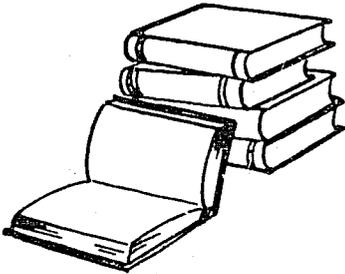


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XIX., No. 3.

NOVEMBER, 1939

VANCOUVER, B. C.

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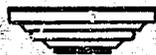
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The B. C. Teacher

Official Organ of the British Columbia Teachers' Federation

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THE B. C. TEACHER

VOL. XIX, No. 3.

NOVEMBER, 1939

VANCOUVER, B. C.

EDUCATION WEEK — AND AFTER

ACTING through the Canadian Teachers' Federation and the various provincial federations, the teachers of this Dominion every year co-operate with each other and with the friends in general of Canadian schools and school children, to celebrate Education Week. During these seven days, special effort is made to familiarize the people of this country with what is being done for the instruction of their children and with certain problems that confront teachers and hamper their success as educators. Education Week this year ends on Remembrance Day, Saturday, November 11th. To some of the topics which it has this year been suggested that teachers might, with advantage, stress, this editorial is devoted.

Within the lifespan of men and women still active, revolutionary changes have taken place in Canadian schools. Time was when a not inconsiderable proportion of the children of Canada left school without completing even the elementary grades. The percentage of the total number of children of school age who actually completed the courses offered in high schools was very small. Universities were for those gifted with money or with very exceptional ambitions or abilities; they were expected to be absorbed into "the learned professions". Today, in all parts of Canada that have kept in step with the march of progress, the high schools have practically ceased to be selective. They are facing up to the job of providing the best possible secondary education for all the children of all the people. The fashion in which university enrolments have doubled and redoubled, doubled and redoubled, doubled and redoubled, is without precedent in history.

This implies certain changes in educational aims. We are less inclined than formerly to assume that the success of our educational efforts may be gauged by the number of our former students who have accumulated wealth. It is increasingly felt that schools should indeed subserve success in making a living but that their aim should be more inclusive. The greatest of teachers announced long ago that the objective of His life was that those who learned of Him might have life, and have it more abundantly. Schools have become increasingly devoted to the ideal of the abundant life, and in the process the whole tone and atmosphere has changed amazingly. We are commencing to grasp the idea that children who are kept happily busy with matters that appeal to the needs and interests of the moment and that are equally relevant to the needs and interests of the future will be living normal and efficient lives during their schooldays and establishing the surest guarantee of living normal and efficient lives when schooldays are ended.

The characteristic school building of today is still far from being the educational tool that it might be if expert educational advice were more universally welcomed when schools are being planned and erected; but it certainly is something very different from "the little red schoolhouse"



Crime does not pay. Don't rob one lamp socket to fill another — it leads to exasperatingly poor light in every room. Lamp sockets always seem to be empty at this time of year. Fill them now! Remember, too, larger sizes give you more light for your money. Only 20 cents for the 100-watt globe.

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that an older generation escaped from as soon as possible and sentimentalized for the balance of their lives. The best schools are planned to make schoolwork focus on the library and to facilitate all such activities as give promise of socializing the pupil. Some schools are even beautiful; though, of course, we would not like their corridors and furnishings to be compared with those of the nearest fairly good hotel or apartment store. However, in the matter of school buildings progress certainly has been made.

Within the generation under review, the preparation of the teacher has become much more exacting and expensive. His academic training is longer. His preparatory professional training is much longer. Year after year he is expected to devote his vacations to the improvement of his qualifications as a teacher.

Of course, all this expansion in the schools and their programmes, this new stress upon individual needs and the democratic rights of all John Thompson's bairns, all this improvement in architecture and equipment, has cost money. The ratepayer does not need to be reminded of that dismal fact.

Perhaps he needs to be reminded, however, that the person in the community upon whom the most disproportionate share of the added financial burden falls is probably the teacher.

Folk would like to pay teachers a reasonable salary, but the necessity of adding further classrooms makes it impossible. Folk know that much of the best in recently adopted educational ideas involves teachers in continual expense for books but any spare funds are needed not to help him buy them but for the school library; which they know the teacher will himself supplement after the ratepayers have contributed their pittance. That summer schools should constitute a chronic major tax on the youngest teachers, those with least money to spare, arouses sympathy; but does not motivate the establishment of proper salary schedules.

British Columbia has not fallen to the depths of shame that disgrace certain other provinces. A few of our teachers command comfortable incomes; less, of course, than men of equal ability command in other walks of life. And British Columbia offers the best minimum salary guaranteed anywhere in Canada. Of the 58,987 Canadian teachers for whom statistics are available, 19,119 are paid less than \$600 a year. Nearly 37,000 are paid at rates below those within reach of the average unskilled factory employee. So poor is the educational outlook that only one male graduate in 37 now goes from his university into teaching. Even in British Columbia, where average wealth is more than merely comparable with that in any other province and where the number of school children per thousand adults is conspicuously low, there are many ill-paid teachers; that it to say, teachers to whom the school authorities are transferring an unfair proportion of the burden of educating the public's children. In the matter of teachers' salary schedules, Canada—British Columbia included—is far behind the United Kingdom, other overseas Dominions and many foreign countries.

Of course, at the root of these injustices and indefensible discrepancies in educational opportunity for children and educational reward for

teachers is an outworn system of educational finance. Some parts of Canada—some parts of British Columbia—cannot possibly pay for the proper education of their children and the decent maintenance of their teachers; to make good the deficit, recourse must be had to the general purse. Within the provinces the expense of schools must be spread as evenly as is reasonably possible; and between the provinces equalization must be assured by the establishment of proper Dominion subsidies for education. These are practical reforms involving many perplexing difficulties. Their solution will be conditioned by the thought that the public can be lead to devote to them. The efforts of teachers to promote reflection on such matters must not be confined to Education Week.

JUST AMONG OURSELVES

THE financial statement of British Columbia Teachers' Federation for the year that ended on June 30 is published elsewhere in this issue of *The B. C. Teacher* and, together with reports of deliberations of the Executive Committee bearing upon our financial position, it calls for careful study by all members of the Federation.

The records of the year 1938-1939 are notable for the registration of the largest membership ever secured and by very wide extension of the services which British Columbia Teachers' Federation renders to the teachers of this province. Such services cost money. This year their cost has exceeded the income of the Federation by a rather considerable sum. Our reserves are amply more than what is needed to meet the immediate situation but their serious depletion would be a misfortune that must be avoided.

Every economy compatible with the efficient working of Federation machinery is obviously necessary. Several such possible economies have already received careful study at the hands of the Executive Committee and still others are still to be explored.

Provision is made for *The B. C. Teacher* through an allowance of \$1 from each membership fee and through the income from advertisements. Total receipts from these two sources amounted to \$4926.70, and the amounts charged against the magazine to a slightly smaller sum, \$4,917.09. So far, so good. The Editorial Board has been requested to consider any possible reduction in expenditures and will certainly and cheerfully do so.

In some directions expenditures exceeded estimates.

The most notable instance is in the matter of travelling expenses; indeed if estimates and expenditures on that account alone had broken even, the Federation would have ended the year without any operating deficit. There was an apparent over-expenditure in the matter of stationery, but that is taken care of by supplies on hand and is explained by the economies incidental to buying in maximum quantities. Our legal expenses were \$135 above the amount estimated. The Easter Convention and Annual Meeting brought receipts totalling \$2446.42 and involved expenditures totalling \$253.33 in excess of that amount. There seems to be no other one item in which the expenditure over and above the estimate amounted to as much as \$100, and under salaries, Membership Committee, Elementary Teachers' Association, Secondary Teachers' Association, and postage, expenditures were \$246 below the estimates. All of which indicates,

in brief, that there is no indication of undue extravagance in any quarter; the trouble has simply been that the Federation has given more services than its current income could meet.

The extra services that called for the unusually large outlay for travelling expenses contributed very materially to satisfactory settlement of salary disputes and thus to adding thousands of dollars to the income of members of the Federation. Moreover, every activity that results in useful contacts between the headquarters staff and executive officers, on the one hand, and teachers in far away parts of the province, on the other, adds to the strength and usefulness of the Federation.

However, while everyone entrusted with the expenditure of any Federation money must and no doubt will curtail outlay to the maximum degree compatible with efficiency, any large saving is likely to be achieved only by reducing the cost of travel. This may be done in various ways but chiefly perhaps by utilizing the services of members who are near headquarters or are grouped elsewhere in such fashion as to make the expense of necessary meetings as little as possible.

That will mean that certain faithful and experienced workers who probably feel that they have done their bit already will be called upon for additional services. Geographical conditions in this province are such that of necessity the lion's share of the work of the Federation must necessarily fall to members from certain relatively restricted areas. No one regrets that fact more than do the teachers immediately concerned. Province-wide consultation must obtain in so far as circumstances permit but in many cases it will remain impracticable until our annual income is materially augmented.

Perhaps that is the solution toward which we should be working; though as a matter of fact the actual income of the Federation for 1938-1939 was \$193 above the estimate. Should fees again be readjusted? Manifestly they are absurdly low as compared with those paid in other professional societies and in trade unions. If, however, an increase would bring into operation the law of diminishing returns, we must cut our coat according to our cloth.

Conditions known to all thoughtful people make it doubly imperative at the present time that the Federation be able to present a united front and that its membership should consist of teachers thoroughly aware that the Federation is providing them with very valuable services.

British Columbia Teachers' Federation has an enviable reputation far beyond the boundaries of the province and even of Canada for success and usefulness. Its best work would have been impossible but for unselfish labour, often unremunerated, for a tradition of courtesy, patience and forbearance, and for loyal co-operation between teachers of different groups,—elementary and secondary, rural and urban, and so on. These are traditions that must be preserved. Sometimes, to the Editor of *The B. C. Teacher*, they have appeared to be endangered. If they are preserved and indeed enhanced, as *The B. C. Teacher* believes that they will be, Federation finances will largely take care of themselves.

OBITER DICTA

READERS will note that in this issue certain innovations have been introduced, more or less experimentally. It is the present intention to devote the front flyleaf every month to information regarding the head-

quarters staff, the Executive Committee and various bodies functioning under it, including the Editorial Board and the Magazine Committee. Please bring promptly to the Editor's attention any error or omission.

LAST month we wept a few editorial tears over our mishap in separating certain unsigned articles from the letters that had accompanied them. We have now learned that the author of "Make Your Own Film-Slide", published anonymously in September, is Miss Jackson of Kamloops High School. Her topic was further elaborated upon last month in an informative article by Grant M. Morrison of Victoria; whom, for reasons that we cannot guess, we re-christened "Gerald". Grant and any possible "Gerals" are requested to accept our apologies. To whom we were indebted for "Science Project—Grade III" remains a mystery.

ANNOUNCEMENT is made in our news columns that the Secondary School Teachers' Association of the Lower Mainland is presently to celebrate its 25th birthday. No teachers' association in British Columbia has to its credit a record of greater services to its members, to the school children and to the other teachers in this province. However, the Secondary School Teachers' Association of the Lower Mainland, be-laureled as it is, is still but a gay young thing compared, say, with King Edward High School, Vancouver, which this year celebrates its 50th anniversary. But what is 50 years? When the editor of this journal looks about him on institutions and colleagues of that age, he almost always notices a smell of fresh varnish or brilliantine. When they are in their 60s they may commence to have reason to assume airs befitting staid maturity!

THE *Manitoba School Journal*, published by the Department of Education and sent by the Government to every teacher and school board in Manitoba, devoted a full page of its October number to a display editorial relative to the war. The article consists of a series of independent but related statements, effectively boxed and spaced. It is somewhat interesting to note that three-fifths of the pronunciamento of the Manitoba Education Department was lifted *verbatim et literatim* (and without acknowledgement) from our own editorial, "Armageddon—and the Teacher". We are glad that our article met with the approval of the Manitoba authorities and proved a labour-saver to an editor-in-a-hurry who is a good judge of English and intelligent enough to share the views of *The B. C. Teacher* on matters of such importance! As a matter of fact, *Manitoba School Journal*, or any other such publication, is welcome to borrow anything that appears in these columns.

In a future number of *The B. C. Teacher* we hope to reproduce a wise and suggestive article by the Manitoba Superintendent of Education. It appeared in *The Manitoba School Journal* on "The Superintendent's Page".

AT present *The B. C. Teacher* has a dozen or fifteen pages of contributions set up in type ready for use when circumstances permit. The Editorial Board is appreciative of the numerous articles of very general interest that are submitted but greatly desires more contributions that will be directly helpful to the teachers of particular subjects. Brief articles are particularly in demand.

Our Magazine Table

IN front of me I find a huge stack of magazines. Even though I have put aside all those mentioned last month there still remains a large number. At first thought the task of reading them would appear to be arduous but once begun the work is all absorbing and stimulating—never tiresome. The really monotonous business falls to my co-worker, Mr. J. R. Leask, who runs our subscription agency. It is he who is kept busy far into many a night at such uninteresting work as licking stamps, wrapping parcels, writing form letters, worrying over American exchange and contacting new publications with requests for bargain prices—all gratuitously, mind you! If any department of our magazine could do with a little monetary compensation to pay in part for really hard work it is the one carried on at 3555 West Fourteenth Avenue, Vancouver, B. C., where every day your money is being saved by the fact that Mr. Leask is able to obtain for you reduced rates on magazine subscriptions—undoubtedly a worthwhile service to teachers.

AS we go to press we learn the good news that *The Manitoba Teacher* (229 Aubrey St., Winnipeg, Man.) official organ of the Manitoba Teachers' Federation, has resumed publication! Owing to serious financial stringencies the issue of this educational journal for a time was suspended. Congratulations and welcome on your auspicious return, brother! May you have every success with your stated objectives for 1939-40 such as improved salary conditions, passage of professional bill, improvement of rural pension scheme, revision of the programme of studies, continued publication of a Federation magazine and improvement of tenure and other matters. In passing, we heartily agree with your editorial in which you state "it is so apparent that the only provinces in which real progress is being achieved along professional lines and in teaching and school conditions generally are those in which the teachers are highly organized". We also thank you for your remark about our own B. C. Federation being a real power in our province.

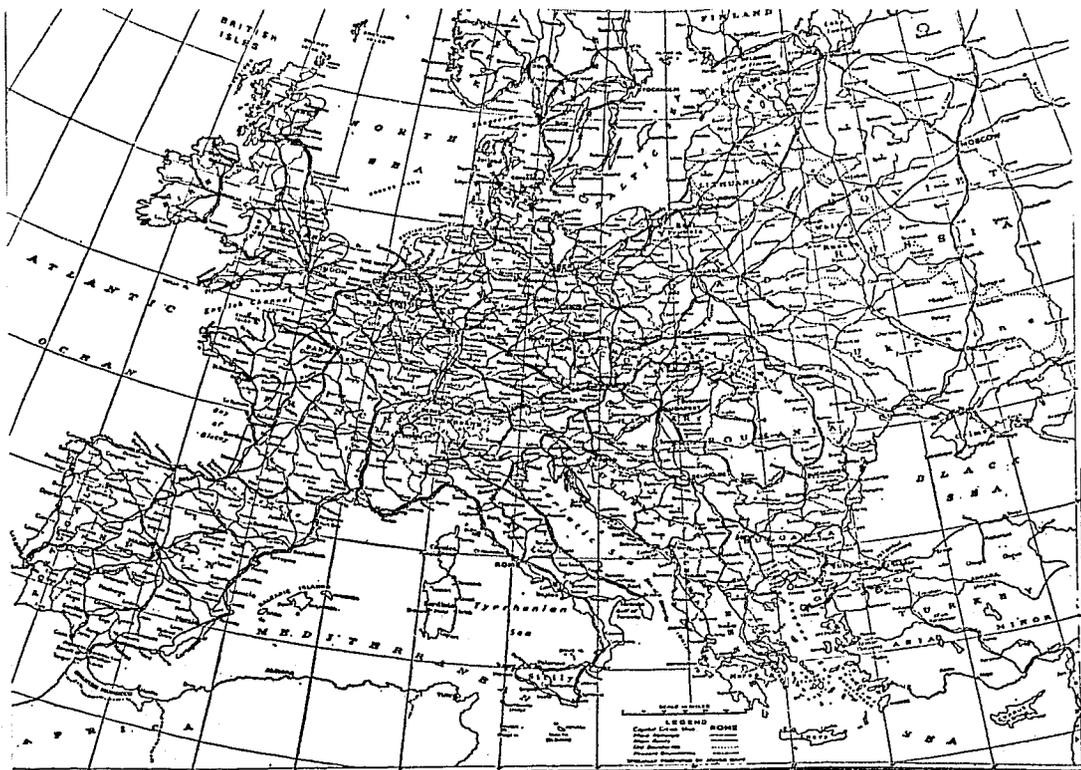
TO do justice to the many excellent features of *The School* (The Ontario College of Education, 371 Bloor St. West, Toronto; \$1.50, both editions to

one address, \$2.25) in the small space at my disposal is really impossible. This month I'm not even going to try. You'll just have to subscribe on your own to this exceptionally valuable publication and then ask yourself how you ever managed in the past to get along without it. (*Stage aside*: "Personally I liked the articles on Hitler and Russia, sound recording, and the writing of one act plays, but you may like some of the others equally well or even better.") British Columbia read four pages in *Notes and News*—one more page even than Ontario itself—are we proud of ourselves or are we proud?

FREE educational material for school teachers" is always a welcome title for a short descriptive article. If you write to the Shell Oil Company of Canada, Limited, Advertising Department, Educational Division, P.O. Box 400, Terminal "A", Toronto, Ontario, you will receive upon request a booklet entitled *Customs, Costumes and Countries of the World*. We are indebted to the *Canadian Teacher* (The Educational Publishing Co. Ltd., 36 Shuter St., Toronto 2, Ont.; \$2.00) for this little tip. Longest article in the October issue and most interesting to me was "Radio in the Cleveland Schools." Of course, the most valuable feature of this magazine is the 48 pages of hectograph exercises. How I wish such help had been available when I was teaching in a little rural school not so many centuries ago!

NO Armistice to This War" is the compelling title of an editorial in the October number of *Your Health* (710 Seymour Street, Vancouver B. C.; \$2). The point, of course, is that the war against tuberculosis, the White Plague, must be waged unceasingly. Many soldiers will return broken in health; of these there will be a certain percentage infected with T. B. who will have to be looked after. Meanwhile, the home front must be stabilized and kept in as good a condition as possible. Buy Christmas Seals and urge your pupils to do the same so that funds may be available to carry on this relentless conflict with one of mankind's greatest enemies.

THE *Canadian Forum* (28 Wellington St. W., Toronto, \$2.00) is a brilliantly edited journal of literary and political information. In times gone by



This map of Europe, printed in *The Star Weekly* in colors, measured 24 inches wide and 17 inches high.

According to a report from Montreal, teachers in the Protestant schools will receive instructions that it is their definite responsibility to keep themselves informed on the European situation in order to be able to interpret developments from day to day to all grades whose studies include European history or geography.

The reason for this decision on the part of school authorities is due in large part to the lack of strictly up-to-date maps and atlases and textbooks on current history and geography.

The teachers, it is explained, will be instructed to read the newspapers regularly and from them and certain selected reviews, work out simple interpretations of the international situation for presentation to their classes in lesson form.

In the geography classes, the teachers will be expected to make discriminating use of newspaper maps and to keep files of these for comparative use during geography hour, inaccuracies being corrected from the out-dated maps of the old atlases.

From "School Progress", September, 1939.



MAPS THAT ARE UP TO DATE

As educators know, they are not available in text books . . . due, of course, to fast-changing conditions. So teachers and students, who must be correctly informed, find their wants supplied in the up-to-the-minute maps, like the one reproduced above, printed in *The Star Weekly*.

10c EVERYWHERE

THE STAR WEEKLY

the general attitude of *The Forum* has been highly sympathetic in relation to Russia. It is interesting but not surprising to note that recent changes in Russian policy have produced related changes in the policy of this Canadian journal. From the October issue we quote: "The recent events in Estonia suggest the possibility that Stalin may have thrown over the policy of no desire for others' land which has been the mainstay of Soviet foreign policy and its strength as an influence for peace for the last ten years. If that should be, then Russian imperialism may become a great danger to future peace." Eye-opening reading in the same vein is "Dialectical Contortionism" by Ex-Fellow Traveller!

WE should not have to urge Canadian teachers of Social Studies to invest one little dollar (less than that through our subscription agency) in "a magazine for students of current events" specially constructed for easy filing, in which no space whatever is allotted to advertisements but all to vital information, maps, quizzes, summaries—in fact, everything on *World Affairs* (224 Bloor Street West, Toronto, Ont.; \$1).

If you want a good tip on what would assuredly be a grand Christmas present for a youngster, a present which will make your little friend think kindly of you during 12 whole months, why not send him or her a year's subscription to *Child Life* (Rand McNally & Co., 536 S. Clark Street, Chicago, Ill.; \$2.50) the Children's Own Magazine. We unequivocally and unconditionally guarantee the efficacy of this suggestion.

Of special interest to teachers in schools where Japanese children form part of the student body, and to all teachers for that matter, is a weekly paper printed locally and known as *The New Canadian* (Taiyo Publishing Co., 230 Alexander St., Vancouver, B. C.; \$2.50), the voice of the Second Generation and the Vanguard of Nisei Opinion. Nisei, by the way, are Canadian-born Japanese, average age 19, Canadian inside, Japanese outside. Except in a strictly ethnological sense they resent being called Japanese. In sharp contrast to them are the Isseis or older group who still cling to their native customs and in some cases are "more Japanese than the Japanese themselves". The problem of the Nisei is one of assimilation. Through this their paper they are trying to "speak the

LEADING COMMERCIAL BOOKS

NEW COURSE BOOKKEEPING

By W. G. BENNETT. 70 cents

Just off the press. Authorized by the Department of Education for Ontario. This new text is built to incorporate the consensus of teacher opinion as expressed in response to a widely circulated questionnaire. The outstanding features are: (1) Vocabulary study, (2) Oral questions, (3) Problems, (4) Numerous charts. A great variety of problems is offered as a means of individual differences in assignments.

TRADE AND INDUSTRY

By W. A. MACKINTOSH and R. O. MERRIMAN. 70 cents

Just off the press. Recommended for use in the Vocational Schools of Ontario. A review of the evolution of trade and industry showing the roots from which our present-day institutions and practices have grown, and the economic forces which have been behind the evolution. Specially written for economics classes in high schools.

A COMMERCIAL ARITHMETIC FOR SECONDARY SCHOOLS

By A. T. BATSTONE. 75 cents

Recommended by the Department of Education for Ontario. The complete complete course in Arithmetic for Secondary Schools, commercial and academic included in one volume. The book also contains advanced work on Investment and Finance such as is required for Commercial Specialist standing. Answers included.

The Ryerson Press
TORONTO CANADA

truth of their unique position, voice their hopes and aspirations to a society fraught with misunderstanding, that they might work for the attainment of their destiny -- recognition in the national and political life of the country of their birth".

A PERIODICAL which we have so far neglected but which certainly deserves attention is *The Transvaal Educational News* (The Organ of the Transvaal Teachers' Association, Box 1763, Johannesburg). The August edition is called "Our English Number". In it the point is stressed that language teaching is dynamic. The modern emphasis is on the dramatic method. Turning the class into a company or companies of players can overcome all obstacles, and brighter and happier language periods must ensue. A further development in the teaching of English is the modern treatment of poetry. The up-to-date teacher is concerned with trying to make the children "feel" poetry, not merely analyze it. And talking of analysis, another sign of the times is the gradual disappearance, regretted by few, of formal grammar in the Primary school.

ALL photos, Leonard Frank, Vancouver, B. C." is a familiar enough statement to most of us here but when one comes upon it in a magazine article printed in Connecticut it is like meeting an old friend in a strange city. "Totem Poles", an interesting lesson for the Indian unit, sums up the subject of the contribution so illustrated and it is to be found in the October *Grade Teacher* (Educational Publishing Corporation, Leroy Avenue, Darien, Conn.; \$2.50).

JOHAN Locke, Modern Educator", (September 9). "Recommendation of Economists and Psychologists for keeping the United States out of War" (September 16). "The Evacuation of Children from Britain's Crowded Cities and Industrial Areas" (September 23). "Terminal Education as the Outstanding Function of the Junior College" (September 30). "An Antidote for Propaganda" (October 7). "Educational Aims in a Confused World" (October 21). *School and Society* (The Science Press, Lancaster, Pa., published weekly; \$5).

SLACKERS Under the Skin" is the title of an editorial for the October *Magazine of Art* (The American Federation of Art, Barr Bldg., Washington, D. C.; \$5). It discusses the effect of war and rumors of war on the world of art.

"Drawing the War" is an article by George Harding, profusely illustrated with somewhat gruesome pictures describing America's part during the last conflict. "Veronese at Venice" will probably appeal more to most people.

THREE cheers and a whole menagerie of tigers for Miss Nellie Malott, teacher-librarian, Carleton School, Vancouver, B. C., on winning second prize in the 1939 Travel Contest of *The Instructor* (F. A. Owen Publishing Co., Dansville, N. Y.; \$2.50). The first-prize letter: "I want to go to Alaska" is printed in the October issue, and Miss Malott's "I want to go to Mexico" will follow in November. Didn't we tell you it is a good investment to subscribe to this publication?

NEXT month we hope to find space to introduce you to several new friends, namely, *Hygeia*, the Health Magazine, *Design*, a publication dedicated to creative arts, industry, leisure, education, *Popular Homecraft*, the home workshop magazine, and also to the *Pittsburgh Teachers Bulletin*. In addition, since only once before have you met *Athletic Journal* and *The American Teacher*, it is high time you again renewed acquaintance. At this time we wish also to thank the following publications for their courtesy in keeping in touch with us and we trust that very soon we'll once more find the space they deserve in which to mention some of their many merits: *The Journal of the National Education Association of the United States*, *Public Education—Pennsylvania*, *Washington Education Journal*, *Pennsylvania School Journal*, *The I. L. O. Month by Month*, *The J. U. T. Magazine*, *Our Dumb Animals*, *The Education Gazette*, *Curriculum Journal*, *Canadian School Journal*, *School Arts*, and *The Bulletin* from Saskatchewan, Ontario and Nova Scotia.

A WELL written and beautifully illustrated publication that has reached Our Magazine Table just as we go to press is *Canadian Nature*, a bi-monthly devoted to nature and its conservation and to the advocacy of the wholesome thinking that one associates with out-of-doors living. (Whittemore Publishing Co., 177 Jarvis St., Toronto, Ont.). The new magazine is designed to meet the requirements of both children and adults. Arrangements have been made to have every word and every illustration checked by approved scientists in the fields concerned. Are you interested?

B. C. T. F. and Kindred Associations

AN ACKNOWLEDGEMENT

DURING the past year this column has been under the direction of the retiring chairman of membership, Mr. Sutherland, whose energy and enthusiasm have made of it a highlight of *The B. C. Teacher*, and an indispensable aid to officers and members of the Federation. Mr. Sutherland is now fully occupied with the many duties which are the lot of the President of the British Columbia Teachers' Federation. We are confident that his larger responsibilities will be discharged with the same zeal and ability which have characterized his efforts in this section of the magazine. He has our good wishes, and our assurance that every endeavour will be made to keep this column as informative and interesting as it has been under his care.

WHY JOIN THE B. C. T. F.?

IT is our humble opinion that B.C.T.F. members who are appreciative of the value of the organization should be enthusiastic in explaining to non-members on their staffs and in their communities the advantages of being a member of the B. C. T. F.

In answer to the question, "What does the Federation do for me", we suggest that the following list of B. C. T. F. accomplishments be drawn to the attention of non-members:

- (a) Basic Salary Schedules;
- (b) Security of Tenure;
- (c) Provision for Sick Pay;
- (d) Summer School Courses;
- (e) An Appeal Board against unjust dismissals;
- (f) Legal Advice and Protection;
- (g) Freedom to attend Fall Conventions and other educational gatherings;
- (h) The opportunity of shaping educational policy in British Columbia by assisting in building curricula and choosing textbooks;
- (i) Life and Sickness Insurance at low rates;
- (j) Sick Benefit and Benevolent Funds.

Major activities at the present time:

- (a) Improved Pensions Act;
- (b) Improvement of Teachers' Salaries—restoration of cuts and estab-

lishment of increments for experience;

- (c) The protection and improvement of salary schedules already in operation.

REMINDERS

1. *Enrolment Forms*: Staff representatives are requested to complete and forward all enrolments to the Federation Office, via the Local Association treasurer, at the earliest possible date.

2. *Staff Representatives*: Has your staff appointed one? If not, kindly do so immediately.

3. *Local Chairman of Membership*: Has your District Council and Local Association appointed a chairman of membership? If not, kindly do so and forward the name of the person selected to the Provincial Membership Committee, care of the Federation Office. District Councils are reminded that they agreed to accept the responsibility for membership in their districts.

4. *Do you wish information regarding B. C. T. F. Activities?* Invite your Executive representative to address your Local Association regarding the October meeting of the Provincial Executive and recent developments. He will give you complete details of the progress made regarding pensions, and other matters in which you are vitally interested.

5. *Sick Benefit Fund*:

- (a) Who may join? B. C. T. F. members only.
- (b) How may one become a member of the Sick Benefit Fund?

A. Fill in an application for membership card and forward it, with the \$2 initiation fee, to the Federation Office.

B. Fill in the enrolment form the amount of contribution you wish to pay. (Benefits are based on the annual contribution; see below).

- (c) When are contributions due and to whom paid?

Contributions are due and payable along with Federation fees. As in the case of B. C. T. F. fees, members are allowed until December 31. Members are fully protected until December 31 without payment of the contribution provided they have (a) forwarded the initia-

tion fee of \$2, and (b) have enrolled and indicated amount of the contribution they agree to pay on or before December 31.

(d) What is the amount of annual contributions and what are the benefits paid?

A. Benefits may not exceed 80 per cent of salary. Members may join lower benefit groups if they so desire.

The following chart indicates the highest benefit group a member may join at the various salary levels:

Annual Salary Earned	Benefit Group	Annual Contributions		
		Group A	Group B	Group C
\$ 750 to \$ 999	\$3 per day	3.00	2.70	2.40
\$1000 to \$1249	\$4 per day	4.00	3.60	3.20
\$1250 to \$1499	\$5 per day	5.00	4.50	4.00
\$1500 to \$1649	\$6 per day	6.00	5.40	4.80
\$1650 to \$1999	\$7 per day	7.00	6.30	5.60
\$2000 to \$2249	\$8 per day	8.00	7.20	6.40
\$2250 to \$2499	\$9 per day	9.00	8.10	7.20
\$2500 up	\$10 per day	10.00	9.00	8.00

(e) If the local school board has not adopted a policy regarding sick pay accumulation, which group should teachers join?

If the school board has no policy and treats cases individually, and consequently, teachers are entitled only to ten days' sick pay, members should join Group A, in which benefits commence at the 11th day of absence.

It should be pointed out that your committee has, at all times, been careful not to jeopardize privileges regarding sick pay accumulation which many teachers enjoy. We hope our members will be equally discreet. Information which is given out is for our members only. No details should be advanced to outside bodies without first consulting your Provincial Sick Benefit Fund Committee.

NOTE: Many questions arise in connection with the Sick Benefit Fund. We invite your inquiries. Answers will be provided either by personal letter or through the medium of this column.

Salary Negotiations: A local salary committee, in its report to the B. C. T. F. Executive, outlined the procedure followed in the preparation of its brief for negotiating salaries. The Executive considers the method a model one that might be used as a guide to salary committees throughout the province. The outline is as follows:

1. A study of the wealth of the municipality.

Study of its taxation system—comparison of the rural and urban areas of the municipality.

2. A study of the municipality's salary histories up to date.

History of salary reductions in the municipality. Study of the trend of costs per pupil for teachers' salaries in the district.

Comparison of the municipality's teachers' salaries with those of municipalities similarly situated.

3. Study of the rise of cost of living.

Comparison of consideration given teachers and other municipal employees in the district.

Comparison of salaries with those of other walks of life.

Effect of a declining or stationary salary level on efficiency of the teaching staff.

4. A study of briefs which have been carefully prepared by other groups of teachers in the province.

Benevolent Fund: The attention of district councils, local associations, and members is directed to the Benevolent Fund which has been established under the chairmanship of Mr. Heaslip.

The purpose of the fund is to enable the Federation to render assistance by loan or gift to B. C. T. F. members who have met with misfortune and are in need of help.

The committee invites members and locals to support this latest addition to the many worthy projects which the B. C. T. F. sponsors in the interests of its members, by cash donations. The Vancouver Secondary Association and the Secondary Teachers of the Lower Mainland have led the way with gifts of \$100 each. The committee is hopefully expecting that many small individual and group donations will follow.

B.C.T.F. Statements of Account, June 30, 1939

SEEDS, MARTIN & CO., CHARTERED ACCOUNTANTS

Vancouver, B. C., September 14th, 1939.

British Columbia Teachers' Federation, Vancouver, B. C.

The annexed Balance Sheet is, in our opinion, a full and fair Balance Sheet, and is properly drawn up to exhibit a true and correct view of the affairs of the Federation as shown by the books.

We have received all the information and explanations we have required.

SEEDS, MARTIN & Co., Chartered Accountants.

REVENUE ACCOUNT — YEAR JUNE 30, 1939		
Fees		\$14,497.25
Interest		162.22
Miscellaneous		31.57
		<u>\$14,691.04</u>
Annual Convention—Revenue	\$2,446.42	
Expense	2,699.75	
		<u>253.33</u>
		<u>\$14,437.71</u>

NET REVENUE:

Expense:			
Salaries		\$7,422.44	
Travelling—General Secretary	\$881.68		
Executive	2,322.00		
Sundry	927.30		
Fall Convention	143.55		
District Councils	808.02		
		<u>5,082.55</u>	
Magazine Printing	\$3,643.75		
Salaries and Extra Help	139.46		
Rent	120.00		
Sundries	169.35		
Mailing	257.29		
Honoraria	250.00		
Commission	337.24		
		<u>\$4,917.09</u>	
Subscriptions and Advertising	4,926.70		
			<u>9.61</u>
			<u>\$14,447.32</u>
Rent	420.00		
Telegraph and Telephone	333.70		
Books, Stationery and Supplies	580.05		
Postage, Excise and Express	141.69		
Legal, Bond and Audit	346.45		
Subscriptions and Advertising	57.60		
Miscellaneous	308.22		
Depreciation	150.00		
Scholarship Summer Session	50.00		
B. C. Secondary Teachers	325.00		
B. C. Elementary Teachers	325.00		
B. C. Principals' Association	50.00		
Board of Reference	18.25		
Membership	190.97		
Group Insurance Accounts Written Off	36.00		
Group Insurance	75.15		
Printing	114.43		
C. T. F. Travelling	82.05		
Radio and Publicity	16.50		
			<u>16,126.05</u>
Deficit			<u>\$1,678.73</u>

BALANCE SHEET AS AT JUNE 30, 1939

ASSETS	
CASH ON HAND AND IN BANK	\$4,983.68
ACCOUNTS RECEIVABLE:	
Magazine	\$498.45
Insurance	36.00
C. T. F.	841.65
	1,376.10
P. O. DEPOSIT	20.00
INVESTMENTS AT COST:	
\$2,000.00 P. G. E. Bonds	\$1,892.18
\$1,000.00 B. C. Bonds	965.00
	2,857.18
	\$9,236.96
PREPAYMENTS:	
Travelling Trust Account, General Secretary	100.00
DEFERRED CHARGES—Stationery	200.00
OFFICE FURNITURE	\$3,001.49
Less—Depreciation	1,624.15
	1,377.34
	\$10,914.30
LIABILITIES	
RESERVE FUNDS:	
Sick Benefit Fund	\$581.42
Benevolent Fund	136.00
Emergency Fund	15.77
	\$733.19
SURPLUS:	
Balance Forward	\$11,853.49
1938 Educational Week	96.80
	\$11,950.29
Less—Renovation Attic Written Off	\$90.45
Deficit for Year	1,678.73
	1,769.18
	10,181.11
	\$10,914.30

VICE-PRINCIPALS' AND MALE
ASSISTANTS' SECTION OF
THE V.E.S.T.A.

A DINNER meeting of the Vice-Principals' and Male Assistants' Section of the Vancouver Elementary School Teachers' Association was held in Spencer's Dining Room on Monday, October 16th.

The speaker of the evening was Mr. Ernest Lee, Physical Education instructor, Vancouver Normal School. Mr. Lee made an effective plea for considering physical education as having as important a place in the scheme of general education as any other subject—no longer should it be termed "P.T." Free discussion of teacher problems followed Mr. Lee's address, the opinions expressed indicating that even in the larger centres

Physical Education suffered by being in the hands of teachers who feel that they are not adequately trained to teach the subject. Furthermore, it was pointed out by some that, in equipment and general facilities available, the subject of Physical Education suffers because of the greater prestige accorded to other subjects. The chairman, Mr. S. Taylor, offered the thanks of the Association to Mr. Lee.

Among the items of business was a report by Mr. Murray Hockridge on the question of Workmen's Compensation for teachers. A letter was read from the Workmen's Compensation Board stating that they were ready at any time and would consider favorably any proper request which was forthcoming to cover a given group of teachers under the

terms of the Workmen's Compensation Act. Mr. Hockridge's report was forwarded to the local association for possible further action.

The election of officers for the year resulted as follows: President, Mr. D. Capon; Vice-President, Mr. C. T. Rudell; Secretary, Mr. G. H. Frost, and Entertainment, Mr. E. Deagle.

KELOWNA AND DISTRICT

THREE teachers from across the Okanagan Lake were welcomed at the October dinner-meeting of the Kelowna and District Branch of the O. V. T. A. They were Miss Coles and Mrs. Pritchard of Westbank, and Miss Smith of Mt. Boucherie.

Brief reports of the recent convention held in Armstrong were given, and it was the wish of the meeting that a note of gratitude be sent to the Armstrong teachers and their fellow townsmen for their excellent handling of the convention.

Mr. Stibbs, the new president of the O. V. T. A., spoke for a few minutes expressing his appreciation, saying that he realized it was an honor to be chosen president of an organization such as the O. V. T. A. He urged a solid front in membership in both the O. V. T. A. and the B. C. T. F. Mr. Logie was chosen as the representative to the B. C. T. F.

The speaker for the evening was Mr. Jack Gordon, a young business man who has just completed a trip to the Old Country. He was in France just before war was declared. When advised to leave there he was one of the many who waited in line for hours before passage could be booked to England. He experienced black-outs, and air-raid practice in London, and was just too late to obtain passage on the Athenia. His gas mask and other mementoes were shown at the conclusion of his speech.

LIBRARIANS MAKE HISTORY

THE Vancouver School Librarians' Association at its annual meeting in September voted to constitute itself a sub-section of the Library section of the British Columbia Teachers' Federation. With this resolution there came into being the first sub-section of the Library section organized at the 1939 convention. The same resolution, however, marked the passing of the pioneer teacher librarian association in the province, which, in

the ten years of its existence has done much to promote the growth of school libraries.

From a tiny group of librarians who built up the first organized libraries in the Vancouver schools the association has grown into a very active organization of more than 50 teacher librarians from both the Secondary and Elementary schools. Although the aim of the association was to permit of the discussion of the varied problems confronting the school librarian who was blazing the way ten years ago, great contributions have also been made to the entire problem of the library in the schools of the province. At all times a very close association has been maintained with the Vancouver Public Library and since 1935 the members of the association have affiliated with the British Columbia Librarians' Association. In that period two half-day programmes of the annual convention of the British Columbia Librarians' Association have been devoted to the question of school libraries.

This section of the B. C. T. F. will hold a dinner meeting in Spencer's dining room on Friday, December 8, at 6:30. There will be interesting speakers on topics important to all school librarians. Remember this section is composed of both elementary and secondary teacher librarians. The executive hope there will be a good turnout of all school librarians and teachers in charge of libraries in the Lower Mainland and any others who can be in Vancouver on December 8th. With the school library still in the experimental and pioneer stage in British Columbia, there are many problems that may be solved by pooling experiences. Come and grow acquainted with the teachers who are establishing libraries in the schools of British Columbia.

GREATER VICTORIA TEACHERS' ASSOCIATION

THE year's activities of the Greater Victoria Teachers' Association have been launched in a manner promising great success. Already the Grades IV-VI, VII-IX, and X-XII Departments have held unusually well attended meetings, and the Grades I to III Department will meet very shortly. The opening general meeting has been called for Wednesday, October 11th.

Dr. King attended the Grades IV to VI meeting to deliver a most helpful address on the philosophy underlying the new IV-VI report cards.

WEST KOOTENAY CONVENTION

By NORAH I. ELLIS, Trail

THE annual West Kootenay District Teachers' Convention was held in Trail this year, Oct. 19th, 20th and 21st. The success of the convention was in no small measure due to our new Junior High School of which we are very proud; also the close co-operation of every Trail teacher.

Thursday, the first day of the convention, was set aside for the rural teachers to observe in the Trail schools and thereby derive some benefit from the teachers who have not so many classes and are able to devote more time to each subject. Later in the afternoon rural teachers had a round-table discussion on "Rural Problems". The interesting feature of the meeting was a short talk given by Inspector F. A. Jewett on "Art in the Rural School".

In the evening a general meeting proved most enjoyable. Parents were invited to attend, and as a result the auditorium, with a seating capacity of 800, was almost filled.

The musical programme preceding the main address was enthusiastically received by the audience. The Trail-Tadanac Teachers' Association considered itself very fortunate in having as the speaker of the evening, Dr. John M. Ewing, Provincial Normal School, Vancouver. To our readers Dr. Ewing needs no introduction. In his usual inimitable style Dr. Ewing addressed the gathering on "The Ideal Teacher".

After the meeting, visiting speakers and teachers retired to the library where refreshments were served and the Trail-Tadanac Teachers' Association acted hosts to the visiting teachers. Thus the first day of the convention came to a close.

The second day opened with registration followed by a general session.

The invocation was given by Dr. M. W. Lees, President Trail Ministerial Association. Following the invocation, two addresses of welcome were given, the first by Major E. L. Groutage, and the other by Mr. H. J. Palmer, chairman Trail-Tadanac School Board. Both expressed their pleasure in welcoming the guest speakers and teachers to Trail.

The address of this session was given by Inspector K. B. Woodward

on "Objectives and Evaluation in Education" (at one time Mr. Woodward was principal of the Trail Central School, and he is again welcomed, this time as our inspector).

During the morning sessions, selections by the Trail High School Orchestra were greatly appreciated; also folk dancing by the Trail High School girls.

At the close of this session, Messrs. Richards and Chamberlain showed Visual Aids in Education in co-operation with the Eastman Kodak Company. Teachers were much impressed and interested with the various visual aids.

The Palm Room of the Crown Point Hotel was the scene of several luncheons held before the sectional meetings in the afternoon. Tables were arranged separately for the Music Teachers, the Physical Education Teachers, and the Shop Teachers. Each group was headed by a chairman who led a round table discussion.

The sectional meetings in the afternoon were divided into the usual groups: Secondary, Grades VII. to XIII. inclusive; Intermediate, Grades V. and VI; Junior, Grades III. and IV, and Primary, Grades I. and II.

The two speakers in the Secondary Section were: Miss Marjorie Agnew, Templeton Junior High School, who spoke on "Clubs and Extra Class Activities," and Miss Mary Bacon, North Central High School, Spokane, who spoke on "The Place of a Library in a Secondary School."

For the Intermediate Section the first speaker was Mr. T. R. Hall, Provincial Normal School, Vancouver, who spoke on "Oral Language." Then followed a series of discussions on "The Long Unit in English Literature." These discussions were led by Mrs. Harrop, Salmo; Mr. J. Abbott, Baifour; Mr. L. Gray and Mr. W. Fromson, of Trail.

The last speaker of the Intermediate Section was Miss E. M. Gransner, Trail, who has recently spent some time travelling in Europe. She spoke on "Observations in Some European Schools."

The Junior Section consisted of three speakers, too. Inspector T. G. Carter addressed the teachers on "Remedial Reading," a subject of growing importance; Mr. Wallace

Meikle, Penticton, gave an address on "My Experiences on Exchange," and lastly Mr. T. R. Hall addressing the teachers of the Junior Section on "Oral Language".

In the Primary Section, the topics were: "Primary Reading," "Manuscript Writing and Transition to Cursive Writing" and "Number Work." These were given by three Trail teachers, Miss M. Hirst, Miss A. Rossman and Miss K. Scott, respectively.

Discussions followed each meeting. A banquet and dance brought to a close a well filled and profitable day.

Saturday, the last day of the convention, started with a general meeting. The speaker, Mr. Beirsto, addressed the teachers on "The Status of Education in B.C." At the end of the meeting a resolution was passed that we continue to have annual conventions rather than bi-annual, as had been suggested.

Sectional meetings followed this general session.

The Senior High School had round-table discussions on the following topics: "To What Extent Should Classes Engage in Discussion of the Present World Situation?" "To What Extent Should Mastery be Sacrificed to Scope in Subject Matter?" and "Is Full Accrediting Necessary for Attainment of the Aims of Curriculum?" These topics were led by Miss M. E. Coddington, Mr. R. V. Tyner and Mr. A. B. Thompson, respectively.

The Junior High School had as their speaker, Inspector H. McArthur, who spoke on "Guidance in the Junior High School". "Guidance," was also Inspector T. G. Carter's topic for the Elementary Section.

A business meeting Saturday afternoon brought to a conclusion a very successful convention.

CENTRAL AND NORTHERN VANCOUVER ISLAND

A CONSPICUOUSLY successful and enjoyable convention was held in Nanaimo on Thursday, Friday and Saturday, October 12th, 13th and 14th, when about 300 teachers gathered for the Central and Northern Vancouver Island Teachers' Convention.

Mr. C. T. Rendle, principal of Tsolum High School and president of the association, opened the convention with an address of welcome. Following Mr.

Rendle, Mayor V. B. Harrison of Nanaimo and Mr. J. Barsby, chairman of the Nanaimo School Board, added their welcome to the teachers. Mr. H. W. Creelman, vice-president of the B.C.T.F., spoke on behalf of the Federation. Dr. Norman F. Black, editor of *The B.C. Teacher*, delivered a lecture entitled "Greenhorn Goes A-Peeking in Latin America" dealing with his observations while cruising this last summer under the auspices of the World Federation of Education Associations.

The real work of the convention got under way Friday when many sections met to discuss problems peculiar to the Vancouver Island district, to the application in its fullest form of the new curriculum, and to the educational programme in war time. Each section was addressed or was guided in its discussion by a prominent educationist either from the teaching ranks or from the Department of Education. "The New Report Card", "Teaching the Subnormal Child", "Teaching Devices", and "Guidance" were a few of the important topics given for thorough discussion.

At a banquet in the Malaspina Hotel in the evening, after Dr. King had replied to Mr. Richardson's request that teachers be given more notice of proposed changes in the curriculum, the chief speaker, Dr. Norman F. Black, editor of *The B.C. Teacher*, was introduced. Dr. Black spoke on the theme that teachers are charged with the responsibility of seeing to it that the general level of teaching ability is raised. He said: "Teachers' organizations exist to improve teaching in regard to students in your own school. What about them? Is an adequate proportion of the best of your own students going into the teaching profession? If not, then you and the teachers' organizations with which you are associated are failing in an important objective. For it is our job as teachers to improve teaching by seeing to it that a fair share of our young people of exceptional ability are entering into the service of the schools of British Columbia.

"If the primary objective of teachers' organizations is to ensure that the youth of the country shall be well taught", Dr. Black continued, "then it is their business to facilitate the painless transfer of the unfit to walks of life in which happiness and usefulness are possible".

The need for improving the professional reading of teachers, the need for adequate supervision of teacher and of supervisors themselves, and the need of

social contacts for the teachers were points that also received emphasis from Dr. Black.

At the Saturday session of the convention the following officers were elected: President, Mr. H. E. Murray of Port Alberni; Vice-President, Mr. E. J. Costain of Courtenay; Secretary, Miss Haines of Alberni; Treasurer, Mr. J. O. Swan of Nanaimo; and members of the Executive: Mr. M. O'Connell of Crofton, Miss M. Watchorn of Brechin, Mr. Haines of Duncan, Mr. D. Fairbairn of Comox, Mr. J. Nichols of Parksville, Miss G. Cosgrave of Duncan, and Mr. King of Ladysmith.—R. O. N.

NATIONAL FILM SOCIETY

THE Vancouver branch of the National Film Society has now commenced its fourth season. The policy of bringing, for its members, outstanding foreign films will be continued along with special efforts to procure outstanding Canadian and British Films. The members of the executive feel particularly pleased that the feature picture for the third performance will be Canadian. This will be the first time a made-in-Canada feature has been shown, although several short films used in former years have originated in this country. "Patrol to the North-West Passage" will be shown on Wednesday, November 15th, at 8 p.m., in the auditorium of the University of British Columbia.

Negotiations are well under way for an experimental international film of full length.

Other performances before Christmas are dated for the Sunday afternoons of December 3 and 17, at Stanley Theatre.

PARENT-TEACHER FEDERATION

By MRS. E. H. DALGLEISH, *Vancouver*

TWO new members have been added to the British Columbia Parent-Teacher Federation Association at Mill Bay and Sayward, both on Vancouver Island. The Federation welcomes them and wishes them every success. The affiliation of these bodies brings the total numbers of associations in the Federation to 127. Enquiries have been received from Ioco, Wisteria, Bevan and Courtenay regarding the forming of parent-teacher groups and the Federation hopes to greet them as members in the near future.

THE Vancouver Parent-Teacher Federation arranges a weekly radio broadcast over station CJOR every Thursday morning at 11:30 a.m. A programme of particular interest will be offered on November 16, when Miss Neate of Lord Nelson School will present a class in "Choral Speaking."

Two other broadcasts will be out of the usual: one on November 23 from Point Grey Junior High School during the inauguration of school officers and the other from the Vancouver Technical School interviewing classes at work. The two last programs will probably be in the afternoon instead of the morning, but the definite time will be published. Watch for the announcement.

THE following are excerpts from the lecture by Dr. A. M. Gee, psychiatrist, in the series, "Patterns for Effective Living," sponsored by the British Columbia Parent-Teacher Federation.

"Mental health can be very adequately defined as the adjustment of human beings to the world and each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper and alert intelligence socially, considerate behaviour and a happy disposition."

"No man is a whole unto himself—his family and his friends are the rest of him."

"Too often the word 'discipline' is interpreted as 'punishment' whereas we should consider the children 'disciples' to be taught."

"I have heard it said that there should be two bears in each family group, not the husband and wife, but 'bear' and 'forebear'."

NATURAL HISTORY SOCIETY

VANCOUVER Natural History Society celebrated in October its "coming-of-age". The occasion was marked by a very enjoyable dinner meeting at the U. B. C. Grill.

Chancellor McKechnie formally received the Cumming Memorial Collection of Marpole Indian relics and Mr. C. F. Connor, president, paid tribute to the work and memory of the late Mr. Robert A. Cumming, whose collection had been purchased by the society for presentation to the University.

Dr. Marius Barbeau, of Ottawa, discussed the art of the Northwest Coast Indians, notably their totem poles.

October Executive Meeting

THOSE teachers who express doubts as to whether they are getting value for the fees they pay to the Federation should sit in at an executive meeting. Had they chanced to walk into a certain room in the Hotel Vancouver on Saturday, October 21st, they would have seen about 30 hard working executive members, voluntarily giving their time, beginning work at 9 o'clock, continuing through the day until 11:55 at night, and stopping only for a hurried half-hour lunch period and 45 minutes for dinner.

Many of these executive members left home Friday night and departed immediately after the all-day sessions on Saturday to begin the weary return journey, in some cases of hundreds of miles, in order to arrive back home in time to be on duty at school Monday morning.

Following are a few of the highlights of the business transacted in which members may be more particularly interested:

1. B.C.T.F. Members on Active Service: The executive approved a resolution granting full membership privileges, for the duration of the war, to those members who are, or shall be, on active service.

2. The Consultative Committee was authorized to continue its study of the possible abuse of open microphones in classrooms.

3. The Constitution Committee was authorized to proceed with the printing

of the proposed new Constitution, as well as the present Federation Constitution. As soon as copies are available, it is hoped that all locals will make a careful study of these constitutions in preparation for the next Convention which must deal with them.

4. The Consultative Committee was authorized to make a thorough study of the whole question of future annual conventions, and to report at the December executive meeting.

5. It was decided to continue our study of the Larger Administrative Areas. The new committee named last May was enlarged and is adequately represented by rural members.

6. Mr. Thomas submitted the report of the C.T.F. delegates. Reference was made to the excellent report prepared by the C.T.F. Salary Commission reviewing the salary situation across Canada. Copies of this report will be forwarded to every local. The report contains a wealth of salary information which is of vital interest to every teacher and which should prove of immense value to local committees in their salary negotiations with school boards.

7. Pensions: The vital issue of the Teachers' Pensions Act was the chief item on the agenda. The entire afternoon session was given over to a discussion of it. Mr. Charlesworth has prepared a full report which appears elsewhere in this issue.

Not In Vain

By GEO. K. SANGSTER, *Livingstone School*

"THEY have not died in vain,
Our glorious dead".

Our monuments to them still stand sublime
In mute remembrance of their sacrifice.
Now we who still remain
May bow the head
And pray that they in that not distant past
Did not in vain give all and pay the price.

Though War may rise again
By mongers fed,
We'll face its horror boldly. Every man
With grim resolve will say without surcease,
"They have not died in vain,
Our glorious dead.
We carry on the work that they began,
And once again we'll pay the price of peace".

The Teachers' Pensions Act

Important Statement

IN the October number of *The B. C. Teacher* there appeared an official article dealing with the Teachers' Pensions Act, pointing out that definite information on the fundamental and vital issues could not be given until we had received authoritative answers to the three following questions:

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 should additional finances be derived?

It was stated that the answers to the first two could only be given by the Actuary, and that the answer to the third (involving, as it obviously would, the finances of the Government, or the School Boards, or of both Government and School Boards), could only be found by means of conferences and negotiations with both of these public bodies.

The article stated that following the receipt of the Actuary's report there would be abundant activity. This promise, at least, has been fulfilled, for in the three weeks which have elapsed since that time there have been

- (a) Three day sessions of the Teachers' Pensions Board, at one of which the Chairman of the Federation Pensions Committee was present.
- (b) Three special meetings of the Federation Pensions Committee.
- (c) Two long interviews with the Premier.
- (d) Several conferences with the Provincial Secretary and Minister of Education.
- (e) Consideration of the question at two meetings of the Provincial Cabinet.
- (f) A Special Executive Meeting of the British Columbia Teachers' Federation with the Teachers' Pensions Board.
- (g) A special joint-meeting of the Federation Pensions Committee, Members of the Executive of the British Columbia School Trustees' Association, and the Teachers' Pensions Board.
- (h) A meeting of the Consultative Committee of the Federation.

The General Secretary, as Teacher-representative on the Teachers' Pensions Board, in addition to attending the meetings and conferences outlined above, has devoted his full time to the question of Pensions, preparing numerous briefs, memoranda and statistics, based upon the official records in connection with the Teachers' Pensions Fund administration.

As may be imagined, a very long detailed story could be given of the numerous developments which have arisen at, or in connection with, the above events, but for the present we must confine ourselves to the actual situation as it exists at this time.

This can best be done by returning to and answering our original three questions, as follows:

1. The Actuary's report (based, of course, on a full and complete analysis of the assets and liabilities of the Pensions Fund), stated that it would require additional annual contributions of not less than six percent of the total Teachers' Payroll to place the Fund on an actuarially sound basis.

As the Provincial Payroll for teachers is over \$6,000,000, this would require an annual addition of \$360,000, over and above the \$300,000 now being paid annually by the teachers themselves.

2. The Actuary based his report on the assumption that the benefits of the present Act would be *reduced* to those now obtaining in the Municipal Employees' Pensions Act, namely:

(a) The teacher's individual contributions to be kept for his own credit, and the purchase of an annuity, together with

(b) A service or employers' pension for *all* teachers, as follows:
 \$18 per annum for each year's service in British Columbia up to and including the 20th, and \$12 per annum for each year's service in British Columbia over the 20th.

(NOTE: All service, both past and future, would count—not service prior to 1929 alone, as at present).

Thus, the *service pension* at the end of 20 years' service would be \$360 per annum; for 30 years' service \$480 per annum, and for 40 years' service \$600 per annum.

The contributory or Annuity pension would be based on the amount at the credit of the individual contributor (not on double this amount, as it is in the present Act).

Provision is also made for "disability" and "death" pensions.

3. With regard to the sources of additional revenue, the Actuary indicated that this was a matter for negotiation and agreement between the parties concerned—the Provincial Government, the School Boards, and the Teachers. His Pension Plan is definitely predicated upon the fundamental factors of "employer" and "employee", and inasmuch as the present Teachers' Pensions Act (unlike that for any other public servants) has no "employer" contributions, the Actuary's report calls for a determination and decision as to who shall be regarded as the "employer" of teachers for the purposes of the Teachers' Pensions Act.

As might be expected, the crucial negotiations have dealt with this third question, *i.e.*, responsibility for "employer's contributions", and it is with feelings of keen disappointment and deep regret that we have to state that it has now been found impossible to reach a solution at the present time,

and hence the *present Teachers' Pensions Act* will remain in force without amendment until the necessary financial agreements between the interested parties have been reached, and new legislation has been drawn up and passed in accordance therewith.

OFFICIAL STATEMENT FROM THE PREMIER

This information was given to the General Secretary, and the Chairman of the Federation Pensions Committee at a conference with the Premier, held in his office on Saturday, October 28th. In a full explanation of the necessity for postponing action, the Premier showed that he had very adequate knowledge of the seriousness of the matter and of its many implications and a firm desire to bring about a satisfactory solution as soon as such was possible.

In response to our request for an official statement for presentation to the Teachers of the province, the Premier has kindly forwarded to us, through the Provincial Secretary and Minister of Education, the following:

"RE TEACHERS' PENSIONS

"I had a chat with Mr. Charlesworth and Major Burnett, representing the British Columbia Teachers' Federation, regarding this important question of Superannuation.

"I advised them that I thought it not possible to tackle the matter this year for the following reasons:

1. The Municipalities will not accept any portion or contribution without demanding compensatory measures.
2. While the position of the Municipalities has been greatly improved under this administration, they still demand further relief from taxation for educational purposes, as do also holders of land in unorganized districts.
3. Until there has been a complete review of the relationships of the Provinces, and the Dominion, following the submission of the Rowell Commission appointed on that behalf, we are not in a position to determine either a temporary or a permanent financial set-up.

"Of one thing I wish you would assure the Federation—that is that the Government realizes the seriousness of the situation, and will view with sympathetic consideration the whole problem in its final determination".

(Signed) "T. D. PATULLO".

"October 30th, 1939".

Those who have followed press reports of the Conference of the Union of British Columbia Municipalities held in Victoria recently will know of their unanimous opposition to any rehabilitation of the Teachers' Pensions Fund from Municipal taxation on land and property, although their own Municipal Employees' Pensions Fund was so rehabilitated, with aid from the Provincial Government in the form of loans without interest, only a year ago. The Municipalities now contribute 7 per cent of the Municipal employees' payroll for the service pension and accrued liabilities of their own Fund. The School Boards also make a 7 per cent contribution for all School Board employees *except teachers*. This comes from Municipal taxation.

In spite of this, the Union of Municipalities, with notable inconsistency, objects to *any* percentage of teachers' payrolls being provided from Municipal taxation for the Teachers' Pensions Fund. Furthermore, it is our belief that they unanimously objected without knowing or hearing anything whatever of the merits or demerits of the teachers' case for assistance or without any proof that such assistance could not be provided without additional taxes on land and property.

As their Convention was held only a few yards from the offices of the Pensions Commissioner, whose business it is to know the *facts* concerning all British Columbia Pensions (Provincial, Municipal, School Board employees' other than teachers, and Teachers'), it would have been possible for the delegates to have been given authentic information, from a responsible authority, upon which to base their judgment.

It will also have been noted by most teachers that press reports have appeared in the papers of the province giving news of the calling of a Convention of the British Columbia School Trustees' Association to be held in Vancouver on November 13th and 14th, the main business of the meeting being to deal with the question of Teachers' Pensions.

We hope that they at least will give clear and reasonable consideration to their own definite obligations and position as "employers" in relation to a Teachers' Pensions Fund, as well as to the aspect of Local taxation on land and property, which they stressed in their press notice and the importance of which we also recognize. Furthermore, we trust they will realize that contributions from School Boards do not necessarily involve increased taxes on land and property in all School Districts.

As an invitation has been courteously extended to a member of the Federation Pensions Committee to speak to the convention concerning Teachers' Pensions, there will be opportunity for placing the full information before the meeting. The decision of the Trustees will be awaited with great interest.

Finally, may we sum up the present position as far as Teachers are concerned. Until the Act has been amended, the following conditions will maintain:

1. The present Pensions Act remains in force.
2. Pensions will be paid as formerly.
3. Teachers leaving the profession will be given their full refunds as formerly.
4. No further additional contributions will be required from teachers.
5. There will be no decrease in interest rates.
6. There will be opportunity for fuller consideration by teachers of various suggestions for amendment.
7. There will be ample opportunity for the Teachers to give full publicity to the present situation based on actual and authentic facts, and to offset mis-statements and inaccurate information now being propagated to becloud the real issues.

8. A satisfactory settlement of the issue has not been abandoned—it has only been delayed.

One essential factor should be considered most seriously by every teacher.

The extended meetings, conferences, and negotiations on this Pension question, have probably been the most arduous and difficult in the history of the Federation. Your chosen representatives who have been called upon to act for you have been under great strain and have had to bear considerable criticism, both just and unjust, concerning the lack of available information and the lack of definite action.

This report may explain—for it now can be told authoritatively—that the vital negotiations all along have been concerned with a considerable amount of money, *i.e.*, \$360,000 per annum. (All pension plans involve large sums of money). It is one thing to have ideas of what should be done; it is another (of a vastly more difficult nature) to take an active part in negotiations seeking to have them done.

As will also now be seen, the financial relationship between the Government and the Municipalities has always been a factor of the situation and further delay in settlement of that issue has now prevented an immediate solution of our Pension problem. The change in Federal and Provincial financing due to the war is also an added complication to a question which was already well loaded with difficulty.

In spite of all this, however, the situation is still full of hope, and there is no need for pessimism. We still have a Teachers' Pensions Act, which can be amended. We have the statement of the Premier that the Government is fully aware of the seriousness of the situation, and will give sympathetic consideration to the final determination of the problem.

There is need for complete unity of purpose on the part of all teachers in support of efforts to secure the necessary additional revenue from some source or sources.

May we ask that, in spite of any personal opinion, no statement should be made, and no action should be taken, by any teacher, until he or she has seriously considered whether such statement or action will in any way jeopardize or endanger the continuation and successful completion of negotiations in which we are all so vitally concerned.

On behalf of the Teachers' Federation Pensions Committee,

Yours truly,

(Signed) HARRY CHARLESWORTH,

General Secretary.

Committee:

Major J. N. Burnett, Chairman.

Wm. Morgan,

R. P. Steeves.

Ramblings of Paidagogos

I INTRODUCE MY FRIEND

THESE last twenty years I have attached myself in the role of unacknowledged disciple to a man of rare and diversified parts. For if wisdom be catching—a theory which my experience leads me increasingly to doubt—then by this association I at least put myself in the way of becoming wise. The reason I use the term “unacknowledged” is because my friend is far too generous and sagacious a man to admit our true relationship. To his way of thinking we are equals. But the fact remains that in these Ramblings I have leant heavily upon him times without number—and shall do again.

Having on so many occasions been beholden to my friend for the best part of an essay, I have on this occasion decided to make him responsible for the whole. Yet in doing so I find myself at a disadvantage. The man is greater than the word. I cannot adequately convey his attitude of serene detachment, nor can I do more than indicate his deliberate and many-sided approach to whatever subject awakens his interest. I can only set down the substance of my friend's talk. The glint that lies behind his spectacles is another affair—and one whose implications I am just shrewd enough to leave alone.

One evening last week we were launched upon the exchange of comments, topical and otherwise, that is the usual prelude to our confabulations. We had no set purpose in mind, but merely hoped that out of the matrix of desultory chat some provocative subject might emerge. In this hope we were not disappointed. A chance allusion to the difference between argument and discussion brought my friend into action with his full complement of guns.

“Argument!” he echoed, striking a third match on the bowl of his corn-cub. “Argument is a very fine thing for the adolescent mind at any age between fifteen and seventy. Your mature man holds it in greater and greater disdain. For him the proper exercise is discussion—by which is meant the objective pursuit of genuine and exact knowledge”. He sat back and blew out a comfortable cloud of smoke.

“Let us consider the matter. Under what circumstances does a man argue? When he and his adversary have no clear premises, no genuine understanding of terms, no real background of information; when the spirit of competition has overwhelmed the desire for truth; in brief—when two quantities of ignorance are raised through 90 degrees of heat to re-establish one illusory prestige. It has become a by-word that nobody is ever convinced by argument. But I'll take you a step farther. The great period of disputation was in the Middle Ages—in the pre-scientific era. Who proceeds by Aristotelian logic today? No scientist certainly. And for this reason: the development of exact knowledge and the establishment of scientific method have made polemics and subjectivism ridiculous. Argument is a diversion for boys”.

Having said this, my friend showed signs of retiring into a meditative silence. He sank deeper into the arm-chair and fixed his eyes on a spot somewhere behind my left shoulder. I stirred a bit and his attention came back to me—rather quizzically I thought.

“Well?” he queried, “I suppose you feel we should go on to consider

discussion? I had a notion we had covered it, but perhaps we haven't. I said that discussion was the proper exercise for the mature man. Let us examine that. There is no contest in discussion, no vying for superiority. Each participant contributes his quota of genuine information to the pool, and engages in a cold and critical analysis of his own and every other contribution. His sole desire is for the more accurate and vivid delineation of truth. Putting together all available data, he seeks with the aid of his fellows to reach a clearer definition or a more illuminating generalization. Discussion proves a man. It is a sustained flight upon the two wings of reason and objectivity".

I nodded my agreement and made some banal remark to the effect that discussion was the last stage, the ultimate evidence of mental development.

My friend shook his head indulgently and laid down his pipe. "By no means", he corrected me, "—not at all. There comes a stage in a man's life when he no longer searches for finality, when he realizes that no further purpose is to be served by the microscopic analysis of ideas. The mature man eventually becomes a philosopher, and now his proper medium is neither argument nor discussion but simply conversation".

I must have looked aghast at this statement, because he went on without pause to amplify it. To my mind it had every appearance of intellectual heresy.

"Conversation", continued my friend, cocking one eyebrow at my discomfiture, "is no mean art. It doesn't consist, I assure you, in the exchange of platitudes and pleasantries. One must learn to converse. Even cultivated people like you and me"—here he permitted himself to smile broadly—"don't rise to the level of a true conversation once in a twelve-month".

Picking up his pipe and filling it with a tantalizing lack of haste, he said not a word more until it was fiercely alight. Then according to his almost invariable practice he allowed it to go out and proceeded to drive home his point.

"Samuel Johnson was no conversationalist—he was an erudite, pig-headed old man with a gift for dogmatism. Reverse him and you get hold of the right idea. As I see conversation, it is a genial and leisurely way in which two enlightened people entertain one another. There is no striving for effect, no tedious desire to edify, no parade of knowledge. There is no labor to prove anything or to analyze anything. Each man, as the occasion offers, brings out curious and pleasant things from the treasure-house of his experience and shows these to his friend with no thought other than their mutual enjoyment. By what better means than that can two men of philosophic temper beguile and fructify their hours?—especially when those hours are wearing into the evening of life".

I was quite satisfied, and said so. Indeed I was filled with deep yearning to be a philosopher. But before changing the subject—and I could see that my friend had no inclination to pursue it—I made the mistake of giving him a sly dig.

"In what category", I asked him, "would you place our present exchanges? Have we been arguing, discussing or conversing?"

The glint in his spectacles began to dance. "In no category of the three", he replied blandly. "For some inscrutable reason I seem to have gone over into the field of education".

The Theatre In Education

By DOROTHY SOMERSET, Assistant in Dramatics, Department of University Extension, University of British Columbia

THE theatre, amateur dramatics, acting—call it what you will—has been for a number of years an extra-curriculum activity in most schools throughout Canada. Today there is reason to hope that it is on the point of winning for itself recognition as an integral part in the regular course of studies.

In the minds of those who attended the Summer School of the Theatre at the University this year there can be no doubt that the theatre "belongs" in any system of education. This conviction is all the stronger in that it grew out of the general work and experience of the summer and is not the result of any set of lectures or discussions on the subject.

Now there is nothing startlingly new in the simple affirmation of this conviction; many of the students were inclined to it before ever they came to the school. What is really important is the very clear distinction that became apparent between the theatre that does belong in education and the theatre that not only does not belong but is actually harmful.

Mr. and Mrs. James, guest directors of the Summer School of the Theatre, believe that the right type of theatre is a definite character moulding force, that it helps to fit young people to take their place in society, and after all, that is the ultimate purpose of all education. Moreover, this type of theatre that belongs in education is also the theatre that develops great actors, great playwrights, and that makes great productions.

The basis of this theatre is "understanding". No actor must be asked to say or do anything that he does not understand, that he does not know he can do. Over and over again, as Mrs. James worked with her students, she emphasized this point: the actors must not be asked to do more than they know.

If that is so, there can be no hurrying, no straining for results; the actor must have time to grow to what is required of him. Moreover, that growth must be his own, it must be within him. Passive acceptance of a director's explanations and instructions is not real growth, it does not develop a sympathetic imagination, it does not bring understanding.

How often do we see school plays or plays put on by inexperienced amateurs in which the actors strain their emotional and vocal powers, in which they move and speak like marionettes. Such performances are too often an excuse for exhibitionism; they are rehearsed, produced, and witnessed in an atmosphere of false excitement. At the end the actors are very little further ahead, they have not grown in understanding or in knowledge of the craft of acting.

In discussing this matter of understanding, Mrs. James repeatedly warned her students against trying to act "in general", to understand "in general". For instance, when an actor is taking a part in a play there is no such thing as feeling sad "in general". An actor will feel sad for some perfectly definite cause, and the important thing is that he should understand that cause, not that he should "act" the result. To act an emotion "in general" is to force that emotion.

Acting is like life, it is not "general", it is a series of small events coming one after the other. In life we meet each event as it occurs, and on the stage the actor must understand and concentrate upon each separate event as it occurs in the play. There must be no merging or confusing of events, one thing must be done at a time!

To do one thing at a time, to concentrate upon that thing, to understand it is not so simple a matter as might be expected; and yet it is required not only of successful actors but also of successful people in general. During the early days of the school, Mrs. James held classes in "organic concentration", and her students will remember for a long time the "match-box" exercise. Hold a small match-box and simply look at it. That is all, just one thing! There is nothing to be done *with* it nor *about* it. Just *look* at it, see it.

This exercise, and others like it, take much practice, but in the end it is possible to achieve the "organic concentration" which means that mind and body are entirely concentrated upon one thing. This concentration when applied to each succeeding event in a play does away with any danger of false "acting in

(Continued on page 136)

Elementary

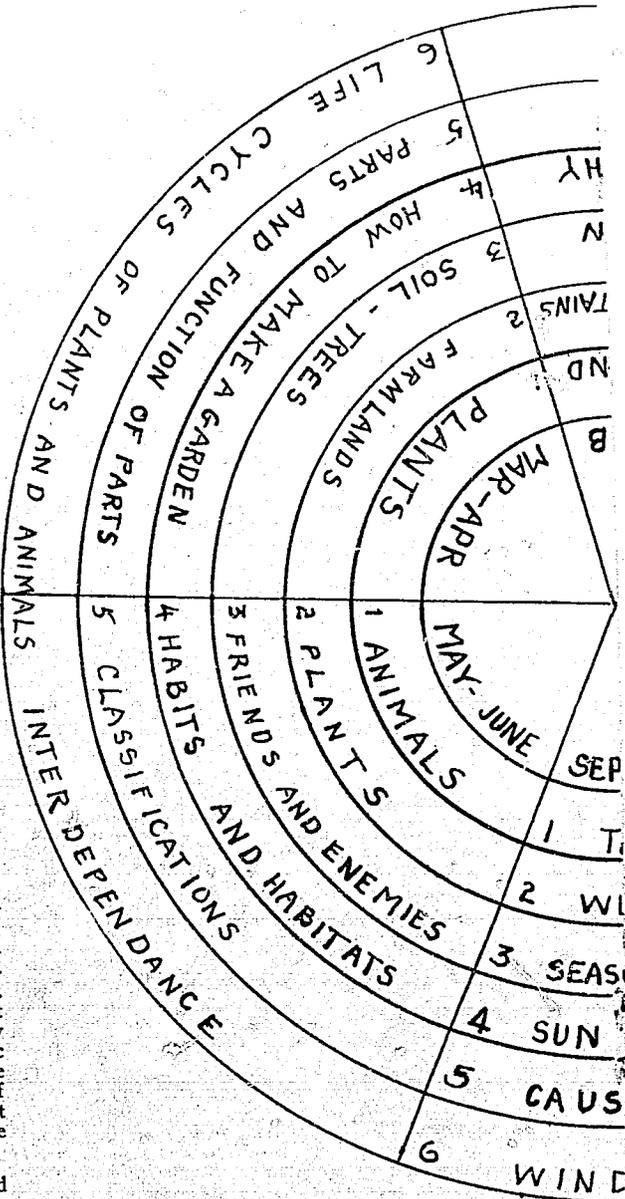
By J. W. B. SHORE, Principal

IN the February, 1939, issue of *The B. C. Teacher* appeared an article purporting to show, by means of a chart, the field of General Science. At that time space prevented the expansion of the article to cover the Elementary Science course for Grades I to VI. This article and the accompanying chart is an attempt to make that expansion and is intended to supplement the previous article.

It was suggested that Elementary Science might be included within the limits of the circle "plant life, animal life, weather" and also that the attainment to be expected of the Grade VI pupils might be as in the ratio of the area of that circle to the area of the whole chart. One could conclude quite correctly that the pupils at the end of Grade VI will know very little formal Science. As in their other subjects, the work in Elementary Science is formative for the pupils. They are developing interests, acquiring vocabulary, building concepts, and establishing habits of thinking and application. Their attainment in Science will approximate their attainment in Arithmetic. The Grade VI pupil, with his limited knowledge of arithmetical fundamentals, is a long way from algebraic functions and calculus; with respect to his Elementary Science he is just as far from formal Chemistry and Physics.

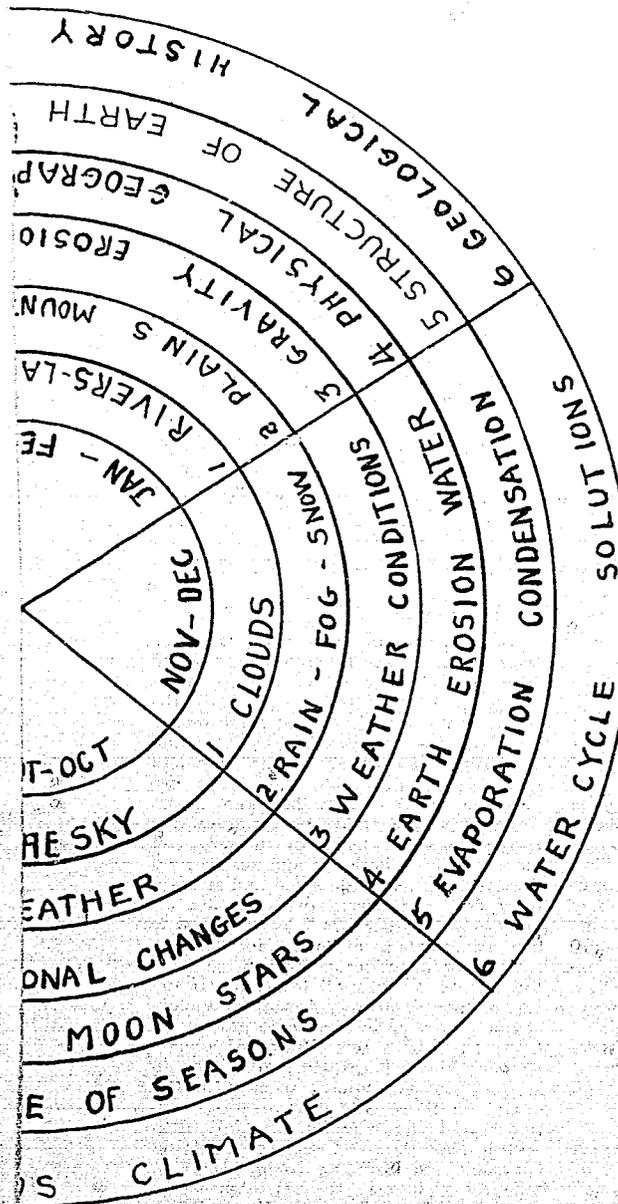
Reduced to their lowest terms the objectives of the Science courses resolve themselves to the scientific method of approaching Science problems and the problems of life,—drawing correct conclusions and making intelligent applications of knowledge acquired. But the teacher must not expect the pupils of the Elementary grades to acquire the scientific method. Indeed his pupils will be well on their way if at the end of Grade VI they make intelligent and interested observations of the phenomena of their environment.

The scientific method should grow with the pupil. The order



The work for any grade must include a review and an

of Woodland School, Vancouver



of growth might be somewhat as follows: In Grades I and II they merely observe: "Some days are warm", "Some are cold", "Leaves fall off trees", "Snow is white and cold". In Grades III and IV they make further observation and may draw simple conclusions of the order: "The temperature is dropping from day to day". "The days are getting shorter; therefore, winter is approaching". In Grades V and VI they may solve problems of the order: "A direct blow is felt more than a glancing blow. The sun's rays are less direct in winter; therefore, the temperature is less". In Grades VII and VIII they will begin to reason in the abstract.

Now let us refer to the chart. The figure is meant to give one a comprehensive view of the whole course. Such a view is desirable for the purpose of relating the work of a particular grade with what has gone before and what is to follow after. In an ungraded school such a view is essential to prevent the Science courses from becoming haphazard or perhaps chaotic. In this chart, as in the other, it is not to be presumed that the items are final nor that the chart is completed.

It will be noticed that each circle represents a grade, and that each segment represents the related topics of all the grades from I to VI. Also that the topics for any grade follow one another in a reasonably logical order.

The material for the Science lessons should be drawn from the pupils' immediate environment; material that he can experience with most of if not all his senses. In studying animals, for example, the city child can have direct experience relative to cats, dogs, the milk-man's horse, and earthworms. Other animals familiar to the adult or to the country child, may be too remote and should be used as supplementary material only. One might venture to suggest that there are many teachers of mature years and wide experience who have

expansion of the related work of previous grades.

never seen or are likely never to see some of the animals whose life histories they have inflicted on their pupils with appalling detail. However, the teacher should endeavour to make the pupil's experience of his environment as wide and varied as possible.

In spite of the stated objective of correcting superstitions, might one further suggest that the teacher be not too hasty or too harsh in robbing the younger pupils of his superstitions? Santa Claus or the stork never harmed this generation when it was growing up and the fairy stories and folk tales of the literature of the Elementary grades are the very life of the pupils. By taking advantage of the spirits of earth and water and the supposed reasoning of plants and animals one can catch and hold the interest of the younger pupils. The stark realities of life will dispose of the fallacies all too soon as they dispose of poor old Santa. That does not imply that new superstition should be implanted to promote interest.

As a further means of promoting interest one should encourage his pupils to

ask questions. To obviate the nuisance element of questions not related to the science work at hand, one period a month might be set aside for a question period. At such a period questions that can be answered by pupils should be assigned to pupils with suggestions as to where they can find appropriate answers. More difficult questions might be answered by the teacher. Might one suggest further that the teacher be careful of his answers and that a truthful "I don't know but I'll find out" is better than a glib evasion? A question such as "How do animals know there is going to be a cold winter?" might be answered by the glib "instinct" which would be entirely wrong. Long and glossy fur at the end of summer is an indication of a plentiful supply of suitable food but it is not any indication that the animal has the divine gift of prophecy.

I trust that the foregoing, along with the article on the Field of General Science, may be of some value to those who, like myself, are struggling to give the Elementary Science course its rightful place in the sun.

(Continued from page 133)

general". Once again, however, it cannot be forced, it requires time in which to develop.

At the end of the Summer School of the Theatre four one-act plays were presented to the public, and Mrs. James' attitude to these performances typifies her whole concept of what is right in the theatre. In the last rehearsals it became obvious that many of the actors were not to be heard, but Mrs. James refused to tell them to "speak louder". She explained that the actors were not yet ready to do so, that ultimately when they were ready they would unconsciously make the proper "adjustment" to the size of the hall in which they were speaking and that then there would be no difficulty in hearing them. To ask actors to speak louder before they are ready for a natural adjustment simply causes them to strain and destroys the quality of their acting.

This decision on Mrs. James' part naturally meant that the performance of the plays must lack what we call "finish". They were, in fact, presented "in the state in which they found them-

selves", no attempt was made to speed them up or to give them "umph!" From Mrs. James' point of view these plays were the product of a School of the Theatre, and a brilliant final performance was not the true goal. What really mattered was that as far as they had gone the actors should thoroughly understand and know what they were doing.

To both Mr. and Mrs. James the theatre is not a realm of mystery and emotion. It is both art and science and as such it can be understood and studied. This does not mean that we are all potentially great actors. As in the other arts a distinction must be made between real talent and average ability. But in the theatre we may all learn, for if the art of the theatre is based on understanding so also is the whole process of education. It is this theatre of understanding and true growth that belongs in a system of education. It must be the charge of those who have studied, who understand and who know. Only then will it truly be a force in moulding character and in fitting young people to take their place in society. Any other theatre rightly belongs in the field of extra-curriculum activities.

Getting Acquainted With the Doukhobors

By VERA GILCHRIST, Coquitlam Elementary School

IN a former article, or a previous section of this present article, published in the October number of *The B. C. Teacher*, I ventured to suggest that much of our difficulty in relation to the Doukhobor problem arises from our own neglect of reasonable opportunities to understand and learn the facts about the people of this unfortunate sect. The suggestion was also offered that the prevailing Canadian ignorance regarding the Doukhobors might in part be remedied by the introduction of a unit or sub-unit dealing with their beliefs and modes of life. In the editorial setting forth the manifest failure of past policies relative to the Doukhobors (June, 1939), the Editor of *The B. C. Teacher* was surely on strong ground in maintaining that when difficulties arise between an ill-informed group of peasants and the more advanced and better educated citizen body of Canada, those chiefly responsible for finding wise and humane solutions certainly are not the ignorant fanatics whom we desire to transform. The responsibility rests upon us more fortunate people.

I have already spoken briefly of what the Doukhobors are and where they came from; of the two conspicuously contrasting types of Doukhobors; of their success as communal agriculturists; of social customs, particularly those associated with wedding festivities; and of characteristic modes of dress.

More should be said about Doukhobor music. It consists primarily of songs, chiefly hymns. The Doukhobors that I have known have only one hereditary musical instrument, the balalaika, which is a glorified guitar. The neck of the instrument is longer, providing for finger control, and the body of the instrument is very large. Only a few of these traditional instruments have survived the migrations of their Doukhobor owners from land to land, across the Atlantic and from province to province in Canada. The trend now seems to favour other instruments more familiar to the rest of us, notably guitars, mandolins, violins, jews-harps and mouthorgans. Occasionally, if the family be unusually well-to-do, one finds a piano-accordion, but not often.

There was a time when musical instruments of any kind were banned from Doukhobor communities, the only per-

mitted music being vocal. Now the Doukhobor has come to realize the beauty and attractiveness of instrumental music and it has become common to see various instruments in use at Doukhobor ceremonies and other gatherings.

Doukhobor singing is always in parts or harmony. Every child learns a particular part and always sings it,—alto, soprano, tenor and so forth. I have recognized as many as six distinct parts in a given song. The range for each part is very narrow. This accounts in some degree for the difficulty experienced by Doukhobor children in singing ordinary Canadian tunes.

Unfortunately, the Doukhobor songs seem never to have been written down. They have been handed along from generation to generation by oral transmission. Surely here is a challenge for some student of folk music.

The Doukhobors have but few dances. This is due in part to difficulties associated with their migrations. They have been too busy settling in their new homes to have leisure for dancing and when in time they found themselves ready for such relaxation, the people who had been familiar with the old dances were already dead. I believe that the shatis (schottische?), hopoka (polka?), and mazurka are the chief traditional dances which have survived in British Columbia. Three dances suitable for Grades VII and VIII are kolomyka, kamarinskaia and hopak.

Doukhobor dancing is, of course, of the Russian type. The movements are very powerful and precise. Indeed, for the men, they are feats of skill and strength in which each tries to out-do the others. The health and sturdiness of the Doukhobor people is reflected in such dancing. When it begins the dancing ordinarily is slow, with wide, vigorous motion; when it comes to its climax the dancers are at top speed and almost in a frenzy; a loud shout marks the end of the dance.

In a unit on the Doukhobors, their music and dancing could easily be correlated with various other subjects. The relation to social studies is obvious. Students dealing with the percentage unit in Grade VII could reckon the percentage of Doukhobors in the population of British Columbia, and in that of all Canada, is not so large as to justify great

alarm. (The apparent remarkable aptitude of the Doukhobors for figures might be mentioned. It was a matter of comment when Miss Baker started the first Doukhobor school in Canada in 1899. In British Columbia mathematics is still the young Doukhobor's best subject. Facility in this seemed to me very noticeable). The unit proposed could be linked up with health studies through attention to the habits and attitude of the Doukhobor with regard to alcohol, tobacco, vegetables and sleep. The Doukhobors, as a general thing, are non-smokers, non-drinkers and vegetarians. Their habits as to sleep are evident to anyone passing through a Doukhobor village at nine o'clock in the evening. Perhaps one house in twenty will have a light; the rest will be in total darkness.

It would be interesting for the pupils to investigate the influence that Doukhobor migrations have had upon their music. The problem would present difficulties but the information is available. The effort to secure it would arouse such interest that no artificial motivation on the teacher's part would be necessary.

The girls of the home economics class and even the boys of the school would be interested in making a really gay kerchief which they could use when folk-dancing or which they could wear in the pocket of their jacket.

Such a unit would have obvious values. It would give definiteness to part of the unit upon the Russians. Best of all, it would make it possible for young Canadians the better to understand and appreciate a people that few Canadians have even tried to understand. The child would be providing himself with at least a background for studies of the Doukhobor situation and that would make him disinclined to rest satisfied with superficial and prejudiced opinion regarding

folk whose principal handicap is ignorance. The people of Canada must and can remedy that. Perhaps, if the matter were kept in our attention by means of such a unit as I have been advocating, the teachers of British Columbia might even be able to make some real contribution toward a solution of the Doukhobor problem.

The "wooden head, puddin' head" of today may be the Lincoln of tomorrow. And the little sparks of knowledge that we can scatter may some day burst into such flame that the barriers between the Doukhobor and his Canadian neighbor may be burned away.

It would be easy to make intelligent children see that deporting the Doukhobors, as some suggest, would not be a solution but an admission of defeat. Defeatism in the face of a major national problem, as the Editor has reminded us, is treason. Large communities of industrious, sober and honest people, such as the Doukhobors, are not a disadvantage to any country, even if within these communities there may survive for a time superstitions and clannish loyalties bred of ignorance and persecution.

There is indeed a Doukhobor problem and it is our job as good Canadians to solve it.

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Our Bad Boys

By DR. C. H. GUNDRY, M.D., C.M.,

Director, Division of Mental Hygiene, Metropolitan Health Committee, Vancouver

IT is obvious that the title of this article is used ironically. Now we do not allow ourselves humorous play with ideas that we take seriously until we are fairly confident that our audience accepts them. I should explain that the title was editorially suggested; I was just asked to attach a short article to it. It seems clear, therefore, that the editors of *The B. C. Teacher* feel that British Columbia teachers are not longer satisfied to classify some of their students simply as "bad boys" or "bad girls". The suggestion of the title is that teachers want to know more about the children who used to be called "bad" and something about the cause and treatment of the disease that was known as "badness" in the old, dark days.

The dark days when badness was simply badness are not yet remote; indeed, we can claim no more than to see the dawn of a brighter day yet. The former theory of badness was never very frankly discussed in pedagogical literature, insofar as far as I am aware, though I admit the limitations of my reading in the field. The theory implicit in the usual methods of treatment, however, was clear enough. It seems to have been a survival of the Puritanical belief that badness was inherent in man's nature and must be repressed and atoned for. We don't have to be very old to be able to remember being punished for signs of badness which conscientious teachers were determined to beat out of us in the hope of redeeming us. Examining our memories, can we not recall innocent causes for such behaviour? Sometimes it was the result of honest desires to investigate natural phenomena; sometimes the result of pressure from our fellows, in whose eyes we were pathetically anxious to find approval; and sometimes it was due to the awkwardness of youth which has not learned to tone down its expressions of emotion and is apt to turn an intendedly polite pleasantry into a rude guffaw. Now we are beginning to try to understand the behaviour of the young human being in terms that have more biological meaning than the words "good" and "bad".

The standpoint characteristic of the dawning day is that behaviour is a subject for study and not for offhand judgment. The child's behaviour is an indication of the way he is adjusting himself to life. He begins with certain potential tendencies and abilities, physical, temperamental and intellectual, and he finds a certain type of environment. His behaviour—good, bad, or indifferent—is the result of the interaction between his inherent tendencies and his particular environment. It is for us to understand what his behaviour means so that we can help to modify the environment suitably.

There are two acceptable modern methods of studying such problems as are presented by the behaviour of school children. They are the statistical method and the case study method. There is another method more commonly used, but less laudable, and that is theorizing on the basis of one's pet prejudices. However, there is no use in being disagreeable!

Statistical studies teach us a good deal about childhood behaviour. They indicate that homes broken by death, divorce, separation and severe parental discord produce far more than their share of children with definitely delinquent and neurotic tendencies. They show that in certain urban districts, for instance, some forms of petty delinquency are so common that if a boy is to make a good adjustment to his group he must be a "bad boy". They show that, in spite of our very proper jealousy for the privileges of the home, some children make much better progress in foster homes than in their own homes. Most of us lack the facilities for making valid statistical studies of behaviour. Moreover, a certain type of temperament and a thorough special training are necessary. However, it is open to all of us to read at least some of the numerous reports of such work that are published. To be steeped in the attitude which they imply broadens our horizons and forces us to regard the behaviour of each "bad boy" against a background that is much bigger than the classroom.

The case study method is one that can be made use of by all teachers. It simply requires that all available facts of a child's life history be made use of in interpreting his behaviour. That is the method of mental hygiene. It must be emphasized that among the facts considered are individual differences in temperament, intelligence and physique, varying individual rates of maturation, and emotional stresses due to insecurity in infancy and to conflicts between instinctive tendencies and social and moral forces. Taking such factors into consideration, along with the general standards of the child's family and community influences and the effects of such experiences as illness and changed economic circumstances, the teacher has data on which to base an understanding of a child's behaviour. To use this method of approach, an appropriate point of view is the requisite. One does not need to struggle through the maze of modern psychological theory. In that direction is a jungle and unless one is going to make a job of it and go right through, it is better to keep out. However, one does have to admit that emotional factors play a much bigger part in determining behaviour than reason does.

Literature is full of case studies of bad boys, often more enlightening than more technical works. The "History of Tom Jones" gives a story of one type, and reading it may do a good deal to restore the perspective of a person who has had too much modern fiction. In his short autobiography, Rudyard Kipling gave an account of how a boy's personality can be distorted and then cured, and I do not think that any modern writer in the field of mental hygiene would claim an equally vivid and effective narrative style.

We no longer believe that children are born with a certain amount of badness that can be dealt with only by punishment, nor that they are born with fully developed consciences, or moral senses, to point infallibly, like a compass, to what is good. The old habits and attitudes die hard, however, and that kind or phase of Puritanism which would put a light-hearted youth in the stocks for whistling on Sunday still influences us. We should always make sure that we can satisfy ourselves that it isn't half unconscious jealousy of youth's *joue de vivre* that makes us look so critically at its exuberance!

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Ethical Aspects of the Suppression of Information

By A. V. McNEILL, *Kitsilano High School*

A FRIEND of mine recently took me to task for suggesting that teachers, or indeed, any professional group except economists, should publish abroad such information as that the Encyclopædia Britannica says: "Banks create the means of payment out of nothing". "It is never the function of scholars", he said, "and teachers should know that better than anyone else,—to interfere with the expert at his job. It violates that well established maxim of common sense, that the cobbler should stick to his last. Information of that type is of use only to bankers and economists, i.e., to the technical experts who look after our finances, just as the theory of strains and stresses is of use only to the civil engineers who construct our bridges. I'll bet you a good deal", he added, "that if you write on the matter to any persons in British Columbia with a reputation for real scholarship in any other field except that of economics, every one of them will reply 'I don't know. I am not a financial expert. That's not my business'. And that, I think, should be our attitude, too".

As acceptance of the rule that the cobbler should stick to his last has been for me (wherever it has been found!) one of the bright threads that run through human history, I felt somewhat piqued that my aims should be, apparently, so wholly misunderstood, and that I could be imagined to be opposed to a maxim which I wished to see far more widely followed. "The whole point", I rejoined, "is whether the ventilation in popular discussion of a scientific discovery may not lead to a new achievement heralding great social changes. As far as I can see, that is really what happened at the end of the Middle Ages. You had then the discovery or rediscovery by the scientists that the world is round, and the discussion of that discovery in seafaring circles. It took both discovery by scientists and discussion by laymen to neutralize the opposition of the intellectuals of the day and to make possible the voyage of Columbus. Discussion of the startling findings of the scientists, followed by the belief of a small but sufficiently large number of people that the scientists were right, was just as necessary to practical achievement as was the scientists' discovery in the first instance.

Now, in the face of this you can scarcely argue either that teachers should not know what the expert says, or that they should know and be silent about it. That would be to associate ourselves spiritually and intellectually with the persecutors of Galileo and with their predecessors and successors".

"Every intelligent man will agree with you in that sense", he protested, "but, if I may be permitted to point it out, unenlightened discussion is just what teachers want to avoid".

"That view has certainly my support, too", I agreed. "Education will be at a very low ebb, indeed, when teachers as a body set themselves in conflict with bankers or physicists on questions such as 'Do banks create credit?' or 'Is the world round or flat?' The point to which teachers can bear witness, simply by submitting evidence, is that the bankers themselves have made unenlightened discussion unnecessary; they can show that the day has gone by when to an advertisement on the hoardings worded as follows:

"Banks create the means of payment out of nothing".—Encyclopaedia Britannica, vol. XV, p. 698.

it would be necessary to add:

"This advertisement is not displayed by the authority of the Banking Control Board".

"Such an added disclaimer the bankers themselves have made no longer necessary".

"You are simply then a spreader of information discovered by the money scientists and expressed in their own words, and you take their word for it?" he suggested.

"Exactly", was my reply, "that's as far as my financial knowledge goes, and I add to that the claim that I know that I don't know the business of banking. To know that you don't know is, as educators have pointed out long ago, the first step in knowledge. My reading of banking reports has made me realize that in comparison with professional bankers, I am a mere amateur. To borrow a phrase of Lamb's, 'I am a whole encyclopædia behind them'. I would not for the world pit my knowledge against theirs. But the information which I spread can be verified from their writ-

ings in any good public library, though only by those who have heard about it, only by those who know where to look for it. That is why I am so repetitive. I have never discovered yet how a man can verify information unless he has first heard of it. And who can form an opinion if evidence is withheld or unknown to exist?"

"Well", said my friend, after some moments of reflection, "let us take up another side of the question. Don't you think that before any great social changes for the better can come about, there must be a rise in the level of general intelligence? Many would agree with you, I feel, in what you have said so far, but would doubt whether any increased general good could result from the mere spreading among the general public of what to them is admittedly new information".

"That, of course, has yet to be proved", I argued. "But the assertion of some anthropologists that primitive man showed as much intelligence in dealing with the problems confronting him as we do in facing the problems of our day suggests to me that those who are going to bring about the social changes to which all are now looking forward may not be any more intelligent than ourselves. Is there any evidence to prove that the generations who lived when Columbus discovered America or who saw the first circumnavigation of the globe, were more intelligent than all previous generations? Those were achievements which, as I have already suggested, it took ordinary men as well as scientists to carry to fruition—and I am not forgetting in my argument that Columbus' crews were largely conscripts. These ordinary people had more information, however, than their ancestors; some of them held a belief, based on knowledge unshared before their day by a sufficiently large share of men. Their success was, therefore, the result of a wider diffusion of knowledge, not necessarily of increased intelligence".

"You may be right there. At any rate I agree that a wider diffusion of knowledge must precede a new era. But what about a change of heart?"

"I am afraid, my dear fellow, that my opinion on a change of heart must remain more or less unspoken. Chaucer's couplet:

"But Cristes lore, and his apostles
twelve
He taught, but first he folwed it
himselve"

and Goldsmith's line

"Allured to brighten worlds, and led
the way"

seem very apt in this connection. But did I ever tell you of a conversation I once had with a moralizing burglar whom it was my good fortune to get to know? When I suggested that he should restore to its owners the property he had stolen, he made this astounding reply: 'Yes, when they change their hearts. Not till then. They abuse their privileges. My idea is that the struggle to replace their missing property will develop their characters'.

"You mean", I interjected, when I had recovered my breath; "You mean that you do good by stealth?"

"Exactly", said he. "My philosophy is that if being poor will change a man's heart, being poorer will change it all the quicker. To make the rich poorer is to add to the sum of human virtue. I am convinced that there is more truth than we know in the proverb, 'Virtue flourishes in the dust'. To change those hearts which are now choked with the deceitfulness of riches is both my life-work and my livelihood. Besides that", he added, "look at the employment we give". And he pulled out of his pocket a sheet of figures showing the increase in the numbers of policemen, detectives and jail wardens added to the payrolls of various cities and provinces since his association began its operations. This interesting document was graphically illustrated by an upward curve plotted by an economist attached to his group.

"Ever since that conversation, whenever I see the demand for a change of heart coming from exalted personages in church and state, who, with all their educational advantages and all their opportunities of publicity, and after the bankers have said so themselves, have continued to withhold from the public the evidence that banks create money, I always think of that philosopher-burglar.

"Such a chorus of silence on a matter of vital importance to all—though only where it is deliberate, of course—stamps the choristers as pilferers of whole chapters from the open book of knowledge; for they have robbed their fellow-men of the power to form the opinion that only their work as members of the community, and their services and material, etc., gave value to the money which the banks create. But, how much worse is the stealing away of the power to form an opinion than the theft of personal

valuables! The victim, in the one case, knows that he has been robbed, of what he has been robbed and when. But what about the other? Burglars operating on the minds of men! Information bandits! Plunderers of the accumulated wealth of human experience! Their victims, ignorant of the injuries inflicted upon them, are left helpless indeed, and defenceless against the charge of being apathetic and insufficiently intelligent to take part in public affairs. To do justice to the situation would require the pen of a Carlyle. If education does not mean a conflict with these powers of darkness, what does it mean?"

"All right then, but don't get hot under the collar. Here is a question to end up with. How do you justify, *from an educational point of view*, the practice of referring the average man, the public, to writings of a technical nature far beyond his comprehension? Textbooks written by the money scientists, as you call them, must be as much Greek to him as textbooks on physics or chemistry. You yourself said so once. That would be university work and 'A little knowledge is a dangerous thing' you know".

"Cannot you assume that the average man is literate enough to read tax reforms and tax notices, as is assumed by every newspaper in Canada, and in every political speech on taxation? If so, he is literate enough to read, from his encyclopædia or elsewhere, that 'Banks create the means of payment out of nothing', a scientific statement which it is rare to find quoted even in the correspondence columns of the press. Moreover, I am not assuming that bankers and economists have little knowledge of their subject. I believe that the public has the sense to leave them in full control of the administration of financial affairs, provided they carry out the public policy. Has it ever struck you that in the glorious traditions of common sense, in the regions where the writ of party politics has never run, no matter what changes have been made in political institutions, whether in Soviet Russia or in Nazi Germany, or in our own Empire, no change has been made or suggested, in the voluntary system by which the captain is still in charge of his ship, the conductor in complete control of the orchestra? The same principle—the system under which the expert with a definite job to do as a public servant is left alone to do that job, subject to dismissal if he does not produce results—is applied

in every field of human endeavour except those of party politics and public finance. Now, if that fact ever has the same significance for you as it has for me, you will regard it, not only as a proof of the common man's willingness not to interfere with the expert, but also as an achievement of the indwelling common sense of the average man. You will believe that in that principle lies the key to the momentous problems confronting us as citizens today.

"The analogy is an easy one to work out. Before the captain of a ship can do his work as a good public servant, he must know where the passengers want to go, and before that the passengers must know that they can go and must tell the shipping company where they wish to go. In other words, coming to the political field, the public, through their representatives in council, legislature or parliament, must state definitely what results they want, and their representatives must put upon the expert, the civil servant, if you like, the responsibility of producing those results. It is because they have shown fundamentally sound instincts in other fields that I trust the public, once they understand the situation, to show the same common sense in the field of politics. Once they are actuated by the conviction, founded on the most authoritative assertions of the bankers themselves, that only the goods, services, plant, etc., of the community give value to the money which the banks create, men and women will see in this common credit, created by and vested in society, a means for financing social services, old age pensions, relief (not to speak of educational services) on an adequate scale; and they will put on the experts the onus of producing the results which they will demand after this change of outlook.

"There are few greater blots on an educational system or an age than that it should be proved to have shown neglect of scientific discoveries. It is possible that few achievements of the human intelligence are of greater importance for mankind than the discovery that money is created out of nothing. Can you think of any other to which so little attention has been drawn? It is the fortune of very few to be gifted with the genius to make a great discovery, to light the torch of knowledge; but the hand of anyone, once it is lighted, can hold it aloft. Then, as teachers, in these days of mountainous debts and crippled social

services, when physically and mentally undernourished communities are staggering on the brink of unbelievable disasters, let us hold aloft the torch which the money scientists have lit long ago and let us simply quote their own words. It is the mental nourishment of mankind which is the special concern of the teacher.

"No blazoned banner we unfold—
One charge alone we give to youth,
Against the sceptred myth to hold
The golden heresy of truth'.

"The 'sceptred myth' in this case is, of course, the assumption, dear to so many party politicians and writers for the daily press, that the taxpayers' pocket is the only source of public funds.

"Here are a few more quotations, involving verifiable evidence of a kind that teachers can scarcely dare to ignore:

"Above all things good policy is to be used, that the treasure and monies in a state be not gathered into a few hands,

for otherwise a state may have good stock and yet starve, and money is like muck, no good except it be spread'.—Bacon's Moral and Political Essays, 1625.

"A bank is, therefore, not an office for "borrowing" and "lending" money; it is a *manufactory of credit*: as Mr. Casenove well said: "It is the Banking Credits which are the loanable Capital"; and as Bishop Berkley said: "A Bank is a Gold Mine".—H. D. McLeod.

"The Bank hath benefit of the interest of whatever credit it issues out of nothing'.—Attributed to Wm. Patterson, first governor of the Bank of England, Estd. 1694.

"Over two hundred such authoritative quotations, all dealing with finance, are contained in *Money* by M. Butchart, (Stanley Nott, London), while a useful pamphlet along the same lines, called *The Power of Money*, is also obtainable for a few cents from K. R. P. Publications, 12 Lord Street, Liverpool 2, England".

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Impressions of Jamaica

By NORMAN F. BLACK

THOSE who are accompanying me as in imagination I cruise again to the Caribbean Islands and other Latin American lands, visited this last summer under the auspices of the World Federation of Education Associations, may remember that in the October number of *The B. C. Teacher* we were chatting about Cuba. Thence, a sail of 728 miles brings us to Kingston, the Jamaican capital.

As we approach the island its obviously great size impresses us and a visit to the ship's library provides us with particulars. Jamaica is the largest of the British West Indies Isles and is indeed almost twice the size of the Canadian province of Prince Edward Island. It is nearly 150 miles long and about 50 miles in breadth at the widest point.

The approaching traveller sees, however, that Jamaica differs from Canada's island province in being conspicuously mountainous. He knows that at home the agriculturists look very askance at mountains but he also knows that Jamaica for centuries has seemed an almost inexhaustible reservoir of agricultural wealth. That should be enough to send him again to his reference books for data on soil, temperatures, precipitation and surface features.

Reading will confirm the observer's impression that two thirds of the island is above 1,000 feet in altitude and that the loftiest section, back of Kingston, must be half as high again as any mountains in the immediate vicinity of Vancouver. The eastern section of the Jamaican highlands is "the Blue Mountains". They rise to 7,338 feet.

The farther side of the Blue Mountains faces the prevailing north east Trade Winds and one does not need to be told that in yonder quarter the precipitation will be heaviest; naturally, the annual rainfall at Kingston is much less, being indeed not greatly in excess of that recorded at Victoria, Vancouver Island. The average annual precipitation for the colony as a whole is 76½ inches. Plenty. Vancouver is amply satisfied with its customary 58.65 inches; but evaporation is not so rapid in these latitudes. However, 76½ inches means lots of water, even if relatively there is drought for four months of the year.

If the traveller be a student of geography he will note that the two rainy seasons correspond with or follow the two periods when the sun's rays are vertical, shortly before and shortly after the June solstice. Incidentally, it is interesting to reflect upon the significance of the fact that at Kingston there is a difference of less than an hour and a quarter between the longest day in the year and the shortest. That spells high temperatures. One is no longer surprised to learn that at Kingston the average temperature for the coolest month is 72 degrees and for the hottest it is only about five degrees higher. All of which means that Jamaica is a vast hot-house, plentifully supplied with water; a hot-house with remarkably uniform temperature, high but not excessively high; a hot-house with naturally tilted floors that ensure good drainage; a hot-house that leads the world in the production of bananas, that makes Jamaica the only important commercial producer of pimento or allspice, an outstanding source for coconuts, an unfailing producer of sugar, the chief grower of tobacco among the British colonies in the West Indies, a competitor in the coffee and cocoa and dyewood and ginger and rum and grapefruitmarkets of the world; which leaves five percent of the exported products of the hot-house unnamed.

Indeed, the whole country is a garden. The grounds surrounding such places as the governor's residence and the great hotels at Kingston provide the traveller's memory and camera with beautiful pictures. Some of the things he sees may amuse and entertain him a bit, if he be as naive as I. I have in mind a Negro woman, bound for market, upon whose head a skilfully balanced basket revealed six live chickens, and vegetables numerous and various. However, it presently soaked into my mind that the folk to be smiled at are myself and others of my own race who have not discovered or who refuse to act upon the fact that burdens carried upon the head involve the minimum of muscular strain upon their bearer.

In the days of windjammers, Barbados was better suited than Jamaica for ocean-borne traffic, but with the coming of steam transport Jamaica found herself

in the superior position. The construction of the Panama Canal has proved a further advantage. Consequently in Jamaican ports, notably Kingston, one sees a great deal of shipping. Many nations are likely to be represented but 80 percent of the commerce is with the United States, the United Kingdom and the Dominion of Canada. As customers, they rank in that order.

Of course the island is subject to certain handicaps; one cannot have his cake and eat it too.

There are important products of temperate climes that Jamaica cannot produce—wheat, for example, and the kind of potatoes that you and I probably prefer. Coal is lacking and manufacturing industries face high costs for fuel. Other things being equal it is an advantage for the real estate of a country to stay put; and you cannot rely upon that in Jamaica. One remembers that is only 32 years since Kingston itself was laid low by earthquakes, a disaster for which the destruction of the previous capital, Port Royal, established a precedent in 1692; but, taken all in all, serious earthquakes are few and far between. Sometimes the normally friendly north east Trades veer from their normal direction and run amok as what are called "northers". They told me that a million banana trees—not to mention anything else—were destroyed by a norther in 1928. Hurricanes are a constant threat from August to October; but the last excessively destructive hurricane to sweep this immediate region occurred in 1903; and 36 years is quite a long time. Jamaica is rich enough in agricultural resources to be rather philosophic about her hurricanes and northers and earthquakes, though she wants them as few as possible.

However, there are indications that Jamaica is about due for another earthquake; this time not a physical earthquake; one quite as serious and likely to effect the course of history in fashion even more important than did the earthquakes of 1692 and 1907. Such is my profoundest impression of this smiling land—where human smiles are so pitifully scarce. To an exposition of that impression and of the reasons for it I will revert when reviewing conditions in the British West Indies as a whole. For that later picture I have in this article simply been sketching the geographical background.

I must not close this essay without reference to some of the very interesting and likeable people I met at Kingston.

The number would include Mr. C. T. Saunders, editor of *The J.U.T. Magazine*, organ of the Jamaica Union of Teachers. Special and grateful mention must be made of Mr. H. Hughes, of the Department of Education, and Mr. A. J. Newman of New College, who contributed much to the pleasure and value of my all-too-brief visit. I was impressed by the friendly jealousy of Mr. Hughes for the dignity of his Negro teachers; certainly those whom I had the honour of meeting justified his confidence and pride.

There were some things, however, that kept cropping up in my mind and disturbing festivities, after the fashion of Banquo's ghost, which those of my hosts who are of British origin did not seem to see as vividly as did I. The time was too short for us to say all that there was to be said, and if we had conversed longer we might have discovered that we really were in agreement. No doubt a casual visitor is in danger of seeing things out of their true perspective and of rushing to premature conclusions. There is also, of course, the possibility of being so close to a thing that it tends to become invisible. Of which, more some other time.

CANADA AND CHILE

CHILE is a state of South America of Spanish origin, lying between the Andes and the shores of the South Pacific, extending coastwise to Cape Horn. The Andes form its eastern boundary with Argentina and at the head of a trail leading from Chile to that country has been erected a statue of Christ the Redeemer, 26 feet high, made of bronze from old cannon to commemorate the peaceful settlement of a boundary dispute in 1902.

The area is about 285,000 square miles, or somewhat larger than Alberta. The population is over 4,500,000, with four racial divisions—Spanish settlers and their descendants, native Araucanian Indians, Fuegians, and Changos, mixed Spaniards, 11,000 Italians, 5300 British, 11,000 Germans, 5000 French, and over 8000 Syrians, Swiss, Yugoslavs, Danes and Russians.

Chile was discovered by Spanish adventurers in the 16th century and remained under Spanish rule until with the revolutionary war of 1810-1818 she achieved independence. It is a democratic state with a President elected by direct vote. There is universal suffrage at the age of 21 if the persons can read and write.

The Vertical File

By MARY ELIZABETH COLMAN

WHAT IS THE VERTICAL FILE?

IF you teach in an up-to-date, well equipped school, you will find that the vertical file of your library is a handsome metal or wooden cabinet with drawers of "legal" size for clippings and pamphlets, large shallow drawers for maps and over-size pictures, and small drawers for post cards and film slides. Many an efficient file, however, is housed in an apple box fitted with several thin wooden partitions to keep the clippings upright, and provided with a cover of heavy cardboard hinged with adhesive tape so that top and sides are protected from dust.

WHAT DOES IT CONTAIN?

Its contents approach in versatility those of the bag that Mrs. Robinson of Swiss Family fame carried away from the wreck. There are clippings and pamphlets on almost any subject under

the sun; from Christmas customs to the origin of the willow plate pattern, from the abalone to the zither and the zylphone. The clippings most in use are mounted on light board like pictures, those that are asked for but seldom, or whose value is still unproved, are filed in large envelopes or in light weight folders. Pamphlets usually stand in their places among the clippings.

For convenience most vertical files are arranged by subject, and each subject division alphabetically. The filing word or subject heading is placed in the upper left hand corner, and agrees with those used in the book catalogue. There should be a subject index listing the binding, they should—after three years or so—be clipped by some intelligent person, either the librarian or the teacher most interested in the subject field, and articles likely to be of permanent value filed for reference.

For use in debating societies and current events groups the newspapers and weekly magazines are of especial value. These should be clipped as soon as possible after arrival.

Where there is a large collection of pamphlets they may well be filed in pamphlet boxes, marked on the outside with the subject and alphabetically arranged on the shelves. It is useful to have an index to the contents of a box pasted on the outside. These boxes are sometimes shelved with the books on the same subject, but a better plan is to treat them as a separate collection and keep them on a special shelf in the reference department.

HOW CAN I HELP TO BUILD UP THE VERTICAL FILE?

In a large school each department is apt to be exceedingly jealous of its own equipment, but it is definitely to the interest of the school as a whole that all informational material be concentrated in one place—the library—so that all of it is always available to every department. Pamphlets, clippings, pictures, overlap in their spheres of usefulness; a pamphlet on floods will be of value not only in the Home Economics Department but in the Health and Science Departments also; an article about Galapagos Island will be of interest, not only

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in the Social Sciences classes, but in the Natural Science classes as well; short biographical sketches in article or pamphlet form will be used in the study of literature and history as well as in the field in which the subject made his mark; a picture of village life in the 15th century will have its use not only to illustrate the history and literature lessons, but also to assist the Dramatic and Physical Education Departments to achieve correct costuming for their activities.

Every teacher can collect, and encourage his pupils to collect, useful material for the school vertical file. It is a hobby that appeals to many boys and girls, especially those of high school age. Not only are these young people capable of supplying their school with a surprising amount of valuable informational material, but they are embarking upon a pursuit that will prove richly and cumulatively rewarding in adult life.

HOW CAN I MAKE THE BEST USE OF THE VERTICAL FILE?

Whether you teach in a large school that has a library in charge of a trained librarian, or in a small one where the most good-natured member of the staff administers a shelf of books and an apple box full of clippings, the answer is the same; you must take the time, and make the effort to become well acquainted with the contents of the vertical file if it is to serve you as well as it should.

Pupils even in grade six are capable of using the vertical file for themselves and should be encouraged to do so. Every library needs a vertical file intelligently administered and kept supplied with up-to-date material, but the apogee of its usefulness, the climax of its utter indispensability probably occurs in the small high school where needs are great and funds scanty. Organizing and maintaining a vertical file in such a school should be a co-operative effort of interested students under the leadership of a teacher who has acquired some knowledge of the essential techniques. Such a project has educational and

social values and implications far greater than merely those inherent in the gathering of information, however useful that may be.

A Short Bibliography.—Orvitz, D. G., and Miller, Z. K.: *A Vertical File in Every Library*. Revised edition, Remington Rand Library Bureau 1932.

Wilson, Martha: *School Library Management*, 6th edition. H. W. Wilson Co. 1939, \$1.25. (This book should be in every school library.)

For Subject Headings.—Abridged readers' guide to periodical literature, H. W. Wilson Co., sold on a service basis.

Sears, ed. List of subject headings for small libraries, H. W. Wilson, \$1.50.

For Sources of Material.—Vertical file service—monthly, H. W. Wilson Co., sold on a service basis. "Annotated list of pamphlet material arranged alphabetically by subject. Subscription to the service includes utilization of the service as a clearing house for free and low-cost material".

WHAT THEY SAY ABOUT EDUCATION

FREDERIC ERNST, Associate Superintendent of the New York City Schools: "At present we force the pupils entering the eighth grade in the junior high schools to choose a commercial, industrial or academic course. I think that is unsound pedagogical predestination. Children do not know at that early age what courses they want to pursue. They should be allowed to make the decision after they get into high school."

HAROLD J. LASKI, British economist and teacher: "I've come here to complain of teachers, their incredible respectability, their shabby gentility. They are apparently unable to learn the lesson that injury to one is injury to all—the necessity for strong trade unionism. The fundamental essence of education is the necessity of making our society a fellowship of citizens sharing equally in gain as well as toil—in which there are no distinctions such as master and servant."

Note error in address of October issue for FILMOSOUND!

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Music and Poetry

By C. F.

DR. Hall-Quest, an American educationist known to many B. C. teachers, is responsible for the statement that the first qualification of a teacher is that he be an artist. To satisfy our American friend a teacher of English, for instance, apparently should possess the histrionic ability of John Barrymore, the literary style of Robert Louis Stevenson, the oratorical power of Demosthenes, and the combined musical abilities of John Charles Thomas and the Don Cossack choir.

With such equipment, the teacher should be able to handle any possible call on his virtuosity. No doubt he should. But he would not stay long in the teaching profession.

However, in spite of the impossibility of reaching the doctor's lofty standard, the average English teacher probably does about as satisfactory a job as does the instructor in any other department of the secondary school; which, Mr. E. W. Reid may remark, *sotto voce*, is not saying much. "Faithful are the wounds of a friend".

However, the English teacher usually feels adequate to the task of expounding the peculiarities of the dangling participle or the nature of unity in the paragraph. He may even feel happy over his dramatic presentation of Antony's oration to the mob. But there is one occasion when he certainly may experience conscience trouble. That unhappy occasion arrives when he "presents" a ballad or lyric.

After he has cleared up the vocabulary difficulties (if any), made an appropriate remark about the author, commented on the effective words and phrases, and read the poem through once or twice, he may put down his collection of English poetry with a feeling that he and the class have missed something. I say he may do this. Perhaps he realizes that the lyric has not been satisfactorily presented until the student has heard it sung; until the essential unity of verbal and musical phrase has been demonstrated.

Quite justifiably, many teachers will resent the criticism implied in such a statement. One's hearing need not be very acute to hear them ask, "What do you think we are? Professional musicians?"

Not at all; although we teachers have to be such a variety of things these days that the addition of just one more accomplishment would be only a minor achievement.

However, there is one way by which we could compensate for inadequate musical talents. In presenting many lyrics to the high school students we could use recordings of musical settings of the poems, if we had the gramophone, and the recordings.

At present there are available records of a few settings of such familiar poems as "Scots Wha Hae", "The Minstrel Boy" and similar folk or art songs. The committee responsible for the new English programme for the secondary schools was aware of this situation and listed a number of these poems. But the committee by no means exhausted the store of lyrics which have inspired composers.

An analysis of the poetry prescribed for the high school student will show the presence of at least fifty to seventy-five selections for which there are musical settings, some of them exceedingly beautiful.

Why then are recordings of these not available? The answer is rather obvious; the market for such music has been considered limited; consequently the music remains unrecorded.

The result of this situation is that the student may never have the happy experience of hearing much of our most beautiful poetry presented in its most satisfying setting—a musical one. Perhaps it has never occurred to us English teachers that we may have the means of effecting the desired presentation.

In the first place, many high schools have music departments which could with profit devote some of their energies to preparing a number of these lyrics for presentation to the English classes. Did someone mention the word "integration"?

In the second place, metropolitan schools have at hand the resources of commercial recording studios where surprisingly good transcriptions can be made at a modest cost. If a number of schools collaborated in such an undertaking, it would be possible for them to build up a library of such

Our Rural Teachers' Question Box

HAVE YOU ANY PROBLEMS?

DURING the last month there have been many answers received to the question "What are the five greatest problems facing an inexperienced teacher in a rural school?" These suggested problems will be presented through this column monthly and in each issue at least one will be left for your answer. Have you ever met the problem? Do you think your experience would assist others? Have you any other problem in mind which you believe is more important? Consider this an invitation to contribute something of assistance to teachers in rural districts. (Remember, any district without a high school or having a high school of less than four divisions comes under the rural and village section).

Do you believe the following are the five greatest problems of inexperienced teachers in rural areas?

1. Difficulty of time allotments for courses.
2. Difficulty of teaching pupils to work independently.

recordings to be played on the school radio-gramophone, if one were available.

Perhaps there is no better way of concluding this statement than to give a brief illustrative list of poems for which there are musical settings, some of which are rarely heard by either the teacher or the student.

1. From Shakespeare: Besides such familiar songs as "Blow, Blow, Thou Winter Wind," and "Sigh No More," there is music for "Beauty and Truth" from "Othello" and for several of the sonnets.

2. From Tennyson and Browning: "There Is Sweet Music Here" from "The Lotus Eaters"; "Strong Son of God" from "In Memoriam", "Now Sleeps the Crimson Petal," "My Star" and songs from "Pippa Passes".

3. From Shelley: "The Cloud," "Music When Soft Voices Die".

4. From moderns such as Masefield, de la Mare, Hodgson: "Time You Old Gypsy Man"; "Sea Fever"; "Cargoes"; "Dream Song".

3. Difficulty of securing teaching and reference material.
4. Difficulty of advancing one's scholastic standing on the minimum salary.
5. Difficulty of getting away from the school atmosphere.

Have you any suggestions to make?

QUESTION 2: *I am a teacher in a small school in a rural district. I have had no experience in drama or in concert work of any kind so I feel quite worried about our Christmas concert. Could you help me?*

ANSWER by Miss Anne Terine:

A school teacher in a rural community is handicapped greatly by the lack of suitable material, inadequate talent, and the limited hours of practice. Of course, he may secure some assistance from the endless pamphlets secured from publication houses or loaned by neighbouring teachers. In the community where the school concert is the largest entertainment feature of the year it would seem wiser to offer a form of a variety programme which includes one play, one drill, and a tableau as the major items. A successful programme of this nature has to be carried out snappily without encores or long pauses between scenes.

The following programme was used in a rural school and enthusiastically received. It is offered as a concrete suggestion:

1. Welcome Recitation—by smallest boy.
2. Merry Christmas Bells—chorus by school.
3. Recitation—short one, by small girl.
4. Recitation—short one, by small boy.
5. Recitation—short one, by small girl.
6. Happy Farmers—intermediate and senior boys.
7. A Display of Mechanical Toys—any number of the younger children.
8. Recitation—small boy or girl.
9. Play—A Quiet Evening with the Radio.
10. Recitation—intermediate boy or girl.
11. Ten Pretty Girls—a number of girls.
12. Indian Drill—7 or 9 older boys.
12. Recitation—senior boy.
14. Tableau—5 or 6 intermediate girls.
15. Santa Claus—Recitation by School.

- 16. The Maple Leaf Forever—by school.
- 17. God Save the King.

It is quite improbable that any teacher will use the exact programme suggested above. However, the notes herein included give helpful suggestions for the programme chosen.

ITEM 1: The smallest boy in the school opens the programme. He is attired in a home-made high hat and carries a cane. He welcomes the audience, using a short recitation.

ITEM 2: All of the school should learn a new song as one like "Santa Claus Loves You and Me" and "Jingle Bells" are rather worn out.

ITEM 6: This act is prepared with very little difficulty. A few of the older boys wearing high hats and their fathers' last year overalls stroll on to the stage carrying farm implements. The oldest of the boys rolls a wheelbarrow in and they all group around it. They carry on a short conversation in the course of which they introduce some local colour as they tell of instances which could have happened and used names which are familiar to the community.

ITEM 7: All the children are dressed to look as much as possible like mechanical toys and are on the stage when the curtain rises. Either the showman or the doll-maker winds up the toys and instantly each runs or walks around the stage swinging arms and legs in a doll-like fashion.

ITEM 9: In a small country school there is always interest in a Negro dialogue and this can be substituted for the "Quiet Evening with the Radio". The latter play, however, may be presented easily by any teacher who has an imagination and a good sense of humour.

ITEM 11: This is a simple drill. The little girls enter from both sides of the stage and as they sing "Ten Pretty Girls" they dance or march in time to this music. A boy either recites or sings the verses as he stands on a rainbow-coloured arch and the scene ends with the wedding of the "little Red-Head" and the boy.

ITEM 12: All of the movements of the Indian drill can be originated by the teacher. The costumes are made of sacking and dyed chicken feathers. The Indian chief sits in the middle of the floor tapping his war drum and reciting.

The school teacher in a rural district will find it is wiser to plan the work and secure the co-operation of members of the community rather than to try to do it all himself. If this scheme is used

there will be greater interest in the performance and the teacher will save himself a great deal of work.

QUESTION: *How could a P.T.A. organization be formed?*

ANSWER:

1. Write Miss Kern, the President of P. T. A. for assistance.
2. See if anyone in community has had previous experience in P. T. A. work.
3. Find out as much as possible about the aims and organization of P. T. A.
4. Call a meeting to organize.
5. Don't try to do *all* the work yourself; get co-operation.

E.B.: Your request for the plans for the aquarium and terrarium will be attended to immediately.

L. J.: The plans for the log cabin have been sent.

QUESTION: *They told us at Normal School that serious nervous injuries often result if left-handed children are compelled to write with their right hand, but what is to be done with them when their writing is untidy and illegible?*

Mr. Cochrane has offered a suggestion which you may find helpful. It follows below.—D. G. M.

THE GOOD LEFT HAND

D. Cochrane, Ocean Falls

Left-handed children are generally terrible writers. They scratch and blot; they write very slowly; they smudge their writing, and their work is always a mess.

There is a simple and easy remedy for this, which most teachers do not seem to know; simply have the child turn his paper sideways, and write down toward himself, like this. Then he will not rub his fingers over every word as soon as it is written, and his pen will point over his shoulder, as it should. At the same time he is likely to obtain relief from a dangerous inferiority complex, and all his school work will probably improve. Try it.

QUESTION: *Can you give me some assistance with Practical Arts? We can get very little money for supplies.*

ANSWER: Several projects on Practical Arts have been presented by a teacher of St. Augustine's in Vancouver. Little equipment is necessary but should include at least some needles and a 25c fret-saw.

Pressure on space compels us to postpone until December the publication of details.

What We Are Reading

GERMANY'S *War Chances*: Dr. Ivan Lajos; Victor Gollancz; London; 160 pp.; 1939; \$1.25.

The author of this extremely interesting and enlightening account of Germany's war chances is Assistant Professor of Constitutional Law at the Elizabeth University, Pecs, Hungary, and is also Secretary to the Inspectorate of Public Instruction. His information is so concisely and clearly stated that the reader obtains a complete understanding of the whole situation without being bored or overwhelmed by statistical figures.

The unbiased and fair-minded way in which the book is written enables the reader to take in the facts stated without being unduly prejudiced one way or another by the author's point of view. It is a bird's-eye view of Germany's internal and external affairs. The main facts are based on German Official Literature and the author's knowledge of the diplomatic history of the last World War and of the period immediately following it up to the time the book was printed. It is of exceptional value to the reader because of its recent publication and its up-to-date material. These facts will rouse his interest in the book and will enable him to watch the turn of events more intelligently in the newspapers of the day. The reader will find it interesting to compare the two accounts and to note the similarities and differences between them.

The book deals with Germany's preparedness for war and her hope of a lightning war. It tells of her relationships with Hungary, Roumania, Austria and Czechoslovakia and endeavours to show why Germany has acted as she did and how she is overburdened by these countries she has so recently conquered. The wealth and vast stores of raw materials she hoped to gain in the countries she dominates are far less than she actually needs to realize her dreams.

Dr. Lajos stresses the great importance of oil in winning the last World War and its value in the war that is now in progress. He endeavours to show how little is actually gained through the conquest of someone else's property and raw materials. He also points out the lack of quality in armaments manufactured in Germany and

the effect of producing them upon the rural population.

He tells of the influence of America in the last war and of the effect he believed she would have in a future war. He also devotes a chapter to the influences of war upon the German people. He gives some ideal of the terrific pressure which will be laid on the average German citizen during the war. The freedom of the German people and of the conquered countries will be less than ever because of the always present fear that there will be internal strife.—
JESSIE ACORN.

* * * * *
STRIFE: By John Galsworthy; Copp Clark Co. Ltd., Toronto; 110 pp.; 1939; \$.50.

Thirty years have passed since the first appearance of John Galsworthy's social drama *Strife*. Only eight of them, according to the list of reprints prefacing this volume, have failed to produce at least one edition of the play.

The present volume, published by the Copp Clark Company, Toronto, is apparently the first Canadian reprint. Its format is attractive—handy pocket size with stiff board covers. In spite of the smallness of the book the type is easily legible although, in my copy at least, it is marred by the blurring or omission of one or more letters on almost every page. As for notes and prefatory and biographical sections—it is a relief to record their complete absence and to meet the text itself before anyone has attempted to make up our minds for us regarding its merits or significance.

Strife cannot be read with the pardonable complacency induced by reading of the horrors and injustices depicted in an *Oliver Twist* or a *Jungle*. Unlike the happily abolished evils attacked by Dickens the injustices about which Galsworthy builds his play are still present with us. Students of sociology and economic history can, no doubt, point to great advances in employer-employee relations during the last thirty years. Readers of the daily press, can, however, find in almost any issue of their favourite journal close parallels to the Trenartha lockout that dragged on for four wretched months and ended in compromise and "woman dead and the two best men"—the rival leaders—"broken."

Although Galsworthy's play does deal

with the "infernal three-cornered duel—the Union, the men, and ourselves" (this last the employers), it has none of the obnoxious black-is-black-white-is-white attitude that too often mars the modern "proletarian" novel or play. Nor, may I interpolate, has it the unnecessarily coarse language that sometimes tends to create a false impression of the workers' theatre. John Anthony, the seventy-six year old chairman of the Tin Plate Works board of directors, and David Roberts, the "fanatical firebrand" leader of the workers, do—at bottom—respect one another's integrity. Anthony grimly insists, "Masters are masters, men are men!" but is honest enough to add, "If I were in their place I should be the same." Galsworthy takes no sides in the contest. His only scorn is for the cowardly and sheepish followers of both leaders who for sheer self-interest desert them and leave them to face alone the defeat of the principles for which they had waged a lifelong battle.

Strife is by no means dated and is well worth a 1939 rereading.—S.M.

* * *
POMPEY *The Great*: By John Masefield; The Copp Clark Company Limited, Toronto; 90 pp.; 1939; \$.50.

Just why this particular tragedy of John Masefield's, first published in 1910, has been selected for publication in a revised Canadian reprint is difficult to imagine. Perhaps it is one of a uniform edition of Masefield's works.

John Masefield's *Pompey* probably bears the same relation to the flesh-and-blood Cneius Pompeius Magnus that Tennyson's meek Arthur bears to his uncouth Cymric prototype. Moreover, the language in which this story is unfolded—or, rather, tediously dragged out—is predestrian and laboured. It has nothing about it to suggest the Masefield of *The Everlasting Mercy* and of the shorter poems.

After dropping Masefield's *Pompey The Great* it is a pleasure to pick up Dryden's *Plutarch* and to reread there the story of the great Roman. The last twenty-four pages of *Plutarch's* lengthy account cover the period dealt with in the Masefield play.

The book itself is pleasing in appearance.—S.M.

* * *
FIRST *Fruits*—A Collection of Prose, Verse and Drawings from Elementary Schools, edited by Norman Morris; with an Introductory Note by Eveline M.

Lowe; Oxford University Press; price, \$1.10.

This book is a collection of specimens of the writings of children taken from a cross-section of English schools. These schools are in country and city and in poor areas and others more prosperous. The ages of the contributing children range from six years nine months to 16 years. According to the preface the book is not the work of gifted children but is representative of the work being done in written composition throughout the country. The purpose of the book, and this is most interesting to me, is to show the type of work the child will do and enjoy doing when "allowed to write freely—without fear of too much correction—or shall I say the conscious trying to satisfy an adult point of view".

The teachers have certified that each piece is the child's unaided work. In many cases the editor was given the child's original draft manuscript and "except where it was merely pedantic to do so, contributions have been printed exactly as received".

The volume covers every type of writing that enters into regular lessons and added to these are selections which are more spontaneous and show "the interests of the child and his attitude to the world".

This book makes interesting reading for any teacher and especially for those teaching written composition. As I am familiar only with the work done by children in the first six grades I can only compare or rather contrast their work with the selections written by children of the same age. I must admit that the English child surpasses the Canadian child in ability to express himself and in knowledge of the mechanics of composition. The spelling is very good and even the younger children seem to have developed that sentence-sense which seems to be so hard for our children to acquire. There are a few selections coming from very poor districts which, as the editor says, are included, because although not literate, "they have captured the spirit and atmosphere in which they were produced and are therefore probably good literature".

The extent of vocabulary and the feeling for words is to me really amazing. These children on the whole have the ability to make their writings alive and interesting. We cannot, moreover, help but feel that they enjoyed doing this work and that it was to them a vital activity, not just an imposed task.—L. M.

DARWIN: R. W. G. Hingston; Toronto; The Copp Clark Company Limited; 144 pp.; 1939; 50c.

This little volume is number 27 of the "Great Lives Series" published by Duckworth and Company, London, and reprinted in Canada by the Copp Clark Company. Among the other 81 titles are—to mention only a few—lives of Wesley, Reynolds, Wagner, Blake, Napoleon III, Strindberg, Tolstoy, Wren and Marx. If the other biographers, whose names are not stated in the list, have done their work as efficiently as has R. W. G. Hingston, their books are something to look forward to.

Readers already familiar with Darwin and his work are not likely to gain anything from this book. But to non-scientific readers it may come as a pleasant surprise. Like the present reviewer they may begin it rather grimly expecting to be informed but certainly not to be entertained. To their astonishment they will be both informed and entertained.

The author steers adroitly between the Scylla of specious over-simplification and the Charybdis of over-technicality. His vocabulary is free from "jargon". His explanations are lucid. His style of writing is pleasing.

Darwin is a biography and not an exposition of the Darwinian theories. And, as a biography, it is admirable in that it is not cluttered up with irrelevant and insignificant details. Nevertheless it does much to acquaint the reader with the chief contributions of Darwin to scientific thought. Particularly praiseworthy is the impartiality with which Mr. (or is it Miss?) Hingston deals with the bitter hostility aroused in some quarters by Darwin's "Origin of Species".

The lack of an index is almost, but not quite, atoned for by the brief synopsis which follows each of the six chapter heads. Also helpful are the chronology of Darwin's life which prefaces the book and the short bibliography which concludes it.

Although written for adult readers, *Darwin* is well within the grasp of senior students and can be recommended for high school libraries.—S. M.

* * * * *

CLASSICAL Mythology in Song and Story: Part II; Epic Heroes; R. H. King and N. K. McKechnie; illustrated; 231 pp.; Toronto; Copp Clark Company; 1939; 50c.

This book will be welcomed by teachers of high school Latin and Greek. Social Studies and English teachers as well are

likely to find it a useful addition to their libraries.

The two-page introduction explains briefly the significance of the sub-title, "Epic Heroes". Then follow the stories of Jason, Theseus, Daedalus, Hercules, Perseus and Bellerophon. The remainder of the book—136 pages—is given up to the story of Troy and the subsequent adventures of Ulysses.

The Trojan narrative opens with the unwelcome birth of Paris. Then come the events leading up to the siege, the siege itself, and the fall of the city. The adventures of Aeneas are not carried past his escape from his burning home. From that point attention is transferred to the wanderings and ultimate home-coming of Odysseus.

Interspersed throughout are prose passages from Charles Kingsley, Nathaniel Hawthorne, A. J. Church and Lang, Leaf and Myers. Poems by Tennyson, Keats and Pope are included, too. The excellent prose translation from the Aeneid is apparently the work of one of the authors as no acknowledgement is listed.

The language of the book is too difficult for students below the high school level. Elementary school teachers, however, will find the material excellent for retelling in simpler form. The arrangement is lucid and the story is not delayed by intricate genealogical details.

On the end-papers are maps of the western and eastern portions of the classical world showing the routes taken by Aeneas and Ulysses. The small but neat line drawings which illustrate the text are a welcome relief from the more usual smudgy reproductions of ponderous museum pieces. As the nine-page pronouncing and biographical "Who's Who" unfortunately omits page references the value of "Epic Heroes" as a reference book is lessened. Other features which should be mentioned are the "Study and Appreciation" sections, a number of bibliographies and a series of long and short answer type tests on the content of the book.—S. M.

* * * * *

A HISTORY of Trade and Commerce, with special reference to Canada; Herbert Heaton; new and revised edition, 1939; Toronto; Thomas Nelson & Sons Ltd.; 336 pages, 394 pages (with index); 29 illustrations; 6 maps.

Much has been written on the subject of this book but, as the author points out, special reference to Canada in the world economic scheme has not been given prominence. "I have, therefore, tried",

says he, "to make a rapid bird's-eye survey of general economic history and then to devote the last third of the book to the story of Canada's material development".

The writer first bases discussion on the broad principle of "Buying and Selling" "We are all buyers and sellers, or both nowadays", and traces economic activity from the efforts of early peoples,—ancient man, early beginnings in Euphrates, Tigris, Indus, Nile (all river valleys), Egypt, Babylonia, Phoenicia, Greece, Rome up till the Middle Ages.

The Middle Ages (500-1500) is treated fully, attention being devoted to medieval industry, commerce and trade, transportation, money and banking, marketing methods, regulation by guilds or church or town and many other aspects of economics.

The impact, on Western Europe's economy, of the far-reaching effect of discovery of new lands and new products is covered in what seems to be a very lengthy chapter entitled "The Opening of the New World". This chapter considers the economic life of Portugal, Spain, Holland, France, England with the consequent changes brought about or forced upon these countries by the broadening horizon of the New World.

Great advances in Agriculture, Industry, Transportation and other lines of human endeavour are considered under the heading "The Revolutions". The changes in our mode of living are covered from 1700 to the present day,—a very wide field indeed.

A broad field of economics is dealt with in the chapter "Economic Organization and Enterprise". The student would have to devote much more time than this chapter suggests to understand the detailed analysis of business organization and finance. The United States development moves from the pioneer to present day "volume production", from the enterprising individualism of 1783 to the New Deal economy of 1939, from a population of comparatively few to the many millions of today. Really too much at once is given to the reader.

Canada's development is dealt with in three stages: (i) to Confederation; (ii) Confederation; (iii) rapid growth after 1891 to present time. All the factors that could influence a country such as geography, waterways and transportation needs necessitated by the large distances, political growth are discussed. The gradual change from a pioneer economy with small farms and fur trade to a Canada

anxious to develop along all lines of economic life, with her railway problem, her economic interest with the United States, her dependency on the markets of the United Kingdom and the necessity of her wheat to meet world competition are surveyed.

There is a need for such a book as this one in our schools but in using this particular book the teacher should take the warning suggested by the author: "With such a large field to be covered, I have had to omit any mention of many topics, give only a thumb-nail sketch of others, and compress accounts of some important and interesting events into a few lines".

There are good maps and illustrations and a good index is supplied. Statements are always supported by definite statistics. Good reference material is given at the end of chapters. No questions are found in the book to aid the teacher.

The book seems to end too abruptly without any consolidation of preceding chapters or without any attempt at envisioning future economic trends. This latter point might be an advantage when other predictions are remembered.

—E. R. BALLARD.

* * *
OUR *Life Today*, by Francis L. Bacon and Edward A. Krug; the Macmillan Company of Canada, Toronto; 636 pp.; \$1.76.

The aim of the authors of this book has been to offer a text with a broad conception of the basic problems of life today. The current trend points to the necessary orientation of the pupils to such problems at all levels of their educational growth. The text attempts to integrate the major concerns which society faces with the individual life of the pupil, so that he may develop an integrated viewpoint and thus gain a conception of his life as a whole pattern.

The book was prepared as a textbook in the Social Studies for the high schools of the United States. It presents for the students a detailed study of the many and varied problems confronting them today and emphasizes personal, social, occupational, civic, economic and world relationships.

The topics discussed are arranged in seven logical units. In order to show the plan the authors followed, it might be well to give the titles of the units. They are as follows: I. Our Life in the School; II. Our Life in the Home; III. Our Life in the Work of the World;

IV. Our Life in the Local Community; V. Our Life in State and Nation; VI. Our Life in Economic Society; VII. Our Life in a Society of Nations.

A brief study of these titles will convince one that no phase of modern life has escaped the authors and a careful study of these problems will most decidedly enrich the lives of the students.

In accordance with the best modern procedure, the approach to the various problems is purposely varied in method. Some topics are developed in conversational and descriptive detail, as it has been found that pupils are particularly interested by such treatment.

There is at the end of each chapter a list of suggested activities which have been planned to meet varying interests and abilities and at the same time to emphasize student activity for all students.

On completion of a study of these units, the student will have a vivid, concrete picture of the social, economic and political life of which he must soon be a part. By the knowledge gained regarding these various aspects and by the adaptation of the principles enunciated in the various lessons, he is prepared to take his place in the world as a thoughtful and progressive individual.

Although the book was prepared for the American high schools, it contains a fund of information that will be of inestimable value for Social Studies and Guidance teachers in our school system.

—W. E. B.

BOOKS RECEIVED

Other books of which we hope to publish reviews in the early future include the following:

Through the Green Gate (The Alice and Jerry Books): Reading Foundation

Series; Row Peterson & Co., New York; Copp Clark Company Canadian distributors; 192 pp.; 1939; \$1.10.

The Little Pigs' Picnic and Other Stories: Walt Disney and Margaret Wise Brown; D. C. Heath & Co., Boston; Copp Clark, Toronto, Canadian distributors. 102 pp.; 1939; 75c.

School Days in Disneyville: Walt Disney and Caroline D. Emerson; D. C. Heath & Co., Boston; Copp Clark Company, Toronto, Canadian distributors; 102 pp.; 1939; 75c.

Intensive Reading in French for Grade XI.: Edited by F. C. A. Jeanneret; Copp Clark Company, Toronto; 176 pp.; 1939; 50c.

Britain and the Empire (from 1603): E. L. Daniher; Copp Clark Company, Toronto; 341 pp.; 1939; 70c.

The Sea and the Jungle: H. M. Fomlinson; Copp Clark Company, Toronto; (The New Readers' Library); 320 pp.; 1939; 60c.

Classical Mythology in Song and Story; Pt. II. Epic Heroes: R. H. King and N. K. McKechnie; Copp Clark Company, Toronto; 231 pp.; 1939; 50c.

Trade and Industry: R. O. Merriman and W. A. Macintosh; The Ryerson Press, Toronto; 257 pp.; 1939; 70c.

ACKNOWLEDGEMENT

The Empire Story; Grade VIII, by F. S. Rivers, C. C. Goldring, G. Paterson; illustrated; 239 pp.; Toronto; The Ryerson Press, 1939; 85c.

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Correspondence

MESSAGE FROM C.T.F. PRESIDENT

Montreal, P. Q., October 9, 1939.

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

Through your magazine I wish to convey a message to every teacher in British Columbia.

Since the annual conference of the Canadian Teachers' Federation held in August, the world has entered into a period of deadly strife. This war, delayed as long as possible by the desire of our statesmen for peace, will be a long and costly one. Many of our 30,000 members will be called to active service at the front or nearer home. On the rest will fall the necessity of trying to carry on for the sake of the youth of tomorrow.

One of the aftermaths of the last war was the lack of preparedness of the boys and girls for the kind of life into which they were forced to step, when school days were over and their life-work began. Lack of proper training for the life upon which they were entering caused after years of suffering and disillusionment. It is the duty of the great majority of the teachers, then, to prevent a recurrence of such a condition.

The radio, the public press, and the platform orator are agencies that will be upsetting the thoughts and actions of our young people to such an extent that they will need the stabilizing balance of the every-day routine, and the quieting influence of the normal programme. This will be the great and patriotic task of most of our teachers. It will be a difficult and a thankless task—perhaps not less difficult than the heroic privilege of fighting for and possibly dying for one's country. Their task will be to live for their country.

First, may I urge you to second the efforts of The Junior Red Cross Society. Their plea is for a continuation of the principles which have played such an important part in the health and right thinking of our growing school children. A healthy mind in a healthy body is surely a good motto for every Canadian school child; self-denial for a great cause is true patriotism; international friendliness towards other children, even in the land of our enemies, is the surest means of obtaining permanent peace in the future.

Secondly, now will the underpaid rural school teachers in our Dominion need the weight of our efforts on their behalf. Rising cost of living, higher taxes, new and greater demands—material, mental, and spiritual—on all their resources, will cause their condition to become more difficult and hopeless than ever before. We must not relax our determination to right the great wrong that is being perpetrated against such teachers under the guise of necessity, in so many of our provinces. It is a task, however, requiring consummate tact, never-ending patience and a statesmanlike diplomacy. We must not jeopardize this cause by hastiness, nor by actions which would antagonize rather than persuade those who have the power to ameliorate these conditions.

That the school year of 1939-1940 may be one of progress and success for each member of every provincial body in our Canadian Teachers' Federation is the wish of

FRED N. STEPHEN,
President, C. T. F.

DUTIES ON BOOKS

Editor, *The B. C. Teacher*:

At the conference of the Canadian Teachers' Federation held in August, 1939, the following resolution was passed: "That the Canadian Teachers' Federation instruct its Executive to do all in its power to secure an amendment to the Customs Regulations so as to provide that all books, texts, etc., for use in education work, as authorized by the various Provincial Departments of Education, be admitted free of duty".

When your Secretary-Treasurer drew this matter to the attention of the Minister of Customs, the enclosed reply was received.

Since this information is of interest to every teacher in Canada we would appreciate it very much if wide publicity was given to the contents of this letter.

We are also enclosing a decision made by the Tariff Board on Appeals Under the Provisions of Part II of the Tariff Board Act, at the sitting on the 13th June, 1939.

Yours sincerely,
C. N. CRUTCHFIELD, Sec.-Treas.,
Canadian Teachers' Federation.

Department of National Revenue
Customs Division
Ottawa, 18th October, 1939.

C. N. Crutchfield, Esq., Sec.-Treas.,
Canadian Teachers' Federation,
Shawinigan Falls, Que.

Subject: Tariff Status of Books
and Texts

Dear Sir:

This refers to your letter of the 16th inst., addressed to the Honourable, The Minister, regarding the tariff status of books and texts, for use in educational work, as authorized by the various Provincial Departments of Education.

I may advise you that imported books which are included in the curriculum of any university, college or school in Canada, for use as text books or as works of reference, not including dictionaries, also printed books, pamphlets and cards for use in schools to test the degree of intelligence of pupils, are free of customs duty under the first and second parts of Item 173 of the Tariff Changes passed by Parliament during the last regular session. These are also exempt from the consumption or sales tax.

While it is difficult for the Department to furnish you with a list of all text books which may be entitled to free entry, I may state that books, when containing a sufficient amount of text matter to place them in the category of text books, are admitted free under the first part of tariff item 173.

Exercise and work books which do not contain a sufficient amount of text matter to place them in the category of text books, are not entitled to free entry but are dutiable under tariff item 181 or 199 at the rate of 27½ per cent *ad valorem*, when they are produced in and imported from the United States, plus the consumption or sales tax of 8 per cent on the customs duty paid value.

It is further pointed out for your information that imported books which are to be placed in and form part of school libraries are entitled to entry free of customs duty under the third part of tariff item 173, and are exempt from the consumption or sales tax.

You will find enclosed a copy of Memorandum Series D, No. 50 TD & R-16, and attention is directed to pages 2 and 3 regarding the entry of books covered by the first and third parts of tariff item 173.

If any of the members of your Federation are charged customs duty or con-

sumption or sales tax on imported books which they believe are free of Customs duty as text books, they should request our Collector at the port of entry to submit a representative sample to the Department for examination and definite tariff classification.

Yours truly,
(Signed) R. FAIRBAIRN,
For Commissioner of Customs.

READERS PASS JUDGMENT
Toronto, Canada,
October 3rd, 1939.

Editor, *The B. C. Teacher*:

I have just read with the greatest admiration the leading editorial in the current issue of *The B. C. Teacher*.

Please accept my thanks and congratulations for yourself and for anyone else identified with the editorial as the thanks of one of, I hope, thousands of laymen who want to hear this sort of thing said again and again. We are so apt to forget that, to use your figure, the sun has not ceased to exist simply because it is in eclipse. To see that is valuable; to say it as clearly and courageously as *The B. C. Teacher* says it, seems to be one of the few things well worth doing in October, 1939.

With all good wishes to you,

Yours sincerely,
JOHN M. GRAY,
The Macmillan Co. of Canada Ltd.

Crescent Valley, B. C.,
October 7, 1939.

Editor, *The B. C. Teacher*:

May I send you a good word for your fine editorial "Armageddon—and the Teacher" which appeared in the September issue of the magazine.

I would also like to express my share of appreciation to those teachers who have collaborated to give us our new "Progress Cards".

Fraternally yours,
WALTER ABRASSIMOFF.

Penticton, B.C., October 25, 1939

Editor, *The B. C. Teacher*:

Dear Mr. Black,—A" too frequently favorable comment is lacking when one has done well.

Your editorial, *Armageddon—and the Teacher* is deserving of high praise. You showed your courage in expressing what many are afraid to say. All power to you!

Yours very truly,
J. CLARENCE HEMBLING.

Chemainus, B.C., October 30, 1939.
Editor, *The B. C. Teacher*:

Dear Sir.—At the October meeting of the Ladysmith-Chemainus District Teachers' Association, a resolution was passed endorsing your editorial, "Armageddon and the Teacher," "as a courageous expression of the teachers' attitude to war and we call upon other teachers' associations to express themselves on the matter".

I might also state that we have submitted the editorial in slightly reduced form for publication in our local papers, viz., *The Cowichan Leader* and *The Ladysmith Chronicle*.

We wish *The B. C. Teacher* every success.

Yours sincerely,
GEORGE FERGUSON,
Secretary, L. C. D. T. A.

Bella Coola, B. C.,
October 2, 1939.

Editor, *The B. C. Teacher*:

The September issue of *The B. C. Teacher* reached me last mail. I would like to express my appreciation of the editorial "Armageddon—and the Teacher". It is so sane and so timely. Also I appreciate the very fine amends in the article "The Blue Pencil".

Yours truly,
FRED G. COOK,
Principal, Mackenzie United
Superior School.

376 Beach Drive, Victoria.

Editor, *The B. C. Teacher*:

Enclosed is a short notice of G.V.T.A. activities.

I take this opportunity to express my whole-hearted appreciation of your editorial in the September issue.

NOREEN CREELMAN.

Ladysmith, B. C., October 26, 1939.

Editor, *The B. C. Teacher*:

Dear Dr. Black,—I want to send you this to say that your editorial *Armageddon*, was a splendid one; to find our official magazine speaking so truly and courageously in this time of crisis makes one prouder than ever to belong to the teaching profession.

Very sincerely,
RONALD GRANTHAM.

EDITORIAL NOTE—Letters and other messages congratulating *The B. C. Teacher* on the leading editorial in its September issue continue to come with remarkable continuity, but further space cannot be spared for discussion of this particular article. In his *obiter dicta* for October, the Editor said: "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." At that time the Editor was unaware that someone had laid a complaint with the proper officials, by way of protest against such an article, and the October statement remained applicable until the closing days of that month. A letter—not for publication—was then received from an old friend prominent in Federation circles who takes exception to the editorial; chiefly, the Editor feels, because he misread its meaning and spirit. However, this dissenting voice is hereby recorded and the subject is closed.—N. F. B.

MR. HICKMAN SAYS GOOD-BYE

Victoria, B.C., October 21, 1939.

Editor, *The B. C. Teacher*:

Dear Miss Clayton,—I must apologize for not having written much sooner to thank you for seeing to it that I received a copy of *The B. C. Teacher* last year while I was on leave of absence for study from Victoria High School. During my year in Paris, I was very pleased to be kept in touch with educational matters each month. Would you please extend, likewise, my thanks to Mr. Charlesworth to whom I spoke about this before I left.

I must explain to you why I am not on the list of paid-up members this year. I have been appointed to the staff of Victoria College here, and am teaching French.

As I leave the Federation, I must say that I have enjoyed its advantages; I shall always be interested in it.

Thanking you again for last year's copies of *The B. C. Teacher*, I am,

Yours very truly,

W. HARRY HICKMAN.

News, Personal and Miscellaneous

JOY AND SORROW

MANY friends who rejoiced with Mr. and Mrs. D. Grant Morrison in the birth of their twin boys, October 25, will join in sympathy for the death of little James Robert on October 29.

EXCHANGE TEACHERS IN B. C.

IN addition to the 14 teachers on exchange now teaching in the schools of Vancouver and listed in our October issue, the following teachers from outside the province are on exchange in British Columbia: Miss Anne Baker from Barry, Wales, is at West Vancouver; Mr. Richard Baycroft, who together with Mrs. Baycroft, is from Toronto, is at Richmond; Miss Molly Poole from Hull is at Cumberland; Miss M. Yayman from London is at Prince Rupert, and Miss M. S. Sutton from St. Helens is at Victoria.

The B. C. Teacher in behalf of the teachers of the province welcomes these folk and hopes that they will, during the year, avail themselves of the privileges of guest membership in the B. C. T. F. to the end that their stay with us may be more profitable in exchanged experiences to both themselves and the regular members of the Federation.

NEW TEACHERS UP COUNTRY

THE teachers in upper British Columbia have welcomed as new to the teaching profession Miss Marion Briggs, now at Copper City; Miss E. Lamb, now at Lakelse Valley School, and Mr. F. Shirley, now at Fife. Mr. P. C. Glover, who last year taught at Mapes, is this year at Smithers.

MacMILLAN CLUB NOTES

OVER forty teachers gathered in the Hotel Devonshire on October 11th to meet Sir Ernest MacMillan, sponsor of the Canada-wide MacMillan Clubs, who was presented to the meeting by Mr. MacCorkindale. After Sir Ernest had addressed the gathering the teachers discussed plans for the current year's activities in the MacMillan Clubs.

Miss Marjorie Agnew of Templeton Junior High School recently visited the MacMillan Clubs in Trail and in Rossland. Miss Agnew reports that a club is being formed in Ladysmith and that all the clubs are showing a lively interest in cultural topics.

Sponsored by the MacMillan Clubs and by Mr. MacCorkindale, the Mohawk Indian Chief, Oskentont, who proved such an attraction at recent Folk Festivals, has been visiting Vancouver schools and giving lectures in Indian costume. Chief Oskentont usually is in England at this time of the year, but the international situation has caused him to alter his plans for the winter lecture season.

OFFICERS OF LEAGUE OF THE EMPIRE

THE following are the officers of the League of the Empire for the school year 1939-1940: Miss Ethel Brown, past-president; Miss Beatrice Putnam of Lloyd George School, Vancouver, president; Mr. Victor Osterhout, vice-president; Miss May Martin, secretary; Miss Norma Washington, treasurer; Miss Aleeta Kerr, membership, and Miss Peggy Carty and Miss Beatrice Lehman, social convenors.

The League sponsors teacher relationships throughout the Empire and has a special interest in the matter of exchanges.

EDUCATIONAL BROADCASTS

THE B. C. Radio School Programmes from 9:30 to 10:00 on school mornings are carried by the entire B. C. net of the C. B. C. These programmes are designed to meet the needs of British Columbia's rural schools. Outlines and reading lists may be obtained from the Vancouver Normal School address of the B. C. Radio School.

In addition to the above programmes the Columbia's School of the Air programmes given each school day are of great importance. The School of the Air is mostly international in its point of view and can, therefore, be used very well by Canadian classes. On Mondays, the "Frontiers of Democracy" series is given, including: Nov. 13, The Fight to Go Backward; Nov. 20, The Machine That Picks Cotton; Nov. 27, Tomorrow's Power; Dec. 4, Tomorrow's Fuel, and Dec. 11, Mastering the Machine. On Tuesdays the "Folk Music of America" series is offered, including: Nov. 14, Songs of the Gold Rush Period; Nov. 21, Forecastle Ballads; Nov. 28, Lumberjack Songs; Dec. 5, Teamster Songs, and Dec. 12, Courting Songs. On Wednesdays the series is entitled "New Horizons" and has: Nov. 15, Men Against Rivers;

Nov. 22, Land of the Cod; Nov. 29, Canada Joins the Map. Dec. 6, Down the Mississippi to the Sea, and Dec. 13 Bering discovers an 'Ice Box'.

"Tales From Far and Near" series is scheduled for Thursdays. Early in the series are: Nov. 16, The White Stag, by Kate Seredy; Nov. 30, Look-See with Uncle Bill, by Will James; Dec. 7, The Cream-Colored Pony, by Chesley Kahmann, and Dec. 14, The Poor Count's Christmas, by Frank Stockton. The Friday series is entitled "This Living World" and includes: Nov. 10, Protecting the Nation's Health; Nov. 17, Social Security; Dec. 1, Where We Live; Dec. 8, Our Flag in the Far East, and Dec. 15, Uncle Sam as a Good Neighbor.

For times of the above programmes on the Pacific Coast, consult the local newspapers. Different stations carry the series at different times.

Through the Week from CKWX The Word Man at 6:45 p.m. Sundays, and Great Britain Today at 7:15 p.m. on Thursdays are good educational programmes.

COMING OF AGE CELEBRATION

THE Lower Mainland Secondary Teachers' Association will celebrate the conclusion of twenty-one years of continuous and splendid activity on the evening of December 1st.

The celebration will take the form of a banquet, entertainment, films, cards, and dancing, in the spacious banquet and ball rooms of the new Hotel Vancouver. It is expected that about six hundred members and guests will participate. The Hon. Minister of Education and other outstanding guests will be present.

Twenty-one tables will be set. These will be presided over, respectively, by the past-presidents and other officials of the Association.

Elaborate plans are being made by a strong committee to make this the most outstanding event of its kind in the history of the profession in British Columbia.

Secondary teachers in the Lower Mainland are urged to secure their tickets from Staff Representatives at an early date. The number of tickets is definitely limited. The response for tickets to date has been more than gratifying to the committee in charge. The committee would like to assure

all members of the Association that the programme will be varied enough to make the event profitable and enjoyable for all.

THE J. L. SHADBOLT EXHIBITION

A VIGOROUS and comprehensive one-man show was held this month in the Vancouver Art Gallery by J. L. Shadbolt formerly of Kit-silano Junior High School, and now an instructor in the Vancouver School of Art.

Representing, as it did, the total output for the past year of this energetic artist, the show was varied and uneven, this latter quality being inevitable when all the work of an artist for a given period is shown. It did not detract from the exhibition, however, as it was merely one factor in a tremendously varied and rather boisterous display.

NORTH-WEST FRASER NEWS

NEW teachers in Port Coquitlam include Myrtle Dewar, Mabel Pearce, Grace Blackie, and Margaret Gould.

New teachers in Coquitlam municipality: Barbara Daniels, Florence Cruise, Robert Davey, Donald Monroe, Ena Clark.

New teachers in Port Moody: Fred Turner, Elaine Spence, Mrs. Taylor, Doris Bewes.

Mr. Wm. Brand, past president of the North-West Fraser Valley Teachers' Association, and Miss Esther Abercrombie of the Central School of Port Coquitlam were married during the summer.

TEACHERS ON SERVICE

IN addition to the teachers whose names were recently listed in this magazine as being called up for service with the armed forces of the country there are probably many more of whom we have not heard. Will any teacher who knows of any such case, send that information, together with any other items of a personal interest, to Ralph O. Norman, 2505 West Seventh Avenue, Vancouver, B. C., and earn a position on the Editor's prayer list?

CONGRATULATIONS are offered to Mr. E. J. Costain of Comox and Mrs. Costain (nee Katherine Moore) on the birth of a son, James Ernest, on October 15th.

THE B. C. INSTITUTE OF CINEMATOGRAPHY

TWO monthly meetings of the British Columbia Institute of Cinematography have already been held, one at the University of British Columbia, the other a visit to the plant of the Visual Education Department of the Vancouver School Board. There is still, however, time and opportunity for more camera enthusiasts to join and enjoy almost a full season of movie making activities. The next meeting will take place at 8:15 p.m. on Monday, November 13, at Skreenadz, near the corner of Davie and Burrard. An interesting evening is planned.

Following is a tentative outline of the coming regular meetings:

November 13—Practical demonstrations arranged by the Production Committee. Mr. E. W. Hamilton.

December 11—Documentary Film (illustrated). Dr. D. O. Evans.

January 15—Light and Colour (demonstration). Dr. G. M. Shrum.

February 12—The technique of producing feature pictures in Hollywood. Mr. Leon Shelly.

March 11—Analysis of a film from a dramatic point of view (illustrated). Speaker to be announced.

April 15—The chemistry of cinematography. Mr. Monty Rayment.

May 13—The preparation and use of slides (illustrated). Mr. D. J. McIntosh.

June 10—Natural colour photography (illustrated). Mr. Leonard Chatwin.

For anyone interested in the actual production of 16 mm. films, ~~or in~~ discussions of topics connected with practical cinematography the Institute offers a ready means of achieving satisfaction in either field.

Further particulars with regard to the Institute, such as the very reasonable membership dues, subscription to the bulletin, date and place of regular and committee meetings, or any other pertinent information may be obtained by writing to Mr. Leonard Chatwin, secretary-general, Extension Department, University of British Columbia.

CHANGE OF ADDRESS

MUCH correspondence intended for our Past President still is addressed to him at Cobble Hill. Delay and inconvenience will be avoided if correspondents remember that Mr. J. M. Thomas is now principal of Mt. View High School, Saanich and resides at 3115 Quadra St., Victoria.

REPORT TO MR. TOWNSEND

While international affairs have been usurping public interest of late, many schools will be observing Education Week in some fashion. Information in this connection will be welcomed by Mr. Townsend, chairman of the Education Week Committee, 1300 Robson St.

EDUCATION WEEK

THE conduct of Education Week in British Columbia is this year being entrusted to local initiative, supported by such aid from headquarters as may be desired and practicable in present conditions.

The date set by the Canadian Teachers' Federation is November 5-12, corresponding to the time of Education Week as held in the United States.

Mr. F. N. Stephen, President of the Canadian Teachers' Federation, suggests that in connection with the main subject for 1939, as chosen at the C.T.F. Conference, "Educational Finance in Canada and Other Countries," the following topics be dealt with:

Sunday, Nov. 5—Educational Progress in Canada.

Monday, Nov. 6.—The School, its Functions and Aims.

Wednesday, Nov. 7.—The School Buildings and Equipment.

Thursday, Nov. 8.—The Teacher—Preparation and Remuneration.

Friday, Nov. 9.—Modern Educational Finance in Other Countries.

Saturday, Nov. 10.—Modernizing Canadian Educational Finance.

Arrangements have been completed with the CBC for President Stephen to speak on a Dominion-wide hook-up from Montreal on Monday, Nov. 6, at 4:45 Pacific Standard Time and on Monday, Nov. 6, Mr. J. M. Thomas, second vice-president of C.T.F. and junior past-president of B.C.T.F., will speak over the western network from 9:30 to 9:45 P.S.T.

TEACHER HONOURED

AT the club luncheon of the Kiwanis Club held on Thursday, November 2nd, Mr. W. H. Morrow, principal of Lord Byng High School, Vancouver, was elected one of the two vice-presidents.

Appendix — Price List of Lesson Aids

Prepared under Auspices of THE ELEMENTARY TEACHERS' ASSOCIATION

PRIMARY—	
1. Christmas Project .....	.04
2. Christmas Seatwork .....	.15
3. Social Studies: The Farm, with Seatwork .....	.15
4. Project Work, II-B .....	.04
5. Transportation Unit including Travel Riddles, II and III.....	.15
6. (a) Eskimo Unit, with Seatwork (b) Seasonal and Factual Stories Pertaining to Eskimo Life .....	.10
7. Cold Country, with Seatwork.....	.10
8. Short (Very Short) Stories.....	.08
9. Verses and Blackboard Stories I-B .....	.10
10. Literary and Whimsical Stories .....	.14
11. Ethical Stories .....	.05
12. Easter Seatwork .....	.10
13. Vocabulary Aids .....	.10
14. Holland .....	.15
15. Pre-Primer Booklet .....	.12
16. Number Work—Teaching the Combinations and Separations02
17. Suggestions for Oral Reading— I - VIII01
GRADE III—	
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2. Transportation Unit, including Travel Riddles—II and III15
3. Elementary Science Work Sheets: Seasons; Wind; Water; Silk; Wool; Linen; Cotton; Rubber16
4. Suggestions for Oral Reading— I - VIII .....	.01
GRADE IV—	
1. Language and Literature Test.....	.05
2. Geography Test .....	.03
3. Elementary Science, as in Gr. III .....	.12
4. Suggestions for Oral Reading— I - VIII .....	.01
GRADE V—	
1. Science Unit—Illustrations and Data For:	
(a) Birds (pictures) .....	.04
(b) Animals (pictures) .....	.04
(c) Adaptation to Surroundings (pictures) .....	.04
(d) Protective Colouring and Mimicry (pictures) .....	.06
(e) Insects (pictures) .....	.04
2. Great Central Plain of North America .....	.08
3. Civilization Takes Root in Europe —Greece .....	.10
4. Civilization Spreads Throughout the Known World .....	.10
5. History Test .....	.05
6. Southern Atlantic States .....	.08
7. Southern North America .....	.04
8. West Indies .....	.06
9. The Great Canadian Shield— Unit 5 .....	.04
10. Newfoundland and Labrador— Unit 6 .....	.04
11. The Maritime Provinces and New England States—Unit 7.....	.04
12. The Great Basin of the St. Law- rence—Unit 8 .....	.05
(This unit is an integrated pro- ject embracing the history, geography and culture of the district).	
13. South America—Unit 13 .....	.36
(This unit is accompanied by statistical maps and illustrations).	
(a) The Slope to the East, Brazil, the Brazilian High- land, the Amazon Valley.....	.06
(b) The Andean States, Colom- bia and Ecuador, Peru and Bolivia, Chile06
(c) The Slope to the South, Ar- gentine, Paraguay, Uruguay06
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14. Suggestions For Oral Reading— I - VIII01
GRADE VI—	
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2. New Zealand08
3. British Countries of Africa08
4. Literature Test—VI-A (On “Highroads”)04
5. Arithmetic Test .....	.04
6. Suggestions For Oral Reading— I - VIII .....	.01
GRADE VII—	
1. Social Studies—The Home .....	.03
2. English Composition I, VII - IX .....	.07
3. Social Studies, Matching Test A and B .....	.02
4. Science Test—Air and Living Things .....	.02
5. Review Test—Social Studies— Laying the Foundations for National Government in Feudal States .....	.04
6. Feudal England (Integrated Unit —Complete) .....	.20
7. Physical Geography VII & VIII .....	.05
8. Treasure Island—Objective Test .....	.08
9. Teachers' Information on Indian Tribes of B. C., with Seatwork .....	.10
10. Suggestions for Oral Reading, I - VIII .....	.01
GRADE VIII—	
1. English Composition—VII - IX.....	.07

2. Social Studies—		6. Suggestions for Oral Reading—	
(a) Industrial Revolution .....	.08	I - VIII .....	.01
(b) Work Sheet .....	.15	7. Teachers' Information on Indian	
3. Industrial Britain Today .....	.10	Tribes of B. C., with Seatwork .....	.10
4. Christmas Carol Test .....	.02	8. Coast Salish Indians of the	
5. Lady of The Lake Test .....	.02	Pacific Northwest .....	.10
6. Conservation of Natural		9. Preparation for Christmas Con-	
Resources .....	.03	cert .....	.05
7. Social Studies— Matching Test		10. Spelling Marks .....	.01
A and B .....	.02	11. Circulating Tests .....	.08
8. French Revolution and Wars To		This unit is suitable for Grades IV	
Which It Led .....	.04	up. Teachers will find the novelty	
9. Physical Geography—VII & VIII .....	.05	of these tests intriguing.	
10. Suggestions for Oral Reading—		NOTE: Christmas Project and Christmas	
I - VIII .....	.01	Seatwork are suitable for December.	
MISCELLANEOUS—		Eskimo unit for January.	
1. Procedure In a One-room School .....	.01	Many of these units are entirely new,	
2. Organization of Ten-room School .....	.10	and all the prices have been revised.	
3. Device for Socialized Learning		All correspondence regarding the	
of New Type of Arithmetic		units should be addressed to the Hon.	
Problem .....	.01	Secretary of the Lesson Aids Committee,	
4. Teaching Device for Spelling in		Mr. Harry G. Boltwood, 3486 West	
Upper Grades .....	.01	Second Avenue, Vancouver, and return	
5. Pottery Making in Rural Schools .....	.02	postage should be enclosed.	

GREATER VANCOUVER'S WAR CHEST

By GRACE McGAW

SURELY there is no giving group in any community better prepared to understand and appreciate a city's social welfare services than the teachers of that city's public schools. With such an overwhelming percentage of these services devoted directly or indirectly to the care of the young, there must surely march into Vancouver schoolrooms every morning a small army of children into whose lives some branch of welfare has extended its uplifting influence.

Teachers of even ten to fifteen years' experience in Vancouver have witnessed the decline of the old frigid orphanage system and the emergence in its place of the modern foster home plan where candidates for the passe institutions of another era now live normally in a family situation that is in all cases at least wholesome and comfortable.

They have seen haphazard and sporadic, though well-intentioned "charity" given over to the improved conditions that ten years of organized community welfare have brought about. They have learned to turn with confidence to more than one of the city's 47 affiliated agencies when children in their classes have shown unmistakable evidence of physical or emotional need.

The Canadian Red Cross stands for another humanitarian movement close to the lives of teachers. Its peacetime efforts to further the education of

Canadian children in matters of health and international friendship are familiar to the teaching profession. What the Red Cross stands for in wartime is common knowledge wherever memory can recall its tremendous contributions toward the care of Canadian soldiers in the last war.

To assume its share of these responsibilities in the present crisis, the Canadian Red Cross will launch a Dominion-wide campaign, November 13 to 24, with a financial objective of \$3,000,000.

Here in Greater Vancouver, to spare citizens the double trouble and inconvenience of two campaigns, the Welfare Federation postponed its annual October drive for funds and joined forces with the Greater Vancouver branches of the Red Cross to form this city's first united War Chest Campaign. Into this community war chest, on the dates of the Red Cross' national drive, November 13 to 24, Vancouver citizens are asked to pour \$600,000 to take care of welfare agencies for 1940 and meet the immediate demands of local Red Cross branches.

Into this city's war chest you are asked to contribute in one gift to two vital causes.

"GIVE DOUBLE FOR DOUBLE NEEDS" IS THE ACCEPTED SLOGAN OF THIS COMMUNITY WAR CHEST CAMPAIGN.



In many classrooms today, boys and girls are developing the good habit of caring for gums as well as teeth.

TODAY, many modern teachers are following the precepts of dental authorities—are teaching their youngsters the priceless value of firm, healthy gums to sound, strong teeth. In regular classroom drills on gum massage, they demonstrate how—and why—gums should be given exercise whenever the teeth are brushed.

It's a simple lesson but a vital one. For many of the soft, creamy foods that are so common today deny gums the hard chewing they need. Denied this healthful exercise, gums tend to grow tender and weak. Then,



all too often, nature flashes that warning tinge of "pink" on your tooth brush.

Regular massage gives the stimulation that lazy, underworked gums so often need—arouses circulation in the gum tissues. Sluggish gums awaken—they respond with a new, healthier soundness. And healthier gums mean brighter, stronger teeth.

As an aid in the regular practice of gum massage, Ipana Tooth Paste is particularly helpful. For Ipana is especially designed not only to keep teeth bright and sparklingly clean but, with massage, to help keep gums firmer, more resistant to trouble.

A New Classroom Aid in Teaching Gum Massage

The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send today your name and address to Bristol-Myers Company of Canada, Ltd., 1239 Benoit Street, Montreal, P.Q.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

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