

THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

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EDITORIAL

"PUBLIC EDUCATION SYSTEM MUST BE SUPPORTED IN ORDER TO SAVE OUR DEMOCRACY"

On the editorial page of The Seattle Post-Intelligencer of Saturday, August 18th, there appeared an editorial under the caption of "Public Education System Must Be Supported." One of the readers of The B. C. Teacher clipped this from the paper and sent it to the Magazine Board with the suggestion that it be reprinted in the magazine. The Board is pleased to give this same yet striking message to the teachers and other friends of education in this province.

Though the editorial was written specifically for the American reading public, about an American situation, there is food for thought in it for Canadian citizens and Canadian taxpayers.—E. L. Y.

IT is a grave reflection upon American government that it should have sacrificed public education during the current depression while squandering public money on the upkeep of thousands upon thousands of useless politicians.

"Never before during an economic crisis, declares Dr. Edgar W. Knight, professor of education at the University of North Carolina, has public educational opportunity been restricted instead of being enlarged.

"During the past century the United States has had a dozen or more well-marked economic crises,' writes Dr. Knight in the handbook on 'Our Public Schools,' recently published by the National Congress of Parents and Teachers.

"Each one was accompanied by conditions of lowered production, shrinkage in capital, bankruptcies, falling prices, reduced earnings,

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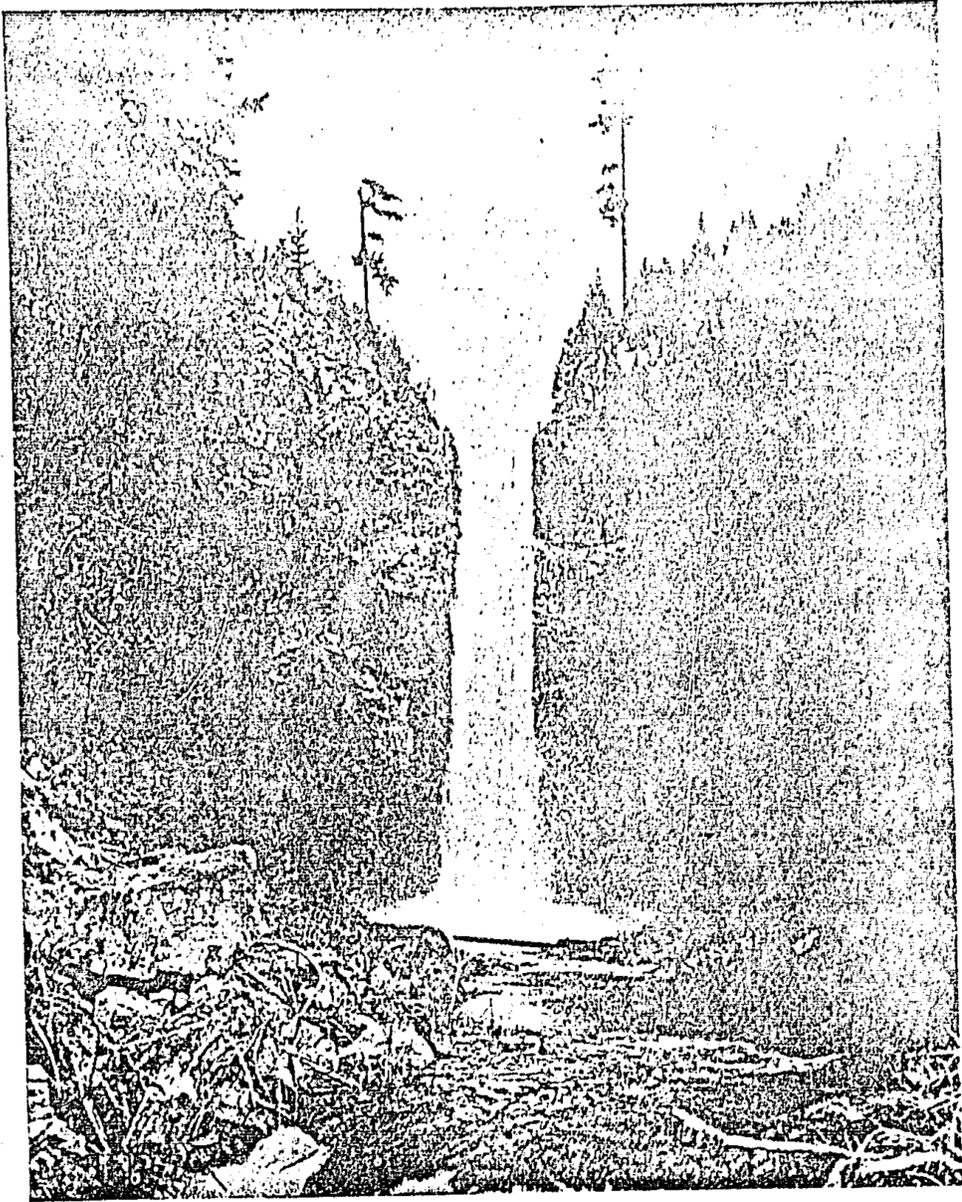


PHOTO BY LEONARD FRANK

BRANDYWINE FALLS, BRITISH COLUMBIA

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School Teachers are Critical « « « «

But we don't mind that; in fact, we're that way in our merchandizing, and that's why we do not hesitate to invite you to inspect our complete stock of Winter Coats, Dresses, Furs, Millinery and Accessories, all moderately priced.

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wage cuts, unemployment, unrest and distress. The crises of 1837, 1873, 1893 and 1907 are reported as the most serious and as being followed by the longest periods of depression.'

"During the depression years that followed the crisis of 1837, which was one of the worst economic panics this country ever experienced, 'every phase of the economic life of the country was retarded,' but these were the years of a most conspicuous educational awakening.

"The records for the depression of 1873 reveal that in the years that followed that crisis school attendance, school expenditures, the value of school property and the school term increased, and many reforms were made in school administration.

"These were the years in which compulsory school attendance legislation was widely enacted and public high schools were recognized as 'the logical and legal educational link between the elementary schools and the higher institutions.'

"Much the same thing happened in the depression following the panic of 1893. School attendance, school expenditures, school property and the school term again showed encouraging increases.

"These were the years that witnessed the establishment of many normal schools, better provisions for teachers and an almost phenomenal growth in the number of public high schools, and facilities for higher education.

"Education in the depression year of 1907 again advanced. The

school term was again increased. School attendance and school expenditures also increased and Dr. Knight points out that 'even the South, where recuperation, following the Civil War and reconstruction, had naturally been slow, was the scene of an important educational awakening.'

"In discreditable contrast with these earlier records is the plight to which public education has been reduced during the current depression.

"Instead of advancing, it has been seriously retarded in a large majority of the states of the Union.

"The records for the present depression show that public expenditures for other purposes have been FAR OUT OF PROPORTION to those made for public schools.

"Within the year 100,000 additional children have been denied the educational opportunity that is their birthright by the closing of schools because of lack of funds.

"School terms have been shortened, teachers' salaries have been declining, thousands of teachers have gone unpaid for months and months, and several hundred thousand certified public school teachers were reduced to the ranks of the jobless.

"Meantime, the cost of government has been going up. The number of governmental offices has been increasing, thousands upon thousands of politicians have been added to the payrolls of federal, state and local governments.

"This desperate condition cannot continue without weakening the whole structure of the government of the constitution, because public education is the very foundation of the American system of government.

"The whole American advance has been based upon the American system of public education.

"We cannot as a nation sacrifice public education without putting our democratic system of government in jeopardy.

"We cannot surrender our democracy without succumbing to despotism.

"And to save our democracy, we must support our system of public education.

EDITORIAL NOTES

THE current issue of The B. C. Teacher comes to your hand in its new cover. The Board is indebted to Mr. L. W. L. Manuel of the South Vancouver High School, art editor of The B. C. Teacher, for the design. The school depicted in the cut is the High Bar School in the Cariboo, one of the smallest and most remote of the schools in the province. From month to month it is the intention of the Board to publish such pictures of representative British Columbia schools.

We regret to record the resignation of Miss Sadie Boyes from the Magazine Board. During the past year she has had charge of

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the Senior High School Department of the Magazine and we wish to express our appreciation of the splendid services she has rendered. Her successor will be announced in next month's issue.

Mr. L. A. Wrinch, now of Port Moody High School, has been chosen as Rural Department Editor in succession to Dr. H. R. Anderson, who resigned upon joining the Victoria Normal School staff. He has had a very successful career in rural schools and is well qualified to deal with the many aspects of rural school teaching.

A WORTHY P.-T. FEDERATION ACCOMPLISHMENT— "GUIDE TO READING FOR CANADIAN HOMES"

THE Provincial Parent-Teacher Federation of British Columbia are deserving of the highest commendation for their excellent work in the preparation of a "Guide to Reading for Canadian Homes" and we are glad of the opportunity of bringing this Bulletin to the notice of all teachers of the province. It is something quite different from the ordinary publishers' list, and many valuable recommendations are to be found in the preface.

The publication is the result of two years' study by the Library Committee of the Parent-Teacher Federation. Questionnaires were sent out to discover information concerning home reading facilities and reading conditions. Then a classified list of good books and magazines was compiled, and a condensed set of suggestions for parents was based upon facts found in the questionnaire study. The aid of trained librarians was readily obtained; Mrs. Laidler and her colleagues of the Children's Department of the Vancouver Public Library, Miss Anne Smith of the University Library, and Dr. Helen Stewart of the Fraser Valley Library Association, all gave freely of their valuable time. Especially helpful were the lists submitted by Mr. A. Arkwright of the Point Grey Junior High School staff, and Mr. C. McDougall, Principal of Alexander Robison School. Many Mrs. E. H. Pallen, Mrs. A. E. Delmage and many members of the Provincial Parent-Teacher Executive were also very active in the project, while much credit is obviously due to Professor Wm. G. Black of the University of British Columbia, convener of the Parent-Teacher Federation Library Committee, for the keen interest and unlimited energy he has given to the work.

This guide will undoubtedly fulfill a long felt want not only in British Columbia but in all provinces of the Dominion. The National Federation of Home and School is arranging for distribution throughout Canada.

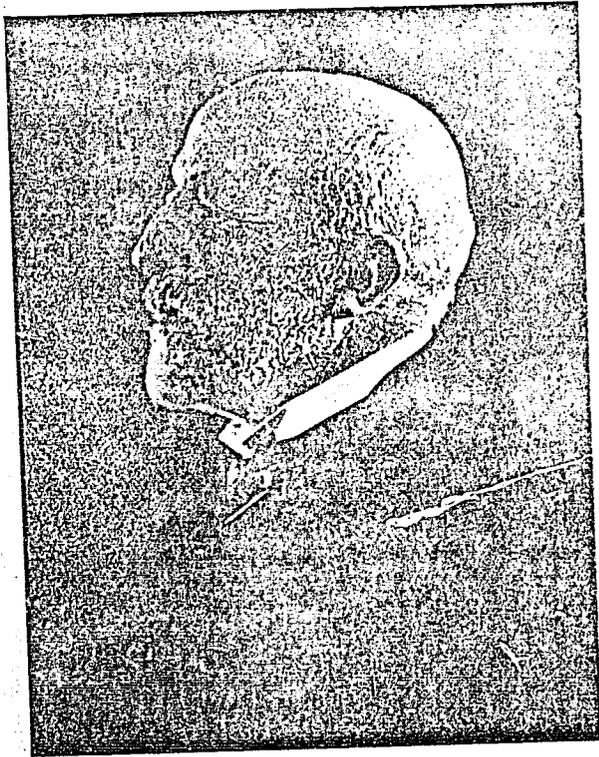
There should be copies in every school and home. The price has been set at the small sum of ten cents, merely to cover cost of publication, which cost has been assumed by the Parent-Teacher Federation. We trust that the response for copies may be such as will encourage the Federation to further similar projects in the interests of the children for whom they already done so much.

Copies may be obtained from Mrs. J. D. Salter, Literature Convener, 601 West 22nd Avenue, Vancouver, B. C. —H. C.

In Memoriam

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Sir John Adams



THE recent news of the death of Sir John Adams was received with the deepest regret by all connected with the educational services of the Province of British Columbia. As is well known, he was the special speaker at two of our Easter Conventions and his addresses on each occasion made a lasting impression on all who were fortunate enough to hear him, not only by reason of his exceptional skill as a speaker and his profound practical knowledge

of educational questions, but also by his charming and lovable personality. Perhaps the most sincere way in which we can express our high appreciation of him is to record the fact that one often heard the opinion expressed that the presence of Sir John Adams at any educational convention in British Columbia would in itself ensure its outstanding success.

Sir John was one of the distinguished list of Honorary Members of the Federation, and it is known that he valued very greatly the honour so accorded to him. He took a vital interest in the work of our organization and often referred to its activities in his addresses and writings. He was a constant reader of our magazine, and on frequent occasions wrote his comments on matters appearing therein. We were often encouraged and inspired by his expressions of commendation of the spirit and tone of our professional organ, which he found so "refreshingly different." Readers will also not need to be reminded of the many excellent articles he has also contributed to our pages at various times.

By reason of these facts we felt that he was, in the most real sense, a "colleague", not alone of the general teaching profession, of which he was such an outstanding and eminent world figure, but of our own provincial professional family. Hence we feel his loss a distinctly personal one. We shall miss his fine letters, for with all his multitudinous duties, his astounding energy and capacity for work somehow enabled him to remain a wonderful correspondent. We shall, however, never lose the influence of his noble character, his inspirational ideals, and his courageous fortitude. His memory will always be revered by his host of friends in British Columbia. His permanent and fitting monument will be the many contributions he has made to the advancement of education generally by his writings and teachings, and by the impress he has left on the minds and hearts of the thousands of students and colleagues who have gained knowledge and understanding from his abundant wisdom.

We know something of the ideal bonds of affection and devotion which characterized the lives of Sir John and Lady Adams, and of the great help and inspiration he always received from her in his work. They were true life partners in many educational enterprises, for Lady Adams has herself achieved an enviable reputation as a writer.

May we hope that in her great loss she will be comforted to know that she has the deepest sympathy of so many friends throughout the world, and particularly of the British Columbia teachers.—(Ed.)

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Saskatchewan's New School Curriculum

By ELMER W. REID, *Seymour School, Vancouver*

ONE day I stopped to talk with a man who was repairing his house. He was trying to attach a new eavestrough to a sagging roof. So many additions had been made to the structure that all sense of proportion was gone. The man descended the decrepit ladder, flicked some rotten wood from a sill with his hatchet and made a pronouncement.

"Do you know what I would do if I had money? I would wait until the day of the firemen's picnic and then I would soak this shack with kerosene oil and touch a match to it."

"Would you not carry out the furniture first?" I enquired.

"Not a stick of it," he declared. "Not even my grandfather's armchair. Then I would make a new foundation and on it build the kind of a house I have always wanted."

The people of Saskatchewan did not remodel their school curriculum; neither did they anoint it with combustible oil. They simply opened the doors and let it blow away in a prairie wind. On a new foundation they have erected a noble structure, designed on the foursquare pattern of utility, hope, self-expression and the joy of achievement. Its spires of character-building point heavenward. There are no cobwebs in the new curriculum and no piece in its matched furnishings is tolerated because of the sanctity of long use. A school curriculum is the expression of a people in transferring their present level of thought to the next generation. To undertake to raise that level is a task that borders on the epic. None but a people unfettered by tradition, pioneers in a new land of great open spaces, with hope eternal as the spring after each disastrous autumn, and pulsing with the optimism of the West, could vision such building plans for their Temple of Education.

The Public School Curriculum and Teacher's Guide for Saskatchewan is a volume of 300 pages, 6 inches by 10 inches, in 10 point print. It was put in use two years ago as a tentative plan to be modified according to conditions. It is a curriculum with a soul, and that soul is the Basic Philosophy laid down at the beginning. Before discovering the subject matter of the course the teacher studies first how to teach by the best accepted modern standards, under the fully-treated headings, the meaning of education, the objectives of public school education, mental hygiene, the spirit of the curriculum, the organization of the curriculum, the technique of teaching, and classroom management under such divisions as organization, discipline,

assignments, tests and measurements. A paragraph in the foreword is a key to the course:

Teachers are requested to concentrate upon the final objectives, namely, health and happiness, social efficiency and the use of leisure for the enrichment of life. The emphasis is not to be placed upon subjects of study, but upon child welfare. The spirit of the curriculum is more important than the details of the subjects prescribed.

The following is quoted from the Basic Principles of the course:

Mental Hygiene.

If a child's physical behavior indicates a deviation from the normal; if, for example, he is in pain, or has a rash, he is said to be sick and in need of care and special treatment. The same principle applies to mental behavior. Unstable, irrational, queer or unnatural behavior is not due to perversity but to mental illness. And as it is one of the main objectives of education to develop and preserve mental health, the teacher should know the principles of mental hygiene and should take care to assure that the laws of mental health are never violated. Among the many predisposing causes of mental instability the following appear to have a direct bearing upon the school:

- (a) Morbid, emotional states, chiefly anxiety, worry, and fear.
- (b) Repression, inability to give natural expression to desires and impulses.
- (c) Continual failure to accomplish ends in view. This condition is frequently the result of unfair competition. It may be exaggerated by punishing children for failure to reach unattainable standards.
- (d) Work that is monotonous, uninteresting, distasteful, particularly if it causes frequent antagonisms which must be inhibited for fear of consequences.

The following rules, based on the principles of mental hygiene, are offered for the teacher's guidance:

- (a) Treat all children as individuals, remembering that no two are alike.
- (b) Cultivate a sense of fun and humor and a cheerful, optimistic outlook on life.
- (c) Encourage children to tackle difficult tasks with enthusiasm and self-reliance.

Do not "spoon-feed" but stimulate; and if failure results, teach children to face it cheerfully. Avoid, wherever possible, a sense of failure, but substitute the joy of achievement.

- (d) Avoid suppression; find wholesome outlets for pent-up energy. Provide ample opportunities for self-expression and initiative. Never force children into blind obedience.
- (e) Teach children to be consistent. Never force a child to make excuses nor to pretend what he does not believe.

- (f) Avoid excessive emotion. If something unpleasant occurs, teach the child to face it squarely and without fear. Analyze unnatural behavior; find the real cause; discuss situations frankly and without prejudice. For, as the sunlight is death to the germs of physical disorder, so the light of understanding is death to functional mental disorder.

The Spirit of the Curriculum

While the main function of the curriculum is to assist the teacher to guide the thinking, feeling and behavior of the pupils and thus direct their steps toward the ultimate goals of education, one important fact must not be overlooked, namely, that each individual's thinking, feeling and behavior are his own, and cannot be imposed by external authority. All the teacher can do is to stimulate. There is no compulsion in education. External domination by force of the lives of children does not lead to growth and development, but rather it arouses antagonisms and produces inhibitions, stultifies and warps, and may even kill the spirit which it is the aim of education to kindle. The attitude of mind in which children engage in curricular activities is a consideration fully as important as the activities themselves. In fact, the teacher is urged to comply with the spirit rather than the letter of the curriculum. This must be at all times and under all circumstances in harmony with the objectives of education. The spirit of happy enthusiasm which naturally accompanies interesting and purposeful self-activity is the spirit of the school. Pupils are impelled and not compelled. They are led, not driven. The atmosphere is one of wholesome expression, not repression. The watchword is "do", not "don't". Pupils are given ample opportunities to exercise initiative and conduct experiments. The responsibility of planning their own work, of directing their own researches, and of passing judgment upon their own accomplishments, (even taking their own tests) should, in so far as their capacities will permit, be transferred from the teacher to the pupils.

Discipline

Good discipline is necessary to obtain the best results in classroom procedure. Discipline is a matter of proper relationships between teacher and class. It is a question of all living together in harmony and working steadily toward the objectives of school education. All requirements and decisions must be reasonable and fair; i.e., in the interests of the pupils. Fairness does not mean treating all children alike. For example, the sensitive child needs different treatment from the self-confident one. Discipline is not keeping order; it is effective leadership. The efficient teacher is not a dictator but the leader of a social group.

Good discipline maintains proper relationships without repression. It is secured through force of character and personality and not by coercion. Fear has no place in a well-disciplined school. In fact, the best discipline is self-imposed, though unobtrusively directed by the teacher. A strong disciplinarian is one who creates a bond of friend-

ship based on mutual respect and understanding. Constructive criticism and correction of errors are necessary; but all forms of scolding, nagging, and fault-finding should be avoided. Pupils should never be humiliated. Criticisms are to help, not to hinder. They should be positive rather than negative, and objective rather than subjective. In writing or spelling, for example, if pupils compare their exercises with the objective standards for the grade, there will be no need for fault-finding; the pupils will become the judges of their own achievements and shortcomings.

Occasionally difficulties in discipline will arise even in well-ordered schools. Each problem should be carefully considered from all angles, chief of which are the welfare of the child and the welfare of the school. Teachers must guard against any tendency to act hastily and apply the readiest form of punishment to pupil misdemeanors. A mistake is not a sin but an opportunity to learn. Failure may be due to poor teaching, to lack of ability to learn, or to other causes, but not to natural perversity. The individual child must invariably form the centre of the teacher's investigation of every case of failure or misdemeanor.

The course provides for everything, even the noon lunch. In the short space remaining we would like to mention a few highlights in the courses of Science, and Citizenship and Character Education.

Science

In Nature Science teaching three purposes must be clearly recognized:

- (1) The child should become familiar with the materials and forces of nature by which he is surrounded. These contribute to his joy and well-being in innumerable ways, but the extent of this contribution is limited by the knowledge and skill the child possesses to recognize and use that which satisfies his needs.
- (2) The child should acquire power to modify and control his environment. He should develop the skill and the trained intelligence to make his environment conform to his ideals of what it ought to be.
- (3) The training of the child's abilities and intelligence in relation to his environmental situations should include the development of ideals of social responsibility and the ability through practice to translate these into social conduct of a high order.

The importance of the first and second phases of this three-fold program may be grasped by considering the following comparison:

The beasts of the field are the slaves of the environment in which they dwell. In their struggle for existence considerable cunning and skill combined with remarkable powers of endurance and adaptation are developed; yet the fact remains that continued existence depends more on the ability of the fit to survive through adaptation to their environment than upon an intelligent control of the materials and forces of nature by which they are surrounded.

Man, however, can be the master rather than the slave of his environment. With trained intelligence he manipulates the materials and directs the forces of nature in ways which minister to his well being.

In gaining this mastery Nature Science activities and studies play a very important role. All children possess an irrepressible urge to activity and an overpowering sense of curiosity. These furnish the energy and the motive for active investigation and experimentation in the rich field of environmental situations. The wise teacher directs the energy of the child into desirable channels and conditions his native curiosity into a cultivated and intelligent determination to know not only the "what" but the "how" and the "why". Thus the child fits himself to function happily and efficiently in his environment and make it conform to his steadily expanding ideals of what it ought to be.

In acquiring the necessary knowledge of his environment and the manipulative skill to make it serve his purposes the child must also develop attitudes and ideals to guide his thinking, feeling and acting in terms of his social responsibilities. Being a "master" in his physical environment should enable him to be a good "servant" in his social environment.

The aims of the teacher of Nature Science should be:

1. To guide and strengthen the child's normal happy relationships with nature;
2. To develop that aesthetic and intellectual appreciation of the commonplace environment which establishes tastes and attitudes leading to a wise and happy use of leisure;
3. To stimulate and direct the child's native curiosity until it becomes a fixed determination to know what is true in order to do what is right;
4. To train the child in accuracy of observation, ability for logical and independent thinking and soundness of judgment, all of which characterize the scientific attitude of mind;
5. To give the child a definite realization of himself as an integral part of a natural world governed by law;
6. To develop the child's knowledge and skill in using and controlling his environment in accordance with social ideals of service, honesty and good craftsmanship;
7. To initiate the child into the world of scientific literature relative to the problems which confront him in his everyday environment.

Natural Hikes

Since direct experience is more effective than second-hand contacts through books, teachers should make frequent use of carefully planned nature hikes. Plants, insects, birds, animals, beauty spots in the neighborhood, and important natural phenomena should be studied in this way whenever possible. Field notebooks for recording important observations should be carried by the older pupils. These

notes, together with materials collected, should be used as the basis for classroom discussions. Teachers should explain the value of such trips to parents and trustees in order to avoid possible misunderstanding.

Character Education—Principles of Method

Character is the ultimate aim of all educational effort. It consists not so much in acquiring knowledge as in the development of a personality that will "shape both the individual and society toward even nobler ends".

All initial training is specific rather than general. For example, a pupil cannot first learn the meaning of honesty, courtesy, or industry, and then apply these principles to behavior. What he learns is to make the proper ethical response to each situation which he encounters in everyday living. Thus an abstract conception of honesty might be applied to property rights but in no way affect one's attitude towards cheating; or a pupil might apply the principle of courtesy towards the teacher and be positively discourteous towards the stranger. Nevertheless, we cannot depend entirely upon specific responses because we cannot possibly foresee and provide training in every social situation one may meet. Training in character, if it is to reach the level of its fullest effectiveness, must be carried to the stage of generalizations and ideals. This will best be obtained by providing many life situations. Short stories and biographical incidents will prove of great assistance in forming the desirable generalizations. Other methods suggested are as follows:

- (a) Keep a bulletin board on which clippings that illustrate desirable character traits may be posted.
- (b) Use life situations and ask "What did he do?" "What would you have done?"
- (c) Keep a Book of Golden Deeds.
- (d) Keep on the blackboard the name of the character trait the pupils are trying to develop.

The personality of the teacher is a most important factor in character training. The ability of the teacher to meet the situations that arise daily in the classroom will largely measure the success in training pupils to meet life's situations. In addition to possessing health, patience, tact, a sense of humor, and a sense of justice, the teacher must reflect the spirit of a social unit (the classroom), where the leader is not a taskmaster but one of a group, living and working together in an environment rich in interesting and purposeful activities, which will lead the pupil toward the ultimate goal of character and good citizenship. The teacher will stimulate and guide the pupil's activities, but will realize that each pupil should do his own thinking, make his own discoveries, and direct his own behavior.

It is true that certain information must be mastered but it is more important that certain habits must be formed and certain social attitudes and ideals cultivated. The fundamental principles of

effective Methods in Teaching are as applicable to citizenship and character education as to other forms of classroom activity.

Every public school teacher in British Columbia should possess a copy of this course.

Next month—"Research Work in Building the Saskatchewan Curriculum."

CORRESPONDENCE

LEAGUE OF NATIONS SOCIETY IN CANADA

October 25, 1934.

To the Editor:

Dear Sir,—I should appreciate any space you can give in your magazine to the following note on the forthcoming programme of this society. A large number of people have been organizing in preparation for this Syllabus of Studies, and it would be of service to them if the summary could be printed.

"On November 1st at 9:15 p.m., E.S.T., Miss Winnifred Kydd, President of the National Council of Women, and member of the National Council of the League of Nations Society in Canada, will give the first radio broadcast in a nationwide series of weekly addresses under the auspices of the League of Nations Society, on "The Collective System of Security, and What It Means". This series is in connection with the second Study Project launched by the League of Nations Society in Canada, the first having been completed between January and March of this year. The subject of this second project will be "A Collective System Policy for Canada". Copies of the Syllabus, together with short lists of readings to accompany it, are being printed and may be had on application to the National Secretary of the League of Nations Society, Ottawa.

Last winter many hundreds of study groups were formed in all parts of Canada to follow the project then issued on "Canada and World Peace",—a project which was drawn to the attention of the Canadian people by the three leaders of the federal political parties, Rt. Hon. R. B. Bennett, Rt. Hon. W. L. Mackenzie King, and Mr. J. S. Woodsworth, and which received the support of many other leading Canadian men and women.

In a message to the President of the League of Nations Society, Honourable Ernest Lapointe, His Majesty the King recently gave his warmest approval "of the work of the League of Nations Society in Canada in spreading a knowledge of the ideals and work of the League of Nations" and expressed his earnest belief that "for the promotion of peace and co-operation between peoples, public opinion in all countries should thoroughly understand and appreciate the activities of the League in the task of maintaining through collective international action, peace and good order in the world."

The radio addresses will be given every Thursday at 9:15 p.m., E.S.T., as follows:

November 1st: Miss Winnifred Kydd on "The Collective System—What It Means."

November 8th: Professor F. H. Soward on "International Order in the Pacific."

November 15th: Principal W. H. Fyfe on "Education and Peace."

November 22nd: Dean P. E. Corbett on "The Battle for International Organization."

November 29th: Honourable Newton W. Rowell, K.C., on "The World Court and the Collective System."

The other speakers will be announced later.

Yours faithfully,

124 Wellington Street,
Ottawa, Canada,

T. W. L. MacDERMOT,
National Secretary.

THE B. C. TEACHER

In Junior High

CLOSING OF FAIRVIEW JUNIOR HIGH SCHOOL

By W. L. RAND, *Mount Pleasant School, Vancouver*

AS this school has been closed, a brief outline of the history of the school might be of interest to some of our readers.

The Fairview Junior High School was opened to students in the basement of the King Edward High School, Vancouver, in September, 1922. About one hundred and forty pupils applied for registration but there was room only for eighty.

The original object of the school was an endeavour to keep at school for another year or two, those boys and girls who would naturally drop out because they were not able to pass the Entrance Examination to High School and to enable others to pursue further studies in practical subjects. These practical subjects included Foods and Clothing, one-half of each day for the girls, Wood and Metal Work, one-half of each day for the boys, with Commercial Work one-half of each day for the boys and girls who wished to take this subject. This idea had the strong support of the late Mr. J. S. Gordon, Superintendent of City Schools, the backing of the members of the Vancouver School Board, as well as the support of the Department of Education, which approved of the curriculum.

Mr. H. D. Herd, at that time vice-principal of Central School, was appointed principal and taught the Academic subjects; Miss B. Pope, Home Economics, and Mr. A. Wishart, Manual Training, were his assistants. Next year the attendance was more than doubled and new buildings were erected on the King Edward grounds. The staff was increased by the addition of Mr. Fred Lowe, Manual Training, Miss I. Carnwath, Commercial, and W. L. Rand, Academic subjects. Later, Mr. D. P. McCallum replaced Mr. Wishart, who was transferred to the Vancouver Technical School. Miss Pope of the Home Economics Department died during Easter week, 1927. Other teachers employed in this department were Miss Anderson, Miss Hilda McLean, Miss Edwards and, later, Mrs. Viva O'Hara and Miss I. Mackay, who remained with the school until it was closed. Mr. Herd passed away on October 18, 1933, and was succeeded by W. L. Rand, who carried on the work until the school was closed last June. Mr. D. L. Pritchard was appointed assistant. All teachers who were on the staff when the school was closed in June have been absorbed in the City schools except Miss I. Mackay, who has retired.

The course of study seemed suited to the students and they certainly developed in their work. Pupils were promoted to the Technical and Commercial schools of the city. Later, with the

introduction of regular Junior High Schools, this type of pupil became absorbed by the new Junior High School in the district where the pupil lived, so that the attendance at the Fairview Junior High was somewhat reduced. At the same time, the King Edward High School was expanding and required the quarters occupied by the Fairview Junior High. Hence it was thought wise to close the school.

Some may ask what became of the pupils who had not completed the course when the school was closed. Provision has been made for them—many of the boys have gone to the Technical School, while some boys and girls are attending the High School of Commerce. Twentyfive of the pupils obtained High School Entrance Certificates which enable them to enter any High School and nineteen were permitted to enter High School "on trial" according to a new regulation introduced by the British Columbia Education Department this year. A few of the pupils entered Grade VIII of the Elementary schools.

During the years that this school has been in operation, the boys and girls have gone out to many different walks of life, and to many countries; from letters received we are told of their success and progress. We are sure the school has served a good purpose and will remain a pleasant memory and perhaps an inspiration to many who have sojourned within its walls.

❁ ❁ *News of the Schools* ❁ ❁

IN last month's issue we gave a list of changes in the staff of Templeton Junior High School, Vancouver. As a number of favorable comments were made upon this item, we have decided to follow up this month with news of Point Grey Junior High School. We would appreciate it very much if members of staffs of Junior High Schools outside of Vancouver would contribute some items, no matter how brief, to this page.

Changes in the Staff of Point Grey Junior High School, Vancouver

<i>Promotions</i>	<i>New School</i>	<i>Nature of New Work.</i>
Miss Jean M. Story - - - -	Magee High (Van.) - - - -	English.
Miss Violet Swanson - - - -	John Oliver High (Van.) - - - -	French.
Mr. Morley Timberlake - - - -	Sir James Douglas (Van.) - - - -	Principal.
Miss Olive Malcolm resigned in June prior to marriage to Mr. Philip Rossiter, Electrical Engineer of the Morning Star Mine at Oliver, B. C.		
<i>New Teachers Joining Staff</i>	<i>From</i>	<i>Nature of New Work.</i>
Miss Evelyn Cliff - - - -	Lord Kitchener (Van.) - - - -	English.
Miss Muriel Daniels - - - -	General Wolfe (Van.) - - - -	Social Studies.
Mr. M. P. DesBrisay - - - -	Rossland High School - - - -	Social Studies.
Miss Margaret Large - - - -	U. B. C. - - - -	French.
Mr. G. R. Montgomery - - - -	Vice-Prin., Richard McBride - - - -	Social Studies.
Mr. W. A. Wilander - - - -	Lord Roberts - - - -	English.

Dewey and Our Educational System

By FRANK WILSON, B.Sc., Matsqui, B. C.

A RECENT re-reading of Dewey's "Democracy and Education" was, I found, very stimulating. His analysis started a line of thought which to me was most interesting and which others may find sufficiently controversial. The following are a number of quotations which represent Dewey's point of view so far as it concerns the ideas to be developed:

"Since life means growth, a living creature lives as truly and positively at one stage as at another with the same intrinsic fullness and the same absolute claims. Hence education means the enterprise of supplying the conditions which insure growth or adequacy of life irrespective of age."

"Thinking is the accurate and deliberate instituting of connections between what is done and its consequences. . . . In just the degree in which mental activity is separated from active concern with the world, from doing something and connecting the doing with what is undergone, words and symbols come to take the place of ideas. . . . We get so thoroughly used to a kind of pseudo idea, a half perception that we are not aware how half dead our mental action is and how much keener and more extensive our observations and ideas would be if we formed them under conditions of a vital experience which required us to use judgment."

"Information severed from thoughtful action is dead, a mind crushing load. Since it simulates knowledge and thereby develops the poison of conceit it is a powerful obstacle to further growth in the grace of intelligence."

"There can be no doubt that a peculiar artificiality attaches to much of what is learned in schools. It can hardly be said that many students consciously think of the subject matter as unreal, but it assuredly does not possess for them the kind of reality which the subject matter of their vital experiences possesses. That it should remain inert for experiences of daily life is more or less a matter of course."

"The bad effects are two-fold. Ordinary experience does not receive the enrichment which it should, it is not fertilized by school learning. And the attitudes which spring from accepting half-understood and ill-digested material weaken the vigor and efficiency of thought."

The essence of Dewey's position is that the individual becomes a social being by participation in shared activity,—that his mind develops only in so far as it gains ability to grasp the meaning of

things in terms of the use which is made of them, and to use its resources in the solving of real problems,—that information has significance only in so far as it serves the purpose of such problem solving and that real problems which engage the mind are met with only when the pupil is living and doing in a true social environment. Now there is no question that opinions such as these imply a very widespread and deep-seated criticism of our educational system and, coming from a man of the intellectual integrity and acknowledged standing as Professor Dewey, they demand careful consideration.

They suggest two questions. The first is, how can we reform or reorganize our schools so as to provide the conditions of real intellectual growth and to avoid the evils outlined? The second is, to what extent is the school the right instrument of education or, to state it rather differently, to what extent can the school be used as a substitute for real life experience and to what extent should it supplement it. The profoundly unsatisfactory nature of our educational progress is, I believe, due very largely to the fact that we have been content to ask the first question and to neglect the second (which, after all, is only natural. As well expect a clergyman to question the efficacy of the church as a moral influence as the schoolmaster to question the validity of the school as an educational instrument). We all agree that the world needs more education rather than less and then, by a mental jump which is in most cases quite unconscious, assume that we mean more schooling.

After all, the longer our adolescents remain at school the longer they put off entering the real life situation. They remain in an artificial environment, which, no matter how well designed, is not the same as the outside world and which consequently involves a serious transfer loss when the skills and attitudes acquired there have to be adjusted to external conditions. A certain amount of formal schooling is, of course, absolutely essential, but the widespread habit of assuming "the more the better" is what needs to be challenged. Real thinking only commences in the presence of real problems, information becomes vital only when used in thinking and for most people the impact of compelling problems begins only when school is left behind. This is the reason that so much school work is flat and unprofitable, resulting rather in a dulling of curiosity and an enervation of spirit.

The imaginative and intellectual type of pupil can often catch some of the significance of the social problems upon which history throws light, or perhaps can respond to the logical perfection of mathematics, and catch some glimpse of the nature of science as a method of thought. His mind is so active that it seeks out problems for the sheer joy of mental activity. The more ordinary pupil, however, thinks only under the stimulus of necessity and to keep him sheltered from that stimulus for many years is to retard his development.

Our high schools and colleges are full of people being so retarded.

Even the "intellectual" who finds academic work significant is in

a very dangerous position. The history of human thought establishes one fact very solidly, that intellectual activity very easily degenerates into a pernicious form of self-indulgence unless the process is continually checked by putting the conclusions arrived at to practical test. The engineer's thinking is more authoritative than, say, the economist's for precisely that reason. To supply the "intellectual" with an environment which shelters him from the hard impact of reality is therefore not the best way to treat him. The intoxication of unfettered intellectual flights can quickly degenerate into irresponsibility, and as the intoxication passes the return to sobriety is marked by an appalling sense of futility. This explains why so many bright idealists end up as bitter cynics. It also explains the much more serious disability from which our modern world is suffering, that so many of our well-meaning intellectuals are futile and soft-minded while our effective men of action are generally narrow in vision and lacking in perspective.

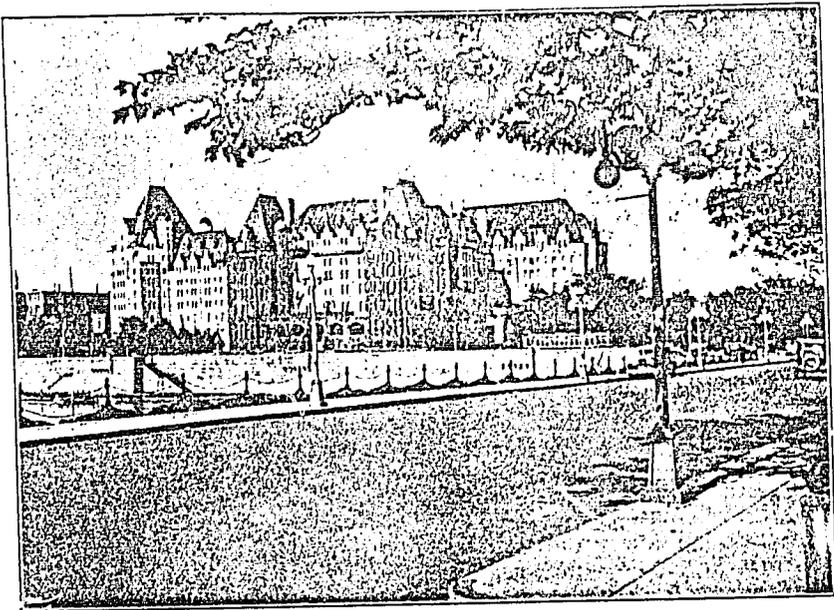
Physically, a surfeit of the very best food can be as destructive and nauseating as a meal of unwholesome things. Appetite is a sound guide unless it has been vitiated by abuse, being essentially the signal that the body is ready to assimilate. The parallel holds good in the intellectual field. Intellectual appetite is essential to proper assimilation and intellectual appetite appears when a sense of problem makes manifest a deficiency in our information or skill.

Our educational system, being suffused with the faulty notion that education is a preparation for living rather than an essential and continuous part of life itself, surfeits our youth up to the age of twenty (or thereabouts) and starves them throughout the rest of their lives. The process is about as sensible as attempting to cram a full three thousand calories of food into a man at breakfast time to prepare him for his day's work and then leave him without nourishment for the rest of the day. (He would probably feel so sick that he would lose his appetite for a week).

The logical conclusion to Dewey's analysis is, I believe, that most pupils should leave full-time schooling after mastering the essential tool subjects, but that throughout the rest of life the educational system should stand by to supply them with the information and intellectual techniques which active life show to be necessary. It would, of course, be necessary to ensure that industry was not exploiting young people in purely mechanical repetitive tasks. In many cases a type of apprenticeship system enabling the young person to move through the various departments could be arranged.

Where complicated theoretical knowledge were necessary, as in Engineering or Accounting, the school should be prepared to give part-time instruction to supplement practical experience.

The most important change, however, should be, I believe, in the higher educational institutions. A university should not be considered as being the logical place to go to after leaving high school. Rather, it should consist of a well equipped library and a staff of sympathetic tutors ready to advise a man of any age as to reading



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courses or lectures as the problems of life reveal his deficiencies and arouse his intellectual hunger. In this way, a man's natural curiosity, his zest for knowledge would be preserved and the knowledge which he acquired given vital significance. Learning would cease to be looked upon as an artificial activity to be left behind with adolescence and would take its rightful place as the most truly satisfying of man's activities to be pursued pleasurably for its own sake.

A civilization in which people are intellectually alive and questioning would have a much better chance of solving its problems than one in which most of its members had had their intellectual appetite dulled by early surfeit. Mr. G. B. Shaw's comment on Dean Inge is significant in this regard, "A good man ruined by a first class education."

❁ THE SCHOOL LIBRARY ❁

BOOK SELECTION AND PURCHASE

By MARY ELIZABETH COLMAN, *Lord Temnyson School,
Vancouver, B. C.*

THE importance of books in the school is so thoroughly apprehended and so universally accepted by teachers that it needs neither emphasis nor elaboration here. However, it may be well to remind ourselves that the function of books in the life of a child, as of an adult, is preeminently a spiritual one: "What shall it profit a man that a book instruct him if he hath no joy therewith?"

To give boys and girls the freedom of the only true democracy—the realm of books—and introduce them to the immortal comrades waiting for them there, is the first and finest function of the school library.

What fun it is to buy books! Lives there a soul so dead who, entering a bookshop, never to himself hath said "This is my own, my native land"? Book selection for the school library is at once one of the most delightful and difficult tasks of the teacher.

Where funds are scarce—and where are they not?—there comes a strong temptation to purchase the cheapest books, to get the most volumes for one's money. But this is not good economy. Better ten carefully chosen books, loved and valued, than two dozen of inferior quality, unworthy of respect or affection.

In choosing editions the following physical qualities should be insisted upon:

1. The print should be clear, well spaced and of reasonable size. You who have loved "Scottish Chiefs" or "Little Women" from your childhood may be willing to read them with the aid of a microscope if need be—your pupils will not.

2. Margins should be adequate in size. A book with a margin of less than an inch cannot be successfully rebound.

3. Illustrated editions are, in general, to be preferred, even when they are more expensive.

4. All books for school libraries should have reinforced bindings.

The cost of such reinforcement is about 15 cents per volume, and that small additional expenditure trebles the life of the book.

Now, what books shall we buy? To trust entirely to one's own tastes and prejudices is not wise—the first call on library funds should be the purchase of reliable book lists. Several such are mentioned at the end of this article. In them will be found hundreds of titles from which any teacher can build a distinctive collection, adding to it year after year. A standardized school library list, a Procrustes' bed to which every group of teachers and pupils must fit their needs and tastes, would be a negation of all the love of books implies. The value of your library will be enhanced by the color of your personal enthusiasms and by your appreciation of the requirements of your own constituency—but it is the part of wisdom to restrict the freedom of your choice within the generous bounds set by experts in the subject.

In the very nature of things printed booklists can never include the very latest publications, and while the backbone of a school library must always be books that have proved their value through the course of years, one may very properly supplement one's list with something "hot off the griddle". A request to the Provincial Library Commission at Victoria, or to the Vancouver Public Library will bring you the help you need if you cannot visit a public library and actually see the latest books.

At last you have made your final decision and are ready to send off your purchase list. Make, in duplicate, a separate slip about the size of a postcard, for each book. One is to be mailed, the other to be kept as a record. Type these, or print them clearly; do not use a running script. On one line write the author's name—surname first—followed by the title of the book. (Be as accurate as your nature will allow. Under this write the name of the publisher, then the edition (as, 1930;; or, Riverside ed.; or, illustrated by Dulac), then the list price. Two spaces below print in capitals, REINFORCED BINDING. Lastly, below and to the left "for . . ." followed by the name and address of your school, and your own name.

The simplest and most economical way is to buy through a "jobber". The function of the jobber is to gather your selection of books from the various publishers, to reinforce the bindings—if you so direct him—and to send you the books carriage paid.

Usually the "jobber" will have the books you want already in his warehouse, unbound. He sews the signatures with linen thread, backs them with linen and binds them in durable covers, which look very much like the publisher's bindings but have far superior "under-

pinnings". The cost of this is covered by the discount from list price which publishers allow to libraries. That is, you pay the catalogue price and receive, carriage paid, a reinforced book.

It is almost impossible to deal satisfactorily with English publishers except through a jobbing firm.

You will save yourself disappointment and delay by adding to your list a few "second choices" to take the places of such of your order as may be temporarily out of print.

Just a word, now, of warning concerning sets of books offered by silver-tongued agents or enticing advertisements: "Caveat emptor" should be your motto. The more the salesman insists he is doing you a tremendous favor because your name has been given to his firm as that of a person of influence and discretion, the surer you may be that yours will be the small end of the horn if you succumb to his blandishments.

The Subscription Books Committee of the American Library Association examines and evaluates all sets of books published, for the benefit of librarians. Mr. E. S. Robinson, Chief Librarian of the Vancouver Public Library, has been a member of this committee for years; invariably consult him before entrusting your hardy won funds to a book agent. Any salesman who tries to dissuade you from consulting the Subscription Books Committee, no matter how plausible or apparently reasonable his arguments (remember the fox and the crow) is not a reliable person with whom to deal.

Booklists published by the American Library Association at 520 N. Michigan Avenue, Chicago:

Graded list of books for Children, by Norma Beust, starred for first purchase. \$1.50.

500 Books for Senior High School Libraries, by Schmidt. 75c.

Illustrated Editions of High School Classics, Edwin M. Fitzroy. 35 cents.

Recreational Reading for Young People—School Section of A. L. A. 50c.

All these lists have been compiled under the supervision of the A. L. A., often in collaboration with the National Education Association.

The Canadian Library Association has as yet no publications of its own, but endorses those of the A. L. A.

The British Columbia Provincial Parent-Teacher Association's Classified Book List.

Jobbing Firms:

The Ontario Library Book Company, 21 Queen Street North, Kitchener, Ont. (The only firm of its kind in Canada).

The H. R. Hunting Company, Inc., Myrick Building, 29 Worthington Street, Springfield, Mass.

Chivers Company, Bath, England.

❁ Summer Session Notes ❁

Contributed by MISS FLORENCE MULLOY, Point Grey Junior High School

THE fifteenth summer session at the University of British Columbia was attended by 385 students enrolled in one or more of 25 courses. Such a large enrollment at a time of financial uncertainty is a clear indication of the interest felt by British Columbia teachers, and is a further evidence that the University, through the Summer Session, directly benefits the people of the entire province. The gratification of the heads of the University at this continual success of the Summer School was expressed by President Klinck at the annual banquet, who also stated that the registration at University of British Columbia, in comparison with registration of other years, was the highest among Canadian universities.

The publicity given to Summer Session announcements and notes through the courtesy of the British Columbia Teachers' Federation contributed in no small degree to the success of the session. In this connection the Executive wish to state that the student body asked that its appreciation of the help and co-operation of the Federation be expressed through the pages of *The B. C. Teacher*. Especial mention must be made for the generous space in the magazine; for the help given in having (1) General Final Examinations abolished, and in granting a scholarship to the teacher leading the third year classes.

It is a matter of regret that the names of the first winners of the newly established scholarships were not published with the pass lists; however, it is a pleasure to announce that the British Columbia Teachers' Federation's scholarship was won by J. Howard Harman of Victoria, and the Summer Session scholarship by Philip J. Kitley of Kelowna.

During the summer, a movement to establish extra-session courses for out-of-town students was begun. For several years such courses have been available to teachers in Victoria and Greater Vancouver by means of classes held in the late afternoon. A committee of teachers representing all parts of the province made a study of the situation, and recommended that, as a substitute for such classes, a directed reading course be arranged if a sufficiently large number of students were interested.

The recommendation has been approved by the Faculty and Senate of the University, and will be discussed by the Board of Governors towards the end of October. The Executive regrets that the decision has been delayed, but hopes to give a full report soon.

Every person has his special richness of personality, his secret treasure accumulated during a whole lifetime.—Andre Maurois.

Highlights of October's News

LOWERED tariff rates, removal of surtaxes, and larger quotas are features of a Franco-Canadian trade agreement announced on October 2.

* * * *

Resignation of Hon. H. H. Stevens from the Cabinet and from chairmanship of the price probe was accepted by Premier R. B. Bennett on October 27. In defending his position, the Premier alleged Mr. Stevens had no right to comment on the findings of the commission before it had finished its investigations, and alleged he had made statements which were untrue and injurious to companies. Protests at the change and commendations of Mr. Stevens were sent by organizations and individuals all over the country, including members of the Conservative party. He will remain a member of the commission and is succeeded by W. W. Kennedy of Winnipeg as chairman.

* * * *

Hon. C. P. Fullerton, chairman of the Board of Trustees of the Canadian National Railways, told Halifax business men on October 16 Mr. Beatty's statement that amalgamation of the two transcontinental lines would save \$75,000,000 was practically nullified by the fact \$95,000,000 were saved last year without amalgamation, as compared with 1930, on figures for which year Mr. Beatty had based his statement.

* * * *

The British Labor Party on October 3 announced itself prepared, in the event of an electoral victory, to socialize industries, land, transportation, and banks. The next day the Conservative party expressed themselves in favor of strengthening the House of Lords against Socialist attacks and asked increases in defence forces.

* * * *

The American Federation of Labor pledged itself to a policy of establishing the 30-hour week as a remedy for unemployment and on October 11 voted to continue a boycott of German goods because of oppression of German trade unions.

* * * *

Hollywood studio employees were asked ("ordered" according to Sinclair circles) to help financially in the campaign to defeat Upton Sinclair.

* * * *

The United States Senate Banking Committee closed its stock market investigations on October 12, urging greater safeguards

around investment trusts, holding companies, and bank management.

* * * *

While Senator Nye declared on October 3 manufacture and sale of arms was the world's greatest "racket" leading straight toward another war, Admiral Sir Roger Keyes was declaring in New York "a nation should be allowed to have all the ships necessary, and predicting the termination of the London Naval Treaty next year. In London Admiral Sir Herbert Richmond declared: "There can be no doubt that the years ahead must bring substantial increases" in armaments. And Admiral Yamamoto declared Japan will demand an end of the ratio system of limitation and ask a "minimum of arms necessary for preserving the sense of national security."

* * * *

Another Serajevo was feared on October 9 when Alexander of Jugo-Slavia and Foreign Minister Barthou of France were assassinated at Marseilles. The French minister of the interior, director of secret police, and prefect of the department were removed from office as a result. It was learned the assassins were backed by Jugo-Slav terrorists. Prince Paul, cousin of Alexander, Dr. Stankevitch, and Governor Banterovitch were named Regents for young Peter, who was summoned from school in England to the throne.

* * * *

Raymond Poincare, war-time president of France, died October 12.

* * * *

General strikes and armed revolts, with some loss of life, continued in Spain.

* * * *

A hunger strike of 1200 miners at Pecs, Hungary, ended after five days without food or water in the mine in a partial victory when the government persuaded the owners to make a compromise wage offer which was accepted.

* * * *

On October 21 the oppositional synod of Germany declared itself forever free from the control of Reichbishop Mueller. The synod, which claims 80 per cent of the German Protestants, flew their white flag with the blue cross for the first time in two and a half years.

* * * *

The Mexican Chamber of Deputies voted to expel all Catholic bishops and on October 22 the fourth state of the republic closed its churches.

* * * *

British and American protests at the Japanese oil monopoly in Manchoukuo as a breach of the Open Door Policy was met by a reply that that was a matter to be taken up with the Manchoukuo government. The monopoly gives the Japanese navy an almost unlimited oil supply.

Ramblings of Paidagogos

THE PLEASURES OF IGNORANCE

THIS, I know very well, is a preposterous topic for a teachers' journal—but a man must find a topic somewhere, and where better can he look than into his own experience? If he does this honestly enough and thoroughly enough, he will light upon ignorance nine times out of ten.

Speaking personally—and, of course, none of this is intended to attach to the reader—I am now an immeasurably more ignorant person than I was, say, thirty years ago. In those halcyon days I knew a very great deal, and was largely untouched by ignorance in its more beneficent aspects. Being expected to know things, I was at considerable pains not to disappoint anybody—because I had learned quite early in life that these little unpleasantnesses were apt to be mutual. I even went out of my way to assume an appearance of knowledge where such was advantageous. For always around the corner was an examination, or a disapproving parent, or a teacher armed with a strap. Ignorance, so far as I remember, was never bliss, and the conviction of ignorance was invariably the beginning of misfortune.

But as life went on, a good deal of this was changed. When I began to hob-nob with poulterers and stock-brokers and politicians, I made the delightful discovery that they preferred me to be as innocent as a suckling child in everything that concerned their professional activities. The smallest sign of understanding on my part was met with a raised eyebrow—they sheered off and became uncommunicative. I might, of course, know anything else: I might have an insight into boiler-making or a sensitive appreciation of the minor poets, but in the immediate matter of poultering or stock-broking or politics, I must be as receptive as a pitcher and as unsophisticated as a rabbit.

My relief, after a period of bewilderment, was enormous. Apparently I was not expected to be a knowing person in any but my own particular avenue of life—in taking an "intelligent interest," the whole point was to keep the "intelligent" part of the phrase as vague as possible. And so for the first time I tasted the pleasure of listening to technical conversations without the slightest sense of strain. To this day, a discussion of the gold standard or an analysis of the insurance business holds no terrors for me—I fall back into an attitude of disarming ignorance and rest my mind.

Then again, as my years increase, I become more sharply aware of the vastness of human knowledge, of the unlimited opportunity one has nowadays to be ignorant. I look through the encyclopedia

and a mighty sense of deliverance wells up within me. Here is a veritable mine of human learning: Chinese Ceramics, Theories of Light, the Napoleonic Campaigns, Yacht Racing, Hegel's Philosophy, Currency and Exchange—and I have no responsibility towards any part of it. The flickering ideas awakened in my mind by these subjects are under no obligation to burst into flame. Poor Plato!—he never enjoyed so comfortable a feeling: in his time a bright man was probably supposed to know everything.

It was, of course, a long time before I was able to apply this magic talisman of ignorance to my own profession—I had a foolish notion that I ought to know all about that. I believed that in speaking of education to a layman I should surround myself with an aura of omniscience, and that in discussing it with a teacher I should give the impression of a deep wisdom not easily put into words. I believed somehow or other that my self-respect depended on knowing the entire subject.

But one happy day it dawned on me that my colleagues were little better off than myself, that even the wisest teachers were inclined to be a bit indefinite about dozens of things in their own field. So I began to modify my standpoint. I found that they were getting along very well, and decided there and then that I might cease to be a scholastic oracle and appear occasionally in a less exacting character.

Now there is a pleasure in all this, a letting down of tension and a strange peace. I no longer feel it incumbent upon me to render authoritative judgments on such points as the additive method or the obscurer uses of the infinitive. I can say with an easy conscience, "Go to Mr. Simpson—he can tell you more about the matter in a minute than I can do in a week," or "There's a capital chapter in 'Smith and Perkins' that answers your question."

Unfortunately, there are one or two phases of ignorance that I shall never be able to enjoy—owing to the fact that without a certain amount of knowledge one may scarcely be permitted to teach. But life is made up of disappointments anyway, and I have great cause to be thankful. For I can comfort myself with the reflection that in the general run of life the pleasures of ignorance can seldom be denied me.

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Canadian Teachers' Federation News

LAST month The B. C. Teacher published a number of items from the publicity reports of the Canadian Teachers' Federation. It is the purpose of the Board of Editors to continue this practice from month to month as our space permits. Here are a few items culled from this month's digest of news from other parts of Canada and of the world:

Recent Developments

Throughout the Prairie provinces, if one may judge by the resolutions passed by Teachers' Conventions, three or four important changes are being vigorously advocated by teachers generally. Among these are:

1. The Larger Unit of Administration. This appears a live issue among teachers of the Prairie Provinces and British Columbia. Convention after convention during the past month has declared in favor of a change in the Unit of Administration.

2. Provincial salary schedules have been discussed, teachers complaining that not only were salaries exceedingly low, subject to changes at any moment, but were unfair as to position compared to position, emphasis being laid on the principle of a schedule rather than on the setting up of a minimum figure.

3. Extraordinary unanimity seems to prevail in connection with professional or statutory or inclusive membership in teachers' organizations. When the matter is presented to meetings of teachers, it is rare that there is even a single vote recorded against. It would appear to be a very live issue among teachers and indicates an effort on the part of the profession itself to obtain a larger measure of control of the profession.

4. Saskatchewan teachers are asking that Boards in their advertisements state definitely the salary to be paid. Manitoba teachers secured this legislation last year and are satisfied that it is worth while.

5. Both provinces are working on a new contract form. Both are aiming to make it continuous with the provision that reasons in writing must be given when it is terminated.

6. Saskatchewan teachers are seeking a government amendment to present legislation so as to provide for a permanent Board of Reference under the chairmanship of a judge with power to enforce its findings.

At all of the conventions this fall large attendances are reported, and an aggressive spirit is in evidence among teachers.

Uniform Text Books

In both Alberta and Saskatchewan the public press is carrying editorials advocating a campaign in favor of the use of uniform text books in the schools of the four Western provinces. Already all of the Departments have been working on this problem and considerable advance has been made in the matter. The Calgary Herald says:

"If uniform books were in use, students moving from one province to another would lose very little time and would use the same books. The case of twelve families who moved from Regina to Winnipeg not long ago has been quoted by propagandists for uniformity. This move involved a loss of \$275 in old books and an outlay of \$300 in new books. If a pupil in Grade XI in Regina should move to Calgary, he or she would be compelled to throw away \$30 worth of books and invest \$20 in new ones."

British North America Act

Prime Minister Bennett has cancelled the Dominion-Provincial Conference which was to be held before the end of the year, at which an attempt to effect certain changes in the B. N. A. Act to bring it more into line with conditions as they exist today was to be made. One of the first matters to be raised was the reduction of duplication taxation and providing a more logical allocation of sources of revenue. At the recent Annual Conference of the Canadian Chambers of Commerce the matter was discussed at great length. Teachers of Canada are much concerned about the matter, too. A resolution was forwarded to the Annual Conference of the Canadian Teachers' Federation by the Manitoba Teachers' Federation, which reads as follows:

"Whereas, the present economic depression has profoundly affected educational services in practically every province of Canada, making it difficult to continue even elementary schooling in some areas; and, whereas, under the limitations of the B. N. A. Act the Dominion Government has seen fit to make grants only to certain phases of education; and whereas, education as a public instrument for the development and training of the youth of Canada for Canadian citizenship is essentially a national concern; therefore be it resolved that this Conference of the Canadian Teachers' Federation appoint a special committee to formulate a policy of extended Federation support for education; and to present it to the Canadian Government in order that the matter may receive early consideration."

In a memo accompanying the resolution was the suggestion that assistance might be given education by Federal grants in the following way: (a) Research work in the field of education; possibly an extension of the National Research Council's Programme; uniform tests, retardation, music, art, history, etc. (b) Financial assistance to provincial universities. (c) Financial assistance to professional schools. (d) Financial assistance to secondary education. (e) Financial assistance to elementary education.

The Canadian Teachers' Federation has the matter under consideration. Provincial organizations should watch the situation care-

fully. The Vancouver Province viewed the Conference as "one of major importance."

Regina Salaries

Wide publicity was given in the press to the effect that all teachers employed in Regina by the Public School Board would have reductions of 5 per cent for October, 10 per cent for November, and 5 per cent for December. It would appear that this information was very inaccurate, and the Board is not making a cut in salaries, but "a hold-back which will be paid when finances permit and we expect that to be early next year." The press was wrong in running headlines about a cut. This simply goes to show that teachers in every province should be careful to obtain accurate information from the locality concerned rather than accept merely the reports of the press.

Cost of Education

The Educational Branch of the Dominion Bureau of Statistics, Department of Trade and Commerce, Ottawa, has issued three splendid Bulletins on "The Cost of Education". Bulletin No. 1 is on the expenditure for schools as a factor in the cost of raising the Canadian child; Bulletin No. 2 is on the expenditure for schools considered in relation to national income and other items of national expenditure; Bulletin No. 3 is on the expenditure for schools in 1931 as compared with 1913.

These are very helpful and we would recommend each provincial organization, if it has not already secured a copy, to write to Mr. J. E. Robbins, M.A., of the Educational Branch, Dominion Bureau of Statistics, Ottawa.

Bulletin No. 2 shows that the expenditure of Canadian schools and institutions of higher learning, public and private, amounted in 1932 to about \$165,000,000, of which \$20,000,000 was spent on universities and colleges; \$35,000,000 on high schools, and \$110,000,000 on elementary schools. The Bureau estimates the expenditures of schools at about 3.5 per cent of the earnings of the Canadian people.

To the Teachers of America

Canadian teachers may be interested in the message of President Smith of the National Education Association. It is a brief one, and we quote it below:

"May I extend to each of you personally, on behalf of the National Education Association, the handclasp of fellowship and good wishes. May this be for you in your own life a year of happiness and growth; in your work for the children a year of deeper insight and joyous service; in your community leadership a year of widened friendship and achievement; in your professional associations a year of renewed dedication and co-operation. In ordinary times, the teacher holds a place of unique opportunity and responsibility. In these times of great national and world difficulty, to teach is to assume a position of the highest privilege and responsibility. Nowhere else is the

opportunity for creative adventure and high helpfulness so great. In the faith that humanity can move forward on to higher ground, let us approach the year ahead unafraid of its difficulties; with eager determination to awaken and inspire anew the creative and constructive energies of the people. By the grace of Almighty God, let us make the school the saviour and the servant of democracy in its hour of supreme trial and need.

"HENRY LESTER SMITH, *President, N. E. A.*"

If you want enemies, excel others; if you want friends, let others excel you.—Colton.

He that knows himself, knows others; and he that is ignorant of himself could not write a very profound lecture on other men's heads.—Colton.

If any imagine they shall find thought in many books, certainly they will be disappointed. Thought dwells by the stream and sea, by the hill and in the woodland, in the sunlight and free wind, where the wild dove haunts.—R. Jefferies.

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