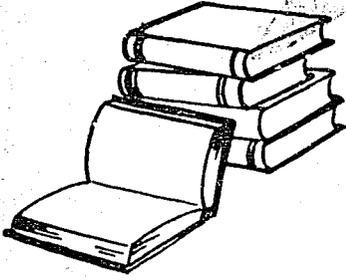


THE

# B · C · TEACHER



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

VOL. XIX, No. 2.

OCTOBER, 1939

VANCOUVER, B. C.

EDITORIAL: Should Reforms be Postponed?—Nationalism and Jamaica Teachers' Union — Obiter Dicta.

OUR MAGAZINE TABLE.

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CORRESPONDENCE: Films For Rental — "Armageddon—and the Teacher" — Educational Research.

HIGHLIGHTS OF THE WORLD NEWS.

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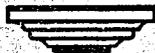
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# THE B. C. TEACHER

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VOL. XIX, No. 2.

OCTOBER, 1939.

VANCOUVER, B. C.

## SHOULD REFORMS BE POSTPONED?

THE British Commonwealth of Nations is today involved in what the historian of tomorrow is likely to regard as the most important and difficult enterprise to which it has ever stood committed. For the time, one objective dwarfs all others. Whatever be our opinion as to the wisdom or unwisdom of policies antecedent to September 3, 1939, we are likely to be in emphatic agreement that, in the circumstances that now confront us and the world in general, the first thing necessary is the winning of the war. Of course, victory will not in itself justify the expenditure of blood and treasure which it will entail; but victory appears to be the only thing that can clear the stage for the remedy of evils of which the present ghastly collapse of civilized international relations is a convincing symptom. Therefore, by all means let us show readiness for any personal sacrifice that the winning of the war may demand.

Experts tell us that Time is on the side of the Allies. Probably that is true. What does it imply?

We had better face that question, and outstare it. Things are what they are and will be what they will be; why then, as the sage has asked us, should we deceive ourselves?

When we are told that time is the guarantor of victory by the allies, it means, among other things, that years are going to elapse before peace will prevail again. The indications are that if the war is over in a few months, we shall not have been the victors. Consequently, the war is not going to be over in a few months. There is abroad too grim a determina-



**Simple arithmetic**  
**BETTER LIGHT = BETTER SIGHT**

Little boys and little girls have only two eyes and they must last a lifetime. Children should be taught to care for their eyesight. Correct home lighting is the answer. It assures eye protection for the long evenings of study ahead.

*AC Electric*

tion that no defeat which we or our allies may suffer shall be recognized as decisive. We must therefore brace ourselves for a long struggle.

For the duration of the war, what then should be our attitude toward proposals for reform that would command our support in normal times?

Any debate that may tend to weaken the vigour and unanimity with which we address ourselves to necessary military tasks should be adjourned *sine die*. Any reforms comparable with actual conditions and the immediate duty of the hour should be pressed to fulfilment, if it would make the world a bit more worth the dying for.

Modern warfare is a beastly ordeal in which the armed forces of the combattant powers, if of approximately equal military strength, deadlock themselves in blood and muck while they await the collapse of morale behind the lines that will determine victory and defeat.

Every wrong redressed without social upheaval will strengthen morale. Whatever will add to a rational sense of social and economic security, without endangering the efficiency of our military machinery, will strengthen morale. Anything that remedies a justifiable sense of injury unjustly incurred will strengthen morale.

Men may be driven into enlistment by their own economic defeat. If rations are available nowhere else, the trenches will become a popular resort. And unfortunate men, however little they may have to live for, will sell their lives as dearly as they may. It is very doubtful, however, that they will win wars. Wars are more likely to be won by those who have a stake to defend; by those who are voluntarily aligned in support of states and institutions that are the defence of the defenceless, the father of the fatherless, the support of those who need support, the proven guardians of fundamental human rights.

British Columbia Teachers' Federation consists of men and women who are primarily citizens and incidentally teachers. They have had in mind measures of reform which must be reviewed in the light of such principles as those which we have here attempted to formulate.

If the reforms we desire are presently feasible, are not of a sort that will arouse such division as may endanger the maintenance of a united front against the enemy, and are likely to make men love their country the better, they should be pursued patiently and without rancour; and without too much attention to the protests of standpatters and those whose vested rights are wrongs sufficiently well established to have become respectable.

Some objectives well worth attaining we can afford to assign to the back of our minds until the war is won. Some reforms it would be folly to postpone to a date so remote and uncertain.

Acquiescence in wrongs and indifference to rights are not the things that make a people mighty.

#### NATIONALISM AND JAMAICA TEACHERS' UNION

AS a general rule the Editor is glad to leave to Mr. Roth Gordon, the privilege of greeting the numerous publications that from month to month reach "Our Magazine Table" but among recent newcomers is one that calls for special comment in these columns. We refer to the organ of the teaching body in Jamaica.

In many respects *The J. U. T. Magazine* is just like *The B. C. Teacher* and all other such publications; only perhaps more so; nevertheless, this

Jamaican paper is something else than just one of the others. It is an omen; some may think a portent.

*The J. U. T. Magazine* stands for a new nationalism. It is convinced that Jamaicans must depend for their salvation not upon far-away Britain but upon themselves. It bases hope upon the revolutionary changes that have been effected by education in Russia, Germany, Italy, and it reverts continually to the deplorable fact that in Jamaica there are over 100,000 children of school age whose names have never been upon a school register,—that, indeed, of the children who should be in the elementary school only one in three is actually available to be taught on any given average day. These are conditions that must be remedied if Jamaica is to be saved from disaster and the responsibility for securing the remedy lies largely with the elementary teachers of the colony. *The J. U. T. Magazine* is the voice of an educated, intelligent and conscientious section of the middle class and, consciously or otherwise, it is bent upon social and economic revolution: a peaceable and gradual revolution, to be sure, and one to which most of us would cry "God speed!"

Practically the whole teaching body in Jamaica is African in origin and its members are not oblivious of hardships and limitations which their colour still entails. *The J. U. T. Magazine* calls upon its readers to remember that "Our people are being ejected from all the countries of Latin America"; that they need not expect to see Britain, 5000 miles away, specially concerned or effectively active in bringing about a cure of Jamaica's ills; but that Jamaicans must face and solve their own problems.

It is significant that every month there appears in *The J. U. T. Magazine* one or more biographical articles, with portraits accompanying, which are devised to make the teachers of Jamaica familiar with the "builders of the nation". They seem all to be Negroes.

In recent months the magazine has been featuring a discussion of "Social Strata in Jamaica". It is pointed out that in early days the inhabitants belonged in substantially all cases either to the slave class or to the landowning class. When slavery disappeared the great estates of non-residents not unusually became presently the property of their attorneys and thus a new ruling class came into existence. Its powers, however, were shared with children of mixed marriages who in time appeared as the legal heirs of resident landowners. However, it is alleged that as a class these new landowners degenerated and that their supremacy has passed to financial and commercial interests which exercise their power without recognition of such obligations as those which a traditional aristocracy formerly imposed upon its members. In consequence, national growth has been thwarted and the spirit of humanitarian liberalism has been lost. The upper middle classes consist very largely of part-White descendants of former landowners; people "who spend the greater part of their spare moments in thinking out ways of obscuring the unfortunate handicaps of birth". *The J. U. T. Magazine* says that to describe these folk as Jamaicans "is conduct calculated to provoke a breach of His Majesty's peace".

The real Jamaicans are the descendants of the former slaves, now in the process of social awakening. "They regard Jamaica as their home and they suffer from none of the inhibitions" reported in the case of the classes previously described. From these Negro workers there has developed a

new, numerous and varied middle class,—lawyers, doctors, teachers, clergymen, engineers, landowners, skilled tradesmen, artisans, clerical workers, and so on.

These real Jamaicans are being summoned to the duty of leading the other real Jamaicans to a happiness and prosperity now denied. To this end they must study the causes underlying the present prolonged economic depression in Jamaica. The teachers are telling whoever has ears to hear that while at the present rate the population of Jamaica will double in a generation, the birthrate and population of lands that formerly supplied the market for Jamaica surplus sugar and bananas is rapidly shrinking. The leaders of the Jamaica Union of Teachers are proclaiming that no real solution can be effected within forty years and that any progress possible in the meantime will depend upon deliberate self-sacrifice on the part of those "who possess the spiritual urge which the pride of nationhood creates".

The quotations embodied in this editorial are from the April and May issues of *The J. U. T. Magazine* but the same significant message recurs from month to month. In June reference was made to the efforts of the Union to "Jamaicanize Jamaica", . . . "placing before the youth of this country examples of Jamaicans who have made good . . . (and) . . . dispelling the fallacious idea that greatness is confined to any particular race".

The July number—the most recent to have reached "Our Magazine Table"—reflects the same crusading spirit. The magazine sturdily declares that Jamaica has never had an administration that could be characterized as "education-minded" and inveighs against the continuance and abuse of the system under which all but a handful of the elementary schools of the colony have been left in the control of denominational bodies. If teachers are to play their proper part they must be emancipated from fear of dismissal upon purely sectarian grounds.

All of which seems to the Editor of *The B. C. Teacher* to be meaningful in the extreme.

Members of British Columbia Teachers' Federation greet their brethren in the Caribbean region with hearty sympathy.

But we remember Edith Cavell's last message.

"Patriotism is not enough".

Nevertheless, . . . !

#### OBITER DICTA

THE September number of *Saskatchewan Teachers' Federation Bulletin* is one of which those responsible have good reason to be proud. Our Saskatchewan conferes are giving intelligent attention to policies for the remedy of the deplorable salary conditions prevailing in their province and, in this connection, are investigating the feasibility of a "self-imposed minimum salary". Teachers are pledging themselves in writing not to accept appointment to any school paying less than the stated minimum. Among the other topics claiming the attention of Saskatchewan teachers are a teachers' insurance fund, a request for the inclusion of disciplinary powers in the Act respecting the Teaching Profession, and the system of Larger Administrative Units, which S. T. A. has endorsed. Some sixteen

pages are devoted to this last subject. Those who think that the development of such units here in British Columbia is proceeding in perhaps unduly leisurely a fashion or who still have doubts as to the wisdom of the innovation should get a copy of *The Bulletin*. They will find very interesting—and, we think, very convincing—the facts and arguments therein set forth.

\* \* \* \* \*

FROM time to time certain friends of *The B. C. Teacher* send for publication manuscripts upon which their names or pseudonyms do not appear and in the accompanying letter no indication is given of the nature or title of the article. If letter and article get separated before these omissions are noticed, it is just too bad. Two contributors whose articles were included in the September issue remained unnamed and to these helpers we were unable to send the additional copies to which contributors are entitled. If they will please drop the Editor a line he will remedy the oversight in so far as at this stage it is remediable. But, please, O please, dear public, put your name and the name of your school under the title of any manuscript that is intended for publication in this magazine. You may thus postpone the bringing of the Editor's grey head in sorrow to the place for which grey heads are ultimately destined.

\* \* \* \* \*

WHILE we are at it we had better refer again to another grievance which, combined with our own ineptitude, from time to time causes heart-burning. If you know of personal and miscellaneous news likely to be of interest to British Columbia teachers, please do not assume that somebody else is going to report it. If you are an officer in a local teachers' association or district council or the principal of a school, you are a very exceptional person indeed if you have ever sent any news to *The B. C. Teacher*. Please realize that you have a special and untransferable responsibility in certain cases, notably if death has invaded the home of a member of your staff or other local group.

\* \* \* \* \*

SPECIAL attention is called to the information published elsewhere in this issue relative to British Columbia Radio School. Our information is that at present between 450 and 500 schools listen-in to the programmes provided by British Columbia Committee for Radio in Schools, of which Principal Lord is the indefatigable secretary. However, *The B. C. Teacher* is inclined to take it as granted that more than 500 schools would be utilizing this radio service if all who need it and could have it were sufficiently informed. Of course, the mailing list of the Radio Committee is confined to schools that have registered as using the radio courses.

\* \* \* \* \*

THE Editor is much moved by the unprecedented flood of letters and personal messages emanating from readers of *The B. C. Teacher* who approved the leading editorial in our September issue. The teaching body is so diverse that unanimity on any topic is always surprising, but if indeed there were any readers who do not endorse the views set forth in "Armageddon—and the Teacher", they have not let their disapproval be known.

## Our Magazine Table

**W**E'RE off to see the Wizard, the wonderful Wizard of Oz"—So sang poor little lost Dorothy, the Scarecrow who doubted his intellectual ability, the Tin Man (who felt so rusty at times that he couldn't put any heart into his work), and last but not least the Cowardly Lion, so afraid of the future. In terms of teachers the parallel is obvious. If ever you feel bewildered by the multifarious requirements of your work, if ever you wonder why you ever took up teaching in the first place, if ever you become temporarily discouraged, or if ever you have that nameless dread of running out of sound instructional inspirations before the term is over, consult our very own Wizard of Oz whose magic formula is: "Subscribe through me, and pleased you'll be". We refer, of course, to Mr. J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, B. C., who conducts our special magazine agency. He'll put you in touch with the right periodical at the right price. And then—presto gazookis—goodbye pedagogical blues!

**R**IGHT at the start we are extremely proud of an opportunity to tell you about a new bi-monthly Canadian magazine devoted to nature and its conservation. *Canadian Nature* (Whittemore Publishing Co. Ltd., 177 Jarvis Street, Toronto; \$2) is founded in memory of Mabel Frances Whittemore. Her love of nature and understanding friendship for children are the inspiration for its publication. For Volume I, No. 1, now before us on our desk, we have the sincerest of praise. Articles are entirely practical and are meant to be put to service by pupils themselves, as personal undertakings. Exceptionally good paper is used throughout the magazine with the result that illustrations and colour plates are shown to best advantage. I was particularly impressed by "No Royal Road to Learning? We Found One" in which the silhouette-blueprinting of plant life is explained and illustrated. May every success be yours, *Canadian Nature*. We recommend you without reservation to every teacher in our province, and await with interest your next edition.

**R**ADIO Humor: A Unit for Grades VII-XII" is the provocative title of an article in *The English Journal* (University of Chicago Press, 5750 Ellis Avenue, Chicago; \$3.55) for September. There is no use denying that pupils spend a great deal of their leisure time listening to network comedians. In view of this fact it is the purpose of the article in question to present, for the secondary level, a series of suggestions for making the pupil more intelligent and perhaps more discriminating about the daily fare of humor he is fed from the air. Types of the comic as given by Bergson are listed and illustrated in modern terms, theories on laughter by Aristotle and Plato are discussed, and our own Stephen Leacock is mentioned. Excellent examples of humour are given. I enjoyed very much the remark attributed to one gushy debutante: "I had the loveliest dream last night—all in technicolour". "Literature and Indoctrination" is another stimulating essay, and so is "The Drama and Social Problems". The last-named article offers excellent summaries of 50 modern plays such as "Idiots Delight" and "One-third of a Nation" under such groupings as: understanding the Negro, pleas for peace, men and machines, poverty and economic unrest, success in business, legal justice, crime and punishment, politics.

**W**E are always interested to learn of new departments in magazines coming to our table. "Questions from the Floor" asks and answers such pertinent queries as: Would it be worthwhile to establish a home room plan in a school of 100 students? How many extra-curricular activities should be considered a reasonable load for a teacher? *School Activities* (1515 Lane St., Topeka, Kansas; \$2) introduces this innovation and the editors assure us that this added section is not a "phoney" in which the staff asks the question to which it knows all the answers. In the same September issue, "Activities and Projects of Student Councils" lists no fewer than 310 activities and projects—some of them very original. In "News, Notes and Comments" we are advised that American Education Week begins on Sunday, November 5th. Over the page we read that several hundred miscellaneous

copies of *School Activities* are being wrapped in packages of 24—no two alike—and offered prepaid for \$2. Don't say we didn't tip you off in time, fellow Caledonians!

\* \* \* \* \*

OUR Australian unit was completed in two days instead of two weeks, because the human element had entered into it". The article quoted proceeds to mention that the motivating factor involved in this miracle was the occupational visit to the classroom of a window washer, who had spent six months in Australia, and who was prevailed upon to tell the children of his travels. For the above information I am indebted to "Follow-Thru" by Walter L. Taylor in *The Journal of Geography* (450-454 Ahnaip St., Menasha, Wis.; \$2.50) for last month. His criticism of such methods is both sympathetic and incisive. "Equipping a High School Geography Room" states that essential geography equipment may be classified under the headings of: maps, atlases and globes, classroom library, exhibits, furniture, and visual aids, and discusses essential equipment under each of these heads. Before leaving this magazine I might add that one of the most thought-provoking articles I have recently read is "Teaching Conservation of Resources". Today conservation is one of the most challenging problems before the American and Canadian people. In the above-mentioned article the point is well made that often much time and effort is spent on learning "how little folk live in far away lands" or "the bean industry of California", but little or no attention is paid to the all-important local community, nor to those resources which there make human life possible.

\* \* \* \* \*

WHAT is art appreciation? What does a person do when he appreciates a painting? Is this behavior different from the appreciation of a mathematical formula or an experiment in chemistry? Does a person have to try his hand at painting in order to appreciate the work of artists? These questions need answers. "A Research Programme in Art Appreciation" suggests that the majority of teachers do not have a clear concept of the appreciation process. This explains in part the convention of teaching art appreciation as art history even although the two are far from identical. The writings of Santayana and Dewey alone should clarify the

issue—if they were read and assimilated. A further article on "Art Appreciation of Children" discloses the information that boys are influenced in their choice of patterns by interest in the subject which is represented, and by associations conjured up by it. Colour and "modernism" also influence choice. And now for a surprise. Believe it or not, we are far from leading up to the name of a new art magazine. Beneath the disguising beard and spectacles we discover our old friend the *Journal of Educational Research* (Public School Publishing Co., Bloomington, Ill.; \$3.50).

\* \* \* \* \*

A TWO-PAGE advertisement in the form of an innocent-looking article is something new in the way of putting across a certain product. "Acoustics in Activity Schools" does this very thing very neatly in the June *School Progress* (2 College St., Toronto, Ont.; \$1). In the July issue "Education that is Real Preparation for Rural Life" and "Budgeting the High School Library" are both worth reading. The September number describes "The Central Library System of the Protestant Elementary Schools of Montreal", offers "Twelve Suggestions for a Safety Programme" and summarizes very helpfully the main requirements for efficiency in "The Motion Picture Department".

\* \* \* \* \*

THE *A. T. A. Magazine* (Imperial Bank Building, Edmonton, Alta.; \$1.50) official organ of the Alberta Teachers' Association, once more stresses the many advantages of consolidated schools in "Two Aspects of Larger Unit School Administration". Teachers' salaries in Canada are discussed by the department known as "Marginalia". It is pointed out that men's salaries are universally higher than women's and that Ontario and British Columbia pay their teachers better than do the other provinces. Could it be that there is perhaps more than a coincidental connection between the higher salary brackets and the generally admitted superior educational standards of these two leading provinces?

\* \* \* \* \*

FROM "Greek Opera by High Schools" to "Choral Fads and Jitterbug Fancies" takes in a lot of territory but *Music Educators Journal* (64 East Jackson Blvd., Chicago, Ill.; \$1.25) manages to do this superhuman feat harmoniously. The second article men-

tioned deals extensively and intensively with the well-known modern conflict between advocates of good music as interpreted by an a cappella choir and the proponents of the "smart" arrangements so dear to the heart of youthful "swing" enthusiasts. Another article on somewhat the same theme is "The Relation of Jazz Music to Art". But to return to the first article, "Greek Opera by High Schools". We quote: "The enduring charm and appeal of the classics received renewed emphasis last May when Purcell's tragic opera "Dido and Aeneas" was presented by the music and art departments of the John C. Fremont High School in Los Angeles". An outstanding feature of the article is that it is illustrated by five panel pictures of living statuary such as might easily have stepped down from a Greek frieze or come to life from Keats Grecian Urn. Small wonder "the 4000 students in the John C. Fremont High School became classic-minded". And now, knowing that *The Classical Journal* (George Banta Publishing Co., 450 Ahnaip St., Menasha, Wis.; \$2.75) has a section devoted to "Classical Articles in Non-Classical Periodicals", we hasten to draw the attention of our good friends to this contribution in *Music Educators' Journal* by way of thanks for the kind letter addressed last month to "Our Magazine Table."

WE heartily agree with "The Ministers Page" of *The Manitoba School Journal* (Lance Publishing Co. Ltd., 463 St. Mary's Road, Winnipeg; \$1.00) that it is rarely that we have had the privilege of seeing such a remarkably beautiful and moving story depicted on the screen as "Goodbye Mr. Chips". This picture assuredly is a tribute to the teaching profession that should not pass unnoticed. Such a splendid movie will appeal to all who are interested in our work. Let us then be truly grateful to the author and the producer for an experience such as we too seldom enjoy.

The September issue of *The Manitoba School Journal* draws the attention of its readers to "The Cultural Resources of Manitoba", to be dealt with in a new series of articles for Volume 2 which will serve as a proper sequel to "The Natural Resources of Manitoba" series which was published in Volume 1. Eight pages of the November issue will be devoted to discussions of various phases of English; in December, Social

Studies; in January, Mathematics, and so on, until the various subject fields have been covered.

THE rural point of view will be stressed in a series of essays commencing with the October number of *The Educational Review* (Barnes & Co. Ltd., St. John, N. B.; \$1.25). The purpose of this specially prepared series is to give teachers a vision of rural possibilities. But the importance of rural life is not all that is stressed in this periodical. Today it is not often that a publication gives space to "Bible Readings" so we draw your attention to page 10 of *The Review*. Another feature which makes this magazine "different" in a complimentary sense is the section known as "Pour les Ecoles Francaises". As the title implies this whole section is written in French and contains interesting recitations and exercises.

THE current emphasis on consumer education has rightly directed attention to the problem of more efficient buying. But, after all, the neglect of the problem of buying as compared with the attention paid that of selling is only a *special case*. All secondary education has, in the past, emphasized the producer phase, as against the consumer phase. English composition was long unpopular because it was taught as if all pupils were to become writers or proofreaders; literature was taught as if all pupils were to become professional critics or editors; chemistry teachers were trying to produce chemists; art teachers, artists; and so on through the entire offering. Actually, in the field of music, for example, consumers potentially far outnumber producers because all people are potential consumers. Music appreciation classes should have in them every pupil in school. Thus reasons "Consumer Education" in the latest edition of *The School Review* (University of Chicago, 5835 Kimback Ave., Chicago, Ill.; \$3.10). Another entertaining and illuminating article is "One Principal's Activities", in which the head of a very large school gives a round-by-round description of two weeks of his busy existence.

ONE person I have to make good: myself. But my duty to my neighbour is much more nearly expressed by saying that I have to make him happy—if I may.—*Robert Louis Stevenson.*



**MAPS**

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**PICTURES**



## **SPECIAL ARTICLES**

Canadians want to be informed about the war's progress . . . the resources of Britain and her allies . . . the part that Canada is playing in the scheme of things . . . the men who are directing the activities of Britain and her allies. And The Star Weekly, with its world-wide facilities for obtaining information and pictures . . . including WIRED PHOTOGRAPHS . . . maps and graphs to make things more easily understood . . . will be a textbook of current happenings that every teacher and pupil should have **EVERY WEEK.**

**10c**

**EVERYWHERE**

# *The* **STAR WEEKLY**

## B. C. T. F. and Kindred Associations

### REMINDERS

1. *Federation Committees.*—Before any action involving policy is taken, all committees appointed by the Federation must first secure the approval of the annual meeting, the Executive, or the Consultative Committee.

2. *Sick-Benefit Fund.*—Members are reminded that they may apply for membership in a group in which the benefit rate does not exceed 80% of the salary.

Executives of local associations are urged to stress the value of the Fund.

Benefits are also payable on the same basis for absence because of accident.

3. Executives of local associations are reminded that it is important that a staff representative be appointed in all schools with three or more teachers on the staff.

All teachers in an area where there is a local association should forward their membership forms to the Treasurer of the local association. All teachers who are not attached to a local association should forward their forms directly to the B. C. T. F. office.

4. Federation fees are now due. Blank cheques have been forwarded to all Treasurers so that members who wish to pay by post-dated cheque may do so.

5. The central membership committee would like to have the names of the chairmen of membership committees and the names of the members who are responsible for forwarding news of the local association.

*Fall Conventions.*—District Councils have been advised that Federation policy with respect to the holding of Fall Conventions remains the same as in past years. Decision as to whether conventions shall be held or not is left in the hands of the areas concerned.

*West Kootenay.*—The West Kootenay District Council has been asked to name a committee to carry on an investigation to secure the opinion of the various associations with respect to Musical Festivals. The committee will work through the Federation Office.

*Education Week.*—The B. C. T. F. is not organizing for Education Week on a provincial basis this year. Local associations will receive B. C. T. F. co-operation if they decide to carry on. Education Week will be held throughout the Dominion in the fall this year, if the C. T. F. decides to hold it. No news as

to the C. T. F. plans has been received yet. As soon as any information is received it will be forwarded to the local associations.

*Education Finance.*—The president of the B. C. T. F. was asked to appear before the Provincial Cabinet to present the official views of the Federation on this question. Material secured from the C. T. F. report on Teachers' Salaries in Canada proved very useful at this meeting. Copies of the C. T. F. report are being secured for all executive members. They will find that it provides very interesting and useful information.

*Larger Administration Areas.*—The following B. C. T. F. members have been named to the committee to continue investigation of this question: B. T. Thorsteinsson, Powell River; J. A. Spragge, Cranbrook; J. A. Inkster, Hellyburn. The selection of the chairman will be made by the executive.

We are sure the committee will welcome any contributions which any individual members or associations may make with respect to the problem.

*Rural Teachers.*—A meeting of the officers of the Provincial Secondary and the Provincial Elementary Associations, together with the officers of the Rural Teachers branches of each, is being held to discuss ways and means of improving the organization of the rural teachers. It is expected that suggestions will be forthcoming whereby the rural teachers can give more concrete expression to their needs.

*Constitution.*—Copies of both the present constitution and the proposed new constitution will soon be made available so that members may examine the two in preparation for next year's convention.

*Sick-Benefit Fund.*—Mr. Alsbury reports that there are already 455 members in the Sick-Benefit Fund. Members are urged to note that ALL moneys paid in to the Sick-Benefit Fund are for the benefit of the members. The Fund is run entirely by your organization.

*Teacher Exchange Within the Province.*—The system evolved for aiding teachers who would like to exchange positions within the province is now functioning satisfactorily. A number of teachers have availed themselves of the service provided. Any teacher interested should write the B. C. T. F. for information.

## SHAKESPEARE SOCIETY

VANCOUVER Shakespeare Society will open its 1939-1940 season before this magazine reaches its readers; however, we hope that many teachers will have been able to take advantage of Professor Sedgewick's inaugural lecture on "Shakespeare Today". The programme provides for sixteen meetings between now and April 20. "MacBeth," "The Merry Wives of Windsor" and "Timon of Athens" have been chosen for special attention this year and selected scenes from these plays will be presented. Music associated with Shakespeare will be rendered by well-known local artists. The place of meeting will be the Recital Hall of Dadye Rutherford Dramatic School, 641 Granville St. Further particulars may be secured from Miss Beatrice Prideaux, secretary of the society.

BRITISH COLUMBIA RADIO SCHOOL  
1939-40 SERIES

COMMENCING on Monday, October 2nd and continuing until Friday, December 8th, programmes will be presented on every school day.

A further series will commence on Monday, January 8th, and will continue until Friday, April 26th, with the exception of the week preceding Easter Sunday.

Broadcast stations and hours are as follows:

CBR, Vancouver (1100 kc.); CHWK, Chilliwack (780 kc.); CFJC, Kamloops (880 kc.); CJAT, Trail (910 kc.); CKOV, Kelowna (630 ks.); all from 9:30 to 10:00 a.m.

CFPR, Prince Rupert (580 kc.); commencing Tuesday, October 10th, 10:00 to 10:30 a.m.

CFGF, Grande Prairie, Alberta (1200 kc.); commencing Monday, October 23rd, 2:00 to 2:30 p.m.

## PROGRAMME SCHEDULE

Mondays—Elementary Science (Grades 4, 5, 6).

Tuesdays—"Mother Goose" (Junior Music) Grades 1, 2, 3, 4.

Wednesdays—Social Studies (Grades 7, 8, 9).

Thursdays—"Musical Pathways" (Sr. Music) Grades 5, 6, 7, 8.

Fridays—Health (Grades 3, 4, 7, 8) alternated with English (Grades 8, 9).

Bulletins will be mailed to all schools on last year's mailing list. Others desiring them should write to "B. C. Radio

School", Provincial Normal School, Vancouver.

A radio license must be provided for every receiving set. These will be issued without charge on application to this office. As each license must be secured from Ottawa there will be some delay.

*Radio Postman.*—The "Mailbag" will be continued as last year. If pupils have questions to ask or criticism to offer, the "Radio Postman" will be glad to receive them. They may be addressed as follows: "B. C. Radio School," Provincial Normal School, 12th and Cambie, Vancouver, B. C. All letters will be answered over the radio.

## NANAIMO TEACHERS SPEAK UP

NANAIMO and District Teachers' Association went on record recently in favor of conscription of all resources, of finance, of industry, of agriculture and of man power, when they passed the following resolution:

"Resolved that the Nanaimo and District Teachers' Association go on record as endorsing the philosophy, principles and statement of position contained in the editorial appearing in the September issue of *The B. C. Teacher*.

"This group feels that teachers everywhere are prepared to accept all the responsibilities of citizenship in addition to the special responsibilities that fall on teachers as a result of war conditions. Therefore we resolve that we, the teachers of the Nanaimo and District Teachers' Association, in this time of national crisis, feel that a real national effort must be made; an effort that requires the conscription of all resources, of finance, of industry, of agriculture and of manpower if our objective is to be obtained.

"In such an effort we as teachers are anxious and willing to play our part in any way deemed by our government to be in the best interest of Canada".

This resolution is intended to endorse moves already taken by groups who feel that in this war there must be unity of effort, equality of sacrifice and no profiteering. It is recognized, the association states, that in the last war both labor and capital profited.—*Nanaimo Free Press*.

(The newspaper quoted above is one of those that reproduced in full the editorial entitled "Armageddon—and the Teacher" which was published in the September issue of *The B. C. Teacher*.—R. O. N.)

## KELOWNA AND DISTRICT

By MARY E. KIDD, Rutland Elementary School

THE September dinner meeting of the Kelowna and District Branch of the Okanagan Valley Teachers' Association saw many new faces as well as a good many familiar ones. Chosen by acclamation for the year 1939-1940 the Executive now is: President, Mr. P. Kitely, Kelowna Senior High; Vice-President, Mr. Hooper, Principal, Mission Creek School; Secretary, Miss M. Moodie, Kelowna Elementary; Correspondent of *The B.C. Teacher*, Miss M. E. Kidd, Rutland Elementary.

Many new teachers were introduced. New to the Kelowna Junior High are Miss Huntley from Prince George, and Mr. McKenzie and Miss Root from Vancouver. To the Kelowna Elementary come Miss Parslow and Mr. L. Bissell, exchange from Toronto, Mr. Hal Odum from Vernon, Miss I. McDonnell from Revelstoke, Miss Moodie from East Kelowna, Mr. James Mugford from Black Mountain, Miss Helen Potter (in place of Miss M. Renwick who is on leave of absence), Miss C. N. Irwin from Prince George, Miss M. Hughes from Penticton is new to Rutland High; Miss E. Pemberton of Vancouver to Rutland Elementary; Mr. N. Barwick of Peachland and Miss Cobb of Grandview Bench to East Kelowna; Mr. H. Henderson to South Kelowna, Mr. Bodley of Vancouver to Black Mountain.

Miss B. Ball and Miss M. Little have gone on exchange to Toronto; Miss G. Meehan to New Westminster; Mr. W. H. Gaddes to the Kelowna Junior High; Mr. H. Daniels to New Westminster; Mr. F. Snowsell and Miss F. L. McDiarmid to Armstrong. Miss G. Chapin and Miss I. Laws were married. Mr. A. W. Jones left the teaching profession to take up photography.

The speaker for the evening was Dr. J. M. Hershey who recently came from the Peace River to take over his duties as Medical Health Officer in rural Kelowna. His descriptions and stories of the country from which he has come made us all want to see the Peace River District for ourselves.

## CANADIAN TEACHERS' FEDERATION

THE *B.C. Teacher* acknowledges with appreciation "C.T.F. Bulletin No. 1" relative to the salary situation. The Bulletin reminds all concerned that at

the August conference a report on "Canadian Teaching Salaries" prepared by Alberta colleagues, was given careful attention. "The conditions revealed by that report were so disgraceful and so bluntly set forth", says the Bulletin, "that the conference resolved to take prompt and vigorous measures. For one thing, it was decided that every Canadian teacher must know where we stand among civilized nations and an expenditure up to \$500 was voted to the Publicity Department for that purpose".

This Bulletin No. 1 is the beginning of that work. It deserves detailed study, though there is always a danger that regions that have really fallen far below their capacities may be confirmed in their negligence when they find, as they may, that many other parts of Canada seem to be doing infinitely worse. It certainly is startling to learn that over 43 per cent of the teachers in Canadian schools receive less than the British Columbia minimum, unsatisfactory as that minimum is. In 1938 the salary-distribution for teachers of this province was as follows:

\$700-\$800, 348; \$800-\$900, 431; \$900-\$1000, 340; \$1000-\$1100, 280; \$1100-\$1200, 246; \$1200-\$1300, 255; \$1300-\$1400, 203; \$1400-\$1500, 212; \$1500-\$1600, 160; \$1600-\$1700, 456; \$1700-\$1800, 79; \$1800-\$1900, 93; \$1900-\$2000, 66; \$2000-\$2100, 64; \$2100-\$2200, 61; \$2200-\$2300, 59; \$2300-\$2400, 56; \$2400-\$2500, 52; \$2500-\$2600, 52; \$2600-\$2700, 51; \$2700-\$2800, 49; \$2800-\$2900, 47; \$2900-\$3000, 45; \$3000-\$3100, 14; \$3100-\$3200, 12; \$3200-\$3300, 10; \$3300-\$3400, 8; \$3400-\$3500, 6; \$3500 and over, 16.

Ontario has nearly 900 teachers drawing salaries in excess of \$3000 as against our 66.

While the Bulletin indicates that no one in Alberta was being paid less than \$600, 5417 of Saskatchewan's 7341 teachers were in receipt of less than that beggarly pittance. However, Saskatchewan does not stand alone; one-third of the teachers of Canada get less than \$50 per month.

"Let us reject any thought that the national emergency must silence our protest against things as they are", says this C. T. F. Bulletin. "Do you remember what happened in England at the conclusion of the last Great War; how the Right Honourable H. A. L. Fisher introduced into the British Parliament a programme of educational progress which simply staggered the post-war

financiers by its demands? True, the bulk of the programme was "ditched" for a time, but it gave expression to an almost terrifying war-time discovery: that the British military effort was being undermined by a shortage of trained intelligence for officers' duties, and by an excess of 'C3' physique among the manhood reserves. The chickens of a hap-hazard, impoverished educational service had come home to roost. Out of that war fright came one important thing, a dignified and adequate scale of teachers' salaries, known as the Burnham Scale.

"Surely the point is clear. The poverty and weakness of Canada's educational service (as exemplified in the fact that Canada has the poorest-paid teachers in the British Empire) is a part of the national danger and the national emergency. In modern warfare a semi-illiterate people is under heavy handicaps. It is the right and the duty of the Canadian Teachers' Federation to shout its warning before it is too late".

#### B. C. T. F. SUBSCRIPTION BUREAU

**T**EACHERS who are intending to purchase professional journals through *The B. C. Teacher* are asked to note carefully the following points:

(1) A complete list of magazines with prices can be obtained by writing to J. R. Leask, 3555 West Fourteenth Avenue, Vancouver, B. C. Please enclose 3c stamp to cover return postage.

(2) Samples of any journals may be had. Enclose 3c for each journal desired.

(3) Exchange rates to United States are very unfavourable and may be even more adverse. Please add the necessary amount to your order. The prevailing rate of exchange may be obtained from your postmaster or by consulting the financial page of your newspaper.

(4) Most publishers instruct us to promise delivery of their journals in not less than four weeks.

(5) British journals quote the prices of their journal in dollars. We do not expect any change in prices. We will refund any balance should prices change.

(6) Need we add that teachers can help their country by buying Canadian or British publications whenever possible. We are listing many British journals not listed previously.

(7) Let us know what you think of the journals you are using. In this way you can help us to help others choose the journal they need.

The work of this department is increasing monthly as teachers throughout

British Columbia come to realize the substantial saving which may be made by sending their subscription for educational journals through the member of the editorial board who is responsible for this service.

Mr. Leask is making arrangements for exhibits of sample copies of educational periodicals at the various Fall conventions.

#### BRITISH COLUMBIA INSTITUTE OF CINEMATOGRAPHY

**T**HE educational committee of the British Columbia Institute of Cinematography, the organization of which was reported in our September issue, invites all members and prospective members to visit the plant of the Visual Education Department of the Vancouver School Board, Dunsmuir and Hamilton streets, on the evening of Wednesday, October 18th, at 8 p.m. The director, Mr. J. Pollock, has very kindly consented to throw open his department for inspection. A very interesting evening is in prospect for all who attend.

#### "LESSON-AIDS" COMMITTEE— APPEAL TO RURAL TEACHERS

**T**HE "Lesson-Aids" Committee has a considerable number of Units of Work prepared to help rural teachers in arranging their assignments. These are on sale at a nominal charge, and rural teachers needing them should apply for a price list. Ask *now* for units which will help in your Christmas activities.

The committee would be grateful if rural teachers in difficulties would inform the secretary just what is troubling them (if it concerns lesson-preparation) and the names of useful units will be sent to them. They would also be glad if teachers anywhere who have worked out a successful assignment would assist other teachers by sending a copy of their unit to the secretary, who will arrange to make it available to any teachers requiring it. We ask you again to remember that there are hundreds of teachers who are working under great difficulties with scanty supplies of reference books, and with very little time to spare for formulating good units of work.

**NOTE:** There is every probability that a small increase in prices will have to be put into effect soon. It is hoped that it will be possible to publish a revised list of units in the November magazine.

Change of Address: Mr. H. G. Boltwood, Honorary Secretary, "Lesson-Aids" Committee, 3486 West Second Avenue, Vancouver, B. C.

## Modernization of Report Cards

By MIRIAM PECK

**I**N June a first article on report cards appeared giving the principles on which the cards are to be used. With the forms now in hand, teachers are confronted with the problem of making them out for the first time. New forms of any kind require thought and care, and it is not to be expected that the first time will be easy. For that reason a few difficulties or doubts are anticipated in this article.

The reports are to be issued only four times in the year. It is recommended that the first one be issued about the middle of November. This avoids the month-end rush, and gives a little more time for the teacher to know new pupils. The second must be sent home at the end of January on account of mid-term changes, where these occur. Easter and the end of June are logical times for the other two. The spaces for the attendance for each month are not to be marked and sent home each month. Adding the attendance for November, December and January, for instance, is unnecessary and awkward with the turning of the register pages for each. Moreover, parents can check up attendance and tardiness much more readily by the month.

The teacher should make every reasonable effort to know her pupils well. Knowledge of home environment, economic status, relationships with neighbor children, besides observations made in the classroom add greatly to the teachers understanding of the child's progress. Statistical information such as intelligent quotient, results of achievement tests, and monthly exams, should be considered carefully as indicators of the ability and trends in his development. The report is to be marked in relation to the individual's ability, which is affected materially by his emotions, thoughts, interests and actions. The better the teacher knows the pupil, the better will be her estimate of his ability, and consequently of the progress he is really making.

At first sight the reports seem to have a great many items on them. Actually, many teachers who have been on their toes have been making mental notes and perhaps records (of an informal type) of just the very items

that are given on these reports. The great advantage now is, that these important items are to be known to the child and his parents. It will be advisable to discuss the forms with the class before they have been marked at all. They should be encouraged to give explanations of the terms used in order to clear up any misconceptions of word meanings. For instance, children would be able to explain to the others what it is to be dependable, to co-operate and so on, and will be delighted to give illustrations. If they cannot, there is certainly an opportunity for real guidance work. They will learn later to give an estimate of their own behaviour, and will often be found to check themselves much more severely than the teacher would do.

Although subjects have not been subdivided as on these forms, painstaking teachers always take into consideration the goals of each subject in the preparation and execution of their work. To such it will be gratifying to use these diagnostic sub-headings, not only to see what progress the pupils are making, but also as a challenge to efficiency in teaching. Under the old system C was given to one child because his oral reading was too slow, to another because he did not understand what he read sufficiently well, and to another because he was not independent in mastering new words. C stood for any of a number of things. With this new method of marking the parents will be informed in which particular way the child's work is weak, and the teacher knows exactly where to put special attention in her teaching. Incidentally, this does not leave any excuse for low standards of attainment, but rather gives reason to expect higher attainment.

It may be suggested that every pupil needs improvement. This mark is to be used judiciously. Certainly if the child's work is poor that there is little likelihood that he can be promoted, he needs improvement. The average pupil will be making satisfactory progress in most respects, and he will likely need special effort in some respect. If his work is slipping he undoubtedly needs to improve. On the other hand it is possible that the bright pupil may not be making

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## Teachers' Pensions

A Statement by HARRY CHARLESWORTH, Teachers' Representative on the Teachers' Pensions Board

IN view of the natural anxiety of the teachers of the Province concerning the Teachers' Pensions Fund, it is a matter of sincere regret that the information which has been so frequently requested can not be given even at this late date, but it should be obvious to all that it must be available before the end of the present month.

In order to clarify an issue which has unfortunately been much beclouded by many circumstances, it might be well to state very definitely that those who have been charged with the responsibility of solving the present situation have, at all times, been just as anxious (and probably far more so) to reach the stage when a full report could be given to

all teachers, as have the teachers themselves.

If the solution could have been found without involving anyone *but* teachers, then there would have been no necessity for delay in making teachers acquainted with suggestions for such solution, and information would have been made available long ago.

Anyone with the slightest practical knowledge of the procedures which are involved in amending a Pensions Act will know full well, however, that such vital questions as Government policy and Legislative opinion, are all important, particularly when the real issue concerns the fundamental factor of finance especially in relation to public bodies and public servants.

No argument is necessary to show that the teachers *cannot* possibly finance an adequate pension plan all by themselves as they have so largely done in the past and as they would be called upon to do entirely in the future if no change is made in the Pensions Act. If they could have avoided it there would not have been any delay in amending the Pensions Act.

The key questions have been and still are:

- (1) What additional finances must be obtained to place the Fund on an actuarially sound basis?
- (2) What changes in benefits granted under the Act must be made in order to place and keep the expenditures on an actuarially sound basis?
- (3) From what sources shall additional finances be derived?

The first question can only be answered by the Actuary.

The second question can only be answered by the Actuary after consideration of the liabilities involved in various alternatives.

The third question, involving as it does the relative contributions of teachers (as employees) on the one hand, and public bodies (as employers) on the other, is, as might be expected, the most vital one, and the one which has been and still is, the obstacle to be surmounted before

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the progress he should for a child of his ability. This is the place to check lazy or indifferent pupils.

In schools where the platoon system is used, there may appear to be complications in marking pupils in Habits and Attitudes. The simplest way to prepare the report will probably be for all teachers concerned to meet with their class lists. It will not be necessary to discuss most of the pupils at all, but pupils with poor attitudes or bad habits should be mentioned by any one teacher who has made such observations. There may be a difference of opinion; in the final analysis the mark to be given ought to be considered in view of the ultimate good of the child, and not without a personal explanation of the mark by the home-room teacher.

Do not be surprised if many questions are asked by parents and by pupils about the new reports, especially in the upper grades. The ideal place for the introduction of new forms is in the primary grades, so that the pupils may grow with the new concept. Use the interest in the reports to educate the public to the opportunities and privileges that are being opened up for children in the schools today, and to let them see what fine principles the schools are trying to promote in the young citizens of the province.

a satisfactory and sound Teachers' Pensions Plan can be evolved.

The answer to this third question can not be given dogmatically by any of the parties concerned. It has been and still is a matter for conference and negotiation between the representatives of each, with the necessity of having any suggested decisions or agreements submitted to, investigated by, and approved by the Actuary.

Negotiations and conferences have been going on for a long time, but the problem is so difficult and complicated that progress could not possibly be other than slow. The situation calls for the utmost tact and diplomacy, and a spirit of reasonableness and patience by all parties.

The concrete position at the moment can definitely be stated as follows:

The Actuary's report will be received by the Provincial Secretary on or about October 10th. It will then be considered by the Teachers' Pensions Board, following which a joint meeting of the Teachers' Pensions Board and the Federation Pension Committee will be held.

Arrangements have also been made for the Teachers' Pensions Board (and the Actuary if at all possible) to attend a special meeting with the full Executive of the B.C. Teachers' Federation (probably on Saturday, October 21st).

Arrangements are also being made for a joint meeting of the Federation Pensions Committee with the Executive of the Provincial Trustees' Association, at which the Teachers' Pensions Board (and the Actuary if possible) will be present (probably in the evening of Saturday, October 21st).

Arising from these important meetings the final suggestions concerning the necessary amendments will be made, and these suggestions will then be taken up with the Government, and, if approved, such amendments will then be submitted in Legislative form, through the Provincial Secretary to the Legislature for consideration and action.

Finally, it should be understood and appreciated by all teachers, that the essential factor in dealing with the Teachers' Pensions Act has been the insistence of all parties that the Fund should be made actuarially sound. This position was taken several years ago by the Pensions Commissioner and the Teachers' Pensions Board, and the Pensions Act was amended to provide for an actuarial report every five years.

We should, however, remember that actuarial soundness is easily obtainable

if it is to be achieved *merely* on a mathematical basis, without any consideration of the personal consequences to each and every teacher under the Act in the various classifications into which they may fall.

Actuarial soundness would also be just as easily obtainable if the necessary additional finances could be found without any difficulty or objection by those called upon to assist.

Unfortunately, neither of these conditions are actualities, and hence the solution must be by means of a fair and just appraisal of the obligations which should rightly be assumed by all parties, and of the benefits which can fairly and justly be granted to each and every teacher, after such obligations have been assumed.

The key man is the actuary, and, criticism to the contrary notwithstanding, the Teachers' Pensions Committee and others involved, could not possibly take any definite action until the actuary's report was complete. The actuary has accomplished a prodigious amount of work and can in no way be charged with delay in connection with his report.

From now on there will be abundant activity. There will be a call for the exercise of sound judgment and clear and intelligent thinking. The leaders of the Federation will need the loyalty and support of all members. All personal attitudes must be laid aside, and there must be a common unity in a concentrated effort to preserve a Teachers' Pensions Act which will be the best and fairest possible under the circumstances with which we are confronted.

#### GUIDE RE RATES FOR SICK BENEFIT

\$3 per day benefit is from the range of \$750 to \$999; \$4 per day benefit is from the range of \$1000 to \$1249; \$5 per day benefit is from the range of \$1250 to \$1499; \$6 per day benefit is from the range of \$1500 to \$1649; \$7 per day benefit is from the range of \$1650 to \$1999; \$8 per day benefit is from the range of \$2000 to \$2249; \$9 per day benefit is from the range of \$2250 to \$2499; \$10 per day benefit is from the range of \$2500 up.

Benefits may not exceed 80 per cent of salary—the above chart indicates the highest benefit group a member may join at various salary levels. Members have the privilege of joining lower groups if they so desire.

## Getting Acquainted With the Doukhobors

By VERA GILCHRIST, *Coquitlam*

**I**N a recent editorial *The B. C. Teacher* directed the attention of its readers to the Doukhobor Problem and invited proposals looking to its solution. It appears that as yet nobody has acted on the Editor's suggestion. The topic seems to me so important that it should not be dropped and I am timidly venturing to say a few things that I know regarding this subject and to offer a proposal which other teachers may find worth putting into effect in their own classrooms.

I do not pose as an authority on the Doukhobor question but I spent a very happy year as teacher in a Doukhobor community and this gave me an opportunity to observe the Doukhobors at first hand. Many of them are among my personal friends.

Everybody realizes that these people present a very serious and difficult problem to thinking Canadians and the suggested solutions are various. "Deport them", says the baffled policeman. "No! Just get their children into school and keep them there", says the Departmental official. "Ordinary schooling is not enough", says the philosopher; "we must teach these people to live".

During my sojourn among the Doukhobors I was very painfully impressed by the almost universal misunderstanding that exists between the Doukhobor and his Canadian neighbour of British stock. The Doukhobors look upon their Canadian neighbours as hostile and unsympathetic. The Canadians look upon Doukhobors as social outcasts with whom decent "white" folk should not associate unnecessarily.

Of course, you and I know that both of these views are wrong. The question rises as to why such misunderstanding arises and persists.

Most of my Canadian friends answered this question unanimously and without hesitation. "Why", they said, "the Doukhobor people refuse to let us know them. They live in their own communities. They refuse to comply with our laws". Other accusations, less easy to support and, some of them, manifestly untrue, were presented.

To which my reply, usually unspoken, was in the form of another question. "How many people have tried to understand the Doukhobors?"

It is my firm belief that the majority of their critics judge from very superficial data, acquired chiefly through newspaper headlines or in small group-discussions in which no one present really knows anything about the question.

Perhaps the glaring ignorance as to who and what the Doukhobors are and as to how and where they live might be somewhat reduced if in our schools a unit on Russia were so planned as to include a lesser unit on the Doukhobors. It is to make that suggestion that this article has been submitted for possible publication in *The B. C. Teacher*.

Any conscientious teacher can obtain authentic information regarding these people, for use in such a unit, if she so desires; and it seems to me beyond a doubt that, in British Columbia especially, the subject is important enough to well justify any labour that may be involved in the acquisition of the necessary facts.

The Doukhobors hail from the Russian Ukraine and are a religious society. As *The B. C. Teacher* has already pointed out, they are pacifists and vegetarians. They hold their property in common and cultivate their land as a communal enterprise. The majority of the people are sober, quiet folk. Through the years they think of little else than acquiring a peaceful home and the happiness which is every man's goal.

Like other communities, the Doukhobors are not all alike. They fall into two principal groups or sects. The people of one of these are calm and moderate; those of the other group are clear-cut radicals, resolute and disinclined to make any secret of their opinions. These latter folk are often harsh and contemptuous in their attitudes.

Both of these sects were represented among the Doukhobors who migrated to Canada in the closing years of the 19th century and first years of the 20th. The first contingents were some 2000 strong. Now, in 1939, there are 15,000 Doukho-

bors in Canada, of whom some 6000 are in British Columbia.

As at the beginning, they are still a peasant folk; farmers, and proud of their ability to earn a living from the soil. How many of us others would cheerfully take up waterless land and not only make an attempt but definitely succeed in wringing a living from it? Thousands of acres of such land the Doukhobors have brought under cultivation and upon them, in the face of exceedingly great difficulties, they have nurtured orchards and are producing berries, vegetables, cereals, crops of all sorts.

The very fact that many of their customs differ so from our own helps to make them the more interesting.

Marriages are particularly joyous events. The celebration lasts from early morning to late at night and involves various ceremonies, culminating in the evening in the actual marriage service.

The largest room in the house is used for this. There is usually a long table in the middle of the room and, if that is lacking, the people put several tables side by side to make one of sufficient length. It is covered with a white cloth and in the middle is a large wooden bowl.

The bride and groom stand at one end of the table and, in order of precedence, the guests stand at the other. Firstly, the couple are blessed by each of their parents, and during this time one or more hymns are sung. The main song of the wedding is "Próshchaiti vse moi droozia" — "Good-bye, all my friends". In this song the bride and groom are bidding farewell to former companions with whom it will henceforth be impossible to go out as heretofore. After the singing of this song each guest in turn takes his or her gift and places it in the bowl. During this ceremony the merriment reaches its height, for as each guest places his gift in the bowl he is entitled to require the bride and groom to do almost anything that he can think of. Of course, each guest tries to out-do his predecessor and before the perform-

ance is over the bride and groom are likely to be completely exhausted.

There are many other ceremonies. Funerals, births, meetings, all have their own special ritual. The vast majority of the songs sung in connection with these ceremonies are Christian hymns.

The Doukhobor men have discarded the picturesque costume of former years in favour of the more convenient dress in ordinary use among Canadians. The women, however, still wear the same type of costume as was worn when they or their mothers or grandmothers first came to Canada. However, a trend toward modern dress is slowly becoming evident, especially in children's clothing.

The characteristic costume of the Doukhobor woman includes a beautiful and gaily-coloured, hand-embroidered "platoke" or head-shawl; a long, full skirt of some patterned material, the pattern woven right into the cloth; and a blouse of a sharply contrasting colour. This completes the external outfit, but it would hardly do to dismiss the topic of women's costumes without mentioning the ten or fifteen petticoats which she always wears, rain or shine, hot or cold. The Doukhobor woman is not considered beautiful unless she is big; and if a girl is unfortunate enough to be of a slender type, petticoats are at least always a help!

One characteristic part of the men's costume has survived the changes of which I have spoken. That is the kerchief. If the man is lucky enough to have two of them, he wears one around his neck and carries the other in his pocket. If he has only one kerchief, he wears it in his pocket. A Doukhobor handkerchief is unlike those with which we are most familiar. It is quite small and very elaborately hand-embroidered.

This article is already long and I have not found space to speak about Doukhobor music and dancing and to offer certain specific suggestions as to how a unit on the Doukhobors might be organized. Perhaps the Editor will allow me to return to these topics in some future issue.

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## Good Manners For the Youngest\*

FOR PRIMARY GRADES

By FRANCES DUGGAR, *Teacher, First Grade, Public School, Auburn, Ala.*

THE first-grade children in our school are allowed much freedom of movement during the long school day made necessary by the consolidation of grammar and high school in one building with a common hour of dismissal for all. School opens at 8 a.m. The trucks start home at 2:35 p.m. Twenty minutes is allowed for lunch. There are two play periods of 30 minutes. That leaves more than five hours spent in classroom activities.

The crowded schoolroom (between 50 and 60 children present in a room planned for 30), and the need for freedom of movement during the long school day, make it imperative that the children co-operate in showing courtesy toward one another. For example, the children study reading in four different groups. While one group is giving attention to the reading lesson, forty or more other children must work or play quietly.

Last year we had greater success than usual in making our classroom a place where freedom and order go hand in hand. We made courtesy a definite objective.

Early in the school year the children gave a play about good manners and displayed courtesy posters.

Later in the year each child made a good-manners booklet. Posters (reproduced on these pages) were made for the bulletin board and copied in the booklets. The children took great pleasure in making these amusing posters. They took the lessons seriously, however.

For example, Annie had always had trouble with too much lip movement. One day I found her in the coatroom where she was busily studying her lesson.

"Why did you come here?" I asked.

"Because I can't help buzzing whenever I read", she answered, "and I don't want to disturb the others".

Another child said, "Excuse me, please," for running to the blackboard.

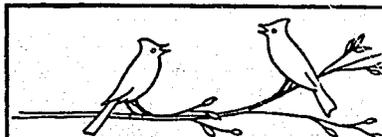
\*For these pages we are indebted to "The Instructor", September, 1939.

If you like this type of article and are unfamiliar with "The Instructor" we advise you to send for a sample copy. Editor.

I didn't know it would make so much noise".



This is the way monkeys tease one another.  
But we are not monkeys



This is the way jay birds screech when they talk.  
But we are not jay birds.

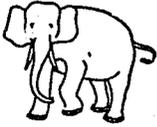


This is the way pigs push for the best places.  
But we are not pigs.



This is the way puppies meddle with other people's things.  
But we are not puppies.

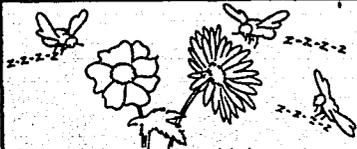
This is the way elephants walk.  
But we are not elephants.



Clump, Clump, Clump



This is the way lions roar at each other.  
But we are not lions



This is the way bumblebees buzz when they work.  
But we are not bumblebees.



We are girls and boys.  
We have minds to tell us how to behave.  
That is why we have good manners.

Social opinion is down on those who disturb others. Apologies are made, not to the teacher, but to the group.

Group attitudes are not sufficient restraint for some children. They need a definite, objective reminder of some kind. We used a large poster with the following message on the bulletin board:

- We have good manners at school—
- We do not tease other girls and boys.
- We do not interrupt.
- We listen to others when they talk.
- We work quietly.

The four points covered in the poster are those most often disregarded by first-grade children. Improvement in the last two of these points does much toward improving the quality of work done.

The poster was made on cardboard 2½ feet x 3 feet. We took a snapshot of each child. To the margins of the poster we attached the pictures of those who kept the rules.

At first only a few pictures could be posted, but gradually we were able to add the pictures of almost all the pupils.

We do not expect perfection. We do not take down a picture for one offense. We remind the child. If his attitude is right, the correct habit will grow.

If no group is receiving instruction, a wide variety of legitimate noises is allowed. If some group is having a reading lesson, it is understood that only quiet activities are to be engaged in by the other pupils.

At the end of the school year the pictures are transferred from the large poster to the children's individual booklets, with the heading, "This is a courteous girl", or "This is a courteous boy".

I am continually surprised at the ability of children as young as six years to exercise self-restraint and consideration.

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## Art and Plain Thinking

By S. P. JUDGE, *Supervisor of Art, Vancouver Schools*

ART is a way of life. Let us then be awake and in our daily living aware of it. It needs daily exercise and practice—with conscious effort. We must continually compare, closely observe, reject or accept, from our environment, then select what seems best suited to the Art problems or purposes which we have to decide on and solve. Just casually observing, choosing or arranging without thought, will not produce order, nor will blind imitative copying of what we see stimulate art growth. We must select with care, compare and arrange what we believe to be the dominant interest or typical characteristics of the things or ideas we are observing or studying.

What is it that attracts or directs our attention to the most important or outstanding interest of thing? It is the size, shape, colour, proportion or charm of texture? Is it its shape that is graceful or awkward in its contours? Strong or weak in its proportions? Attractive and harmonious or harsh and discordant in its colour and texture?

These and similar questions we must each individually constantly ask ourselves if we wish to enrich and improve our growth in Art knowledge and enjoy the satisfaction of knowing why we prefer or dislike what we visually come in contact with.

In the daily round, not only in Art lessons or Manual Art problems, situations arise calling for critical comparisons, arrangements, and judgments that demand knowledge and application of the laws that govern composition and colour. These situations will be resolved well or badly as we apply or misapply the principles of balance, contrast, rhythmic intervals, and unity.

Let us encourage our children or pupils to look, think, and analyze; to search for good lines, fine proportions, interesting repetitions and rhythms, nice balances and groupings; to watch for good connections and associations and try to find intriguing combinations not only in realistic natural forms and facts but also in symbols, types, abstract and geometric shapes that will make fresh and ingenious arrangement. Such analysis and experiment lead to creative activity and self-expression.

Show the beauty of fine workmanship

and the pleasure of the surface texture of such materials as wood, glass, tile, silk, silver or other natural and manufactured forms.

Ask for reasons in deciding preferences and compare the influence of contrast, emphasis, and tone gradation in giving character and interest to the different surfaces.

The pupils will recognize that their enjoyment or distaste follow certain rules and will discover that these lead to order, *i.e.*, design and harmonies of line, tone and colour. Then conscious appreciation and Art growth will develop with self-enrichment both visual and mental. As students mature, school studies and interests will provide new subjects and ideas for Art expression. Crude symbols and elementary types will no longer satisfy their ideas of reality and unless their power of representation keeps pace with their observation they may become discouraged and lose interest in drawing.

This is the time for the teacher to show new skills and techniques for overcoming this difficulty. Fresh interest may also be aroused by experimenting with more advanced decorative and symbolic treatments that emphasize and express ideas in an abstract way. The introduction of three-dimensional representation and the laws of perspective will help those who are most interested in realistic drawing. Each student, however, must be encouraged continually to make judgments and comparisons of the suitability of the material and means used to express his ideas and check his results carefully by the laws of composition and design.

Colour attracts and is full of interest to children. Develop its possibilities by experiment and deduction. Charts and formal rules of colour are useful but observation, comparison and trial of new combinations of colours, tones and areas should be encouraged in the picture, design or natural forms that the student is interested in.

Explore with children their emotional response to colour. Show nature's use of it for attraction and protection amongst birds, animals, and plants; how also it is used in modern life as an aid to the problems of safety, salesmanship,

(Continued on page 90)

## Impressions of Cuba

By NORMAN F. BLACK

CUBA was visited by Columbus during his first voyage in Central American waters and by me during my last. It was also my first. He arrived on October 27, 1492, and I on July 11, 1939. He thought Cuba to be a part of the western mainland of India and my advance knowledge of it was not much more accurate or detailed. Probably some of the things that I have learned about it since July 11 are not true. However, I had some opportunity for first-hand observation, reinforced by considerable reading, and I came away from Cuba with certain impressions which seem to me of sufficient importance to justify my sharing them with readers of *The B. C. Teacher*.

In the first place, it is necessary to realize that Cuba is a big place. It is one-third larger than Scotland and greater in area than all the rest of the West Indies combined. Its shape is such that no spot in the island is further from the open sea than is Abbotsford in the Lower Fraser valley. But if Vancouver were situated at its western extremity, it would stretch from there to the vicinity of Moose Jaw, Saskatchewan. It contains over 7000 square miles of forest, of which the most valuable products are mahogany, for export, and cedar, for making cigar boxes, among other things. The population is well over 4,000,000, of whom two-thirds are white and chiefly of Iberian origin. American influences are everywhere evident and there are about 800,000 negroes, but the republic is substantially Spanish, in language and outlook.

The island was under a Spanish captain-general for about four centuries. I presume that he had a brief vacation in 1762-63, when, for one year, Cuba was under the British flag. We traded the island off for Florida at the end of the Seven Years War. The results of four centuries of Spanish misgovernment are still painfully in evidence. There was established a tradition of governmental ineptitude, wholesale corruption, chronic political discontent and a social and economic organization entailing a disastrously wide gap between the rich and the poor. The slaves were indeed emancipated at about the time of the Canadian Northwest Rebellion, so-called, of 1885—

nearly half a century after slavery had been abolished in the Bahamas. The Maine was blown up from within and the Spanish government was blown up from without in 1898. In the next few years the United States introduced sweeping reforms, notably in the fields of sanitation and education, and in 1902 an autonomous republic was created. It was short-lived, and to put an end to revolutionary violence the United States was forced again to intervene and maintain control until early in 1909, when the reins of government were again placed in Cuban hands. Once more the Cubans misgoverned each other so effectively that another revolution occurred in 1933. Recently the government has been constitutional in outward form, but all the world knows that the hand that pulls the strings is that of Colonel Batista. It was he who engineered the last revolution, accomplished through a general mutiny of the rank and file of the republican army. I have forgotten Batista's other name; it is probably Adolf or Benito. At all events he is the man to watch. To which topic I shall presently return.

One orgy of blood that threatened in that revolution was prevented by the courage and audacity of the American minister. A large number of officers whose men had mutinied assembled in the rotunda of a big hotel. A squad of machine gunners followed them and would have massacred them had not the representative of the United States, in company with a friend, hastily appeared on the scene. These two brave foreigners took chairs in the centre of the chamber between the mutineers and the officers. If the machine guns had been put into action the Americans would certainly have been shot. They nonchalantly chatted together about flowers and gardening. However, the revolutionists knew enough not to let the American ambassador get shot, or even thrown out. After an anxious interval, Batista had his gunmen removed and the threatened military officers escaped the massacre that had seemed inevitable. That is the story as I got it. Not a bad one, it seems to me. If anyone doubts its historicity, I shall fine him a dollar.

In agricultural resources Cuba is very rich. More than half of the whole

country is adapted to cultivation. There are great areas of fertile red clay of great depth and uniformity. Some of these farm-lands are still producing from 15 to 20 tons of sugar cane per acre after over a hundred years of cultivation during which no fertilizers have been used. Sugar, of course, is the chief crop, with tobacco ranking second, and many kinds of fruit and vegetables are produced in abundance. Great banana plantations are a feature of the countryside. The most important of these are the property of great fruit companies controlled by American and other financial magnates.

Havana is a city of nearly a million people and is still growing rapidly. The harbor is excellent and the city possesses many wide and beautiful streets flanked by buildings of most modern type. Extensive fortifications, great cathedrals, and numerous other impressive buildings, however, illustrate Spanish architecture of centuries ago.

However, I can allow myself so little space for the discussion of Cuba that I must leave much unsaid in these connections in order to speak of an extraordinary school at which the representatives of the World Federation of Education Associations were entertained with generous hospitality.

I refer to what is called the Civil and Military Institute, a unique orphanage some miles from Havana. Money has been poured out like water to make this institution impressive in the extreme. The buildings are large and beautiful and the equipment is extraordinarily complete. I devoted special attention to the shops for manual and vocational education. These are under the direction of very highly skilled specialists and the work done by the pupils is impressively good. Naturally, I also visited the geographical laboratory. Its equipment is such as to have involved me in disastrous fracture of the Tenth Commandment.

When we visited the school there were in residence approximately 400 boys and 400 girls. The enrolment, we were told, was to be increased to 1200 this autumn. The basic qualification for admission is the loss of a parent in the military service of Cuba or in the performance of duties associated with the economic development of the country. The children represent every province of the republic and are selected chiefly from the ranks

of the poor. They enjoy advantages that in many respects surpass those available to the children of even the wealthiest citizens.

These facts, associated with the related fact that the great mass of the people live in poverty and that in the rural parts of the country, despite the beneficent influence of America, educational advantages are conspicuously limited, gave me much to reflect upon. I spoke about it to an English-speaking Cuban taxi driver.

"This is a wonderful institution", I said. "These buildings and their equipment would be very hard to duplicate any place in continental North America. It is perfectly evident that extraordinarily important things are being done to and for these 800 boys and girls—to become 1200 in the early future. But I should like to know to what extent such advantages as the government is extending to this handful of the population are reaching the mass of the working people of Cuba".

He looked up quickly and replied, with evident emotion:

"If we showed you how the poor people live, it would make you sad; and we would lose our licenses and probably go to jail".

If I were a clever Cuban planning the establishment of a dictatorial state, I would view the policies of the Civil and Military Institute with pride and satisfaction.

Entering the great rotunda of the principal building, the children see all around them very large and well-painted portraits which familiarize them with their national heroes. Some of them are harmless civilians, but most of them are soldiers, and the place of special honour is given to Colonel Batista, the creator of the institution. They learn that for the funds which made this marvellous school possible they must thank the administrative skill and economies of Colonel Batista and his immediate associates. (I may here interpolate that, according to the information given me, a considerable share of the funds came in the form of "gifts" from the rich. It reminds one of the "benevolences" collected by some of the Tudors and Stuarts). From early childhood to maturity the pupils live under conditions that must and should inspire them with the profoundest admiration and gratitude toward their benefactor. They live a life which, in the course of years, must

## The Reading Situation

By E. W. REID, *Principal of Seymour School, Vancouver*

THE sponsors of education are weeping at the Wailing Wall, for it is known that the many youth in our land are as backward in reading as were the gentry of the Dark Ages. Many students seeking admission to the University have a reading ability commensurate with the sixth grade. True they are better off than was William the Conqueror, who never learned to read or write, and had to sign an X under his name. Even then his signature is probably more legible than that of many a business man of today. William's great ambition was some day to be able to read a page of the New Testament, but not having been exposed to copy book maxims, he postponed his reading lessons until too late. He died unlettered and without life insurance, but his name lives on.

An awkward question arises in probing the strange situation in which numerous students, handicapped as to reading ability, find themselves. If young people are ready for the University and have a reading age of only 12-year-olds, how could they have been prepared except by taking notes given by teachers, instead of obtaining knowledge by reading? A few of us predicted long years ago that this calamity would occur, but we were called croakers then. It was full twenty years ago that a new movement swept over America. It was decided that children were reading too slowly, perhaps only a

weaken family and local community ties and bind them into a new unity. Despite energetic protestations to the contrary, the atmosphere of the institution is essentially military. If such a machine does not in due time produce a devoted corps of intelligent, highly trained and fanatical devotees that will be exceedingly useful in a coming Nazi revolution, I lose my guess.

Dear, dear! my space is more than filled and I haven't told you of half the interesting things that I saw. I have not even mentioned the national game of jai-alai. If you still think that hockey and lacrosse are fast games and exciting, it is an indication that, as yet, you have not seen Cuban experts performing swift, incredible miracles on a jai-alai court!

word at a time. The eye span was too short. They were not sweeping their eyes over the page to take in several words at a glance. Life was speeding up. Automobiles were making 60 miles an hour and pedestrians were on the jump. One must not sit down and read slowly, else the world would pass him by. So many new books were being printed that even though one read 24 hours a day with lightning speed one could not hope to cover more than a tenth of publications in a lifetime, especially as new printing presses were printing books much faster than ever.

So Silent Reading was introduced on high authority and the teachers loved it, for they silently watched as the children ran their eyes over the pages to see which could finish first. Silent Reading came to stay. Those who conceived the idea were on solid ground, for children should not read each word separately, but the educators did not foresee how the system would operate in the hands of the average teacher, who is likely to forget that it is not the eye that reads but the mind.

I am thinking of the best educated man I know. Hand him a paragraph and ask him to glance over and give you an opinion on it. The man is positively annoying. He reads more slowly than a child. He even goes back to re-read a sentence. Half way through he may stop and look at the ceiling. "Weil?" you ask and he replies that he is only thinking. Finally he hands back your paragraph and gives you an opinion that might indicate that he had read a volume. He has remembered every word in the paragraph and has found 20 ideas in it that never occurred to you. Most of all, he discusses the possibilities of the paragraph that never dawned on the author. Do you think this man needs to be taught rapid eye movement?

I find no excuse for hasty reading ever. When I read a newspaper, I go through it first and read all the headlines. Then I decide upon the amount of time I have to read. Next I select the topics worth reading and give them my full attention. I try to judge whether the news writer has done justice to the case. If he is padding I skip that article and try the next.

It is fair to conclude that hasty reading neglects word mastery, visualization, understanding, and appreciation. This is one reason why many young people today are indifferent readers.

Once again educators are starting a campaign. They conclude that the reason why so many children are poor readers is because of physical defects, so new machines are being invented for eye testing and remedial exercises are being compiled by the score. To teach reading in future a teacher will have to be an expert oculist. Of course a large number of children have poor eyesight and need glasses. But will they all read when they have better vision? The difficulty is not physical but mental. The poor readers are largely those who are not interested in reading. Fortunately we are able to determine in our schools the pupils who are interested in reading. This school is within a mile of the Public Library which has a very excellent department for children. The pupils who care for reading may join the library and read the best books to their hearts' content. Last year we gave the school the Public School Achievement Test. Those who scored below their grade in Reading were taken separately and questioned in order to determine why their reading ability was so low. In every case except one it was found that the pupils were not interested in reading and had never joined the Public Library or had dropped out of it. On the other hand, the pupils who were far ahead of their grade in reading all belonged to the Public Library and were very much interested in good reading. The exception mentioned above was a girl who needed glasses and since obtaining them has improved greatly.

The educators have not taken in the reading situation as a whole. Let us glance at it.

In the beginning all young children desire to read because older people do it. But soon their purpose wavers. They find that there are other things they would rather do than read. Children do not learn all about reading at six years of age. They must continue the process until they have mastered all the words used by writers. In making a study of children we find that they have three main difficulties in understanding what they read:

1. Ignorance of words.
2. Inability to gather thought. This is most natural, since we have made

no effort to teach children to think. It might be done through reading but it has never been tried. Too much time is spent in reading in the primary grades. It is my firm belief that children who have to be taught to read will never make much use of reading and that those who care for reading teach themselves. Last year a little girl came to visit our school. She lives on a boat up the coast and has never attended school. The teacher whose room she was visiting noticed this child of seven years and six months could read and so I invited her over to the office to read to me. She made her own selections from the Third Reader and read some of the hardest poems with fervor and inspiration. It seemed that she had never been taught to read and yet she had read many books with sheer delight. When I asked her what she read, she did not give me the names of books but of authors. There are so many other things worthwhile that we should be teaching six-year-old children besides reading. Some of these are observation, concentration, self-control, and the ability to correlate and the power to think.

3. In reading many do not realize that they are seeking the author's ideas. When questions are given on the reading, children will frequently give their own opinions on the subject. This is one of the first things that a teacher of reading must understand.
4. Readers are divided into two classes—those that visualize and those that do not. Many children simply read words that call up no picture in the mind. Those who become good readers see their personages in a visual world as real to them as the environment in which they live. This gift of visualization can be cultivated by having the children take time to tell what they see as they read.

As children grow older, many become less and less interested in reading. To understand why this is so, we must look at the larger reading situation which takes in the whole reading population. Let us first consider adults, who are not conditioned by the school situation and may do as they please.

Some people like to read because of love of beautiful language; others to gather information; others for mental excitement or pleasure; others to know what is happening each day.

Class one is rather small. It contains those who read poetry aloud, or the works of such a writer of melodious English as Ruskin.

The people in class two are rather few and far apart. Many of them read magazine digests to be prepared to take part in the conversation if a current topic is mentioned, or to be able to launch a surprise on others. This seems a low view of a very worthy practice, but how many are there who read the synopsis of an article ever make a consistent effort to find and read the complete article or visit a public library for further reading on the same subject?

Class three, who read for pleasure or mental excitement, might be worse employed, if they do not carry their relaxation to excess. They can always escape from unpleasant surroundings on the wings of imagination and in day-dreaming enjoy a life apart. But an omnivorous reader is never a practical person. The women of this group do not knit, sew on buttons, mend clothes or cook desserts, and the men do not take pride in the products of their own hands. Einstein says that he does not read much because it keeps him from thinking. The great readers are not great thinkers because they are too dependent on the ideas of others. It may be that the Brahman has the right idea. He wants time to sit down alone and commune with himself on the deep matters of the soul. It may be that our people would be safer if more would sit and ponder on gravitation, on how they could improve the pear tree in the back yard, and on whether our civilization has enduring qualities or is fated to perish.

Let us next consider why so many people are not interested in reading and whether the trend is away from the printed word.

Many are not stirred by the beautiful language of poetry and classic prose. They live so close to the earth and their daily work, or can so easily turn off the ignition key to their minds that they do not read for information, excitement or pleasure.

Many have difficulty with hard words in book language. Even the newspaper

is couched in words of the educated. Not one in a myriad ever searches in a dictionary for an unknown word. They who have visited Paris are more in number than the users of dictionaries. Men know the idioms of the sports page, and women the language of fashion and society, but editorials are read largely by editors!

Many are more interested in social contacts than in reading. This is especially true in the city. There is a craving that many have to be with others, for they are socially inclined and like to exchange ideas. Many of these people would read if they were alone for weeks in a cabin in the woods, with a box of books. Somehow in town or city they never budget their time so that they are alone.

The radio must be cutting reading into fractions. Workmen, who used to read the newspaper and magazines in the evening and could not afford to spend money in going out, now listen to the radio. And it has brought them happiness. They are no longer lonely for trained and pleasant voices to speak to them. There is the news of the day given in tabloid highlights, concert music, vaudeville and plays, and every kind of entertainment. Nor is it difficult to part company with radio performers. One does not have to invent excuses, shake hands or throw them out, or listen to what they have to sell. As you move the dial others are seeking your company.

The book market is precarious. The price of standard works has risen and sales are smaller, denoting few readers. I noticed the magazine stall in a department store recently during 15 minutes. Thirty-seven persons in that time leafed through magazines, but only one made a purchase and that was a 7-cent paper. The advent of the radio has reduced the amount of time that the general public spend in reading. And as radio programmes are improved and reading ability is lessened, fewer and fewer books will be read. It would almost seem that in bolstering up reading we are betting on a losing horse. It is not only the last horse in the race, but the last race in the horse. But we have a new use for this fine steed that requires a gentle pace. How slow reading can be an aid to thought will be explained in later articles.

Readers live in a world of sight, but there are many who live in a world of

sound. The ear to them is more reliable than the eye. They rejoice in the spoken word and remember better what they hear than what they read. This class of people never take a great interest in reading.

There are many who plan to read when they are old, but are too interested while young in sports, dancing, cards and other social amusements. The pity is that they will never read when they are old for they have not been forming the habits necessary for concentrated reading. Their footsteps will never enter that beautiful world where companion souls mingle in the charming fellowship of author and reader.

Then there is the problem of visualization. Have you ever read a novel and liked it and then seen it played on the stage or acted in motion-picture drama? Have you not been disappointed in the actors chosen for the characters and felt let down in the portrayal of the scenes? It is because those people in the book were real to you. You had them pictured as living persons, and strangers in the play live in their homes and steal their words.

The survey that we have made of adult reading holds equally true for

children. They are of our flesh and blood, live with us, imitate us, share our joys and sorrows, and have even intenser feeling than we. If we do not care enough for books to talk about them, our children will not be interested in reading them. Why do educators not admit the real situation, that most high school children care little for reading? They remind one of a polite person who talks to another who has stains on his shirt front and studiously avoids the subject of what one eats for breakfast.

What have teachers of English Literature to contribute for creating in pupils an interest in reading? I am not a teacher of English Literature and have the greatest doubt of many who proclaim themselves specialists in English. I have a suspicion that at university they could not do mathematics, did not have an interest in or application for science, and did not possess a memory for languages. Why one who can speak English and read it and has the use of a college and other libraries needs to sit under a professor to read Shakespeare, or Milton, or Joseph Conrad, or Bernard Shaw, is beyond me.

If children could be taught to visualize what they read, given a desire for

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## What Should We Tell the Young?\*

IT is extremely important at the present time to decide what attitude on nationalism is being implanted in school children and whether it needs modification. Recently the chief "divide" between the nations is the antithesis between dictatorship and Communism. It is to the advantage of the former to emphasize the isolation and national uniqueness of their subjects; it is the object of the latter to destroy national boundaries and weld whole continents together in a "world brotherhood". In England the issue is rather between nationalism and internationalism, both of which have fervent supporters in the teaching profession. Some decision must be reached as to which is more desirable in school or whether the child should be encouraged to decide for himself.

Patriotism is natural, legitimate, and even morally essential, and would, therefore, seem to be wholly desirable and provision should be made for its inculca-

\*Condensed from The Times Educational Supplement, London; published in "World Education", organ of the World Federation of Education Associations.

knowledge and told where that knowledge can be found, taught to cherish and own a few good books, and kept away from a lot of maudlin poetry that is prescribed for them, they might grow to like good and necessary reading. Then if the time spent in analyzing sentences were spent in analyzing the thought in them and all formal grammar were left as an optional subject for those wishing to teach English, we could have the teachers of science, history, geography, health and mathematics do extra reading with their pupils and do away with the teachers of English. We would not cherish the idea of doing them bodily harm but would leave them free to learn to teach useful subjects. The pupils could read story books at home.

We have endeavoured to establish the proposition that reading ability depends largely upon practice. Those who read considerably gain a better knowledge of words and an ease in interpreting the thought of the writer. If one is not interested in books and reads very little, one is obviously a poor reader.

tion in school. Nationalism is, as Mr. Hilaire Belloc said, an exaggerated and extreme mood from which the white world suffers today. "It has all the marks of a religion . . . in the sense of that which, in a religion, exalts the emotions, prompts to sacrifice, and ensures enthusiastic support". It is this pseudo-religious character which makes present-day nationalism so dangerous. It makes the State an end rather than a means; it results in turning to national ends functions which are, in Belloc's view, essentially religious.

There is a strong feeling, especially among women teachers, that too much nationalism is taught in English schools and that nationalism automatically breeds militarism; the usual remedy is to put additional emphasis on internationalism by teaching children the customs and manners of life of people in foreign lands. The method stands self-condemned in most cases for the emphasis on the interdependence of countries for trade with the stress that "although we are different nations, we are not at each other's throats". This is at best a negative philosophy. This procedure of pointing out differences in unessential details is an attempt to run with the hare and hunt with the hounds. Internationalism at present means international competition rather than international co-operation; most of the great "international events" are competitive trials, often giving rise to more rancor than brotherly love. The solution seems to lie in the development of a new spirit of super-nationalism, not in conflict with patriotism because on a different, though parallel plane. It would have as its slogan: "Because we are fundamentally all relations, we are good friends". Then the virtue of patriotism could go on its course, without giving rise to bitterness and strife.

PRINCIPAL HAYDON S. PEARSON of the Bigelow Junior High School, Newton, Mass.: "A . . . distinct need of schools is to teach consumer education. The nation spends millions annually for products whose intrinsic worth is not a tenth of the amount spent! . . . If all people are to be made conscious of the facts of consumer education, the schools must tackle the problem."

## Teacher Construction of Filmstrips

By GERALD M. PATERSON, B.A., Central Junior High School,  
Victoria, B. C.

**M**INIATURE and motion-picture cameras are everywhere and teachers are among their most enthusiastic users. Yet, it is surprising how few instructors have adapted their hobby to their classroom teaching.

"Most educational films deal with subjects that do not involve expensive apparatus and settings but which can be photographed by amateur photographers who have a little time and money. In respect of time the teacher has a great advantage over the professional filmmaker who must contend with the vagaries of climate. Moreover, when it comes to photographing a documentary subject, the teacher may know the subject more thoroughly and is therefore able to film it more successfully than the professional who has not lived and worked in the district in daily contact with the activity or industry to be filmed. Finally, a teacher of subjects that lend themselves to pictorial treatment can often make a film better suited to his own particular students better than anyone else. No film can effectively teach all the facts, but the teacher-producer has the advantage of creating his film—

bearing in mind the interpretation he himself will give it."\*

Films designed specifically for teaching purposes by teachers have one of two major values. They may be prepared to give an overview of a topic or unit or they may be built to aid the instructor in giving more detailed or vivid mental images of the particularized items in a specific unit or topic. Because of the peculiar nature of the motion-picture film, it is considered to be the most satisfactory visual medium to use when giving a generalization of the subject under consideration; and once the material has been taught, it will serve as a drill before the mastery test is given. However, the 35mm. filmstrip has been generally accepted as one of the most useful means of providing illustrative and detailed glimpses into the more particularized phases of the lessons.

The teacher must decide upon the type of film-medium that will be best suited to the kind of job that the teach-

\* Quoted from "Sight and Sound"—a British publication that deals with visual education and its relation to public life.

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ing aid is expected to perform. Once the decision has been made as to whether the general or detailed phase is to be treated, next consult the Programme of Studies as prescribed by the Department of Education. If a certain degree of uniformity is to be maintained throughout the film and if the film is to be of use to other teachers, the authorized account of the problem or unit must be carefully read. Each teacher places an individual interpretation upon the outlined course but if the film is to be of teaching value the spirit of the Programme of Studies must be adhered to as closely as possible. Of course, the originality of the film-maker must not be stifled in the process—but do not get led off on the interesting side-trails that will present themselves as the topic is explored in your reading.

If the film is to be authoritative and up-to-date, the producer must consult all the available source material to get the latest and most complete information. But, whenever possible, try to confine the detail of the film to the limits of the authorized texts. Make mental notes as you read—they will help in the later preparation of the "shooting" and lecture scripts.

And so it can be seen that both the motion-picture and the slide films have their place in the devices that are visual aids to the teacher. But because of the cheapness and ease by which the 35mm. filmstrips can be produced by amateur photographers, the remainder of this article will be confined exclusively to tips on their effective production.

#### THE FILMSLIDE

The filmstrip is a type of still picture designed specifically for projection purposes. It consists of a series of photographic images on a strip of standard 35mm. motion-picture film. This strip is used in conjunction with a "still-film" projector by means of which the images of the individual pictures are projected upon a screen in a darkened room. There is no resultant motion or animation for each picture may be retained upon the screen for as long as the operator desires.

#### SINGLE OR DOUBLE SIZE FRAMES

The individual frames of the standard cine-film used in the production of these filmstrips measure one inch across the film and three-quarters of an inch along the celluloid. This is the size usually employed by the makers of the commercial slide-rolls. With the rapid growth of private use of miniature cameras the

double-frame size is coming into more widespread usage. This frame is twice as large, measuring one inch by one and one-half inches.

Since the amateur producer will most likely make slidefilms in the double-framed size, care must be taken in the arrangement of the material to be photographed. Although most of the projectors will permit the roll of film to move through the machine in a horizontal position, it is preferable to have the roll so designed that the strip will move in sequence through the aperture in a normal upright fashion. It is therefore advisable to prepare all the picture to be photographed so that the longest axis is the vertical one. Some sacrifice will have to be made but the resultant ease of projection will be well worth the trouble taken in the preliminary planning.

#### ORGANIZING THE MATERIALS

##### 1. *Selecting Pictures and Diagrams.*—

The basis of the filmstrip will be pictures or illustrative diagrams gleaned from picture-films or periodicals. Each picture must be examined with the greatest of discriminating care. Weigh their individual merits and then consult the course of studies and the authorized texts to see if the pictures will advance the understanding of the problem.

And, to repeat, do not be led off into the "by-ways" of the topic simply because you have an interesting picture to include. A picture that might require a great deal of oral explanation may spoil the ultimate purpose of the film. Next, make a rough summary of the suitable pictures as an aid to the writing of a scenario that is to be the framework around which the filmstrip is to be built.

##### 2. *Preparation of the Topical Outline.*

—This is primarily designed to aid the photographer who must know the exact sequence of the picture and the special emphasis you are trying to achieve. If your script is properly prepared it will serve two purposes—when the photographer has completed his task, the special instructions can be removed, the material re-typed and the resultant wordage utilized as the lecture-script that will accompany the film.

Example: *Man Against Microbes*  
(Filmstrip Title).

Shot 21: Serums are produced in horses or rabbits (Title of Picture).

"Such serums are produced under the most sanitary conditions in the most modern research laboratories. No unnecessary pain is caused to the

animal producing the antitoxin and they receive the best of attention and food."

It must be realized that most of these strips are photographed in reverse, that is, the last shot is taken first. With this in mind the necessity for having the material clearly labelled and in proper sequence is quite apparent.

3. *Titling Pictures.*—Once the pictures have been arranged in the desired order, the matter of added titles is the next consideration. Words can and do emphasize pictures—but they must be used sparingly. In fact, there are two schools of thought on the matter of added titles. Some of the firms engaged in the production of commercial slides do not title their roles because many teachers maintain that if words are included there is a loss of the review function. Another advantage for the non-titled film is that the absence will force the teacher to become better acquainted with the topical outline that usually accompanies the roll of film. And so, the matter of titling rests solely with the producer of the visual aid. If titles are desired the typewriter can be used to great advantage if its ribbons are fresh and the striking keys clean. The material should be typed with an even pressure so that the copy will be uniformly dark.

4. *Mounting Pictures or Diagrams.*—Much of the illustrative matter will come from magazines or be diagrams prepared by the pupil. All margins must be carefully trimmed and the pictures carefully mounted on white or black backgrounds. A paper cutter is preferable to trimming with scissors, because if the picture varies from a true square or rectangular shape, its deficiencies are horribly magnified in the resulting screen.

White cartridge paper can be used for the mount—it is light enough to be fitted into the typewriter for titling yet strong enough to stand the necessary handling during photography. Titling should be done before the diagrams or pictures are affixed to the paper. Wherever possible do not photograph an illustration from a text without removing the picture and mounting it on a suitable backing. It is almost impossible to get a book to lie flat enough to permit the satisfactory photographing of the page. Black cardboard masks can be made where the text is so valuable that the illustration cannot be removed.

A rubber cement has proved the most desirable type of adhesive to use during the mounting process. It is especially valuable because any excess can be rolled

off the surface without the usual disfiguring mark left by ordinary paste or glue. This cement is very inexpensive and can be purchased from most art dealers or stationers.

5. *Sequence.*—Once the pictures are mounted, carefully number them in order. Most film strips are photographed in reverse, the last picture is the first one to be photographed.

6. *Corrections for Parallax.*—Unless you have done a great deal of photography and have all the necessary devices, the material should be organized to conform with certain positions for your camera.

Unless these size standards are maintained, you will find that you do not cover the entire field of the picture or that your film image is so small that it will not give a satisfactory projected image. A little experimenting and testing will give the most suitable positions from which to make your exposure.

#### PHOTOGRAPHING THE PICTURES

Lighting arrangements and camera positions are experimental matters but a little must be said about the actual film stock to use. There are many kinds available for the 35mm. cameras but two have proved themselves most satisfactory under all conditions:

**AGFA SUPERPAN REVERSIBLE**  
—\$1.65 for 36 exposures of double frame size.

**EASTMAN POSITIVE STOCK**  
—\$1.60 for 50 feet or about 360 exposures of double frame size.

There seems to be a great deal in favour of the positive stock as regards price, but it must be remembered that the superpan film is very sensitive to colour for it has a remarkable range of colour discrimination. On the other hand, the positive film is extremely "contrasty"—that is very sensitive to blacks and whites and excellent for making diagrams or printing copies. Reversible stock will give only one copy while the positive stock will give a "master negative" from which any number of copies can be printed. The superpan stock can be purchased in lengths that are suitable for daylight-loading while the positive stock has to be cut into the desired lengths in the dark-room.

Most educators are agreed that film-slides are one of the best of the visual aids to teaching. They can be easily and cheaply produced by teachers who will find their versatility will allow them to fit into any teaching situation that needs the special point-by-point consideration inherent in the device.

## History of British Columbia Salary Situation

By HARRY HAYWARD, Chairman, B. C. T. F. Salary Committee,  
White Rock, B. C.

**W**AS the minimum salary of a teacher in British Columbia in 1855 less than, equal to or greater than the minimum salary in British Columbia in 1939? In view of the change of conditions, type of education and standard of living in the intervening 84 years, the answer one might be expected to give to the foregoing question is obvious. It would also be wrong.

The minimum salary for a teacher in British Columbia in 1855 was greater than the minimum salary today. Authority for this amazing statement is found in Dr. King's report on school finance in British Columbia: "In 1855 the honourable the Hudson's Bay Company established public schools; each of the teachers being paid \$750 from the colonial exchequer, together with fees ranging from \$60 to \$250."

"The British Colonist" of Victoria, under date of January 6, 1869, said "No man earns his bread more honestly than a competent and conscientious instructor of youth." This sentiment seems to have been generally appreciated for on March 1, 1869, "an ordinance to establish public schools throughout the colony of British Columbia" was passed and in it were incorporated the following provisions as to salaries:

1. Grants from the government not to exceed \$500 to each teacher.
2. A further amount of \$300 to be collected locally.

Thus, in 1869, \$800 was the minimum salary. It was possibly a fair remuneration, both absolutely and relatively, to salaries in other walks of life.

Seventy years later the minimum is \$780.

### What progress?

This paper is intended to help more teachers to understand how the present deplorable condition in the matter of salaries has come about.

The explanation is simple. In early days the government either paid the salary or defined the salary that should be paid, while today responsibility for salaries is divided between the government and the local education authority and the amount of the salaries is deter-

mined entirely by the latter. In the King report on page 8 we read as follows:

"At first the provincial government bore the whole responsibility of educational costs. From 1888 until the immediate past the government has been steadily disentangling itself of the burden of education and shifting it to the local communities. This has resulted in inequalities of opportunity. It has imposed upon local communities burdens—which have created conflicts because of divided authority and have jeopardized the cause of education."

From 1872 to 1888 there was complete centralization of school financing. No provision was made for raising money locally. The responsibility for finance rested entirely upon the government, and in discussing this period the King report sums up as follows:

"Not only is education the function of the provincial government, and of the provincial government alone, but historically, the government exercised this function exclusively until the year 1888."

Salaries at this period were equalized. Teachers were paid on the basis of "equal work—equal pay." A teacher at, say, Langley, where there was a school in 1872, would be paid on the same basis as a teacher at Victoria, where there was also a school. Today the salaries paid at these two points are as wide apart as the poles.

How has this variation, in payment for similar services, come about?

It is the result of a policy of devolution which began in 1888.

In that year "The Public Schools Act" made a radical change in the financing of schools. It decreed that *one-third* of the salaries of teachers in Victoria, New Westminster, Nanaimo and Vancouver shall be borne by the municipal corporations of these cities. The thought was possibly that the prosperity that would come with the completion of the C. P. R. would enable these cities to carry the load, and relieve the government of a burden that was becoming onerous as population increased.

Thus began the divided responsibility for the salaries of teachers, though the government still controlled them. This condition of affairs lasted three years, and then, in 1891, the four cities were

(Continued on page 82)

## Taxation For Education

By C. M. HOCKRIDGE, Cecil Rhodes School, Vancouver

THE article by Mr. Hayward, which appeared in the September issue of our magazine, moves me to add my voice to the chorus of those who advocate a revision of the salary scale in this province, if indeed the word *scale* is applicable in reference to provincial salaries. In the main I am in agreement with the writer of that article as to the advisability of imposing a sales tax, the proceeds of which would be applied to education, but it would be necessary that certain precautions be taken to insure that the schools of the province might enjoy the benefits that should be derived from such a tax.

No one disputes the statement that the salaries of teachers in city, town and country are badly in need of adjustment and alignment in order to reduce materially, or eliminate entirely, the disparities which now prevail among those who perform the same type of service, whose qualifications are in most instances equal,

(Continued from page 81)

called upon to provide one-half of the teachers' salaries.

In 1893, another change was made, a very far-reaching change. Up to this time the cities had been helping the government to pay for education, but after this the cost was reversed. The government merely helped the cities pay the cost of education. This brought the payment to the cities of cash grants per pupil, and along with this came a vital change affecting teachers—salaries were paid at the discretion of the School Board.

Here was the beginning of the system which has led to chaos in the salary situation in British Columbia, a chaos which cannot be refuted, and should not be condoned or tolerated. A way out must be found.

To help discover that way is part of the duty of the Salary Committee of British Columbia Teachers' Federation and we have information and suggestions which we believe will throw light upon the problem. Further discussion of the matter, however, must be postponed as the Editor, weeping with grief and chagrin, assured me that he has no more space available in this issue. However, you will hear from your committee again next month.

and whose contribution to the social well-being is presumably the same. To iron out existing inequalities we need a provincial salary schedule, and the government can find the money by means of a just tax.

A good and just tax is one which everyone pays. It is one which meets our democratic ideal. And to be successful it must apply to the bulk of the income, which is to be found in the smaller salary brackets. And since the tax is collected on the greater proportion of income a large return may be realized. At the same time, it is desirable that it be paid in small amounts, therefore with less pain to the contributors. The collection should be easy and there should be little delay in the transmission of receipts to the government coffers. In other words, there should be no time lag, such as is not characteristic of some of government's principal sources of revenue, the property and income taxes, for example. It should be inelastic; i.e., the revenue derived from it should vary but little from year to year. Finally, the cost of collection should be small.

Such is the Retail Sales Tax as administered in the State of Washington. With a population of 1,634,000 the state treasury realized \$12,054,736.24 from this source in 1938, or \$7.34 per capita. This sum was 47.89% of the total state taxation. The tax was collected on consumable goods. Sales of foods provided 24% of it, automotive supplies 17%, merchandise 16%, building materials 11%, wearing apparel 6%, furniture 6%, and miscellaneous goods the balance, 20%.

This income is easily obtained, being derived from the sale of goods in everyday use. It is comparatively inelastic, depressions having little effect on it. In the State of Washington, it varied only \$249,307.20 from 1937, a recession year, to 1938, a year of business revival, when it yielded over \$12,000,000. And the government does not have to wait for its income. The tax is returnable monthly by the retail merchant. The cost of collection is thus reduced to a minimum.

Suppose, now, that we adopt such a tax in British Columbia. What might we expect from it? Our population is about 800,000, almost half that of the State

of Washington. We may then assume that it would yield us an income of \$5,500,000 to \$6,000,000 annually. This, of course, would be over and above our present revenue since a retail sales tax does not displace any existing taxation.

The City of Seattle, with a population of 500,000, pays approximately one-third of the 2% state sales tax. In 1938 the city contributed \$4,403,779.32 of the \$12,054,700 collected. We therefore may assume that Vancouver would pay a like proportion, or about \$2,000,000. But, applied in the city only, such a tax would drive some business to the surrounding municipalities. Only a provincial tax would be practicable, but the revenue derived from it could be returned to the various municipalities from which it would be drawn. This money should be ear-marked for educational purposes only, by amending the present School Act. In this way the difficulty of meeting the cost of an adequately sound educational policy would be overcome. The share of Vancouver, for instance, if properly placed over a period of years,

would enable the city to pay her way. From the standpoint of education the weakness of the Washington tax lies in the fact that, while popularly supposed to be levied for educational purposes, only 59% of the collections were applied to current school costs in 1937, the first year of its operation; 4% went to the universities and normal schools, 19% to general state funds, and 18% for unemployment relief. Last year, 1938, 49% was devoted to current school costs, 3% to universities, etc., and the balance, 48%, diverted to the general fund.

The experience of Washington teaches us that we must guard against such practice here, should a sales tax for educational purposes be adopted. But let me reiterate that such a measure has within it the possibility not only of reducing and perhaps eliminating the inequitable conditions under which our teachers carry on their labours, but of bringing us much closer to an equally great desideratum, equality of educational opportunity for the children of the province.

## Answer

By MARY ELIZABETH COLMAN

**H**UNGRY unnumbered since the birth of time

Question the dusty sky

In vain: no answer there.

Gone, gone, as darkness floods the day,

Fled, sped, unsatisfied—

Ashes to ashes; dust to dust.

(The scabbard falls, yet the bright sword

Guardian no longer

Speeds, speeds to the Horseman's hand).

Still time arrogant, invincible, is armed with death;

Still the unregarding worlds roll on;

The universe expands—is dumb.

With no stone hunger be fed, but quickening bread

When tall-sceptered time at last

Is whipped, stripped, done and dead.

## A Teacher Attends the Fourth Canadian Youth Congress, Winnipeg, June 30-July 3

By L. JOHN PRIOR, *President of Provincial Committee, British Columbia Youth Congress, Oliver High School*

FOR a British Columbian who had only book knowledge of his extensive country to acquaint him with Canada and Canadian problems, the Fourth Canadian Youth Congress provided a vital stimulus, if not shock. The pleasure and knowledge obtained from meeting with some 360 young Canadians were well worth the discomforts attached to economical travelling in day coaches. It is not my intention to outline in detail the proceedings of this Congress. However, I feel that teachers as a whole may be interested in the reaction these young folk showed to reports concerning the status of education throughout Canada.

A British Columbian could not fail to be impressed by the astounding extremes in educational opportunity reported to exist in Canada. In contrast to our progressive and rapidly changing system, the general backward conditions in Quebec (where, if my information is correct, education is not compulsory) and rural Saskatchewan (where many children are not attending school at all, or attending schools so badly equipped that we should not recognize them as such) seemed impossibly desperate. At first it seemed odd to me to find our own conditions and educational system (how defective we all realize), looked to for inspiration and leadership throughout young Canada. It has gradually dawned on me that our recent educational changes have a deep significance for Canada as a whole, and must not be allowed to settle comfortably and exclusively within the provincial limits of British Columbia.

The half-dozen British Columbia teacher delegates made a definite contribution to the advancement of Canadian education. Despite evident fears concerning the dangers of centralization of authority, the immediate need for Federal contributions to and supervision of educational development in backward provinces was recognized. We could not help feeling that the inequalities of educational opportunity only reflected those inequalities—economic, political and racial—which today threaten, and indeed make

practically impossible, any sound Canadian unity. The general principles of our own revised curriculum and that of Alberta were enthusiastically approved.

The delegates showed a most surprising interest in all post school educational and recreational projects. The adoption of a scheme of national fitness, based on the British Columbia Provincial Recreation Centre plan, was urged upon the Federal Government. The extension of community centres and rural schools, now in a relatively experimental stage in Canada, was seen as a partial solution to our educational problems.

One could continue indefinitely to elaborate the detailed discussions of these young people concerning free education, adequate minimum wages for teachers (!), federal scholarships, health education, vocational training and apprenticeship, etc. The recommendations are available at the National Office of the movement. I somehow feel that this movement is one in which the overworked teacher may spend most profitably a few of those minutes competed for by such a variety of interests. Young Canada is educationally-minded and looks to British Columbia for leadership.

The Findings of the Congress may be secured by writing the Secretary, Canadian Youth Congress, 59 Victoria Street, Toronto, Ontario, and enclosing 10c.

### 'TIS SWEET TO ROAM

'TIS sweet to roam when morning's light  
Resounds across the deep;  
And the crystal song of the woodbine  
bright  
Hushes the rocks to sleep;  
And the blood-red moon in the blaze of  
noon  
Is bathed in a crumbling dew,  
And the wolf rings out with a glittering  
shout,  
To-whit, to-whit, to-whoo!

—From Carolyn Well's  
*Nonsense Anthology.*

## Ramblings of Paidagogos

### INTERNATIONAL MORALITY

AT a time when it is being borne in upon us by repeated shocks that moral dealing as between nations is honored rather in the breach than the observance, we might almost be forgiven for deciding that we live in a mad and hopeless world. The breaking of promises, the cynical tearing up of treaties, the ultimate dependence of national safety and even existence upon force of arms—these are the phenomena of today. If therefore we are to retain our belief in rationality and the vestiges of our optimism, we must do one primary thing: we must correct and reorganize our thinking in regard to international morality. For it is more than likely that the wreck of our faith in humanity, should such be our case, is due to our having erected the temple of that faith upon a quicksand.

Mores may be defined as those modes of behavior (evolved for the satisfaction of individual needs as these are conditioned by the exigencies of group life in a specific environment) that have come through experience to represent survival value, and whose violation consequently arouses resentment. In brief, mores are social expediences. At their best, they make possible the fullest enjoyment of individual life consonant with group efficiency.

It is trite to say that mores vary from age to age and from place to place. They reflect environmental conditions and gradually accommodate themselves to environmental change. The mores of Canada in this year 1939, for example, are very different from the mores of Canada in the year 1889, and perhaps even more different from the mores of France or Japan in any year whatsoever. True, there are fundamental similarities everywhere, because everywhere man is born with the same fundamental needs; but the nature of man is that he swiftly modifies and enlarges his original structure of needs, that he swiftly adjusts his needs to such means of satisfaction as are supplied by his physical and social environment. Different resources—different adjustments—different mores.

In any social group, all mores are not of equal importance. Some, which have to do with superficial aspects of social life, may be ignored with relative impunity; others, which strike deep into the roots of human association, cannot be violated without the arousal of the strongest resentment. Thus a scale of values comes to be established in each society—a scale suitable to "the exigencies of group life in a specific environment".

Religion is a tremendously potent influence in the establishment of this scale. Out of the vast complex of mores, the religious institution—which is itself strictly akin to the society in which it operates and whose idealism it expresses—selects certain modes of behavior for especial emphasis. Realizing the crucial significance of these, it distinguishes them as "morals" and reinforces them with all the authority at its disposal.

From the foregoing it is evident that moral codes are relative to conditions of life in particular environments, and that in any moral code the evaluation of elements is an outcome of such social and religious insight as is available to the society in question. Now note this essential factor. To be anything more than a set of pious aspirations, a moral code must

be subject to enforcement by the whole weight of public opinion; its infraction must evoke profound resentment and must incur stern punishment. Remove the penal factor and in practice little but a collection of high-sounding platitudes will remain.

What then of the term "international morality"? Three points are to be made. In the first place, each nation has evolved its own code in accordance with its own specific environmental problems. Within the national boundaries that code is paramount and subject to enforcement. Obviously, however, there exists the profoundest disharmony between the codes of various nations. Types of behavior regarded as perfectly reasonable and proper in one country may arouse nothing but bewilderment or disgust in another.

In the second place—and following out of the first—there is no such thing as international public opinion. Since there is no world code of morals there can manifestly be no world resentment evoked by the violation of such a code. This is not to say that a world code is impossible of ultimate attainment or even that its difficult beginnings are not already discernible—it is simply to say that it does not now exist except in the most nebulous form.

In the third place, the penal factor as applied to nations is quite lacking. So long as nations remain sovereign and individual this can scarcely be otherwise. The only recourse of the injured party is to economic or military pressure, or to both. There is no higher court, no international constabulary, no bringing to book. The recalcitrant nation pursues what it conceives to be its own interest and does so to the exact degree that it regards as safe. When a nation comes to have an exaggerated opinion of its owned armed might as against that of possible enemies, then we are treated to such a spectacle as is before us today.

To sum up: the conditions necessary to an international morality do not yet exist. The moral code of each nation differs from that of all others, so that there is no universally accepted system of ethics. Since there is no universally accepted system, the behavior of a sovereign state cannot arouse either world resentment or world approval. In the absence of such unanimity of world attitude no judicial penalties can be enforced. Without judicial penalties there can be no international morality in any practical sense.

The reader may feel that this stripping away of illusion from so-called international morality is a gesture of despair. The direct opposite is intended. The intention is to reinforce the intellectual assurance of those who are beginning to believe that the world is in a state of moral chaos, who are beginning to lose faith in the force and value of morality itself. The intention is to show that at the present stage of our development, moral behavior within a nation and moral behavior between nations are not comparable concepts. The actuality of the first is in no way minimized by the tenuity of the second. Nor is the second to be assumed by reason of the first. Yet the fact of established national moralities—diverse though these undoubtedly are—is the source of our only hope that a world morality will eventually emerge.

Let us therefore face the issue squarely. It is thus and so that matters stand. No doubt in process of time—through diffusion of scientific knowledge, through widespread control of social and natural forces,

## Our Rural Teachers' Question Box

HAVE YOU ANY PROBLEMS?

Correspondence bearing upon Rural School problems may be addressed to  
D. G. Morrison, Port Cuquillam.

THE Rural Question Box contains a variety of problems this month. Some of the answers are being mailed direct from this department as soon as possible, but others seemed of more general interest and are being published herewith. On behalf of the staff of this department it is only fair to say that the answers given are not final; they are solutions supplied by teachers who have been faced with similar problems. If you don't like the answer, say so. If you can improve the answer, tell us. If you wish to join in the problem discussion you are most welcome. Send in your problems, either with or without a solution. This is your section, teachers in rural schools, so make it a good one.

\* \* \*  
QUESTION.—*I am a teacher in a rural district, but as I have always lived in the city until one month ago, I find it difficult to connect school and home life of the country children I teach. Can you help me?*

ANSWER.—Your inexperience in country ways, especially if it becomes evident to the pupils, may make the first few weeks very difficult. By showing a real interest in the activities of the community, however, and asking farmers questions about their crops or cattle you will soon learn valuable information. It is very unwise to bluff in an attempt to cover your ignorance of country ways. Children and adults, both appreciate sincerity and frankness and will be much more willing to help you and make you at home in the community if you show your interest and willingness to learn. The following chat, contributed by Miss Scanlon, may be of help to you:

### AUTUMN CHATS WITH JUNIORS IN RURAL SCHOOLS

By MISS K. SCANLON

SEPTEMBER and October are months that show many seasonal changes. These are very apparent to the country child, as such subjects are discussed every day by the family. In the morning it may be the weather, the shortening days; which crops are ready for the men and the machines, or when the harvesting will be over. On their journey to school the children look around and note other things. In the fields, already harvested, the clearly marked Holsteins and the shapely Jersey cattle are grazing, while big hogs of the Yorkshire or Duroc Jersey breeds are industriously trying to add to their weight for the winter market; smaller hogs are there, too. They seem to be more shapely; possibly bacon hogs; slices from whose sides or backs may be sold under the name Maple Leaf, Shamrock, Fletcher, or other bacon, which those children drop into the butcher shop to make a purchase. Who is directing all of this Fall activity? The farmer is responsible. We should not be surprised then, if our farmer friend is often to be heard to say, "I am a very busy man. My work is never done. Do not let that keep you from paying me that visit you promised to make to see my barns and my herds and flocks. Don't forget, we want the boys and girls, too. There is much to see, and the apple trees are laden. There are other things, good to eat and drink." When the invitation is accepted, the farmer may be ploughing for the Spring Wheat which must be sown before the

through improvement of communication and understanding; through gradual enlargement of national units—there will come to be a world code of ethics in every way comparable with the national codes of today. But the time is not yet. So far as we are concerned, living as we do in this and not some future century, let us not lose confidence in all morality because a wider code has still to be evolved. Let us see things as they are, crediting man with the progress he has made rather than despairing over the incompleteness of his achievement.

sun's rays have lost their heat, for the roots of wheat reach deep into the earth. Yes, the farmer is a very busy man, but he is a good host, too.

I trust, boys and girls, that you did have a happy time on that trip, for you then would be interested in a field trip some fine day. It will be for study, and to make a collection for a Nature Cupboard. This, you might like to build in a corner of the school room. For the trip, divide into groups, each with a leader. Take an apple or other fruit with you. Do you think you will need a note book? There may be many interesting findings of which a memo should be made for future use, so the note book will be handy. "O Ho! See what's here! A caterpillar hurrying along. Yellow and black. Find number one. I think we are in luck today," said a leader. "We were advised to bring you home with us. Is this the food you like best of all?" So with those words, the mighty caterpillar is bagged. The showy specimen was taken to school next day and found a home in a shoe box with the fresh leaves within reach; the box top was a piece of cheesecloth. Many other specimens had been brought in, all were well placed—a cool spot—and the Nature Cupboard had many visitors during the dark days, especially. They were hoping that A Painted Lady, or a Swallow Tail, or A King George butterfly might emerge some sunny day. I hope so too. I have hurried along and have forgotten to report the second leader's announcement. A spider's web had been discovered. The dew was still on it and disclosed its perfect construction. As luck would have it, one of the group knew this web to be the work of an Orb Web Weaver. She offered to report next day in the Composition period the true story of this family of spiders. A snake skin was brought in; also several stone arrowheads, which showed this district might have been at one time occupied by an Indian tribe. One group was very proud of a bag, full of shapely stones of many colours. When all the groups assembled, the "finds" were displayed, praised, then sorted out and placed. "We have had an interesting trip, and have added to our collection for Winter study," was the unanimous verdict.

Right here and before you disperse, would you like an activity to show the shortening day? Is the sun shining? What day of the week is it? What hour

is it? You have all that? Take a yard ruler, run into the sunshine with some chum, and measure each other's shadow in feet and inches. Do this again a week from now. Two weeks from now. Then three weeks. Now sum up and find the reason why you are getting taller. Be sure: 1, sun shiny day; 2, same hour and day for measurement each week.

Possibly, boys and girls, the greatest unrest is felt among the birds. They answer that strange urge which we call instinct, and already have begun to gather in flocks for their winter migration to a warmer climate. There nesting and raising a family will occupy time for the next few months. If you are watchful, children, you will see interested flocks of blue birds assembling for their flight southward, because for a while now the blue bird will enjoy living in Southern United States, or in Central America, where the Song Sparrow is also hurrying. Some of the Swallows have left us, maybe, without our knowledge. They often play that trick on us, for they are bound for South America, a long way from British Columbia. Watch for the Redwinged Black Bird. He is a noisy bird and often bad tempered, whether he is alone or in a group. They make the air very bright, however, with the flash of their red trimmed wings as they dart about in swift flight. The Redwings go only to the valley of the Ohio or Delaware—not far away—but apparently they have an urge to be off.

Many other flocks are moving, swirling, then alighting for a rest, and away. All know their course. How marvellous it all is, students. Yes, you are students, because this is the Nature study of seasonal changes resulting from rotation of the earth. Do you find dates hard to remember? I mean correct dates. If you are troubled in that way, what scheme have you? Tell me, please, for I am indeed hopeless. In 1937, a class, to check up on poor memories, planned making a frieze, a factory cotton one, on which they marked down, in crayon, the date, the name and picture of the bird or the flock of birds they saw, drew a circle around the whole, and admired the work. When other flocks were seen, if they were recognized, they were marked on the cloth, if they were strangers, a bird book was found, the bird's name and picture were discovered, and the crayons used again. We did not hurry with the frieze; maybe we'd have a shorter Na-

ture Science lesson and spend some time improving the drawings, or the style of our work. In April, when the birds began to be seen again we scanned our picture and told each one just how long it had been on its holidays. The Humming Bird listened, but did not stop gathering honey, and only whispered loud enough for the receivers to hear, "I had lots of fun thumbing a ride with the good hearted wild geese, or other birds coming my way. I wintered in Brazil."

We had learned much from this project, and had some fun. Tell us your scheme for remembering the birds' departure or arrivals.

Good instructions for making an Aquarium or a Terrarium are yours for the asking, if you wish them, Juniors. Write to *The B. C. Teacher*, care of Mr. D. G. Morrison.

\* \* \* \* \*

QUESTION.—*I am the principal of a small rural elementary school which recently has been enlarged to accommodate Grades IX, X and XI. Can you suggest how we might ease up the teaching load without cutting out necessary courses?*

ANSWER.—There are at least three ways in which you could ease the teaching load, as follows:

1. Grouping of courses. In courses which are given for three years only, such as General Science, Language and Social Studies, do not offer all three courses in any one school year. For example, offer Social Studies III. and IV. one year, and III. and V. the next. Use the same procedure with the other subjects.

2. If other teachers in the elementary school are qualified to teach one or more subjects in high school, use their services. One teacher can teach all the subjects of a three or four grade high school, but better work is possible if other arrangements can be made.

3. Use correspondence education. This is truly a godsend to rural high schools. Subjects not offered in a high school can be secured by the pupils and the work done in spare periods in school. School boards will usually pay the \$2 registration fee for these courses, and there is no further charge in the case of students under 18. Further information regarding correspondence education can be obtained from Mr. J. W. Gibson, Director of High School Correspondence Instruction, Victoria, B.C.

\* \* \* \* \*

M. B.—Your question re physical education has been referred to Mr. Brand who has had considerable experience in your type of school. His answer will be forwarded to you.—D.G.M.

\* \* \* \* \*

Q. E. W.—Your enquiry bearing upon the organization of a Parent-Teacher Association has reached us too late to be dealt with in this issue. You may expect a letter in the meanwhile, giving the desired information, and the facts will be given publicly next month through this department of *The B. C. Teacher*. I wish that you would explain, for the benefit of other workers, the methods that in McBride District Teachers' Association have proved most effective in promoting teacher co-operation.—D.G.M.



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## On Returning From a (Very) Rural School

By LEE GIDNEY, *Gabriola Island*

IT is fortunate for the schools and school children of British Columbia that we are not all alike in the things necessary to our continued happiness. Otherwise the townward migration of rural teachers might one of these days assume the nature of a general exodus! Which heaven forbid!

Have you ever read in one of my beloved Elia's Essays—the one on "New Year's Eve" I think—a paragraph in which he speaks of his reluctance to leave "this green earth, the unspeakable rural solitudes and the sweet security of streets"?

There is, I know, beauty to be garnered from these unspeakable rural solitudes; but for me, I'm city born and bred. I prefer the certain ordered peace of living on streets with other houses preserving only a decent distance, with people near when you want to talk, with books to read and to buy, with water and light and music to be turned on with a switch.

I grant you the grace of tall trees, of the lines of mountains, hunching their shoulders against the cold, catching strange lights from a detached northern sky, and becoming pale green with the spring. And riding horseback through slopes covered with blue violets.

(Continued from page 70)  
and advertising; its importance in the charm of dress, home, and garden.

Let us not lazily take for granted the beauty of form and colour we see in our surroundings. Nor let us by lack of thought and exercise close our eyes or those of our children's, to the worth of what is finely composed and worth living with.

And yet I claim the cool, more calculated beauty of streets at night, lighted with the lamps of homes and the precise procession of street lights—these are for me.

Streets of shops—where sweet smelling hams are, and pungent coffees and expensively lustrous leathers and the hairy smell of tweeds damp with rain—one needs money to walk these streets happy, but a little is enough.

The small shop where I discovered Ben Jonson's *Valyone*, illustrated by Aubrey Beardsley, and "The Maxims of Methuselah—Being the Advice given by the Patriarch in his Nine Hundred Sixty and Ninth Year to his Great Grandson at Shem's Coming of Age—In Regard To Women" by Gelette Burgess. The walls had hanging on them colour prints of two of Van Gogh's and an exquisitely simple Giotto.

And there was the large department store where I bought a recorded Mozart Sonata, recorded moreover by Jose Iturbi—this for a wedding present. I am not yet wealthy enough to buy Mozart Sonatas for myself.

Yes, these I claim. Let who will have rural solitudes. Let Elia provide words for my confession: "I am all over sophisticated—with humors, fancies, craving hourly sympathy. I must have looks, theatres, chit-chats, scandal, jokes, ambiguities, and a thousand whims, which their simpler tastes can do without. I should starve at their primitive banquet".

All the same, while I am not going to be a rural teacher forever and ever, I am not sorry to have had experience of life in and near some very rural schools.

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## What We Are Reading

**T**HE *B. C. Teacher* wishes to draw attention to an address delivered at the Parrish Art Museum, September 3, 1939, by Nicholas Murray Butler. The title is "Toward a Federal World" and is self-explanatory. The lesson taught by the history of the League of Nations is that the League was without the power to provide an effective police force to preserve order in the world upon which it looked. Dr. Butler is convinced that an international stabilized monetary system is one necessity for a federal world. Having established that fundamental essential, international trade relations must be dealt with, and promptly. We have no space to summarize further but interested teachers may obtain copies of this address from the Carnegie Endowment for International Peace, Division of Intercourse and Education, 405 West 117th Street, New York, N. Y.

\* \* \* \* \*  
**G**ENERAL *Agriculture*, MacEwan, J. W. G., and Ewen, A. H.; Nelson; Toronto; \$1.50.

As the authors have pointed out in their preface "agriculture is the basic industry in Canada and most other countries"; its welfare is a matter of common interest and it is fitting that such an important subject be studied systematically not only by those directly connected with it but by all young people pursuing a general education.

The purpose of the book, namely, "to facilitate effective study and develop a better understanding of an internationally important subject" has been well achieved. While the needs of the young have been kept to the fore in the presentation, the general reader, urban as well as rural, will find much valuable factual information as well as practical applications.

The book is divided into three sections. The first deals with the soil; its composition, maintenance of fertility, tillage practices, etc. The second deals with agricultural plants—chapters being devoted to the various crops such as grain, fruits; crop rotation; selection of seeds; weeds and their control; plant diseases; insect pests. A chapter dealing with gardening methods gives concise but accurate information on that branch of plant culture which can be practiced with profit and pleasure by the city dweller. In the third portion of the book the feeding and management of

farm animals is dealt with quite adequately.

Throughout the text the authors have wisely related the basic principles of science and farming methods as a proper understanding of agriculture involves more than mere knowledge of farming practices. To this end they have seen fit to include a fairly comprehensive list of references including the most recent literature and standard texts in the various branches of the subject. The illustrations, including photographs, drawings and diagrams, though not numerous, are well chosen. It would, however, have been a much more valuable school text if exercises and student activities had been suggested at the end of each chapter.

This book is thoroughly up-to-date in its subject matter and treatment and is primarily concerned with the situation as it exists in Canada. It should find a place in the school library as it does afford a very clear idea and provides ample reference material in agriculture in Canada, her basic industry.

—ERIC BROOKS.

\* \* \* \* \*  
**E**SSENTIALISM; The Baynard Press, London, S.W. 9; 479 pp.; price, 5 shillings.

To quote from the title page, "Essentialism is the new conception of Christianity and of world religions (acceptable to this New Age) to be applied in practical form to everyday life as from this year of grace 1938". No author's name is given, but we find from the text that the author of the volume is the founder of the movement.

*Essentialism* teaches that good will finally prevail over evil, for evil "by its very nature is transient—it is not of the stuff that eternally endures". Truth will some day emerge triumphant, although it is being rather badly battered at the present time (1938). Just how far ahead lies the day of victory for truth and goodness will depend on how the competitive nations adjust their differences. If war should come, then the author sees a period of chaos for many years—perhaps for centuries. Slowly but surely, however, man will start to climb again, for in the very nature of things it is written that error will be overcome.

Pages 385 to 454 are given over to press extracts from British newspapers,

dealing with all kinds of national and international problems. A further volume is spoken of—perhaps it has already been published—in which the writer will have more to say about his philosophy of life.

Typographically, this volume is a strange sight. The odd arrangement of the different sections, the constant use of dark diamonds for asterisks, and the employment of black-faced type, large and small, give the reader's eye something that it probably sees for the first time in *Essentialism*. The writer makes abundant use of repetition, picking up phrases from the previous sentences and further expanding them. At times the reader gets the impression that he is swimming in a sea of free verse.

If you want to see something different, if you want to read something different, if you want to be lost in amazement at the strange ways in which a human mind may move—its wonders to perform—get a copy of *Essentialism*. But don't shake your puzzled locks at me.—E. T. OLIVER.

**L**ETTERS *In Canada*: 1938. Reprinted from the University of Toronto Quarterly, Vol. VIII, Nos. 3 and 4, April and July, 1939. Edited by A. S. P. Woodhouse, University of Toronto Press.

This paper-covered volume contains 67 pages of literary criticism and 52 pages of lists of publications with cross references to reviews published in other critical journals. It well fulfills the hope of its editors that it may be "valuable not only as a source of reference but as an indication of the trend and development of Canadian literature".

Its style is far removed from the dry-as-dust ponderousness so often affected by similar publications. Witness, for example, this summing up of a novel recently perpetrated by a well-known Canadian authoress: "the kind of story that Anne of Green Gables might have dreamed after reading Dumas".

The year's literature, grouped under the heads poetry, fiction, drama, remaining material, French-Canadian letters and New Canadian letters, is dealt with by six different reviewers.

E. K. Brown praises the high level of the poetry published by Canadian periodicals but reports regretfully that 1938 has been a poor year for Canadian poetry. A hopeful future is seen for Canadian satire. A broad hint is supplied that Canadian poets could well learn a great deal from Robert Frost without "crippling anything essential" in themselves.

The 1938 crop of fiction is described by J. R. MacGillivray as "average in bulk and quality". Most of the novels have a Canadian setting, with the usual preference for northern adventure. Part of the blame for the almost inevitable Canadian weakness in prose style is laid at the door of Canadian publishers who, so far, have been remiss in following the English and American practice of strict editorial supervision.

Canadian drama still lags behind. W. S. Milne, however, sees hopeful signs in the continued activity of Little Theatre groups, in the work of the Banff School of Fine Arts and in the excellence of many of the radio scripts broadcast in Canada.

Again in 1938 the editor is forced to admit that no Canadian has yet published "a major work purely in economic or social theory". He is obviously of the opinion that without the generous help proffered by the wealthy United States research foundations the Canadian output in the Social Studies would be still more meagre than it already is.

*A propos* of French-Canadian letters Felix Walter notes with amusement that in 1938 there was "a very distinct cooling of enthusiasm for the economic and political doctrines of Messrs. Hitler and Mussolini" and much less talk of "Laurentia the Corporate State". In the realm of the novel he acclaims a long overdue turning away in the direction of realism and away from the over-worked romantic lode of the Maria Chapdelaine tradition.

Actually, I thoroughly enjoyed reading this survey and was surprised by the large number of books which were both Canadian and worth reading. This isn't intended to belittle our literature. But readers of *The B. C. Teacher* know the attitude that our almost exclusive reading of English and American reviews engenders.

The following book list is not printed as a list in *Letters in Canada*, 1938. But it contains all the titles to which the editors of that publication have given special attention. The attention has usually been favourable but, in at least four cases, it has been decidedly the reverse. I include these four titles, however, both because of the prominence of their authors and because all readers may not concur in the censure bestowed upon them.

POETRY:

Hume, Mrs. Ethel: *Contemporary Canadian Poetry*, 1918-1938.

Smalacombe, John (L. A. Mackay):  
*Viper's Bugloss.*

## FICTION:

Allan, Luke: *Beyond the Locked Door.*  
Beattie, Jessie L.: *Three Measures.*  
de la Roche, Mazo: *Growth of a Man.*  
Eggleston, Wilfrid: *The High Plains.*  
Dix, Maurice B.: *This Is My Murder;*  
*Prologue to Murder.*  
Graham, Gwethalyn: *Swiss Sonata.*  
Hardy, W. G.: *Turn Back the River.*  
Ostenso, Martha: *The Mandrake Root.*  
Salverson, Laura G.: *Black Lace.*  
Slater, Patrick: *Robert Harding.*  
Wees, Frances S.: *Lost House.*

## DRAMA:

Pharis, Gwen: *Still Stands the House.*  
Smith, Hilda M.: *Here Will I Nest.*

## AUTOBIOGRAPHY:

Black, Mrs. Geo.: *My Seventy Years.*  
Borden, Sir Robert: *Memoirs.*  
Brown, Audrey Alexandria: *The Log  
of a Lame Duck.*  
Connor, Ralph: *Postscript to Adventure.*

Meredith, Brian: *Escape on Skis.*

## SOCIAL STUDIES:

Gibbon, Murray: *Canadian Mosaic.*  
Wrong, Prof. G. M.: *The Canadians:  
The Story of a People.*  
Young, Reid & Carrothers: *The Japanese  
Canadians.*

## MISCELLANEOUS PROSE:

Cash, Gwen: *I Like British Columbia.*  
Cory, Harper: *Animal Heroes.*  
Falconer, Sir Robert: *Religion on My  
Life's Road.*  
Grey Owl: *A Book of Grey Owl,*  
edited by Hugh Eays.  
Leacock, Stephen: *Model Memoirs and  
Other Sketches.*  
Skelton, Oscar D.: *Our Generation:  
Its Gains and Losses.*  
Tweedsmuir, Lord: *The Interpreter's  
House.*

## FRENCH-CANADIAN LETTERS:

Desrosiers, Leo-Paul: *Engages du  
Grand Portage.*  
LeMaitre, Georges: *Four French  
Novelists.*  
Ringuet (Panneton, Philippe): *30  
Arpents.*  
Turnbull, J. M.: *Essential Traits of  
French-Canadian Poetry.*

—SHIRLEY MAYSE.

**G**EOLGY of Puerto Rico, by How-  
ard A. Meyerhoff (University of  
Puerto Rico; 1933), is a scholarly treat-  
ment of a highly technical subject,

couched in such form and language that  
the layman can read it with pleasure and  
admirable stage. Indeed this particular lay-  
man has read it several times and hopes  
to tackle it again in the early future.  
*Ex pede Herculem.* From the geology of  
Puerto Rico I suppose one can guess a  
good deal of the geology of the Antillean  
Islands as a whole and one finds the  
author throwing light upon scenes and  
phenomena nearer home than Professor  
Meyerhoff may possibly never have had  
a chance to observe. The author intro-  
duces his subject by sketching the phys-  
ical and historical setting of Puerto Rico.  
Four chapters are then devoted to the  
geologic history of the island, dealing  
with the original volcanic core; the  
ancient mountains visible only to the  
trained eye and imagination of the  
scientist; the coastal plains formed from  
those mountains by erosion and related  
processes; and the complicated forces  
that in more recent eras have conspired  
to give the island its present form. Four  
chapters on geologic materials follow—  
the rocks and rock structures character-  
istic of Puerto Rico, and the island's  
natural resources, inclusive of its soil, as  
related to its geology. The balance of  
treatise deals with the geologic present  
and problems that still remain unan-  
swered. A feature of Professor Meyer-  
hoff's book is a 60-page glossary written  
in the behoof of just such folk as I am.  
I thank him on my own behalf and on  
behalf of the reader whom this review  
may have attracted to the reading of a  
book which he knows in advance is  
likely to be, in spots, rather over his  
head. Of course, librarians and geolo-  
gists and other folk learned in bibliog-  
raphies of current or recent scientific  
research did not wait for me to tell them  
of Dr. Meyerhoff's *Geology of Puerto  
Rico.* I don't know how much it will  
cost you other poor devils, but the book  
cost me only the price of a return ticket  
from New York to Buenos Aires via  
Porto Rico, I mean Puerto Rico.

P.S.—O yes, it contains lots of maps  
and pictures. I thought that might go  
without saying but you never can tell.  
—N. F. B.

## ASSUMPTION SASH

**I**f you are one of those people who  
really have to know, especially if the  
object of knowledge involves things  
anthropological or archeological or  
of that general ilk, Marius Barbeau's

fifty-five page brochure entitled *Assomption Sash* (National Museum of Canada; 25c) may give you an interesting evening. The numerous illustrations—some in colour—supplement discussion as to whether the pioneers of eastern America borrowed the idea for their arrow sashes from the Indians or whether the Indians borrowed the idea from the Habitants; and distinctions between *centures flechees* and *centures a flamme*; and explanations of finger weaving and kindred arts and mysteries. Don't say I did not tell you about it if you are one of the elect for whom such books are published; at the cost of much laborious research and not a little public money.—N. F. B.

**T**HE *World of Man for Boys and Girls*, by H. C. Knapp-Fisher; Musson Book Co. Ltd., Toronto, 333 pp.; price \$2.50.

Mr. Knapp-Fisher's book is a conducted tour of some of the world surrounding a British boy or girl. Of necessity, many things have been omitted, but it is surprising how much can be shown within the limits of such a book as this. The author-guide is always painstaking, kindly and idealistic.

The plan that he follows is generally logical, though somewhat unusual. He deals first with the Earth as a member of the Solar System, and explains why life is possible on the Earth and not on the Moon. This leads him naturally to a discussion of various aspects of life, including the development of a complex human being from a single cell. Here, as elsewhere in the book, excellent drawings not only illustrate the text but add considerably to it.

Consideration of man as an animal that can speak and think suggests to the author an examination of languages, cultures, and the function of the brain. He shows that a formal education is necessary of a child is to find his way through the maze of culture. Teachers are the guides through this maze; and they are not let off lightly, for some of them are likened to a man in a strange town who, asked the way and not knowing it, is ashamed and tells the inquirer wrongly. The faults of examinations in general, and of the British examination system in particular, are placed before his young readers, as are

the faults of the whole school system. Here the author abandons the objective treatment of his subject and proposes a remedy for these ills. He would plan school work like research work, arranging the problems to be attacked according to a definite plan, "so that work upon them would cut a path through the main ideas and the most important facts and truths of civilization. A boy or girl having such an education would learn how to learn, instead of relying on being taught."

One complaint that Mr. Knapp-Fisher has against schools is that most of them do not teach anything about sex, and if they do they do it badly. He therefore devotes several chapters to a consideration of this topic, in a simple, frank and restrained manner.

He devotes a generous section to the inter-relationship of the economic activity of man and to a study of capitalist economy. He uses the interdependence of nations as an argument for the acceptance of the idea of the brotherhood of man. He reverts to this again, after a detailed treatment of government in Britain, in a chapter on war and peace. Two things, he says, are needed for progress: science, which gives us power and knowledge, and understanding of man's kinship with man, which enables us to distribute our knowledge and power equally among all men for the good of all. He argues against the old concept of the survival of the fittest, and points out that "modern scientists are becoming aware that co-operation is more important than conflict."—R.G.

#### TO CONTRIBUTORS AND CORRESPONDENTS

**T**HE *B. C. Teacher* acknowledges appreciatively articles by Mr. A. V. McNeill, Mr. J. B. Shore, Miss Somerset, Miss Colman and others. Most of these and a number of other contributions are already in type but have been held over owing to the pressure on our space.

The letter of a correspondent who enquired regarding aids for social studies in elementary grades has been mis-filed and therefore remains unanswered. Our correspondent is advised to communicate directly with Mr. H. G. Boltwood, Secretary, "Lesson-Aids" Committee, 3486 W. Second Avenue, Vancouver.—EDITOR.

## Correspondence

### FILMS FOR RENTAL

Associated Screen News Limited  
General Offices and Laboratory  
Western Avenue at Decarie Boulevard  
Montreal, Sept. 15th, 1939.

Editor, *The B. C. Teacher*:

We are enclosing herewith information on new Educational Films, which are available for rental in October.

Yours very truly,  
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Sales Promotion Dept.

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Propeller Making.  
Berlin.  
The Amozba.  
Grey Owl's Little Brother.

(The descriptive material accompanying this letter indicates that these five new films are interesting and valuable. Rental charges may be learned upon application to our correspondent.—EDITOR).

### "ARMAGEDDON—AND THE TEACHER"

Editor, *The B. C. Teacher*:

I enclose a clipping from the local paper dated September 26, 1939, outlining the position of the Nanaimo and District teachers on the war question. You can see from the contents of the newspaper article the extent to which the teachers of this area appreciated the editorial, which, as you see, was reproduced by the *Nanaimo Free Press*.

In content or expression there has not been as good an expression of opinion in any other Canadian journal. Please accept our thanks.

Yours sincerely,  
J. B. LITCH,  
Supervising Principal.

Oliver, B. C.,  
September 27, 1939.

Editor, *The B. C. Teacher*:

Just a word about your recent editorial entitled "Armageddon—and the Teacher". You must have been thinking of me when you wrote it! At the very moment when I had decided that the seed of our new curriculum would fall upon barren ground in a war-torn world, and was wondering just how these problems were to be faced, along

came your editorial with its encouragement and hope. More power to you, N. F. B.!

Yours sincerely,  
JOHN PRIOR.

Vancouver, B. C., October 2, 1939

Editor, *The B. C. Teacher*:

I have read your contribution on "War" in the September issue of *The B. C. Teacher*, and feel I must express to you my admiration of your ability to say the correct thing in an almost perfect way.

At the same time you will, of course, realize you have stamped on the toes of some, so I reinforce your paragraph commencing with the statement: "It is for the teacher to hew to the line; let the chips fall where they will."

I think the article should be broadcast. Meanwhile, let's do all we can to apply the precepts.

Yours sincerely,  
S. NORTHROP.

King Edward High School,  
Vancouver, B. C.  
September 24, 1939.

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

Thank you for your splendid editorial, "Armageddon—and the Teacher". You have said what a great many of us have been thinking. I have heard several expressions of pleasure regarding your message, and I am sure that many more must have read with delight and profit such a timely utterance.

And there were other good things in the September number, such as your article on The Bahamas, and "Summer School Again".

From past experience I know what a job it is to get out the September issue—but you have worked wonders.

Sincerely yours,  
W. M. ARMSTRONG.

Victoria, B. C., September 30, 1939

Editor, *The B. C. Teacher*:

Dear Sir,—May I, as one of your many readers, express to you personally, my most sincere thanks and appreciation for your splendid editorial in the September issue of *The B. C. Teacher*, entitled, "Armageddon—and the Teacher". At a time when it is so difficult to

maintain an open minded attitude and to stand by the things which I have endeavored to uphold before my pupils, during the past years, it is indeed a help and an inspiration to find someone in your position who is still prepared to stand forth from the crowd and sound the call of reason, sanity and civilization.

Many teachers, I am sure, will feel as I do, but probably not so many will take the time to tell you, so it is with this in mind, that I have addressed myself to you to express my admiration for your courage, and my gratitude for your message.

I am,  
Yours most sincerely,  
B. C. GILLIE.

#### EDUCATIONAL RESEARCH

Department of Education,  
Victoria, Sept. 14th, 1939.

Editor, *The B. C. Teacher*:

Last March the president of the Canadian and Newfoundland Educational Association called a meeting of representatives of provincial Departments of Education and the Departments of Education of those Canadian universities which have such departments in order that there might be formed a Canadian Council for Educational Research similar to the councils formed to promote educational research in Scotland, Australia and New Zealand. Dr. M. E. LaZerte was present at this conference both as a member of the Canadian and Newfoundland Educational Association and as the representative of the Canadian Teachers' Federation. The undersigned was present as representing the British Columbia Department of Education.

Both the C. N. E. A. and the C. T. F. undertook financial support of the proposed council, the former expecting its contribution to come from the various provincial Departments of Education. Some assistance was expected from the Carnegie Corporation and this has since been promised.

Dr. M. E. LaZerte was named chairman of the council. I was named a member of it and was instructed to act as chairman of a British Columbia committee of persons selected upon the ground of their interest in research and their training in it, and in addition to have a member chosen by the British Columbia Teachers' Federation. The British Columbia committee consists of

myself as chairman, Mr. R. Straight, Dr. J. M. Ewing, Dr. Maxwell Cameron, Dr. C. B. Conway and a member, not yet chosen, to be named by the British Columbia Teachers' Federation.

The procedure followed in the organization of the council and of the provincial committees is that decided upon at the organization meeting called by the C. N. E. A.

The council will have several thousand dollars for the subsidizing of research in education during the next two years. The purpose is to promote significant research of direct value to education, particularly research which could not be conducted without financial aid. As the persons conducting the kind of research which is contemplated are supposed to be already trained in research methods, it is not expected in ordinary cases that assistance will be given to persons working towards the M.A. or similar degrees.

This letter is to inform British Columbia teachers of the purpose of the council and to let them know that financial aid may be given towards the carrying out of such research projects as may be approved by the Canadian Council. Research workers desiring aid should apply to the secretary of the British Columbia committee, Dr. C. B. Conway, Department of Education, Victoria, B. C. They should describe the project in such a way as to enable the council to evaluate it. The data furnished should reveal:

- (a) The purpose of the investigation;
- (b) The procedures which it is intended to employ;
- (c) The estimated cost of the investigation and the amount of financial aid which the investigator will need;
- (d) The training and qualifications of the investigator.

Applications should be made early.

Yours very truly,  
H. B. KING,  
Technical Adviser.

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## News, Personal and Miscellaneous

JOHN K. KEENAN

A HOST of teachers in British Columbia felt a personal loss when Mr. John K. Keenan of the Lord Byng High school staff lost his life in a deplorable drowning accident early in the summer.

A native son of this province, he received most of his education in Kaslo, Victoria and at the University of British Columbia. At the time of his death he was engaged in completing the requirements for his master of arts degree at the University of Washington. His scholastic career was marked by academic achievement and by an executive ability which he unselfishly placed at the disposal of his fellow students. For years he held important posts on the executive of the Summer School Students' Association of the University of British Columbia.

As a teacher, Mr. Keenan served in the Saanichton, Quesnel and Dewdney superior schools, and in the Kitsilano and Lord Byng high schools, Vancouver.

His life was marked by a breadth of interests that had established him as an outstanding member of his profession and as a leader in other activities vitally related to the welfare of his native province. Teachers remember him as president of the Vancouver Secondary School Teachers' Association, member of the Vancouver Teachers' Council, and member of the English section of the British Columbia Teachers' Federation.

Close to Mr. Keenan's heart were his associations with the Masonic order and with the Native Sons of British Columbia, of which latter society he was for two years Chief Factor. He was also a keen sportsman, having taken for years an active interest in hockey and yachting.

Besides his colleagues, who are deeply moved by his passing, he leaves mourning his wife, his mother, a brother and two sisters.

MARJORIE WILSON

JOSEPH KADZIELAWA

It is with deepest regret that *The B.C. Teacher* has to report the deaths of two young and brilliant scholars. Miss Marjorie Wilson of the staff of Templeton Junior High School and Mr. Joseph

Kadzielawa. They met death on the 15th of July when the car in which they were touring overturned on a highway in California. Mr. Kadzielawa was a research worker at the University of Southern California where he had a scholarship. The two were presently to have been married.

To the bereaved parents of each, *The B.C. Teacher* expresses the heartfelt sympathy of all teachers who knew and respected these unfortunate young people.

### PEACE RIVER DISTRICT AND TUBERCULOSIS

FROM *Your Health*, the official organ of British Columbia Tuberculosis Society, we learn that the month of July was a particularly active one for Interior Travelling Clinic No. 1. During the first week, clinics were held in Ashcroft, Lytton and Lillooet. On the 8th, the clinic left for the Peace River district, a trip contemplated for the past two or three years, but never realized until this year because of lack of time. As the clinic nurse was away doing postgraduate work, the Provincial Supervisor of Tuberculosis District Nursing relieved on this particular trip. Since the establishment of the health unit in this district, the Director of the unit has been anxious to have a definite idea of extent of tuberculosis infection there. When definite plans were made this year to go into the Peace River district, it was decided to tuberculin test a representative group of school children, examine and X-ray them, as many of their parents as possible and any other persons that the local doctors wished to send in to the clinic. The tuberculin testing was done by one of the local doctors and the staff of the health unit.

In doing this work, the Peace River District presents difficulties not usually encountered in the rest of the province. Of a total population of 8000 to 10,000, 85 to 90 per cent is rural, making it very difficult to get the people together to do the examinations. Most of these people are without care, which meant that the Health Unit staff spent a very busy ten days bringing people in from the country, many from a distance of 30 or 40 miles. There are three hospitals in the four main centres, two of which are equipped with X-ray facilities, and all the examinations were done at these two

centres. Four hundred and nine persons were tuberculin tested and 100 positive reactors were found. In all, about 225 persons were examined and X-rayed among whom seven cases of tuberculosis were found.

#### REPORT ON HEALTH INSURANCE

**T**HOUGH the League as a political enterprise has collapsed, its protege, the International Labour Office, thrives. The I. L. O. has done great work in ameliorating the lot of the working people of the world by scientific investigation of their problems, by encouraging beneficial social legislation in many countries, and, above all, by getting representatives of employers, employees and of governments together, to talk about their problems in a friendly spirit of co-operation...

Recently the International Labour Office published a splendid survey entitled the *Economic Administration of Health Insurance Benefits*. It is an examination which has clearly taken years of intensive research and study to compile, and is highly interesting when read in conjunction with our own reports...

The book is typical of the thoroughness and care which the International Labour Office applies to the tasks it undertakes. It is our earnest hope that the I. L. O. will long continue to flourish—it may be that it will be through their offices and through the efforts of the common people of the world that the nations will come together to promote world peace.—*The National Insurance Gazette*.

#### BRITISH FILMS FOR CANADIAN SCHOOLS

**B**RITISH documentary and educational films so impressed early visitors to the British theatre in the Government Pavilion at the New York World's Fair that a separate cinema was set up by a teachers' association in connection with the "School of Tomorrow" to feature many of the educational subjects. Visiting educationalists were thus helped to keep abreast of British progress in visual education.

In order that Canadian school children who were unable to visit the fair may have the opportunity of seeing many of these pictures in their classrooms, British Acoustic Films Limited have completed arrangements with Associated Screen News Limited of Montreal and Toronto for their distribution in Canada.

#### MEMORIAL TO HUGH RAILTON DENT

**B**RITISH Columbians who had the pleasure of personal acquaintance with the late Hugh R. Dent are being invited to co-operate with his friends elsewhere in raising in his honour a memorial in the form of a cottage for use of District Nurse or Nurses of West Wittering, his home village. Mr. Dent was more than merely the head of a great publishing house and many folk in educational circles here in British Columbia remember with appreciation his personal kindnesses and gracious hospitality. A list of subscribers to the memorial (not detailing the sums contributed) will have a permanent place in the cottage.

#### UNIVERSITY OFFERS THEATRE SERVICES

**B**ULLETIN 20 of the Department of University Extension, dated September, 1939, reminds those interested of the Play Lending Library which the University of British Columbia makes available to amateur dramatic groups and reading circles. Great care has manifestly been bestowed upon the selection of the dramas and guides to production. To assist those players who may have to undertake dialect parts, the British Drama League has had a series of records made of the 24 principal dialects of England, Scotland, Wales and Ireland. The University has acquired a set and these dialect records may be borrowed individually by registered amateur dramatic groups. A registration fee of \$1 per year entitles a group to the Play Lending Library service, to the plays for group-reading purposes, and to any other theatre material that is sent out from the Department of University Extension.

The Extension Department also, upon request, sends out qualified instructors to amateur groups in any part of the province, and for this service also the fee is very small.

On Friday, September 29th, 1939, the Department of University Extension presented its first "Laboratory Theatre" production. The three plays selected were written last winter for Professor Wood's class in Play-Writing.

The foregoing notes by no means exhaust the theatre services that are being offered by our provincial University. Those desiring further particulars should communicate with Professor Gordon M. Shrum, Director of Department of University Extension.

### DOMINION DRAMA FESTIVAL POSTPONED

A JOINT meeting of the Executive and Advisory Committee of the British Columbia Region of the Dominion Drama Festival with the Executive and Festival Advisory Board of the Provincial Drama Association held in the Parliament Buildings on September 13th, unanimously decided to postpone indefinitely the Drama Festivals which would have been held in January, 1940. Four meetings in all were held in Vancouver and Victoria to decide on a future course of action for drama groups. These meetings were on record as strongly recommending that all affiliated drama groups devote their energies, for the duration of the war, to entertainments in support of patriotic and charitable organizations.

It was further decided to invite all musical festival associations, dance schools and other kindred organizations of the province to nominate representatives to join with the drama groups in forming a committee to deal with the future provision of entertainment for patriotic and charitable purposes.

We are indebted for the above information to Major L. Bullock-Webster, president of the British Columbia Drama Association, Incorporated, and Organizer of School and Community Drama for the Department of Education at Victoria.

### IN VANCOUVER ON EXCHANGE

FOURTEEN teachers from other parts of the Empire are on the Vancouver teaching staff as exchange teachers for the school year 1939-1940. Miss K. J. Blurton and Miss J. M. Townsend are from London, England; Miss M. M. Black and Miss M. McLernon from Glasgow, Scotland; (Miss McLernan was here for part of last school year); Miss D. Crossley from Nottingham, England; Miss W. B. Elsley and Miss H. W. Purvis from Toronto, Ontario; Mr. V. Everett from Coleraine, Northern Ireland; Miss A. M. Hales from Birmingham, England; Miss O. P. Harrington from Leicester, England; Miss D. Jones from Hendon, England; Miss K. M. North from Middlesex, England; Miss E. M. Steeds from East Ham, England; and Miss G. F. Uniacke from Morrinsville, North Island, New Zealand. Miss Uniacke is on exchange as a school nurse.

The *B.C. Teacher* welcomes to our province these teachers and hopes that

their visit may be enjoyable as well as instructive. Guest membership in the British Columbia Teachers' Federation is extended to these exchange teachers, in accordance with a well established tradition.

### DR. H. B. KING STAYS

AN announcement given out during the summer months made known the appointment of Dr. H. B. King as Chief Inspector of Schools. Dr. King tendered his resignation to the Vancouver School Board as principal of Kitsilano High School, and Mr. James Gordon, who has been acting-principal during Dr. King's period of leave of absence, was confirmed in that position.

The *B.C. Teacher* offers its congratulations to both Dr. King and Mr. Gordon.

### RHODES SCHOLARS

OF the ten scholars selected last year to receive Rhodes Scholarships, three will take up residence in Oxford for the current university term. The other seven Canadians, including the one elected from the University of British Columbia, have asked to have their term of residence postponed. The committee of selection for Canada has announced that the selections normally made in November will not be made this year because of the war conditions.

### MR. McLEAN RETURNS

MR. J. Beattie McLean of John Oliver High School is back at work at that high school after having got as far as Montreal on his way to the University of Munich where he was to remain for a year on a scholarship grant. Mr. McLean changed his mind about the particular boat he was to take and, therefore, missed taking a boat that was later sunk by a German submarine.

The many friends of Mr. McLean are glad that he is safe on this side of the Atlantic.

### TENOR WINNER

THE many friends of Mr. Ifor Roberts, music teacher of John Oliver High School, will rejoice to know that Mr. Roberts won first place in the open competition in the tenor class of singing at the World's Fair at Treasure Island. The competition was held during the summer months and was open to all tenors. Convention Committee, please note!

## RECENT MARRIAGES

THE failure of principals and others to send in news items for this department of *The B. C. Teacher* frequently involves embarrassing results. Every summer marriages occur that are of wide interest among members of the teaching profession. This fall we have been informed of only four, though doubtless there were many others.

Mr. Eric Kelly of John Oliver High School was married to Miss Mary Sadler of Vancouver on June 30. Miss Dorothy Poole has become Mrs. Ross McKae and Miss B. Woodsworth of former days is now Mrs. Ralph Staples. Inspired by these and other precedents, Mr. George Limpus, last year of Kit-silano High School and this year attached to the staff of Lord Byng High School, has been united in marriage with Miss Dorothea Saunders.

On behalf of their colleagues in the teaching body, *The B. C. Teacher* joins in the rejoicings of these friends and signals them a hearty Godspeed as they set forth on life's greatest adventure.

## U. B. C. EVENING COURSES

THE University of British Columbia is offering evening classes in a number of subjects that are sure to be of interest to numerous teachers.

Mrs. John Creighton, of the Department of English, is responsible for a course of 16 lectures on recent and contemporary writers of fiction. Professor Drummond of the Department of Economics has co-operated with Vancouver Youth Council in the arrangement of a course for the study of such topics as Institutions of the Middle Ages; Rise and Organization of National States; The Industrial Revolution; The Co-operative Movement; Socialism; Rise of Political Democracy, and Rise of Totalitarian and Co-operative States. The repetition of Professor F. G. C. Wood's course on Playwriting will be keenly welcomed—applications must be received forthwith. Details regarding a correspondence course in playwriting will be supplied on request. For poultry men—beginners and veterans alike—Professors Lloyd and Biely have organized a series of lectures and demonstrations. Professors Barse, Harris and Buck are offering an evening course in amateur gardening and horticulture. It is planned to make this a highly practical series of studies, designed to be helpful even in

the case of those who have previously given such subjects no formal attention. Once again Professor J. Davidson of the Department of Botany is opening his evening classes to everybody interested in flowers and plant life in general. Professor Davidson will conduct his lectures in the botany classroom at the University. The other classes will be conducted at Vancouver Normal School. The gardening course will commence at 7:30 and the other courses at 8:00 p.m. on Mondays. For botany the fee is only \$2.00; for playwriting it is \$10.00, and for the other named courses the fee is \$4.00, or \$2.50 for eight weeks.

For further particulars, applications should be made to Dr. G. M. Shrum, Director, Department of University Extension.

In this same connection, *The B. C. Teacher* is glad again to call attention to the lectures delivered in the Auditorium or in the Arts Building on Saturday evenings under the auspices of the Vancouver Institute. That important association is now inaugurating its twenty-third seasonal programme. The B. C. Electric Railway provides buses from Sasamat Street which go directly to the University and wait there until the close of the evening lecture.

## PARENT-TEACHER FEDERATION LECTURES

THE B. C. Parent-Teacher Federation has planned a course of six lectures on Mental Hygiene, commencing Tuesday, October 3rd. The lectures are to be held in the Hotel Vancouver at 8 p.m. Tickets are 50c for each individual lecture, or \$2.00 for the series. They may be obtained at the Federation Office, Mezzanine Floor, David Spencer's Ltd., or from any member of the Federation.

The list of lectures follows:

Tuesday, October 3rd, "The Seven Ages of Man"—Dr. J. M. Ewing.

Tuesday, October 10th, "Those First Important Years"—Dr. H. Gibson Hogue.

Tuesday, October 17th, "Does Your Child Get Along at School?"—Dr. C. H. Gundry.

Monday, October 23rd, "Problems of Adolescence"—Dr. C. H. Gundry.

Monday, October 30th, "Family Relationships"—Dr. A. M. Gee.

Tuesday, November 7th, "The Pursuit of Happiness"—Dr. J. M. Ewing.

## BOWLING OFFICERS

AT the annual meeting of the Vancouver Teachers' Bowling League held on Monday, September 18th, Mr. Ches. Milley of Fairview High School of Commerce was elected president. Mr. Hilton Mitchell of Woodland School was elected once again to serve as secretary, the only other member of the executive. The Vancouver Teachers' Bowling League includes over three hundred teachers and was organized ten years ago by Mr. W. E. Reed of John Oliver High School who until this year has been the president of the league. The teachers thank Mr. Reed for his enthusiasm which has resulted in such a splendid teacher enterprise.

## NEW COMMERCE COURSES

DR. Morrow, the new head of the Department of Commerce at the University of British Columbia, has stated that the courses to be given at the University will be designed to meet the needs of local business, and to this end he is consulting the heads of business companies in British Columbia.

## NEW CITIZEN

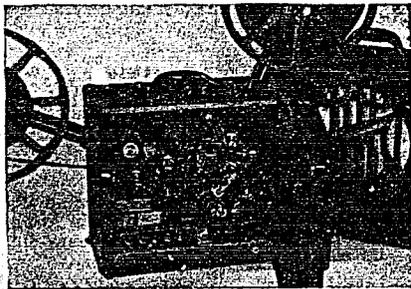
TO Mr. and Mrs. Bert E. Wales, on July 31st last, a son, David Bertram. Congratulations. Mr. Wales is on the Kitsilano High School staff.

## TEACHING BY RADIO IN U.S.A.

CARRIED by 104 stations, "Columbia's School of the Air" programs are heard in 200,000 classrooms in the United States. They have been officially adopted as adjuncts to regular school curricula by state boards of education in Texas, West Virginia, Illinois and Louisiana, and the New York City Board of Education co-operates in production of the Friday broadcasts, "This Living World".

## READING COURSES

THE University of British Columbia announces, for the 1939-40 session, directed reading courses on Money and Banking (Economics 4) and The Aids to the Renaissance and Reformation (History 13). October 13 is named as the last day for registration.



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## Highlights of the World News

### WAR

ON August 19 Germany reported strong Polish forces were moving to the borders of the Polish Corridor. The next day, while the Pope sent an emissary to Warsaw to urge peaceful settlement and while military envoys from London and Paris strove to draw Moscow into a military alliance, Germany and the Soviet Union signed a 200,000,000 mark trade agreement. On August 21 Germany and Russia announced a ten-year non-aggression pact which was signed at Moscow two days later. On August 23 London and Paris warned Hitler they would fight any aggression against Poland and called up a combined arm of about 2,500,000 men while Sir Neville Henderson presented at Berchtesgaden Britain's proposals, described in Germany as "aggressive demands", to preserve peace. Next day Poland announced it would not tolerate annexation of Danzig to Germany and moved its troops into war position, while France ordered the evacuation of all but the "indispensable" from Paris. On August 25 Britain expanded and recorded its treaty of alliance with Poland, while President Roosevelt appealed to Chancellor Hitler to "show as much consideration for the welfare of the world" as Premier Moscicki who had accepted American proposals for peaceful settlement. To Hitler's appeals on August 27, to Britain and France to recognize Germany's right to the return of Danzig and of the lands torn from her by Versailles the only reply was a reaffirmation of support for Poland, with which direct negotiations were urged. On August 29 another appeal was made to London to have a Polish plenipotentiary in Berlin to settle the dispute the following day. The rejoinder, August 30, protested the impossibility of such speed and urged more time and a *modus vivendi* in Danzig. Next day Poland authorized its ambassador in Berlin, M. Lipski, to receive Germany's proposals. These proposals, sixteen in number, already communicated orally in German to the British Ambassador, have been characterized as moderate, but they were not delivered to M. Lipski until the evening of August 31 when he was unable to get a wire to Warsaw, and attempts to "get through" from the other end were equally unavailing. Next morning, con-

sidering "their proposals as having this time, too, been to all intents and purposes rejected," Germany ordered her troops to "meet force with force", and war against Poland was begun. Danzig was formally declared annexed the same day.

On September 2, Britain and France issued ultimatums to Germany to withdraw all forces from Poland. No reply having been received, on the expiration of the time limit next day, Sept. 3, both countries declared war on Germany. On the same day the British liner *Athenia*, with 1450 passengers aboard, was sunk by a submarine off the Irish Coast.

While French troops advanced into German territory towards the "West Wall", occupying 200 square miles in the Saar region, Britain concentrated on ending the submarine menace and countering it by seizing German ships and contraband materials, and on deluging western Germany with leaflets, supported by radio broadcasts, accusing Hitler of misleading the German people into the war. Within a week Danzig harbor, the corridor and the bulk of western Poland were in German hands, but Warsaw, besieged and heavily bombed, afire and with its water supply cut off, was still holding out at the middle of the month.

### CANADA

CANADA on September 10 declared itself to be in a state of war with Germany. The chief argument presented to Parliament by the Attorney-General on behalf of the Government was that since Britain was at war Canada could not be otherwise. The Prime Minister declared there would be no conscription for overseas service but that Canada would take full responsibility for defence of her own coasts and Newfoundland's and would train airmen for service in Europe. He also promised aid in supplies and financial assistance. A five-day session of Parliament, before adjourning on Sept. 13, also voted \$100,000,000 for prosecution of the war, provided for a new Department of Munitions and Supply, and approved increased taxation of profits, incomes, tobaccos and spirits.

Canada's export trade in August was valued at \$110,000,000, an increase of 31.7% over August, 1938. The Prairie wheat crop was estimated by the Dominion Bureau of Statistics at 442,000,000

bushels, more than half of it in Saskatchewan. At the outbreak of war the price jumped to nearly eighty cents and has remained above the guaranteed price of seventy cents, which gives the crop the highest total value since 1928.

**BRITAIN AND THE EMPIRE**

**B**RITISH locomotive engineers and firemen, refusing to join other railway workers in arbitrating wage demands, called a strike to begin August 27, but hasty intervention of the Ministry of Labor, resulted in a compromise settlement.

During the last week of August, under the Emergency Powers Act, which was given all three readings on August 24 and passed 457 to 4, the British Government introduced a series of new regulations about photography, disclosure of troop movements, use of radio and carrier pigeons, billeting and evacuation, government control of all shipping and transport services and of industry and prices, and compulsory A. R. P. regulations. Immediately hostilities commenced, a new cabinet was formed. By September 4, 3,000,000 persons had been evacuated from the most congested areas.

Coal, gas and electricity were immediately put on a rationing basis. All aliens over 16, including British women married to aliens but not alien women married to British subjects, were required to report to the police for investigation by special tribunals.

Australia and New Zealand entered the war on September 3. Premier Hertzog of South Africa proposed a qualified neutrality on September 4 but was immediately opposed by Gen. Smuts, his partner in the Fusion Government since 1932, and Parliament voted the country at war, 80 to 67. Smuts immediately formed a new government on that basis while Hertzog retired to lead a strong, dissentient minority. Eire has declared its neutrality. The Government of India promulgated a Defence of India Act on September 5.

**THE LEAGUE**

**T**HROUGHOUT the crisis and opening of hostilities the League of Nations continued its plans for the regular September Assembly. The chief item was to have been consideration of the report of a special committee under the chairmanship of Rt. Hon. S. M. Bruce

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of Australia. Last February a note was received from the American Government especially commending the humanitarian and scientific work of the League, to which it devotes 60% of its budget. The special committee was set up to study improvements in this service, which is growing in importance as the political situation becomes more difficult. The chief recommendation is the establishment of a Central Committee for Economic and Social Questions to direct and supervise the work which might be overshadowed by political problems in the Council. The report also summarises the past achievements and shows that in this respect, at least, the League has made itself indispensable.

On September 14, however, it was announced both Councils and Assembly meetings had been indefinitely postponed, but would be held in Geneva 'whenever practicable'.

#### EUROPE: BELLIGERENT AND NEUTRAL

**T**HE King of Belgium on August 23 on behalf of the Oslo group of nations made a radio appeal to avert r. Immediately at the outbreak of hostilities, all the smaller European states except Slovakia took steps to safeguard their neutrality. The Netherlands on September 4 protested a flight of British war planes over Dutch territory.

A last minute appeal for an armistice and conference having failed because Germany rejected the Franco-British condition of withdrawal from Poland, Italy adopted an attitude of neutrality.

France placed all railways under military control on August 29, ordered general mobilization on September 1, and announced formation of a new war cabinet on September 13.

Germany formed a Defence Council of six on August 29 which on September 4 decreed a 50% increase in income taxes, added other taxes, limited wages, and began a program of inflation.

Hungary on August 25 rejected a Rumanian offer of a non-aggression pact but two days later offered her a minorities treaty.

#### NEAR AND FAR EAST

**O**N August 28 and 29 Britain received offers of aid in event of war from both the Arab Defense Party and the Jewish Agency for Palestine. In Egypt the Wafdists, formerly anti-British, entered a coalition government

as that country and Iraq implemented their treaties of alliance and mutual assistance on September 3 and declared war on Germany.

In Japan the German-Soviet agreement caused considerable apprehension. The Cabinet resigned on August 28 because its policy had been based on the Anti-Comintern Pact, and Gen. Abe formed a new one the next day. Troops were rushed to the Outer-Mongolian border the same day, but, fears of Russian aggression proving groundless, an armistice in that region was arranged September 15.

The Japanese asked that Britain and France withdraw forces from Shanghai on September 13.

#### THE AMERICAS

**T**HE President of Mexico on September 1 announced that Mexico could sell its oil at increased production. Negotiations were under way with the French Government.

The United States on September 5 formally declared its neutrality in the war in Europe, and placed an embargo on the export of munitions to belligerents. —J.E.G.

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