attainment of happiness through perfect virtue.—Aristotle.

SCHOOL FINANCE

THROUGH the courtesy of the Superintendent of Education, the King's Printer and the Technical Adviser to the Commission on School Finance, *The B. C. Teacher* is now in a position to reproduce from month to month certain of the interesting graphs that form so important a feature of *The Report on School Finance in British Columbia*.

In some quarters a persistent effort seems to have been made to create the impression that the cost of education in British Columbia has of recent years shown extravagant increase. The accompanying graph makes very plain the fact that since 1913 the enrolment in our elementary and secondary schools has grown much more rapidly than has the provincial population. As a matter of fact, while the population increased by about 69 per cent between 1913 and 1934, enrolment more than doubled. On the other hand, the cost of education in 1934, reckoned in dollars of the 1913 value, was slightly less than 40 per cent greater than it had been twenty-one years earlier when there were only half as many children in our schools.

(*Continued on page 6*)



FEDERATION NEWS

THE CONSULTATIVE COMMITTEE CONSULTS

A MEETING of the Consultative Committee together with the Presidents of Vancouver Secondary Teachers' Association, Vancouver Elementary Teachers' Association, Vancouver Prinpicals' Association and the Secondary Teachers' Association of the Lower Mainland was held on November 5. The purpose of the conference was to consider the problem of accommodation for the extended activities of the Federation Headquarters and also for the activities of Local Associations. At present, the Federation Headquarters is in the upper floors of Aldine House, the property of J. M. Dent and Sons. Messrs. Ireland and Allan have, however, taken over the distribution of Dent's publications so that additional space is now available in the building. For a long time leaders in the local associations have been considering the possibility and wisdom of acquiring a property which might be known as "The Teachers' House", in which accommodations for the Federation officials and for the officials and members of local associations might be found. However, it was decided that no action should be taken in this connection at present.

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On November 20 the Consultative Committee held another session, which occupied five hours. Among other important matters the committee dealt with resolutions forwarded by the Okanagan Teachers' Association. The Federation is accordingly asking the University of British Columbia to provide, in the Summer Session, graduate refresher courses, and to set up other advanced courses in education leading to degrees of B.A. and M.A. in education.

The Kaslo and District Teachers' Association was received into the fold, and Mr. Charlesworth was thanked for his valuable work in this connection.

Mr. J. N. Burnett, Aberdeen School, Vancouver, was named Chairman

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SCHOOL FINANCE—(*Continued from page 5*)

The figures upon which this graph is based do not include provincial grants in support of the University.

That further economies in educational administration are possible, Mr. King's report makes clear; but a study of this graph certainly does not suggest wild extravagance or even disproportionate increase in costs. In "Big Business", a firm that doubled its output while increasing its overhead by only 39 per cent would have reason to congratulate itself. We wonder how many such business concerns there are operating in British Columbia!

Except for the year 1932, the ratio of increase in population over 1913 has been greater than that of the increase in cost of education in equated dollars. The year 1913 has been chosen as the basis of comparison as index figures of the *Labour Gazette* begin with that year.

of the Eastern Convention Committee with power to co-opt his associates.

At the next Executive meeting it is the intention to take up the question as to whether or not the law of contract takes precedence over the School Act (Sections 133 (*b*) and (*c*) and 152 (*j*), in connection with the relations between teachers and their employers.

AUTUMN CONVENTIONS

The Federation now has the Province of British Columbia fairly well organized for District Conventions, and these regional conferences involve a conspicuous and invaluable feature of the autumn responsibilities of the Federation. The problem of providing for professional gatherings of this character in the Peace Diver district, the Upper Cariboo district, sections of the North Thompson Valley and certain other regions has not yet been solved. Geographical conditions in British Columbia involve certain difficulties that seem almost insuperable.

This fall, however, district conventions were held at Cranbrook, West Vancouver, Vernon, Nanaimo, Rolla, Kamloops and Chilliwack. In some cases the attendance ran up to 200 and everywhere there was manifest keen interest. One teacher drove two hundred miles to attend her convention.

Some member or members of the Executive Committee of the Federation attended each of these conventions. Mr. R. P. Steeves, President of the British Columbia Teachers' Federation, was sent to the Central Vancouver Island convention and to the conventions of the Fraser Valley and North Shore teachers. Mr. J. N. Burnett accompanied him to Chilliwack and West Vancouver and also attended the Thompson Valley convention at Kamloops. Mr. W. M. Armstrong was a second headquarters' representative at Kamloops. On his return he spoke feelingly of the isolation under which some British Columbia teachers are carrying on their work. He reported that the teachers assembled at Kamloops greatly enjoyed a brilliant lecture by Professor Soward of the University of British Columbia. Mr. William Morgan was the ambassador from British Columbia Teachers' Federation Executive at the Okanagan Valley convention, while Mr. Charlesworth had similar responsibility at the conventions for East Kootenay and the Fraser Valley.

The Fall Convention has definitely arrived. These gatherings serve purposes that cannot as satisfactorily be attained at the Provincial Convention held during the Easter vacation. Of course, it is equally true that the Provincial Convention performs services for which the District Conventions are not suitable. There are thoughtful friends of the Federation who believe, however, that the Fall Conventions are destined to become so important that they will be able to take over certain functions of the Easter Convention. There is an inspiration about a big convention that has an important psychological value; and the presence, at one place, of many hundreds of educators from all parts of the province, makes it possible from time to time for visitors of outstanding prominence to convey an inspiring message to the whole teaching body of British Columbia. On the other hand, in times to come, the special feature of the Easter gather-

ing is likely to be the annual business meeting of the Federation, in which, of course, only official delegates are qualified for active participation.

These are merely suggestions and have no official authority behind them. However, it would appear that the whole question of Fall and Easter Conventions calls for serious consideration on the part of the rank and file of the Federation members as well as the Executive Committee.

EDUCATION WEEK

British Columbia Teachers' Federation is once again preparing to co-operate with the Canadian Teachers' Federation, provincial teachers' associations throughout the Dominion and various allied bodies, in the observation of Canadian Education Week. The dates approved are February 23-29, 1936.

Education: A Training for Citizenship

The following topics have been selected for daily observance:
Sunday, February 23—A Training for Right Living.
Monday, February 24—A Training for Livelihood.
Tuesday, February 25—A Training for Leisure.
Wednesday, February 26—A Training for Social Relationships.
Thursday, February 27—A Training for Changing Civilization.
Friday, February 28—A Training for An International Outlook.
Saturday, February 29—Finance and Education.

A Dominion-wide broadcast has practically been assured by the Dominion Radio Commission for Monday, February 24th, 10 to 10:30 p.m., E.S.T. The speakers suggested are the Governor-General of Canada, the Prime Minister of Canada, and the President of the Canadian Teachers' Federation. Regional broadcasts will be arranged for Friday, February 28th.

Teachers of British Columbia will be asked to take the lead in forming strong committees in their own districts, in order to complete local details. Additional announcements will follow in due course.

ELEMENTARY SCHOOL TEACHERS' DEPARTMENT

It is generally expected that at the coming Easter Convention the Federation will endorse the creation of British Columbia Elementary School Teachers' Association paralleling the Secondary School Teachers' Association which was set up last Easter. Meantime, the Elementary School Teachers' Department of the British Columbia Teachers' Federation is functioning very actively. Its council held an organization meeting on November 9, when almost all parts of the province were represented and the members of the executive were elected. That body consists of: President, Miss S. E. Williams; Vice-President, Mr. H. W. Creelman of Victoria; Secretary-Treasurer, Mr. Vernon A. Wiedrick, 4540 West Fifth Avenue; Junior Past President, Mr. R. P. Steeves; Miss M. A. Lott, Kamloops; Mr. R. Jenks of Cloverdale; and Mr. Ivan R. Miller of North Vancouver. This committee held its first meeting on November 30, and

will re-convene on January 11. Meanwhile, the following Elementary School teachers have been made chairmen of the indicated committees: Miss Olive Heritage, Victoria, Educational Research; Mr. I. R. Miller, North Vancouver, Constitution and By-laws; Mr. E. Gourlay, Vancouver, Resolutions; Mr. R. Jenks, Salary Research. Mr. O. T. Thomas, Strathcona School, was appointed as the Department's representative on the Easter Convention Committee.

BRITISH COLUMBIA SECONDARY TEACHERS' ASSOCIATION

A meeting of the Executive of the Provincial Secondary Teachers' Association was held at the Hotel Georgia, Vancouver, Saturday morning, December 7.

The President, Mr. Armstrong, reported very satisfactory progress in the organization of Secondary teachers.

Criticisms of Matriculation examination papers were discussed, and Mr. W. Armstrong and Mr. W. Morgan were delegated to tabulate them for presentation, through the British Columbia Teachers' Federation, to the Department of Education.

The Professional Membership Bill was thoroughly discussed and reactions of groups were considered.

The Executive was most fortunate in that Mr. H. B. King, Director of Curriculum Construction, was in Vancouver and accepted an invitation to be present at the meeting. In co-operation with Mr. King, arrangements were made to co-ordinate the work of the various Secondary school sections with the Department's committees on curriculum.

Plans were made to feature the work of the sections at the next Easter Convention, and Secondary school teachers throughout the province are strongly urged to send their resolutions in early.

SEMINAR FOR THE STUDY OF EDUCATIONAL ADMINISTRATION

Under the sponsorship of the British Columbia Teachers' Federation Bureau of Educational Research, a seminar has recently been organized for the study of educational administration. This study group is open to all principals and teachers who care to enroll. The business management of the seminar is in the hands of Mr. W. D. Knott as chairman, Mr. F. J. Townsend, secretary, and a committee of seven teachers representative of the Greater Vancouver area.

The first session of the seminar was held on November 15, in the community library room, Vancouver School Board building. Some sixty or seventy teachers were in attendance. Dr. J. M. Ewing of Vancouver Normal School lectured on "Psychology, the Basis of Education". Since that date the seminar has held weekly sessions and Dr. Ewing has lectured on Discipline, Intelligence Ratings and Examinations.

A detailed list of suitable topics was drafted by the committee and certain subjects have been approved and adopted by the members of the seminar. Meetings are held every Friday at 4:15 p.m. Each lecture is followed by free discussion in which all members of the group are urged to participate.

It is hoped that mimeographed outlines or reports of these lectures, and of the more pertinent questions raised by them, will be available for distribution, at a nominal cost, to other similar study groups, if and when they are organized. Requests and enquiries may be addressed to the Secretary, care British Columbia Teachers' Federation Headquarters.

To remove possible misconceptions, it may be added that the work of the seminar is being conducted without cost to the Federation.

"WHO IS WHO" IN THE B. C. T. F.

By MAURICE DES BRISAY

"WITHOUT a word of warning", as the song says, James H. Creighton, of our own Editorial Board, has become the centre of front page news in the daily press and his face accordingly adorns the cover of this issue of *The B. C. Teacher*. Our Jimmy is to be the new Superintendent of Public Welfare Work in the Province of British Columbia.

Just before the news broke, the present writer was interviewing Mr. Creighton in a search of data as to who was doing what and what was happening to whom in educational circles. After telling all he knew about everybody but himself, he scratched his head perplexedly and said: "Sorry, Old Man, I am not much of a help, but that's all the news of personal interest that I know".

What do you make of a chap like that?

For the next two days the writer dismally wandered about the streets trying to get an interview with Santa Claus for the December "Who is Who"; but now Saint Nicholas is done out of front cover publicity for this year at all events,—and after his being so good to James!

Our editorial associate, as you see, has no very generous ideas about Christmas giving when it comes to news about himself, but that is the worst you can say about him. When it is a matter of real services in the interests of education he has always been a generous giver indeed.

Besides being a member of the Editorial Board of *The B. C. Teacher*, Mr. Creighton is prominent in the British Columbia Teachers' Federation Executive Committee and has done good work on the Finance Committee and umpteen other committees as well. As chairman of the Constitution and By-laws Committee he has given the Federation careful and constructive guidance, while as a member of the committee entrusted with drafting the basis of our Professional Membership Bill he has had a hand in a bit of business that in due time will probably influence the history of

(*Continued on page 11*)

CANADIAN TEACHERS' FEDERATION AND SISTER ORGANIZATIONS

ON the Canadian Teachers' Federation Committee responsible for general arrangements in connection with Canadian Education Week, British Columbia is represented by Mr. J. R. Mitchell of West Vancouver. The other members of the committee are Miss Jessie M. Norris, Montreal, Secretary-Treasurer; Mr. C. N. Crutchfield, Shawinigan Falls; Mr. J. W. Barrett, Edmonton; Mr. Lorne F. Titus, Saskatoon; Mr. W. G. Oliver, Winnipeg; Mr. S. H. Henry, Toronto; Mr. H. H. Heslam, Montreal; Miss Pearl Ross, Fredericton; Mr. W. L. Barteaux, Kentville; and Miss Bessie MacLeod, Fortune Bridge.

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SHOULD WE HAVE A FEDERAL BUREAU, COMMISSION OR COUNCIL?

Mr. J. R. MacKay points out that there is no authoritative federal body to collect and disseminate information bearing on education in Canada and elsewhere and to speak for the entire country on educa-

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"WHO IS WHO" IN B. C. T. F.—(*Continued from page 10*)

the Federation for many years to come. Vancouver junior high school teachers will long remember with pleasure their relations with him as president of Vancouver Junior High School Teachers' Association.

Besides all of which Jimmy is still the respected and popular vice-principal of Point Grey Junior High School, the boys' counsellor and the head of the social studies department. His tactful diplomacy and genuine kindliness in treatment of both pupils and staff associates have won him the friendship of all concerned. It is therefore with mingled pride and loneliness that the school watches the approach of December 18, when so many pleasant associations will be broken as Mr. Creighton takes over the post made vacant when Dr. George Davidson resigned to take over the direction of Vancouver Welfare Federation.

After getting born away off in Quebec and subsequently going to public school down there, James hurried to Vancouver twenty-five years ago, and here he completed his education. To date, that is. In the matter of education he does not know how to quit. Two years after graduating with a B.A. parchment from the University of British Columbia, he secured his M.A. in Economics and History from his Alma Mater. His graduation thesis, "Central Banking in Canada", is a book already recognized as authoritative in its special field. Last summer found him at Columbia University advancing his studies in economics and political science and adding also to his equipment along the lines of vocational and educational guidance.

Hail and farewell!

Jimmy won't forget, and neither shall we.

tional problems. Such a lack should be remedied, according to Mr. Mitchell. The Editor of *The B. C. Teacher* remembers attending Dominion conventions in 1900 and again in 1919, the main object of which was to secure a Dominion Bureau of Education. On both occasions the obstacle to progress was the attitude of Quebec. However, a lot of water has gone under the bridges since those times.

Mr. Fred Clarke, who left Montreal last January to become Adviser to Overseas Students at the University of London Institute of Education, writes that the Institute is going to feel increasingly the need of some central Canadian bureau or council.

"During the summer," says Mr. Clarke, "I was in New Zealand and Australia, and in both of them a Council of Educational Research, instituted with the aid of Carnegie funds, is providing just the means of free general contact that Canada needs. I am planning before long to move our Delegacy to approach Canadian authorities with a definite suggestion that early action be taken. We shall probably communicate simultaneously with your Federation, with the Canadian Education Association and with the Canadian Universities Association".

Miss Norris is hopeful that the Research Bureau established by the Canadian Teachers' Federation in 1934 will be able to make a considerable contribution in this connection.

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Questions relating to a Canadian Teachers' Federation publication are being investigated by a special committee, consisting of Y. M. Churchill, Dauphin, Man.; Miss Carr, Ontario; and H. V. Corkum, Mahone Bay, Nova Scotia. This committee will submit its report at the next Dominion Conference of the Canadian Teachers' Federation.

CO-ORDINATION OF HOME AND SCHOOL

"The Parent-Teachers' Federation certainly appreciates this opportunity to say a word to readers of *The B. C. Teacher*," said Mrs. Nellie W. Gall, in a recent interview with a representative of this magazine. Mrs. Gall is publicity convener of the Parent-Teachers' Federation.

"That we need a new social order, any intelligent person must admit," said Mrs. Gall. "If it is to come, it will be as a result of co-operative effort. Among those who may co-operate most effectively to this end are the parents and teachers of the generation now in the schools. Together we might make education a much more potent agency in the building up of a new and better social system than at present it is.

"With the best possible intentions we often keep hampering each other's efficiency. This will be remedied when parents acquire a teacher-problem consciousness and teachers a parent-problem consciousness. Adjustments to life in both home and classroom will then be happier and more helpful. Every movement of mutual understanding and co-operation between teachers and parents is a move in that direction. We know that the teachers can help us. We believe that we can help them".

(*Continued on page 18*)

RAMBLINGS OF PAIDAGOGOS

THE DRAWBACKS OF TEACHING

IT is a singular thing that while many eloquent people have expatiated upon the advantages of teaching, no one has been barefaced enough to dwell upon its drawbacks. Thus, in reading the literature and listening to platform utterances, one might well form the opinion that teaching is a glamorous succession of opportunities and privileges, that it never knows a tedious task or a dull moment. Indeed, one might come to wonder how the teacher can bear to accept money for the performance of so supremely desirable an office. For in this idealization of teaching, and in this apotheosis of the teacher, one has difficulty in viewing him as a creature with any but the most etherial needs. And what conceivable relationship exists between a halo and a beefsteak?

However, and for the sake of maintaining a measure of urbanity, I shall direct myself to considerations other than those of salary—especially as every teacher in the province could write a moving essay on that subject. Let us grant that the main drawback of teaching is a quantitive irony that comes to us in an envelope at the end of certain specified months—and then let us go on to something else.

Having thus laid aside the painful economic aspect of our profession, what other drawbacks meet the analytic eye? They are neither few nor insignificant. To number and weigh them dispassionately is to marvel how the teacher comes through with flying colors as often as he does.

First and foremost is the effect of teaching upon character—that is, upon the teacher's character. Much has been written about the deleterious results of political power and prestige, about the endless battle the democratic leader must wage with himself. How intensified is this battle in him who rules the little community of the classroom. In all questions of fact his decisions are final; in all matters of conduct his word is law. His is the absolute sway of the dictator extended to the very minuatiæ of life, even to the opening of a window or the sharpening of a pencil. Nothing can happen without his knowledge and approbation; nothing can be spoken without his consent. All authority, all dignity, all wisdom are gathered up in his person—he frowns and the earth trembles.

A sorry situation for a man! Let him be but a little weak, but a little shoddy, and he is undone. He will become dogmatic, intolerant, overbearing. Not only will he lose all human contact with his pupils, but he will be estranged from his colleagues and laughed at by the world without. For there is no worse extremity than that in which a man can neither admit a fault nor brook an equal. May the gods grant that we be given to see ourselves as we are—faults and all. Only by maintaining this attitude, which is nothing more than a sense of humor, can we escape the entanglements of classroom divinity.

But the enumeration of drawbacks has only begun: consider next the severance of the classroom from the workaday world, the gulf between the academic and the practical. The school is a simplified and purified

environment from which a thousand mundane practices are straitly debarred; by the very necessity of its nature it is constrained to a certain artificiality. The teacher sets out with little knowledge of life at large; his experience has largely been confined to books; he leaves the school by one door as a graduated student, and re-enters it by another as a qualified instructor. It is easy for him to regard the four walls of the classroom as the boundaries of the world, to look with superiority or indifference upon the far-off shadow-play of men and events.

Was ever creature the butt of a more sardonic jest? Caught in this net of circumstances he will be like the squirrel turning his wheel, the malefactor trudging his treadmill. His only salvation lies in a bold entry upon life itself, in rising to his full stature as a citizen. Thus amplified and enriched he will push back the classroom walls and reveal to his pupils the inter-relationship between all human activities. But let him be, even to a small extent, smug and inert, and there is no hope for him. He will become a self-complacent, poly-syllabic pedant, an apostle of darkness and dry-rot.

What now? you exclaim in some alarm. Having charted both Scylla and Charybdis, are there any more perils in these pedagogical seas? Alas yes. However well the teacher maintains his poise and enlarges his experience, he is not immune—other drawbacks lie in wait for him. He is a public servant, paid out of the common purse, subject to the common will. It is his destiny, often-times, to be at the disposal of those who have not one tithe of his enlightenment, to be a counter in the scurvy politics of the parish pump. Being a sensitive man, and one used to the courtesies and refinements of behavior, he may die a thousand deaths. He may be bewildered and mortified and finally embittered.

But it is worth observing that the more he has rubbed shoulders with life and the more practical are his associations with men, the less will crudity and egotism trouble him. He will learn to smile—if a little wryly—at the rumblings of exiguous prestige and the heavings of petty ambition. The recognition of human frailty will toughen his skin and reinforce his philosophy; till at the last, he may even savor the interplay of gaucheries with genuine enjoyment, and regard his own position with the easy indifference of a spectator.

With which catalogue of drawbacks I shall close—fearing, perhaps, that I may light upon one for which no remedy is to be had. But were all said and done, and every impediment listed and assessed, I would still find cause to thank the propitious star under which I became a teacher.

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

Dear Sir,—Allow us to express our appreciation of the public spirited co-operation that the Music Section is enjoying at the hands of teachers throughout the province. Through the medium of *The B. C. Teacher* we wish to extend special thanks to Miss Grace Connell of Kelowna, Miss E. G. Clarke of Victoria, Mr. Stanley F. Bulley of Victoria, Miss Florence L. Rutledge of Trail, Mr. Robert J. Garner of Armstrong, and Miss Dorothy M. Keenleyside of Chilliwack.

F. WADDINGTON,
Secretary of Music Section of Curricular Revision Committee.

Wanted: Canons of Literary Criticisms

By RAMONN YARRUM

THE present state of English criticism is (as Jimmie Butterfield would say) in a parlous state.

Differences of opinion regarding poets and poetry there have been from the earliest times. Aristotle did not cast his vote with Plato's for the banishment of poets from the ideal republic. However, the multitudes of voices that in our own time speak with the accent of authority, but in contradictory terms, produce endless confusion. This multiplicity of warring critics bespeaks lack of critical standards. Nobody is sure about anything, consequently, everybody shouts.

How far removed our wavering uncertainties are from the comfortable conviction with which the nineteenth century rationalism used to speak!

"When various conclusions are presented with equal care and skill, there is a moral certainty that the greatest number will judge aright". James Mill *loquitur*. There was something magnificent in such a confession of faith, whether right or wrong. But imagine anyone seriously supporting that assumption today!

Miss Edith Sitwell disposes of the whole army of critics, forgetting perhaps that she herself belongs to the army she would blast, in her own inimitable fashion: "They succeed, indeed, when writing about poetry, in combining the attitude of the dear old country clergyman preaching a sermon on the woman taken in adultery, with the powers of expression possessed by those interesting but amorphous persons who are placed in charge of a Sultan's female household."(1)

Is Miss Sitwell merely being witty, or is she also right? Or is she giving us another illustration of the thing that she is talking about? Let us listen to some of these critics as they render deliberate judgments upon single poems, upon individual poets and upon whole periods.

For example, Miss Elizabeth Drew speaks of a typical poem by Yeats in the following terms: "It is with the heart fluttering and the mind questioning that we go back to analyze the technical means by which this effect has been caused in us. The personal rhythms of the Romantics never seem to have become detached from the living heart of the poet's personality and to have completely independent life".(2)

With this broad though slightly sentimental appreciation (the precise meaning of which we confess to be a bit obscure) contrast the anatomical method of criticism adopted by Miss Sitwell. According to Mr. S. P. Lysaght, she "comes to her subject provided with a foot-rule and a tuning fork"; and, one may add, a speedometer. In this case also the poem under discussion is a lyric by Yeats. Space does not permit the quotations that would render the analysis more concrete. However, here is what she says:

(1) "Aspects of Modern Poetry", Edith Sitwell.
(2) "Discovering Poetry", Elizabeth Drew.

"A stronge coldness and desolation is produced in this lovely poem by the sudden shifting of the accents and by the fluctuations in the strength and breadth of these—is caused, too, by the fact that the second line is shrunken as to length, but yet has a sudden sweep outwards owing to the long cold *a* of *'lake'*. The eighth and ninth lines are suddenly blown outwards, as if by a wind, but the tenth line dies away again slowly into a long stretch of silence. The strange cold faery-like air which haunts this poem is produced, also, by the changes of speed between the one-syllabled, two-syllabled and three-syllabled words, and by the fact that in some of these two-syllabled words the second syllable dies or sinks or withers into silence, whereas in *'unbound'* each syllable is dark, dim and long, and the second dies away but slowly."(1)

But Mr. S. R. Lysaght—as suggested by a quotation above—does not admire Miss Sitwell's technique at all. "The voice of great poets," says he, "which flowed spontaneously from their conceptions, is treated by her as though its rhythms are a matter of deliberate calculations. Numerical values are given to the syllables and the words are ticketed. Here is an instance of her treatment of a line of Swinburne's:

2 6 6½ 6 4 2

Red summer burns to the utmost ember

—when sounds are priced like cheap articles of clothing in a ladies' shop."(3)

Perhaps Mr. Lysaght has not read Mr. T. S. Eliot's pontifical dictum regarding rhythm, but most likely Miss Sitwell has. That High Priest of Criticism says that "probably the modern conception of rhythm has been affected by the internal combustion engine". However, Mr. Lysaght disposes of the mighty Eliot in these words: "Mr. Eliot (who despises Milton) has never written a beautiful or fine line. His notoriety is probably founded on his obscurity. He has concealed commonplace thoughts behind a network of incoherent language which his applauders have mistaken for a veil hiding profundities".(3)

With this criticism of the Sherlock Holmes whose Dr. Watson he has undertaken to be, Mr. F. R. Leavis could not possibly agree. *"The Love Song,* printed at the beginning of Eliot's collected *Poems,* 1909-1925, represents", says Mr. Leavis, "a complete break with nineteenth century tradition. The canons of the poetical are forgotten". Remember that Leavis is praising, not blaspheming his Eliot. "The poet assumes the right to make use of any materials that seem to him significant. We have here poetry that expresses freely a modern sensibility, the ways of feeling, the modes of experience, of one fully alive to his own age".(4)

But behold! Miss Sitwell, who also is an ardent admirer of Mr. Eliot, has not a single word for the unhappy Mr. Leavis. She simply excoriates him. "Dr. Leavis has 'scrutinized' Milton and has decided that there is very little there. The sound of a great deal of Milton, too, affects Dr. Leavis much as the sound of a motorbicycle affects my less sensitive system. . . . Dr. Leavis has a transcendental gift, when he is writing sense, for making it appear to be nonsense".

(3) "A Reading of Poetry", S. R. Lysaght.

However, these doughty combatants appear to agree on one thing at all events—condemnation of nineteenth century poets. Let Mr. Leavis speak first in this connection:

"No one could be seriously interested in the great bulk of the verse that is culled and offered to us as the fine flower of modern poetry. For the most part it is not so much bad as dead,—it was never alive".

Miss Sitwell goes him one better. After talking about Dobson, Stevenson, Bridges, O'Shaughnessy and Andrew Lang, she continues: "The persons whom I have mentioned are either poetasters, or versifiers, or of so insignificant a character that it is hardly worth while to distinguish the features of one from another. One of the most noteworthy things about all . . . is the fact that they had practically no rhythmic impetus whatever, excepting in the case of Austin Dobson, where it resulted only in catching his toe-nails in his beard".

That ought to settle things; but, somehow, it doesn't.

For in the preface to Mr. Thomas Caldwell's *Golden Book of Modern English Verse* we read that "the half-century which followed 1870 is one of decided interest and importance; one that has seen the appearance of many poets of distinguished merit; one that is conspicuous for the excellence, variety and high technical skill of the poetry which it has contributed to the common stock of English verse". And, alas! in this anthology Austin Dobson is given three pages and the redoubtable Miss Sitwell is given none; Stevenson is given five pages but brother Osbert Sitwell none; Bridges is given nine pages but Sacheverall Sitwell does not appear; and O'Shaughnessy is there, and W. R. Henley and Andrew Lang, but one looks in vain for Eliot or Hopkins or Auden or Botterall, or any other of "the cerebral school", who set themselves up as intellectual self-dissectors and disturbers of convention and enemies to romance!

I think I might refer to Herbert Read as a member of this particular "school". Discussing the future of poetry, he writes: "It is just a possibility—and no more than a possibility—that the music-hall song and its allied forms—music-hall patter and revue libretto—contain the germ of a new popular poetry. . . . It will not be an easy victory for any poet; it means a surrender of every personal standpoint and a sacrifice of all pride of knowledge and intelligence".(5)

One may be permitted to mutter, under one's breath, "Some sacrifice!"

Does not Mr. F. L. Lucas show better mental balance? "Whatever else reason may have undermined", says he, "it is not reason that has blunted or can blunt our instinctive sense of what is magnificent and what is mean, any more than botany can touch our sense of the beauty of the rose. . . . The things that Homer felt splendid move us still".(6)

But Mr. Leavis condemns us ordinary folk to a poetryless future, blasting the trembling hope that Mr. Read left us. "The more important poetry of the future is unlikely to be simple. For not only poetry, but

(4) "New Bearings in English Poetry", F. R. Leavis.
(5) "Phases of English Poetry", Herbert Read.

literature and art in general, are becoming more specialized. . . . The important works of today, unlike those of the past, tend to appeal only at the highest level of response, which only a tiny minority can reach. . . . Everywhere below, a process of standardization, mass production and levelling goes forward. So that poetry in the future, if there is poetry, seems to matter even less to the world".(4)

In opposition to all this reaction against tradition and against sense, Mr. Lucas retorts with righteous indignation. Dealing with a poem representative of the modern mood of rebellion against former canons, he writes: "It will surely seem revealing to the future social historian that in England in our time it should have been worth a publisher's while . . . to put this sort of verse into print. It may serve, if for nothing else, as a post-war memorial of a period when a section of society was so obsessed by the weight of established tradition that it was prepared to go on four legs for the sole reason that its fathers had walked on two". Lucas continues in a vein that, I hope, will find a welcome in the hearts and minds of many who may chance to read this article, and with this quotation I draw it to a close:

"Towards a man's destiny of pain there remain two attitudes which can give it at least some consolation, the best that is to be had—the religious and the poetic. Some take one, some the other, some both. But while men have eyes for transient beauty, while they suffer and pity suffering, while they fear, and cherish courage, while they love and lose and remember, we believe that the last poet will not find his grave".(6)

C.T.F. AND SISTER ORGANIZATIONS—(*Continued from page 12*)

ARE YOU GOING TO ENGLAND IN 1936?

The Seventh World Conference of the New Education Fellowship is to be held at Cheltenham, England, from the end of July to the middle of August, 1936. Discussion will centre about Foundations of Freedom and a Free Community. The provisional programme has just been received, and it is very imposing and attractive. Each main lecture will be translated from English into French or vice versa and will be discussed next day in a symposium in which educators from many different lands will take part. These will include such leaders of thought as Dr. Harold Rugg, Sir Michael Sadler, Dr. Robert Ulich and Sir Percy Nunn. *The B.C. Teacher* will be glad to supply fuller particulars to any of its readers who may be planning a visit to the Old Land for next summer.

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While final decision as to where the Canadian Teachers' Federation will hold its annual conference in 1936 has not yet been announced, it is likely to be Ottawa. However, Mr. H. K. Beairsto, Vernon, delegate from British Columbia, has extended an invitation for the meeting to be held in the Okanagan Valley. If it proves practicable for the Canadian Teachers' Federation to accept that invitation this year, Western Canada, and British Columbia in particular, will be greatly gratified.

THE SOCIAL STUDIES

WITH SPECIAL REFERENCE TO INTERMEDIATE SCHOOL

By A. S. MATHESON, *Principal of Schools, University Endowment Lands*

WHEN the programme of studies for the Junior High Schools of British Columbia was first issued, in the summer of 1927, it contained not only a new philosophy of education in so far as our early adolescent pupils were concerned, but also many bold departures from the traditional in both the content and organization of the curriculum. In brief, the new philosophy laid emphasis upon the child's present living and demanded for each an opportunity to live a natural, happy, well-rounded life in the midst of the fullest possible provision for growth and development along lines socially desirable. It held that there is no one path nor any one rate for this development, but that natural aptitude and abilities must be the determining factors in each case. Further it declared that subject matter in itself, no matter how honored by tradition, has no valid claim to a place in the curriculum unless it contributes in some significant way to the life and experience of the learner. In a word, child life naturally and happily adjusted to its ever-changing environment is the surest guarantee of success and happiness in adult life.

Among the departures in content and organization of the curriculum, which accompanied this statement of philosophy, none was more radical or of greater educational worth than the abandonment of history, geography, and civics, as separate subjects of instruction, and their inclusion in a single unified course under the name of Social Studies. Unfortunately the change affected only a relatively small number of the pupils of our Grades Seven, Eight and Nine—only those who attended Junior High Schools. The application of the new course and methods has been further restricted by the fact that the teachers have required time to adjust themselves to the new idea and to the methods and content of the course itself. To condemn the social studies because of some mistakes in the initial handling of the courses would be as unfortunate as unsound.

Although in the years immediately following 1927 amazingly few of the teachers of either the elementary or high schools of the 8-4 type seem to have acquainted themselves with the philosophy, aims, content, or methods of the social studies in the Junior High School, the idea has steadily gained ground, especially during the last three years. It has been taken up by the Senior High School and considerable has been written on the subject in *The Teacher*. For example, in June, 1933, Mr. W. W. Bride wrote under the caption "A Unified History Course"; in June, 1934, and again in February, 1935, Dr. Hugh Morrison discussed at considerable length the character, function, and importance of the Social Studies; while in September, 1934, Mr. J. H. Creighton analyzed the organization and content of the Fordson Junior High School (Dearborn, Michigan) Social Studies Courses, and compared them with the British Columbia

courses. Social Studies, therefore, may be considered a live subject in our current educational thinking and especially so in view of the comprehensive curricula revision now in progress.

The importance of the Social Studies, provided the courses are wisely conceived and efficiently handled, can scarcely be over-estimated as an agency in the achieving of the major objective of education; viz., the development of socially-minded citizens capable of making intelligent and effective adjustments to an ever-changing environment. It is by wisely devised English and Social Studies courses and socialized methods in these subjects that, in spite of the individual differences of the pupils and their widely differentiated courses, integration of knowledge and experience may be achieved which in turn yields the social solidarity, indispensable alike to the school, the community, and the state. To ensure these end-products the relevant factors in our whole social heritage must be marshalled in a masterly fashion: all irrelevant facts and factors, be they ever so time-honored, must be rigorously excluded and economy of time and effort must be effected through the fusion and unification of subject matter that has formerly been kept in separate compartments. British Columbia needs a unified, well-graded, well-articulated Social Studies programme beginning with Grade Five and carrying right through to Grade Twelve. In Grades Eleven and Twelve there might well be additional courses, as free electives, to deal at greater length with such economic, commercial, and sociological aspects of the subject as cannot well be included in the general course.

From ten years' experience in devising, teaching and supervising such a unified programme, the writer is convinced that the scheme is not only feasible, but superior to any other plan that has been offered. It is superior from the point of view of pupil interest, of pupil activity, of important factual knowledge permanently retained, of the pupil's grasp of the significance of it all, and of its influence on the vital thinking of the pupil.

In broad outline the following is the writer's plan for a unified course up to the end of Grade Nine:

Grades One to Four should have a simple course on "earth science" in which simple geographical concepts are gradually introduced. By the time Grade Four is reached some easy map work and considerable well-selected and well-illustrated reading matter concerning peoples, places, and the origins of some of the things we use should be added. The map work, of course, should be a combination of collective effort from globe, wall map, and blackboard sketch followed by individual work of an appropriate character on specially prepared mimeographed maps. Such work rarely fails to arouse the enthusiastic interest and co-operation of the pupil of this age. To him it is fun to work on a map marking the names of places and things about which he has heard or read.

In Grades Five and Six the Social Studies course should be built around geography and reinforced by a fairly wide but carefully chosen reading programme. In Grade Five the essentials of physical, place, and human geography of the western hemisphere can be mastered; while in Grade Six the same work can be done in connection with the eastern

hemisphere. The material used must be selected with good judgment and must be organized into large natural and meaningful units. In the classroom the application of a wide variety of pupil activities and of teaching and learning devices to such a course creates a learning situation very close to the ideal.

The reading programme should be co-ordinated with the library periods and the practice in silent reading; it should be world-wide and age-long in its range and should be rich in story and the portrayal of the noble and heroic. No tests, other than those designed to ascertain whether or not a given book is within the comprehension of the reader, should be given in connection with this part of the course. Its primary function is to arouse an interest in, and create a love for, historical and biographical reading and to expose the pupil to the influence of ennobling story. A useful background for later work will, however, be a valuable concomitant of the programme.

While it is our view that no class of school should be regarded primarily as a place of preparation for another school, yet, if the child is to be the first and only important consideration in our scheme of education, education must be viewed as a whole and each course, regardless of the school in which it is given, must be properly articulated both above and below. It may be said, then, that a programme such as has been outlined for the first six grades provides a sound basis for the articulation of the social studies courses of the Elementary and Junior High schools. The necessary framework of factual geography has been learned at a time and in a manner conducive to the happy co-operation of the pupil in the process.

It seems certain that, when the revised curricula appear in the course of the next few months, a single social studies programme will be provided for all pupils of Grades Seven, Eight, and Nine regardless of the type of school in which they may be enrolled. It is well that such action should be taken, but, in the writer's view, it would be very unfortunate to return to the old plan of separate courses in two or three varieties of history, geography, and civics. We are convinced that the unified plan of the present Junior High School course is superior from many points of view. The following are some of the main considerations which may be adduced in support of this judgment:

(1) It is the answer to the oft-repeated demand for correlation in the teaching of related subjects; it is correlation carried to its logical conclusion.

(2) It permits of a high degree of selection in the subject matter of the course and renders impossible the retention of a great load of traditional, but socially useless, material.

(3) It is the path of economy of time and effort as its organization motivates and gives life and meaning to the study and obviates overlapping.

(4) It is the plan that most readily enlists the interest, initiative and activity of the pupil: each problem is fresh and involves a chal-

lenge; information is collected in order to be put to work in the immediate task of solving the problem. It is no longer a question of storing segregated facts for a possible future use.

(6) It is the plan from which the pupil derives the greatest permanent benefit in the form of correct habits of thought and work, of useful knowledge acquired, and of important concepts mastered. We say this after ten years of experience with this type of social studies.

From this point it was our intention to proceed to a brief analysis of our present Junior High School course in the Social Studies and to suggest lines along which we think profitable revision might be achieved. However, we find that our allotted space is rather more than exhausted and we must not further impose on the good nature of the Editor.

WHY STOP LEARNING?

By J. W. Gibson, *Director of High School Correspondence Instruction, Department of Education, Victoria*

THE title chosen for this brief article is the slogan adopted when the first High School Correspondence courses were organized in British Columbia in 1929. Its significance, as well as its appropriateness, in these days of adult education movements, has not diminished with the passing of the years. The old idea that learning was necessarily conditioned by classrooms, class discipline, daily roll-calls and recitations is gone forever. A new stimulus and a truer self-discipline, not less exacting however, have been introduced in what has come to be known as the correspondence method of teaching.

Among the Canadian provinces, British Columbia led the way in providing this type of instruction, primarily in the interests of students living more than three miles distant from their nearest school. It was only natural that boys and girls of the elementary school grades should have first consideration, and it is now some sixteen years since Elementary School Correspondence Courses were inaugurated by our Department of Education. This valuable public service has meant a great deal to several thousand boys and girls living, for the most part, in the more isolated districts of the province, and some hundreds of them have been able to complete all the elementary school grades through a comparatively obscure but effective service. For nearly sixteen years the British Columbia Correspondence School (Elementary) was under the direction of Mr. James Hargreaves, ably supported by a loyal group of well-qualified teachers. In the spring of 1934 Miss Isabel Bescoby was appointed Director, the courses were rewritten and many improvements effected.

In the spring of 1929 the writer was entrusted with the organization of Correspondence Instruction for Secondary or High School grades. students began to register during the last week of August and by the following spring no less than 597 students had enrolled for the only courses offered at that time, viz., the regular high and commercial school subjects. Of this number 400 were under 18 years of age and 197 over that age; we had 332 girls and women and 265 men and boys; 15 per cent of the students liver over three miles, and under 10 miles, from the nearest high school, and 75 per cent lived more than 10 miles distant; 48 per cent lived more than 20 miles, and 16 per cent more than 50 miles distant; the average distance from the nearest high school was almost 30 miles; we had 16 students who claimed to be living more than 100 miles from a high schools. Nearly 50 per cent of the students were the children of farmers and ranchers. That percentage has dropped considerably, however, due to the fact that we are now offering a number of technical and vocational courses that appeal to older boys and men in towns and villages.

Previous to 1929 there was only one country that had undertaken correspondence instruction of high school grade. Australia, where Elementary Correspondence Courses had started in 1914 (five years ahead

of British Columbia) and where more advanced courses were gradually introduced later on. The total yearly registration in the six states of Australia (including both elementary and secondary school courses) is now well over 15,000—nearly 3 per cent of the entire school population. In British Columbia, this year, it is approximately 1.5 per cent, omitting students over 18 years of age. Our present enrollment in High School and vocational correspondence courses is just over 1200 and in Elementary Courses about 900. With the introduction of new courses these figures will doubtless be raised before this time next year.

Terms of admission have been modified from time to time as circumstances seemed to warrant. At first the courses were entirely free, and then there was a tendency to go to the other extreme in adding an annual registration fee of $2 and graded tuition fees from $2 per subject, for students 16 years of age, up to $5 for those over 21 years. During the past two years no tuition fees have been charged for students under 18 years of age. Those 18 or 19 years old pay $2, those 20 or 21 years old, $3, and those over 21, $5 per subject, which is also the tuition rate for technical subjects. These rates do not hold in connection with Senior Matriculation courses. All students, regardless of age or number of subjects carried, pay an annual registration fee of $2.

There are, of course, rather generous exemptions; returned soldiers or their dependents do not pay any tuition fees; students whose families are on relief; or who are certified by local authorities as financially unable to pay fees, are excused; patients in hospitals and sanitoria pay no fees and of course men in unemployment camps (last year we had nearly 600 of them) are not asked to pay anything and they are supplied with books and stationery free of cost. Put briefly, the policy is not to deny any student a chance to improve himself through study if he has the requisite ability to profit from such courses as are offered. Moreover, no age limit has been set; the whole family, including the grandmother, may participate, and stepmothers are always welcome—there is but slight inclination to talk back—there have been exemptions! Very few men over 50 years of age are interested—possibly they have not studied Adult Learning (Thorndike). We had one very good student last year, just turned 70.

The amount collected in fees, about $4000 per annum, meets approximately one-fifth of the total cost of the High School Correspondence Courses. We can safely say that we are operating the least expensive high school in the province.

In addition to providing courses for students living more than three miles from a high school we have been able to help a wide variety of students: those who live in town but have to work to earn their own living or help the family; those who are crippled or physically unfit to attend high school; those who failed a subject or two in their finals or those who have special Normal School requirements to make up; those who have to leave the province for months at a time and those who come into the province in mid-term and cannot find their bearings in an organized high school.

There is still another kind of educational service that can be met

through our High School Correspondence Courses, one more closely associated with the high schools themselves. Few high schools are in a position to offer instruction in all of the accredited subjects of the curriculum; indeed we think that only the largest schools should try to do so. This means that certain boys and girls are unable to receive instruction in some subject or subjects that they particularly need. For several years past we have been able to do something to solve the difficulty for students so placed. We can, for a small fee, carry them along in those subjects not offered in their local high or superior schools. In most cases the local school authorities pay the tuition fee of $5 per subject.

At the present time several high school principals are trying out an interesting experiment with the assistance of correspondence courses. They have in their schools certain boys and girls who have no intention of going either to University or to Normal School. These young people may be just as clever as the others but circumstances make it necessary for them to get gainful employment after a year or two at high school and so they are keen to take on one or two technical or vocational subjects. The majority of the high schools of this province have cases of this kind and what is the solution? We are by no means sure that we have completed a solution for it, in fact it is too big a problem to be settled over night; but we are trying out what promises to be a workable plan pending a possible reorganization of schools and curricula. It involves a valuable bit of vocational guidance on the part of the principal and his staff. The teacher has come to know, not only the scholastic ability of the pupil, but also his home environment and his vocational objective. He discusses the subject intimately with the student and also with the parents and it is decided, for example, that a building trade is what both father and son have in mind. One or possibly two or three of the required subjects for Junior Matriculation are dropped and the boy takes instead the correspondence course in Mechanical Drawing or Drafting followed by the course in Building Construction. The principal arranges a certain time each day when the boy works on his correspondence course and gives him a minimum of supervision. At the present time we have a high school in the Kootenays where a number of the girls are interested in Home Economics but it is not now possible to provide them with a qualified instructor. They are taking that subject by correspondence and making satisfactory progress. In short, a new function for correspondence courses—that of enriching the curriculum for many boys and girls, especially those in our smaller high schools and superior schools, and of giving them a start along the line of their chosen vocation, has appeared and is already well on its way. Some of the subjects that can be carried in this way, in addition to those already mentioned, are: Practical Electricity, Radio Engineering, Drawing, Automotive Engineering, Diesel Engineering, Lettering and Display Card Writing, Bookkeeping, Shorthand, Typewriting (if a machine is available at home), Agriculture, Elementary Geology and Mining, Home Economics A and CC. It should be stated that the age of the student comes in for consideration in determining whether or not a student should drop one or two of the required Matriculation subjects in order to include vocational work. Over-age students are usually the ones most anxious to make progress along vocational lines, and should be allowed to do so.

The work of instruction is carried on by a staff of twenty-five, the majority of whom are specialists. Only four of these are on regular salary and do their work in the Education Office in Victoria. All the others may be classed as outside or part-time instructors and are paid on a flat rate per paper examined. Sixteen of our instructors live in Victoria and the rest on the mainland. In many cases the specialist who prepared the courses also carries on as instructor, a plan that has proved very satisfactory, although it may not always be practicable.

Correspondence instruction, of course, means much more than merely correcting the written work of the students. It aims to carry the student along in the most effective way possible and this involves a good deal of sympathetic insight on the part of the instructor. In this connection we have instituted a system of personnel information and all students are encouraged to make known their peculiar difficulties. It is safe to say that after months, and sometimes years, of intimate correspondence relationship the instructor comes to know his students, their failings and their virtues, quite as well as does the average high school teacher.

As to the results achieved through correspondence instruction it is hard to generalize. It is not always the most brilliant student, intellectually, that makes the best showing. The correspondence student is of necessity placed more upon his own resources than if he were attending high school, and unless he can respond to this challenge and can develop the power of self-mastery, and of unfaltering purpose, he is not likely to make a complete success of correspondence instruction. There is nothing new about this principle relating to educational progress; it applies equally to intramural students. Possibly the most disappointing feature in our work of the past six years is that associated with this failing; too many students drop out before reaching what apparently was their objective at the time of registration. We are trying to give more attention to the best choice of courses and subjects at the start, as experience has shown that many students, sometimes on account of poor advice at home, have registered for work unsuited to their needs or their abilities. It is at this point that true educational sagacity on the part of the local elementary school teacher would be turned to good account and, I am glad to say, in many cases has so operated. This is one reason why the Australian authorities insist that all high school correspondence students attend their nearest elementary school where the teacher exercises a certain amount of supervision of their work. It is doubtful whether elementary school teachers should attempt, unaided, to carry on high school work. If they could have such high school students as are able to attend, register for correspondence instruction and arrange to give them a little supervision day by day as they proceed, the results would probably be most satisfactory and the elementary school grades would not suffer as a result.

As far as final examination results are concerned our correspondence students so far have achieved a fair measure of success. During the past year examination records, for both Senior and Junior Matriculation, show that those who were prepared through correspondence courses made as good a showing as did the students writing from regular high schools. Our only complaint in this connection is that too many of our correspond-

ence students take the final examinations without having completed the work assigned them.

In response to many requests the Department put on correspondence courses in Senior Matriculation subjects in September, 1934. During that year 83 students registered for these courses—a few for full Senior Matriculation but more often for partial courses. The number that have already applied this year is more than double that of last year. Fully 50 per cent of the applicants are teachers who are now teaching on Second Class Certificates and we welcome them. It may not be generally known that it is now possible to combine credits earned by attendance at the Summer Session of the University with Senior Matriculation credits achieved through correspondence study. By combining the two it will be possible for Second Class teachers to complete the academic work necessary for the First Class Certificate sooner than otherwise would be possible. This year we have added Senior Matriculation Agriculture and Latin and next year we hope to include Chemistry.

It is not possible within the limits of this paper to say much with reference to the theory of individual instruction in its relationship to individual differences, or indeed what teaching is. There is no doubt that the emphasis is now being shifted from the earlier concept of teaching to that of learning. More than ever before we realize that the best teaching is that which best facilitates the learning process. Correspondence education is not different from any other true type of education but it does place the emphasis where it belongs, that is on the learner and the process of learning. We fully recognize the social value of class instruction and most likely the correspondence method will always experience a drawback at that point; but we believe that in a very real sense all education is self education and important as the teacher's work may be—and in its modern significance it is very important—it is the reaction of the student himself that really matters. The tendency of most teachers is to give and to keep on giving as long as the pupil seems to be receptive. For both teacher and pupil, this may become the line of least resistance, but by no chance could it be considered true teaching. "What has the teacher led the pupil to do for himself?" is the vital thing and, incidentally, the really difficult thing. Can we supply through correspondence methods a worthy and proper educational stimulus to which a boy or girl, whom we may never see, will react, and which, as John Dewey puts it, will call out on the part of that student *whole-hearted participation?* That is the educational problem involved in education by the correspondence method. We believe that the educational process is continuous and coterminous with life itself. Men and women wrongly think that they are too old to even try to learn. Imagine in pity the one whose education "has been completed", perchance at a "finishing school"! Rubbish! We are living in a time when the best of us have a great deal to learn and we should "get going". We have flung out the challenge to all and sundry—"Why Stop Learning?" Many are responding and we are encouraged to hope that in full co-operation with the public schools of the province and by supplementing the great work that they are doing, something of importance may presently be accomplished.

Secondary Schools Science Clubs

By Herbert H. Grantham, *Secretary, Science Section of British Columbia Secondary School Teachers' Association, John Oliver High School, Vancouver*

So numerous have school clubs become and so varied their activities that a discussion of the aims and programmes of such organizations may be in order at this time. Although the present article is to deal with science clubs in general, with particular emphasis on chemistry, it is hoped that some of the suggestions put forward may prove helpful in other phases of extra-curricular activity. Probably the factor which, more than any other, has doomed many clubs to failure after a promising start, has been the tendency for the actual meeting to resolve itself more or less into another class period. This danger must be guarded against.

At the outset, as far as reference material on the organization of science clubs is concerned, if the sponsor has access to a file of the *Journal of Chemical Education* he will find numerous articles dealing with every phase of the activities of such groups. Detailed information is given of actual programmes, plans, models to be made, projects to be worked out, and lists of industrial materials which may be obtained. If this magazine is not available, enquiries addressed to the Editor, *Journal of Chemical Education*, Kent Chemical Laboratory, University of Chicago, will elicit much information. The preliminary organization work is important. Anything compulsory about membership must be avoided. Rather the members should be those who wish to belong because of their own interest in the matter. Of course, there are always some who, lukewarm at first, become interested as they become active. In general, a membership of twenty-five seems to be about the maximum compatible with real success. It has sometimes proved wise to begin with a temporary executive, postponing the election of permanent officers until the members become better acquainted.

The following outline of programme suggestions is taken from the *Journal of Chemical Education* of June, 1930:

1. Stereoptican and motion picture shows on science topics.
2. Stunts with a purpose.
3. Trips to local industrial plants.
4. Science plays.
5. Talks by outside speakers.
6. Physics department programmes.
7. Bird study.
8. Astronomy.
9. Fire prevention.
10. Photography.
11. Soap sculpture.
12. Magic.
13. Biology programme.
14. Armistice Day programme: Science in peace and war.

15. Open meeting: invite guests.
16. Debates.
17. Biographies of famous scientists.
18. Glass-blowing.
19. Science exhibit.
20. Other activities:
    (*a*) Develop a science column in the school paper.
    (*b*) Make science scrapbooks.
    (*c*) Make science posters.
    (*d*) Present a science programme in the general assembly.

The author cannot speak from experience on all of the above suggestions. Motion pictures and talks by outside speakers must not be overdone, but may provide an opportunity for inviting the rest of the school, or part of it, to the meeting—that is, the club may be something of a service club. Along the same line is the part which may be taken in anything of the nature of an "Open Day" which may be planned by the school. Here it is possible to organize displays of materials provided by industrial firms, models of apparatus used in commercial processes, diagrammatic posters, and chemical displays. The last named at least serve the purpose of attracting attention to the exhibit as a whole. There are available short one-act plays and skits involving startling "stunts." Such plays may well provide part of the programme for school concerts or noon-hour student shows. Visits to various industrial plants have proved valuable although it is imperative that visiting groups be small. It is useful to have some member or members responsible for making some notes which form the basis of a discussion of the process as part of the programme for the next meeting of the group. In some clubs a discussion of some book is carried on, taking, say, one chapter per meeting, with one member leading the discussion. Such a book as Sir James Jeans' *The Mysterious Universe* might well be handled in this way by senior students. When something of a lighter nature is desired, particularly for junior clubs, a salesmanship contest may be staged, with one member selling another some article or device.

It is, of course, necessary to take into account the factor of local conditions. The activities of a science club at Bralorne would probably differ greatly from those of a similar group in Surrey. Many of the suggestions made above are not applicable to rural schools. Keeping in mind, however, the idea of science rather than chemistry or physics, it is possible to direct activities along the lines of mining and geology, botany, biology and agriculture. Such projects as the collection and classification of rocks, the preparation of sulphate of ammonia as a fertilizer, and elementary analysis of soil may be carried out to advantage.

There will be many occasions when the teacher will feel discouraged with the progress of such a group, but there is an ever-increasing number of High School graduates who look back with pleasure on their club associations and speak with enthusiasm of the experience gained in their activities.

IMPORTANT

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

Vancouver, B. C., December 10th, 1935.

Dear Sir (or Madam):

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

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

1. Vote for one candidate only by marking with X opposite the name.
2. Sign your name on ballot paper.
3. All ballots must be in my hands on or before Thursday, January 2nd, 1936.
4. Ballots should be forwarded to Mr. Harry Charlesworth, General Secretary, British Columbia Teachers' Federation, Aldine House, 1300 Robson Street, Vancouver, B. C.

Yours very truly,

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

HARRY CHARLESWORTH,
General Secretary.

BALLOT

ARMSTRONG, WM. M., B.A., Magee High School, Vancouver - ☐

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

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

DEE, H. D., B.A., High School, Victoria - - - - - - - - ☐

PATTERSON, H. E., B.A., Alexandra School, Vancouver - - - ☐

POLLOCK, J. R., Dawson School, Vancouver - - - - - - ☐

THOMAS, O. J., B.A., Strathcona School, Vancouver - - - - - ☐

TOWELL, A. S., M.A., City Schools, Nanaimo - - - - - - ☐

(Signature).....

Education may be tentatively defined as the process by means of which the individual acquires experience that will have fruition in rendering more efficient his future action.—Bagley.

OBJECTIVES IN FRENCH

By J. F. DEMACEDO, *Prince of Wales High School, Vancouver*

IF reference is made to the Programme of Studies it will be seen that, whereas the objectives in Latin are set forth with considerable elaboration, there is no statement whatever regarding the aims of the course in French. Nevertheless there is a very definite idea underlying the present requirements in French. The committee which originally drew up what was substantially the course now prescribed had in view the teaching of practically all the main principles of Elementary French Grammar together with a special vocabulary so designed that the student might in due course be able to write correctly in French on any of the ordinary activities of life in British Columbia that fell within his own experience. The reading of French was not entirely neglected, but the very small amount prescribed showed that it was intended to occupy a very subordinate position. When the addition of an extra year to the course made a revision necessary, the revising committee did little more than make a few small changes in the vocabulary content, extend the study of the subjunctive mood, divide the total into four groups instead of three, and introduce the A and B courses. The present course, therefore, has principally in view the correct writing of French by young British Columbians on topics drawn from their own experiences.

The question that this article wishes to raise is whether or not this is a suitable objective for the great majority of our boys and girls. The above course was drawn up with considerable skill at a time when the frequency value of words was not known as it is today and when the majority of elementary school pupils did not continue their studies in the high school. At that time the high school was purely and simply a preparation for either the University or the Normal School, and what may have been suitable for that period is, in the opinion of this writer, quite unsuitable to a very large number of the students in the high school of today. It is not at all probable that skill in writing French will have any practical value for the great majority of our students. On the other hand, such knowledge as would enable high school graduates to read French with ease and pleasure, and to pronounce, with confidence, such French words as occur in daily life would be a practical gain. The reading ability would make it possible to become familiar at first hand with the mind of a great and highly cultured nation whose point of view is often so different from our own; facility in pronouncing French words would make it less embarrassing when it became necessary to use, say, the name of the French prime minister of the day, the title of a well-known piece of music, the name of a celebrated composer, or any of the innumerable French tags in common use among ourselves.

Advocates of the present curriculum might argue that the ability to write correct French has a cultural value; that a real mastery of French presupposes such ability; and that in point of fact excellent results are being obtained. They might point with admiration to the delightful description of a street scene which is quoted in the Examiners' Report on

the recent Matriculation examinations. In rebuttal, it is urged that a reading knowledge has an even greater cultural value, being the key to the mind of what has been for centuries, and probably still is, the most cultured race in the world; that mastery of French is an impossible dream for the majority; and that such remarkable examples as the one to which reference has been made are remarkable and therefore not a practical objective for all and sundry.

These considerations do not necessarily lead to the conclusion that the writing of French should be banished from the high school and relegated to the University. One possibility is the establishment of a dual course, as has already been suggested for English. The more advanced course, requiring the writing of French, could be prescribed for Matriculation, the other course being generally followed by those preparing for a high school graduation diploma. In the larger schools such a plan would be quite feasible, though there would probably be great difficulties in the smaller schools.

The course proposed here, based entirely on reading, conversation, and the necessary grammar, has many attractive features. That unfortunate group which at present finds itself compelled to struggle on with great travail, both to itself and to the teacher, would find itself engaged in work more within its power. There are now available many excellent texts based on frequency counts, and, as these were mastered, the reading could gradually be extended to more difficult material until real ability to read ordinary current French had been attained. The conversational work should be simple, arising from classroom situations, reading matter, wall pictures, etc. The aim here should largely be correct pronunciation. Conversation should be supplemented by careful and systematic training in French phonetics, especially in the early stages. The time spent on phonetics would be amply repaid; prevalent mispronunciations of such common words as lundi, soixante, je suis, heureux, etc., would rapidly disappear, provided the subject were treated with accuracy and real scientific knowledge on the part of the teacher.

Students of such a course would be interested. They would be making progress toward an intelligible and valuable objective. They would leave school equipped with a new skill, the value of which is self-evident. Instead of that, many such pupils, at present taking French merely because regulations demand one foreign language and because, as a rule, Latin is the only alternative, end by arriving nowhere. They may indeed muddle through a matriculation examination with a score of 50 per cent, which, if forsooth it means anything, means that in any matter of elementary French usage they would be wrong as often as right. Officially, they would be considered ready to continue the study of French in the University, but as a matter of fact have their secondary school studies in F[illegible] given them any adequate reward for their labor?

The above remarks do not for a moment pretend to be a complete and final solution of what is really a very difficult problem. The writer's purpose is merely to direct attention to the problem and to invite discussion, at this time when curricular revision is to the fore.

ENGLISH IN INTERMEDIATE GRADES

By A. Nonymous

AS persons employed to perform a certain task, teachers must teach the subject matter prescribed in the courses of study. However, if they are to merit consideration as professional people with the advancement of their profession at heart, teachers must co-operate with the administrative authorities as an organized group, by keeping themselves informed concerning the results of educational research and by bringing relevant suggestions to the attention of the authorities. Much has already been done by members of our Federation in this connection; much remains to be done.

In the January issue of *The B. C. Teacher*, Mr. Norman Murray supported Mr. Armstrong's suggestion that a part of the Literature course be made optional. Many of us feel that this principle would apply with considerable merit to the Junior High School curricula.

In 1927 the first Programme of Studies for British Columbia Junior High Schools pointed out that "It has not infrequently happened that a new educational movement has begun with high hopes and promise, but after the first enthusiasm attached to it died down it sinks into routine and formalism". As yet this "first enthusiasm" shows no sign of waning. However, we teachers of the intermediate grades should be sufficiently familiar by now with the approved procedures to bring forward profitable suggestions for revision and adjustment of the curricula to suit the changing needs of our province.

The English course as planned for the Junior High Schools provides for the instructional needs of the younger adolescents. The general aim of the course is "to train the pupils to speak, to write and to read, with pleasure and effectiveness". The time allotted to the teaching of English is generally one-sixth of the total while in the older traditional schools about one-quarter of the time was so used. A longer school day and diverse extra-curricular activities to a certain extent compensate for this reduction. The subject matter, teaching procedure, and social discipline involved are (or should be!) adapted to the pupils' individual differences as determined by their cultural and mental equipment.

Literature occupies an important place in this course in order that a genuine love of good books may be created and fostered. "It follows that reading must be, for the most part, extensive, not intensive. Allowance must be made for individual tastes". Book reports, oral and written, are required in order to test the pupils' supplementary reading; but our objectives and procedure in this connection are open to very serious question.

Composition is a vital factor in self-expression on the part of the pupil. Oral and written composition must have a direct relation to his life and actual experience. Motivation is provided by group-discussion, by publication in the school or class paper, by organized debates and by letter writing.

Spelling is coming more and more to be considered a subject for individual teaching. The words are taken from the prescribed text and

from lists compiled from the written work of the various subjects. Frequent diagnostic tests are administered to determine individual weaknesses.

Penmanship was placed high in the list of required "language skills" compiled by J. W. Searson from results of a questionnaire submitted to over 7000 persons (1925 Year Book, N.E.A.). Special attention is given in the Junior High Schools to freedom of movement, letter formation, and rapidity of writing.

Formal grammar, as such, has little place in the Junior High School. The grammar taught in this school is a means to an end, namely, the correct use of the language. The treatment should be functional. Functionless effort, formal exercise, and drill in classificatory grammar no longer predominate in the language work of these grades. A text is provided for each grade but it is used as a guide towards uniformity in subject matter rather than as a repository of arbitrary rules and definitions.

This informal article is submitted in the hope that it may assist in clearing the ground for all teachers of English who are interested in discussing the problems which will arise in the proposed curriculum revision. It has been said that the terms "functional grammar" and "minimum essentials" are often unintelligibly bandied about by teachers. Can we clearly define these terms? Do we make empirical or philosophical statements based largely on opinion rather than upon objective investigation?

Many teachers believe that a pupil's workbook in English is preferable to a textbook because it saves time in the preparation and copying of sentences on the blackboard, because it reduces the cost to the pupil, and because it eliminates formal definitions and arbitrary procedure. Workbooks in English for Grades VII and VIII have been published and a committee of teachers have in manuscript form a workbook which they have prepared for use in Grade IX. These projects might well be investigated by committees of the Federation and a report of their findings published in our magazine. Is a workbook desirable? Is it necessary for efficient teaching? Are the available workbooks suited to our needs?

In curriculum revision the particularized objectives of instruction must be determined. Investigations by the University of Chicago showed that these "are as yet vague, uncertain, and far from agreed upon". Can we agree upon what we consider to be the minimum essentials of language instruction in our schools?

Is there any insurmountable obstacle to the consolidation and unification of English studies for the Intermediate grades, irrespective of whether the pupils concerned are enrolled in Junior High Schools or in Elementary Schools handling the same grades?

The writer favors the policy of dividing the subject matter of language ruction into teaching units and of coming to some agreement on the le placement of specific lines. It would then be necessary to determine roper cycles of instruction in which items of composition and ge would be repeated.

e *Summary of Investigations Relating to Grammar, Language, and Composition* by R. L. Lyman, University of Chicago, deals rather fully with the matters to which this sketch has been devoted.

PRACTICAL ARTS IN SECONDARY SCHOOLS

By A. WISHART, *Vancouver Technical School*

TEACHERS of the Practical Arts, in common with all other teachers, are facing many problems which call for satisfactory solutions. The greatest needs of the time are knowledge of facts and enough wisdom to make use of such facts. The teachers of the Practical Arts must co-operate in the study of problems relating to curriculum revision, the adoption of study units, questions bearing upon the social utility of practical arts, the teaching of large classes, the alleged expense of teaching the practical arts, measures of economy, etc. Many of these issues have been precipitated by the onslaught of the depression.

Curriculum revision, as proposed, will be a purging process as well as a building up process. Matter now contained in courses of study should be examined and its retention should depend on the measure of its social utility to the boys and girls of British Columbia. Degrees of utility must be determined, as far as possible, by scientific means and, for this purpose, tests, statistics and objective data of various kinds may be used. All teachers are involved in the revision and all have the privilege of offering constructive opinions. It appears to the writer that teachers of the practical arts have a prospective task which warrants their closest study. How can the social utility of the practical arts be determined? What is the social utility of making, for example, a mortise and tenor joint or of knowing how it should be designed? Can degrees of social utility be gauged in terms of "the seven cardinal principles"? A great deal depends on the selection of appropriate standards. How will it be possible to judge the social utility of appreciating a Sheraton sideboard or of admiring the curves of a Queen Anne cabriole leg? It is interesting to recall the fact that this capacity of appreciation rated very high at one time as evidence of culture and good taste.

Study units in the practical arts should be carefully selected. Balanced portions of learning material must be determined upon to ensure the natural and progressive development of skill and the acquisition of related knowledge. A pupil should advance from one unit, as he masters its content, to succeeding units which have been planned to form a wholly integrated body of skill-developing and knowledge-acquiring subject matter. This matter should be of such a quality that its social utility to the pupil may be made evident. Elective or alternative units, as well as fundamental units, should be provided. Units adapted to local needs, rural or urban, or suitable for cultural or hobby purposes, are feasible. Many advantages such as flexibility, adaptability, and definition, are within reach. Teachers of the practical arts in British Columbia are familiar with the use of study units because their courses of training have been so arranged for several years.

The work of compiling units of study in the practical arts will demand the analysis of subject matter, the listing of desired skills, knowledge

objectives, etc. Study matter will have to be judged, graded, divided and balanced, in order to present in its final form a coherent, integrated, workable scheme. Units must be graded and be of such quality as to harmonize with the ability, nature, and outlook of the pupil.

The social utility of the practical arts may be gauged by the quality of the contribution they are in a position to make to the aims of education as outlined. in the seven cardinal principles discussed by Dr. Black in the last issue of *The B. C. Teacher.*

The creative instinct is deep seated and fundamental in the nature of man. Creative effort and accomplishment have raised man from his humble beginning. Is it too much to claim that such an uplifting urge should find an unquestioned sphere of operation in a rational scheme of of education? The satisfaction of this instinct is one of the greatest contributions to the mental and spiritual health of adolescent youth. It is seldom realized that every beautiful man-made creation is the result of skill and that everything ugly is the result of the lack of skill; that levels of civilization are measured largely by the quality of hand-made products. The discovery, fostering and development of manual skill is without question a vital and fundamental matter in education. A world of craftsmen would constitute a happy world, one of poets, painters, writers and philosophers and ordinary folk to whom life would be interesting because full of creative activities. What have we?

Cardinal principles relating to good citizenship, self-support, home-membership, leisure and character are inherent in all sound teaching. The practical arts possess features which are peculiar to them and which add to the many valuable forces available in modern education.

Criticism has been levelled at the practical arts on the score of expense. Due to changes in recent years much of this criticism is not now valid nor well informed. In his Report to the Commission on School Finance, the Technical Adviser has analyzed the causes of extra expense an dhas shown that many of these have been removed or may be removed. Under efficient organization, normal sized classes are handled in the practical arts and no extra teachers are required and, as a result, classrooms and shops are occupied continuously.

As one of the methods of teaching large classes in the practical arts, the Technical Adviser has stressed the value of using job sheets. They are an interesting teaching device, requiring much skill, experience and time for their compilation, and when they finally emerge in a foolproof condition they are of considerable value. They are particularly serviceable in vocational training and in technical work and have been used to great advantage for many years in various high schools and junior high schools and in teacher training courses in the province. The use of job sheets produces interesting results such as causing teachers and intelligent boys to work harder, and stirring up dull boys by the insistence on self-direction. Job sheets are eminently applicable to study arranged on the unit system. The technique of making them suitable for pupils of all ages and abilities and for varying conditions and objectives has yet to be mastered.

For successful teaching of large classes, definite objectives in skill and knowledge must be kept clearly in view. Frequent short demonstrations of fundamental operations are required. Examples of work at various stages provide immediate objectives for the pupils. Sketches, drawings, information sheets, assignments, problems relating to the work, and textbook lessons all provide material and offer a challenge to the pupil to enrich his experience.

It is to be hoped that the work of curriculum revision will unveil the appalling fallacy of the still too prevalent notion that intelligent boys are fitted by nature to follow purely academic pursuits, and that dull boys are equally endowed to perform practical jobs; that occupations requiring little manual skill, such as teaching and the practice of law, must absorb all boys with a high I. Q., and that skilled occupations in industry, agriculture, engineering, architecture, surgery, dentistry, etc., will be adequately and efficiently recruited from boys with a low I. Q. Experience and the results of tests show that dull boys may be greatly assisted towards normalcy by engaging in practical work, but also that bright boys gain much more.

Teachers of the practical arts must realize that they are engaged in an occupation as fundamental in its aims as the teaching of reading, writing and arithmetic.

Much remains to be done in the field of practical arts, in clarifying aims, methods and content. A comparatively vast uninformed, unsympathetic, cloistered and academic frigidity still remains to be melted; hence, I believe, the existence of the anomalous Shop Teachers' Association!

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

Dear Sir,—At a general meeting of the Saanich Teachers' Association a resolution was passed requesting that a book column in which would be listed books which have proven of special value to teachers in certain subjects, be started in *The B. C. Teacher*.

Yours truly, CHRISTINE F. M. MACNAB,
Sec.-Treas., Saanich T. A.

(The Editor hopes that readers will act upon this request and report to *The B. C. Teacher* the names of books, and magazines as well, that have proved especially helpful. Space will be found very gladly for the publication of information submitted.—N. F. B.)

PRIMARY NUMBER WORK

By Miss Ilva Abel and Miss Mary Munro, *General Gordon School, Vancouver, B. C.*

WE were told in the November issue that it was up to Mr. Des Brisay "to help make *The B. C. Teacher* pudding light and digestible as well as rich and sustaining". From the nature of the task assigned to us by the Editor we cannot be expected to supply in this article anything more than some good rich suet. Our aim is to compress into very limited space a number of concrete suggestions that we hope may be helpful to some primary teacher. Other readers may indeed be interested in comparing methods in the field of number work that are now in vogue with the methods which they remember to have been followed when they were members of some beginners' class. However, in the balance of this article, we shall address ourselves simply to teachers of primary grades.

Arithmetic in the primary grades is usually called "Number Work" because it aims at giving the child a feeling for and a knowledge of the composition of numbers. In "Number Work", as in everything else, when the child comes to school the first step is to find out how much he knows so that the teacher may build from that point. At first this testing is done without any consciousness of it on the part of the child—"Mary, will you please count all the pencils for me?" etc. A record of each child's ability in counting, in recognition of numerals, and so on, is taken. Contrary to popular opinion, a great many children come to school unable to count past twelve; many cannot count past nine; some are not able to count at all. For such children the first step is counting by "rote" until the number names are learned in order, just as the pre-school child learns his nursery rhymes. Then the rote counting is connected to actual objects so that the pupil sees that "one" stands for a single article, "two" for two objects, and so on. Many children who come to school able to count orally to ten or even twenty, when asked to count actual objects on a table, will say the names in correct order but at the same time may slide over the objects too quickly or say two or three number names while touching only one object. When counting by ones to twenty has been learned, then one can proceed to show the child that counting from that point onward is a succession of tens, and so the work goes on up to one hundred. Counting by tens to one hundred is also taken at this point. Once this "counting stage" is passed the child must be able to tell numbers in sequence—as "What comes after ten? after four? after twelve?" etc., also "What comes before nine? before eighteen? before fifty-seven?" A small child very often has difficulty with what comes after the nines, as after forty-nine? after eighty-nine? and again with what comes before the tens, as what comes before fifty? before eighty? An abacus is essential for this work because numbers such as thirty-nine, seventy-nine, unless taken on an abacus, where the rows of ten are easily seen, are impossible as number concepts for a small child.

Now, the meaning of words such as "more", "most", "less" and "least", etc., are taken to begin to develop a feeling for numbers in the child. The recognition of the numerals one to ten must be learned. When

this is accomplished it is a fairly easy step to show the child how to read any number to 100. This, however, is not enough. The child must not only be able to read or write the symbol, he must be able to recognize instantaneously a significant group, of any number from one to ten. Thus "five" is seen as four dots in the form of a square with one dot in the middle; "ten" is seen as two groups of "five"; "eight" as two groups of "four"; "nine" as three rows of "three"; while "six" is two rows of "three". This completes the Grade 1B work but if the children are bright, once these groupings are mastered as "sight work", the child is ready for counting by twos. This is always started by commencing with two and proceeding to ten or twenty as desired. The child makes no mistake if coloured blocks are used and the groups have been learned, since his eye tells him what number each addition of two makes. He learns the sequence of twos to ten and of twos from one up to eleven by rote. This gives the child a foundation on which his IA and IIB work may be developed.

When a pupil enters Grade IA he is expected to know the requirements of IB. The most important of these is the ability to recognize the grouping of the numbers to ten. At first pupils are tested to see if they can recognize the individual numbers to ten, can write these same numbers and can recognize them in groups. For example, a child should be able to pick out a two, four, or seven at a glance, having been trained to count mentally by twos. If these facts have not been taught in Grade IB, the IA teacher has to spend a great deal of time teaching them. On the other hand, if they are known, then the pupil is ready to begin to learn the combinations and separations of the numbers up to and including ten. These must be presented to the child in a very concrete way, blocks or coins being used so that he can actually see that if he has five cents and is given one more cent he will have six cents; and that, if one cent is taken from the six cents he will have five cents left. When the child has learned the addition and subtraction of ones to ten (the addition is never separated from the subtraction but both processes are included in the teaching lesson), the addition and subtraction of the twos to ten is taught. The child counts by twos; two, four, six, eight, ten; ten, eight, six, four, two; one, three, five, seven, nine; nine, seven, five, three, one. But at first he always counts objects so that he can actually visualize the counting. After the blocks and coins have been used say ten apples are cut out and placed on a chart. This chart should be large enough to be seen from any corner of the schoolroom. Cards such as this should be made for all the numbers to ten so that when the actual teaching lessons are finished and a child cannot remember that four and three are seven, his attention is immediately drawn to the chart that had a picture of apples on it grouped to show that four and three are seven he at once recalls it. As he understands and learns the number facts these concrete aids must disappear and drill, blackboard work, flash cards and games must be substituted. When the addition and subtraction of ones and twos has been mastered the doubles and their separations are taught and so on until all the combinations and separations of five, six, seven, eight, nine and ten are learned. It is very difficult for an inexperienced teacher to realize that constant drill is necessary after a concrete presentation to make these number facts mechanical to the child. There are numerous ways in which these everyday drills can be made interesting and the number lessons should be such that

the child looks forward to them daily as a source of pleasure. Children should like the number lesson just as well as the reading lesson and if you find the contrary there is something wrong. They do not like the things that they cannot do and this is very true of number work. The class that is slow, listless and poor in its number lesson probably has had something lacking in its first presentation.

In Grade 2B the number work can be presented quite as concretely as in Grade IA. By now the pupil should be able to reason and clearly understand the meaning of more and less. When the child can count by ones and twos to twenty, both odd and even, and can subtract the same, we have found that this is the place where extensions should be taught. A 2B pupil learns extensions and the separations of extensions quite readily at this point. When he has mastered the idea of tens and units (which we call loose ones for simplicity) it is merely a matter of reviewing IA combinations and separations, and if these extensions are taught early in the term not only are they reviewed again and again but the IA number work is reviewed as well. If a pupil knows that three and four are seven and if the tens and units have been taught very concretely, he will quite readily tell you that thirteen and four are seventeen. Sticks can be tied up in bundles of ten, have others that are loose, and if you have one bundle and four loose ones you have fourteen sticks. The child has a visual image of the ten and if he has been accustomed to seeing these concrete devices from the very first of his number work very few difficulties will be encountered. Then we teach the combinations and separations of eleven and twelve again working in concrete groups. When the doubles are learned the other combinations and separations are taught by comparisons, for example, the addition of nines is compared to the addition of tens, and six and seven is compared to six and six, etc. The teacher must not forget that when new work is presented a review of the old must also be taken. The secret of success in the teaching of number work is a concrete presentation accompanied by varied drill, keeping work interesting and working pupils at top speed. Teachers of primary work should realize that number work should never be assigned as busy work. It should always be supervised both in IA and 2B and in a test a time limit should be set to which each child should attain. We have only one remark to make concerning the time allotted to number work in the primary grades: Most teachers agree that the fifteen minutes per day in Grade IB and the forty-five minutes per day in Grade IA are sufficient, but that the allotment of forty-five minutes for Grade 2B is scarcely long enough to teach the full assignment, as it now stands.

Vancouver, November 9, 1935.

Editor of *The B. C. Teacher*:

This is just a word of thanks for directing my attention to Philip Gibbs' novel, "Blood Relations," by means of the review in your last issue. It is a very remarkable book indeed, and one that teachers in general and social studies teachers in particular can scarcely afford to overlook.

GRATEFUL.

TEACHING LOAD AND INDIVIDUAL EXPERIMENTS

By Norman Fergus Black, *Kitsilano High School, Vancouver, B. C.*

I TEACH geography and nothing but geography; unless perhaps on days when I teach boys and girls.

When a science teacher comes to me to collect some levy payable by tribesmen of that ilk, I humbly confess that my subject is one of the social studies. When the social studies people try to corral me to my similar economic peril, I tell them I am a science teacher; it hurts my conscience, but I endure the pain with becoming Scottish fortitude.

In the bottom of my heart I know that I am not a scientist, but only a chap blest or afflicted, like the Elephant's Child, with "'satiable curtsiosity".

This insatiable curiosity recently led me to spend some very enjoyable hours over one of the books listed in that November article which our scientific brethren wrote by and for themselves, and which they instructed us others not to read.

The book I selected is by Professor Francis C. Curtis of the University of Michigan. In brevity, the title recalls sixteenth century title pages: "A Digest of Investigations in the Teaching of Science in the Elementary and Secondary Schools". The book is not as easy to read as a good detective story but I nevertheless found it rather exciting. That is my reaction to the discovery that so many seemingly obvious things aren't so, and that so many surprising things are true.

The science chaps told us not to read their bally old article, so we did. Consciousness of that circumstance weakens the assurance with which I tell members of the Science Section that this article is not for them. If they do read it, I hope they will refrain from saying that the things I am about to tell the world have, for a decade at least, been commonplaces, familiar to and accepted by students of such magazines as *School Science and Mathematics, The School Review, The Journal of Research*, and the like. Unfortunately, the commonplaces of science teaching, though based upon scholarly educational investigation, seem too often to remain unrevealed to the rest of us.

Consequently, this article is addressed to my humble and ignorant peers, with a view to letting out a few secrets.

Now speak up, O non-scientific reader, learned only in social studies or English literature or foreign tongues or other trifles, similar or dissimilar. What do you know about methods in science? Not much, of course; but you will admit that success in the teaching of a natural science will be in inverse ratio to the size of the classes.

It seems obvious, doesn't it? But the science men are not satisfied to accept things merely because they seem obvious. They like to investigate

things, dispassionately and objectively. It is now quite a number of years since Mr. C. O. Davis conducted a comprehensive inquiry into the relative results achieved in classes of various sizes. The survey covered about thirty cities and one hundred high schools. The classes were organized into sections consisting of small groups (fewer than twenty pupils); medium groups (twenty to thirty pupils); and large groups (more than thirty pupils). Care was taken to secure comparable intelligence ratings and teaching conditions within these several groups. Nine weeks' instruction in science was given, and the teachers concerned agreed to follow practically identical methods and used the same subject matter. Elaborate tests followed, and the grading was compared with very great care. Among the findings, Mr. Davis reported that the small classes appeared to have no appreciable advantage over the medium sizes classes, and that, considering only the percentage of low marks, the best results were achieved in the classes exceeding thirty! The reasons behind these surprising results I shall not attempt to discuss; but, obviously, the moral to be drawn from this and various analogous investigations culminating in similar findings has a very important bearing upon school organization, and upon problems facing those concerned with curricular revision.

Again, most of us would be inclined to assume that it is always better for the pupils themselves to perform the required experiments in natural science.

The truth of this assumption has been subjected to critical investigation by various rather distinguished authorities.'

J. L. Cooprider reported upon the results secured in biology by three groups of high school students, of equal average intelligence quotient, and practically identical average school grades in science. The same twenty-four laboratory exercises were given, but four different teaching procedures were followed:

1. Demonstration by teacher, with oral instructions.
2. Demonstration by teacher, with typewritten instruction issued to students.
3. Individual experimental work with oral instructions.
4. Individual experimental work with typed instructions.

Memory, manipulation, observation and reasoning were weighted equally in arriving at the total score for each pupil. The findings were that, for immediate results, exercises with oral instructions give the better score; that individual work with oral instructions is more efficient than demonstration work with oral instructions, but that demonstration work with written instructions is more efficient than individual work with written instructions; and that, upon the whole, demonstration work gave somewhat better results than the individual work, while the latter took about twice as much time. Demonstration work proved not only a saving of time, but a great saving in the matter of equipment.

E. W. Kiebler and Clifford Woody also conducted an important investigation into the individual laboratory method as compared with the demonstration method, this time in the teaching of physics. The groups were equated on the basis of scores in the army Alpha Test. Each group

contained good, average, and poor students, but only those whose attendance was perfect and whose attitude was conducive to good work were included in the investigation. The students were given the same preliminary assignments, used the same textbook, and were subjected to the same type of quizzes. The tests applied were of three kinds. The first measured temporary or immediate knowledge of the facts of the experiment after an interval of only two weeks. The second test measured performance or delayed knowledge and was administered two weeks after the seventh and fourteenth experiment. A third type of examination tested the student's ability to apply principles and technique in attacking new problems.

The findings showed that the results secured by the demonstration method, according to all types of tests, were as good as if not better than the results secured when the students had performed the experiments individually. It was made evident, however, that some kinds of experiments, presenting special difficulty from a demonstration standpoint, give better results when performed individually. The investigators therefore advised that experiments be classified so that the individual method or the demonstration method may be applied as circumstances require. However, demonstration methods, when suitable for the particular experiment, were found to save about half the instructor's time, and to permit him to relate the facts and principles to allied phenomena, in a way that was not practicable when all the experiments were performed by the students individually.

Numerous other investigations have supported these findings. One of these was conducted by Thomas D. Philip, who reported that the laboratory experiment has no advantages over the demonstration method in teaching a law of physics. Similarly, as a result of another objective enquiry, Harry A. Cunningham reported that the demonstration experiments gave results five per cent higher than those secured by the individual laboratory method. He found the saving of time by the demonstration method to be almost thirty per cent in the classes covered by his investigation.

It is an open secret that in important schools in this province the demonstration method, as distinguished from the individual experiment method, has come increasingly into use in recent years, with very satisfactory results. That some of the experiments should be performed by the students individually, probably no one will deny; but that much time is needlessly lost, and much unnecessary expense needlessly incurred by excessive use of the individual method, seems to be a fact well known to competent educational authorities.

Perhaps a consideration of the results of such investigations in the bailiwick of the science teachers may lead some of us other teachers to devote increased attention to the results of similar investigations in our own several fields.

By the way, to what extent should skill in the manipulation of laboratory equipment be accepted as a dominant objective in teaching science to adolescents?

News, Personal and Miscellaneous

Edited by MAURICE DES BRISAY, *1206 Maple Street, Vancouver, B.C.*

THIS Department requests that every school appoint a British Columbia news reporter who will accept the responsibility of forwarding to the above address news notes likely to be of special interest to teachers. Will each principal please look upon this as an individual and formal invitation to have his school so represented? Items should be brief and should be in the editor's hands no later than the eighth of each month.

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Mr. J. H. Burnett, chairman of British Columbia Teachers' Federation Membership Committee, is even more busy than usual these days. Not content with having had last year the highest paid-up membership British Columbia Teachers' Federation has ever reached, Johnny aims at an increase of 350, that will bring our enrolment up to over 3000 for the current federation year. Are you helping?

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Men who have served as exchange teachers are invited to send their names to Mr. V. W. Mulvin of Vancouver Technical School. Arrangements are being made for such teachers to meet either during the convention or earlier.

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Miss Jean Leach of Point Grey Junior High School visited Hong Kong this summer and her interest in things in the Far East shows no sign of waning. Geography teachers understand that the little diamond ring she wears is symbolical of the Great Circle along which one might travel from Home Economics to Hong Kong.

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The Cobble Hill Teachers' Association is well away to a good year's work, having held three successful meetings since the reopening of schools in September. Transportation is a serious problem in a rural area, but the willing co-operation of members who have cars helps solve the problem. At the present time, the Professional Bill is receiving close study by this association.

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Mr. A. H. Plows, formerly principal of the Shawnigan Lake School, has accepted appointment as principal of the Fairbridge Farm School at Cowichan Station.

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Visual education has been attracting much attention among the teachers of Abbotsford, Matsqui and Langley. Reports from that quarter indicate that a recent lecture on Visual Aids by Mr. B. Taylor, who has special responsibilities in that connection in Kitsilano High School, was much appreciated.

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For use in schools, very valuable maps may be secured by application

to the Surveyor-General, Department of the Interior, Ottawa. These include a Railway Map of Canada, a Resource Map of Canada, and a Vegetation Map of Canada, all drawn to the scale 100 miles to an inch; a map of the world, showing trade routes; and, if such a map be available, a topographic map including the particular school district in which the school is situated.

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The Canadian Passenger Association announces special Christmas holiday rates on the railways throughout Canada, at a fare and one-quarter for the round trip. Teachers and pupils will be required to surrender the customary vacation certificate in order to take advantage of these reductions.

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Southern Vancouver Island District Council was responsible for a most successful conference, held recently at the Empress Hotel, Victoria. Mr. R. P. Steeves, President of the British Columbia Teachers' Federation, and Mr. Harry Charlesworth, General Secretary, emphasized the importance of teachers giving due attention to Major King's Report on Educational Finance, the invitation of the Department of Education for co-operation in the revision of the Course of Studies, and the study of the Professional Enrolment Bill that is being drafted for study and discussion by the Federation. The place of honor among the speakers was accorded to Professor Pellegrini of the University of Washington, who warned all friends of education against the dangers involved in Fascism.

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I wish space were available to do justice to a news item from the Surrey Association, telling of a dramatic sketch presented by a group of teachers to their colleagues on November 28. Surrey Teachers' Dramatic Club is trying to remove the haze of awe that tends to exclude folk from enjoyment of Shakespearean plays. At all meetings of Surrey Teachers' Association during the present academic year the Club intends to present scenes from plays familiarity with which would make anyone the richer.

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The B. C. Teacher extends to Miss Elsie Roy of our Editorial Board and to Miss Henrietta Roy of Tennyson School sincere sympathy in their bereavement by the death of their father.

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We are pleased to report that Miss Breeze, head of the nursing service in Vancouver schools, who has been in the General Hospital since September, is now at home and is hoping to be back in her office by the beginning of the New Year.

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Miss Eleanor Gibbs will be leaving shortly for Durban, Union of South Africa, as an exchange teacher. *The B. C. Teacher* and Miss Gibbs' immediate associates in Mackenzie School wish her a pleasant journey, happy experiences afar and a safe return. Meantime the teacher coming from Africa, to replace Miss Gibbs for the time being, will be given friendly welcome. Miss Gibbs expects to spend Christmas as a guest at the home of Miss Gladys Smith in London. Miss Smith is at present on the staff of Mackenzie School as an exchange teacher from that metropolis.

HIGHLIGHTS OF NOVEMBER NEWS

By J. E. GIBBARD

ANNOUNCEMENT of a reciprocal trade agreement between Canada and the United States on November 15 has been greeted in both countries by protests that the advantage is all on the other side and by claims of special interests that they have been ruthlessly sacrificed for other special interests.

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The Tariff Board on November 19, considering the application of Saskatchewan Co-operative Associations for downward revision of duties on crude oil and gasoline, refused to accept as evidence the report of Prof. Taylor's investigation under the Combines Act into allegations of a combine amongst oil companies.

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Merging of the forces of the Conservatives and the Action Liberale Nationale on November 7 almost defeated the Taschereau Liberal Government in the Quebec elections on November 25 when the Government retained 47 seats, the merged parties 42, and Independent Liberals 1.

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Labor candidates won control of the city councils of Winnipeg and Regina, with Labor Party mayors in both and a Labor majority in the Winnipeg School Board.

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Opposition of W. M. Hughes, war-time Premier of Australia, to sanctions caused Premier Lyons to ask for his resignation from the cabinet, which was given November 5.

With 52 out of 80 seats in the next House of Representatives, Labor for the first time won a New Zealand general election on November 26. Premier Forbes' National Government retained only 20 seats. The new premier is Michael J. Savage.

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The National Union of Scottish Miners with over 87,000 members decided on November 3 to join the fight of the Miners' Federation of Great Britain for a wage increase of two shillings a day.

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A campaign to establish euthanasia, "the right of persons suffering from incurable diseases to die", was announced by Lord Moynihan on November 7.

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On November 11 the London correspondent of Hitler's *Der Angriff* and Goebels' *Voelkischer Beobachter* was told that renewing his visa "would be incompatible with public interest" and on November 19 Dr. Herman Gortz, German novelist and former flying officer, was held in London as an alleged spy.

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Great Britain's National Government was returned on November 14 with 434 members (389 Conservatives) to the opposition's 177 (148 Labor). Conservatives polled 10,479,038 votes, Labor 8,314,145.

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Earl Jellico, commander of the Grand Fleet at Jutland, died November 20, aged 75.

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A strong Fascist government in Lithuania banned all opposition parties on November 6.

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Greece on November 3 voted more than nine to one for the return of George II., who on November 25 resumed the throne he vacated "on request" twelve years ago.

The Nazi Government broke its truce with the Protestant Church when on November 6 Secret Police expelled staff and students from its theological seminaries and padlocked the buildings. On November 7 the swastika was ordered to replace the famous iron cross as a war emblem, and on November 8 the *Stahlhelm* veterans' organization was ordered out of existence.

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Sixteen persons were sentenced at Prague on November 20 to from twelve to fifteen years for German espionage.

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The Nobel prize in chemistry was awarded to Professor Joliot and his wife, Mme. Joliot-Curie, daughter of Mme. Curie. The Physics prize was won by Professor Chadwick of Cambridge. The Literature prize was reserved for a year and no peace prize will be awarded for 1935.

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Further developments in the Italo-Ethiopian war situation during the month are here listed:

November 5—500 students at Venice tore British signs from shops and shouted "Down with sanctions".

November 7—Brazil and Germany notified the League they would not feel obliged to support the sanctions program, but Germany said exports of raw materials and munitions to both belligerents had been forbidden.

November 7—Britain assured Egypt she had no intention of using the present crisis to change Egypt's status.

November 11—A synopsis was made public of a note from Italy to all sanction-supporting countries, which in seven points made "strongest and fullest protest against the seriousness and injustice of the procedure".

November 13—Anti-British riots in Cairo, possibly attributable in part to the Italo-Ethiopian trouble, continued for several days with numerous casualties, temporary closing of the university, and protests of the powerful Wafdist (Nationalist) party to the League of Nations against the use of British forces.

November 18—Economic sanctions became effective.

November 19—France politely but firmly rejected Italy's protest of sanctions.

November 19—Mussolini declared a monopoly of all gold in Italy.

November 22—Britain informed Mussolini it had good reasons for applying sanctions.

November 26—Premier Baldwin wrote Mussolini demanding why he

is fighting Ethiopia, what he hopes to gain, an don what terms he will make peace.

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China is in fresh difficulties.

November 1—A Chinese assassin shot Premier Wang Ching Wei and three other officials.

November 3—The government moved for (1) nationalization of silver, (2) restriction of bank note issue to three government-owned banks, (3) stabilization of the Chinese dollar at its present level, (4) legalization of bank notes in payment of all debts expressed in terms of silver.

November 5—The Japanese War Minister said that since the above reforms show China's insincerity towards Japan, the latter is obliged to act alone in protecting Manchoukuo from the Communist menace.

November 9—A Japanese marine in China was assassinated by an unknown person.

November 14—A young Chinese woman killed Marshal Sun Chuan-Fang, known as Japan's choice for leader of an independent North China.

November 16—General Doihara conferred with Peiping leaders about independence.

November 18—The Rengo (Japanese) news agency declared Japan "is prepared to use" its powerful Manchoukuo army to prevent Chinese interference with the North China autonomy move.

November 19—China ordered military conscription.

November 25—Eighteen counties of North-Eastern China declared independence under the name of Autonomous Federation for Joint Defence against Communism and the next day set up a new government under Yin Ju-Keng at Tungchow, twelve miles from Peiping. It was immediately enlarged to twenty counties and appealed to Japan to send troops to the area "to purge North China of Communists".

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A serious outbreak of Fascist "gold shirts" occurred in Mexico City on November 20 during the celebration of the twenty-fifth anniversary of the revolution.

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A Leftist uprising which seized control of the city of Natal led to placing all Brazil "in a state of siege" on November 25 before the rising was suppressed.

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Henry Fairfield Osborn, famous paleontologist, died at Garrison, N.Y., November 6, aged 78.

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A new international altitude record of 72,395 feet (13.9 miles) was set by a National Geographic Society-United States Army Air Corps stratosphere balloon on November 11.

—J. E. G.

"LAST POST" SOUNDS AGAIN

By V. W. Mclvin, *Technical High School, Vancouver, B.C.*

William M. Keatley, M.A.

THE teaching body was shocked to learn of the passing on November 13th, of Mr. William M. Keatley, M.A.

Mr. Keatley had been in Vancouver since 1911. He went overseas with the 196th Western Universities Battalion and later was transferred to the 1st C. M. R's. with which unit he served as a Signaller until the close of the war.

Returning to British Columbia he taught in the Fraser Valley, on Vancouver Island, and in Vancouver at Magee High School, Grandview High School of Commerce, and the Technical High School. Of the staff of that institution he was a popular and outstanding member at the time of his death.

Recently, as a member of the 196th Battalion Association, he was delegated to write a complete record of the activities of the unit.

It is impossible to express the loss entailed by this untimely death upon the teaching body and society at large.

Mrs. Keatley and the family may be assured that the teachers of British Columbia unite in sincerest sympathy.