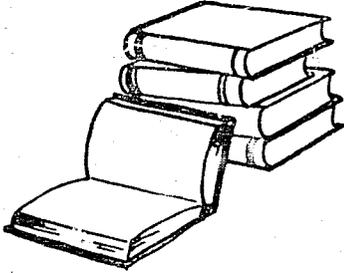


THE

B · C · TEACHER



OFFICIAL ORGAN OF THE B · C · TEACHERS' FEDERATION

VOL. XIX, No. 7.

MARCH, 1940.

VANCOUVER, B. C.

EDITORIAL: Twenty-fourth Annual Convention — Japanese Canadians — British Precedents Preferred — Obitier Dicta.

OUR MAGAZINE TABLE.

BRITISH COLUMBIA TEACHERS' FEDERATION AND KINDRED ASSOCIATIONS:
Convention Committee — Reminders — Kelowna and District — Co-operative Life Insurance — Larger Administrative Unit — Art Display — Vacation Certificates — Parent Teacher Convention — Fraser Valley — Institute of Cinematography — Easter Travel — Youth Congress — Summer School of the Theatre — Nekusp Unanimous.

PAIDAGOGOS ON PRIVILEGES OF AGE

MOTIVE CENTRED EDUCATION

OUR ART EDUCATION: AN ESSAY IN DIRECTION

WHITHER PHYSICAL EDUCATION — CHORAL SPEAKING

MATRICULATION MARKS AND UNIVERSITY SUCCESS

GUIDANCE IN ELEMENTARY SCHOOLS

IMPRESSIONS OF VENEZUELA

RURAL TEACHERS' QUESTION BOX: Convention Plans — Aids in Social Studies — Letter from Dr. Willis — How to Make Pupils Independent.

COLONEL QUERY'S DEPARTMENT.

WHAT WE ARE READING: Teaching Reading to Slow Learning Children — The Rise of a New Spirit — Trade and Industry — Red Blanket — Geography for Today.

CORRESPONDENCE: Neglected British School Children — Mr. Gordon Congratulated — Education of Soldiers' Dependents — Report of Nominating Committee — G. A. Fergusson Memorial Award — Tests in Modern Languages.

NEWS, PERSONAL AND MISCELLANEOUS.

APPENDIX A—PROPOSED CONSTITUTIONAL CHANGES.

APPENDIX B—CONVENTION RESOLUTIONS.

VANCOUVER, B. C.

SUPPLEMENTARY BOOKS

in the field of Social Studies for the Elementary School

THE BOOK OF GREAT LIVES. This book contains the life stories of 59 famous men and women. These stories describe, simply but interestingly, the thoughts, hopes, strivings and deeds of noble characters which have moulded national life, history and progress. Price \$1.25.

GEOGRAPHY STORIES by Robert Finch. Fascinating stories of the children of other lands, so arranged that the first part stresses the story for its own sake and the second part emphasizes the geographical teaching. Price \$1.25.

THE KINGSWAY GEOGRAPHY READERS by Ernest Young, B.Sc.
At Work in Britain. This book provides a very elementary treatment of the British Isles, based upon the study of typical occupations. Price 55 cents.

At Home in Distant Lands. This book follows the adventures of a small boy who visits various countries. He finds out, in each case, how the people live, how they dress, what they eat, etc. Price 55 cents.

At Work in Many Lands. This book in simple narrative form tells of the relation of climate to occupation and gives the young reader a first glimpse into the products of the world's main regions. Price 55 cents.

Travellers' Tales. Stories of the great explorers told, as far as possible, in their own words. Price 55 cents.

KINGSWAY HISTORIES FOR JUNIORS by Rhoda Power.

Book 1—From early days to Norman times, with pictures to look at, scenes to act, stories to read, poems to learn and things to tell and do. Price 65 cents.

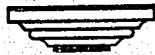
Book 2—Norman times and the Middle Ages. Organization similar to Book 1. Price 70 cents.

Book 3—The Peasants' Revolt to James I. Organization similar to Book 1. Price 70 cents.

J. M. Dent & Sons (Canada) Ltd.

Publishers

224 Bloor St. W.,
Toronto, Ontario



1300 Robson St.,
Vancouver, B. C.

THE B. C. TEACHER

VOL. XIX, No. 7.

MARCH, 1940.

VANCOUVER, B. C.

TWENTY-FOURTH ANNUAL CONVENTION

FROM Monday, March 25, to Thursday, March 28, British Columbia Teachers' Federation will be in convention assembled. From the standpoint of the schools, school children and school teachers of this province, these four days are likely to be among the most significant that 1940 will produce.

Some day one would like to attend a convention for which no formal programme was prepared. That would leave one free to luxuriate in the best things that conventions can bring,—meeting old friends, the making or the renewal of social contacts with colleagues in the teaching world whose character and ability and professional skill command admiration and confidence; also with colleagues more like the majority of us,—people who are continually confronted by professional difficulties, some of which they have not solved, though regarding others they are in a position to offer the fruits of successful experience. Sometimes such help is conveyed through formal lectures; more often it is through informal interviews in an hotel lobby. These contacts help us all to realize more effectively that we are companions in a great brotherhood.

However, the lectures and debates and business meetings all contribute something necessary, and to their success a contribution may be made by everyone, no matter how inexperienced. What would the speakers do without an audience?

Monday morning the Executive Committee will be in session and later in the day will re-assemble for a dinner meeting when guests of the Federation will be entertained and other important matters will be given attention. Meanwhile, Unattached Members will have conferred, on the Mezzanine floor, between 4:00 and 5:00 o'clock. At 7:30, instead of the usual public assembly, the first session of the Annual General Meeting of the Federation will be called to order. In order to provide more adequately for needed discussion of certain exceptionally important problems confronting British Columbia teachers at this time,—salaries, pensions and so forth,—provision is made on the programme for five other sessions of this Annual General Meeting,—more than ever before.

In many respects the highlight of each recurring annual convention is the Rally Luncheon, which will be held in the Ballroom on Tuesday at noon. This year's recipient of the Fergusson Memorial Award—perhaps the highest honour that a British Columbia educationist can receive at the hands of his colleagues—will be duly laureated and the Minister of Education will deliver a very important address. The rest of the day, morning and afternoon, will be devoted to sectional meetings and a second session of the Annual General Meeting.

Wednesday's programme is very full,—meetings of Rural Elementary and Secondary teachers, the Principals' Association and the Secondary



*20-30 foot candles
needed for studying.*

A COUPLE OF KIDS . . . homework . . . and correct lighting to make the task so much easier. 20-30 foot candles of light are needed for ordinary study work, 50-100 for fine work. Have your home lighting measured scientifically by light meter. S.E.y. 5151.

B.C. Electric

3-40

and Elementary Association, a third session of the Annual General Meeting, and the annual meeting of the Magazine Committee, at which you are invited to take tea with those responsible for the conduct of *The B. C. Teacher*. In the evening we shall relax a bit.—cards, dancing, moving pictures.

Thursday will bring a conference of teachers who are veterans of the Great War of 1914-1918 and three sessions of the Annual General Meeting.

This is but the briefest outline of the activities projected. There will be demonstration teaching: number work, reading, phonics, social studies and music in primary grades; grammar, science, social studies, music and physical education, practical arts (sewing, cardboard modelling, woodwork, pottery, basketry and leather work) in intermediate grades; and a "special class" will be in session that may provide clues to success with handicapped children.

Among the guest speakers will be Miss Miller, supervisor of speech training in Seattle Public Schools; Miss Bollert, primary specialist in Vancouver Normal School; Dr. Gundry, Director of Mental Hygiene; Mr. A. R. McCauley of the Air Port; Miss S. M. Boyles, Professor E. Morrow, Professor H. Warren and Dr. Sedgwick of the University of British Columbia; and Mr. C. A. Markham, who comes on behalf of the business world to speak about the Practical Arts. All of these and many other speakers will have something important to say to us.

Teachers of British Columbia, you need what your convention has to offer and your convention needs your support. Pre-registration enables even those who cannot attend to contribute their share to convention expenses, but the mere payment of convention dues is not enough. It is your presence that counts.

BRITISH Columbia Teachers' Federation has not as yet publicly or officially committed itself to any general attitude or policy relative to those graduates of our schools who are of Oriental origin. In the opinion of the Editor the time is fast approaching when we should put ourselves upon record and bring such influence to bear as may hasten a solution of this difficult problem, a solution that will be at once fair to Canadians as a whole and fair to these our fellow countrymen who, through no fault of their own, find themselves unwelcome aliens in the land of their birth. At present their position appears to be worsening rather than bettering and unquestionably there is peril, accentuated by unhappy world conditions, that social tensions may result in an increasing sense of grievance on the part of a perplexed and powerless minority and a decreasing capacity for disinterested judgment on the part of an equally perplexed but powerful majority.

Last month *The B. C. Teacher* published a rather remarkable essay by a brilliant Victoria schoolgirl, Miss Mavis Yuasa, that must have evoked the sympathy and respect of all its readers. Miss Yuasa's message to her fellow Japanese Canadians is that they must become increasingly Canadian

and decreasingly Japanese. If that objective is to be attained, contribution must be made by Canadians of Occidental origin.

The Editor is well aware that this whole topic is full of dynamite and that he will be adversely criticised by some for attempting to bring it into the open. However, he, like others, must do his duty as he sees it; and he finds it no part of that duty to maintain unbroken silence in the face of wrong. And wrong is being done. It may have been an error to admit as immigrants the parents of these unhappy young Canadians; it may with possible justice be argued that they should be honestly indemnified for the economic loss incidental to exile and should then be shipped overseas to who will have them; but the writer does not feel called upon here and now to indicate in any detail how he himself at present thinks the riddle could best be solved; but he is convinced beyond appeal that policies that, in outlook and ambition and dreams of domestic happiness and of fair reward for honest work, first render the children of Oriental immigrants as like as possible to those of our own race, and then isolate these same young folk as if they were public enemies, are policies that must be changed.

Restriction of occupation, on the basis of the place of birth of one's grandfather, is illogical and morally indefensible. Cruelty never is wise or right. "Whatever ye would that men should do to you, do ye even so to them; for this is the Law of the Prophets". Maybe the world is not yet ready for a Christianity really committed to such a rule. But there must be some decent degree of consonance between the ethics of Jesus and a proper policy relative to the Orientals in our midst.

The Oriental question in British Columbia involves East Indian and Chinese immigrants and their Canadian-born children, but it is chiefly a matter of what we are to do as regards second generation Japanese Canadians.

Neither those who are nervous about Japanese infiltration nor those whose attitude toward the Oriental is either more sympathetic or else more indifferent will really gain, nor—which is much more important—will Canada gain, by their ignoring relevant evidence. If fair-minded people are to come to agreement, they must lay aside initial prejudice, whether favourable or unfavourable, and give real study to this serious problem; not seeing in it things that are not there and not refusing to see anything that is in point of fact involved.

As one of the powers bordering the Pacific, the home of an Occidental people facing Oriental neighbours, Canada occupies a position of world importance. One of the most serious dangers threatening the world is the development of unfriendly relations between the White Race and the peoples of the East; and her geographical position involves Canada in grave responsibility for the prevention of such a calamity.

That the economic prosperity of British Columbia is dependent upon good relations with Oriental peoples in general and with the Japanese in particular, all serious students of commerce recognize and, to put the thing on the lowest grounds, any default of courtesy and friendliness on our part toward the Japanese within our gates will inevitably and rightly militate to our disadvantage in dealing with the Japanese overseas.

Ethics, political expediency and self-interest for once agree.

BRITISH PRECEDENTS PREFERRED

DURING recent years some of the more democratic and forward-looking American states have expunged from their statute books a certain type of legislation singling teachers out for discriminatory treatment but British Columbia has at last fallen in step with those others that put their faith in loyalty oaths rather than in men and women. British Columbia Teachers' Federation has not yet had opportunity officially to indicate its reaction to the new regulations requiring all teachers to make formal oath of allegiance to the King and his heirs forever but, as for the Editor of this magazine, he would have preferred the Minister of Education to stick to British precedents in matters involving class legislation and the safeguarding of the individual citizen from the pinpricks of busybodies.

If indeed we have any traitors in our midst it seems obvious that public enemies of that type will not be intimidated by formal phraseology borrowed from ancient feudal times; but, on the other hand, there may easily be teachers whose loyalty is just as unshakeable as that of Mr. Chamberlain to whom the verbiage of the oath may be unacceptable. Upon that score the writer would offer no objection on his own behalf but he knows others whose conscience is tenderer than his.

That the Minister meant the new regulations to protect loyal and conscientious teachers and to eliminate those unfit to be entrusted with the education of young citizens, no one will doubt; that the new regulations will serve these desirable ends, the Editor of *The B. C. Teacher* does not believe.

However, these are difficult times, not only for teachers but for Ministers of Education. In a period of national emergency there is need for sympathy and co-operation even when opinions differ as to details of policy. Dr. Weir and his colleagues may be assured that the teaching body is eager to help, not to add to the perplexities confronting public authorities. It is enough to be fighting enemies abroad without fighting friends at home as well. However, this does not mean that the right to expostulate is abrogated, even in time of war, and *The B. C. Teacher* has faith that any friendly expostulation will be given generous consideration by the Minister.

OBITER DICTA

A BIGGER magazine would bring its own problems but there are others which it would help to solve. Every month the Editor is forced to delete first class material, or at all events indefinitely to postpone its publication, simply because 64 pages of material cannot be got into 48 pages of space. This month we have our 64 pages all right, but appendixes—important, but not the sort of thing that Editors find most exciting—account for 12 of those pages. In desperation, when two additional pages insisted upon being found, we have “killed” the manuscript listing the Officers of the Federation and the Editorial Board. We hope neither the Editor himself nor any colleague will be the worse for the “killing”. We will try to find room for them or their successors next month.

Our Magazine Table

CONVENTION time again! Yet it seems only yesterday that Mr. Leask and myself sat enthroned in our little nook in the old Hotel Vancouver and played Springtime Santa Claus with all the sample copies of educational magazines sent to us by generous and obliging publishers. But the time must have passed somehow for the stage is all set for another session and this year we shall have more sample copies than ever before.

While you are attending the convention be sure to pay us a visit, if only for a moment. Come in your thousands or singly and thumb over our collection of periodicals. Take whatever copies will be of interest or of service to you and welcome to them. Please, however, leave for other teachers any publications that are only of casual concern to you. Subscriptions to any magazines you desire may also be taken out at this time, but for those of you who have already selected your favourite journals, Mr. Leask is still prepared to save you money beforehand if you order through him at his home, 3555 West Fourteenth Avenue, Vancouver, B. C.

"BLAZING the Trail for Educational Progress" is the spirited motto of *El Padre* (470 N. Rosanna St., Gilroy, Calif.) official bulletin for the Santa Clara County Teachers' Association. The illustrations, articles, "not so serious" section, and general tone of this little publication are all super-super. Hats off to you, good southern comrade!

COPIES of the *Bulletin of the San Diego Teachers' Association* (604 Commonwealth Building, San Diego, Calif.) for January and February are before me. I like exceedingly the "cunning" cover design and the special departments, "Two on the Aisle" (theatre and motion picture reviews) and "Book Fare".

THE editorial for the September-October issue of *Music Teachers' Review* (448 Washington Ave., Brooklyn, N. Y.; \$1.25) stresses the need for more good music to assist in the maintenance of mental health during wartime. An article on the Chautauquan

'Experiment' of inviting Paul Whiteman to conduct a "concert" of swing music leaves the impression that great disappointment was experienced in the type of audience attracted, although the actual number of people present left little to be desired.

HILKER Attractions Ltd. have kindly sent us a marked copy of *Liberty* (January 20th) in which is to be found the interesting and informative story of "Dark Nightingale", Marian Anderson, who is scheduled to sing in Vancouver on March 13th.

STUDENT *Life* (The College Press, Berrien Springs, Mich.; \$1.00) is a unique publication with respect to its policy of specializing in editorials and articles written by students themselves. In most cases pictures of the youthful contributors accompany their essays. The purpose of this magazine is to encourage better practices in student activities in secondary schools.

"THE Voters' Hour" is the title of attention-arresting special editorial in *Canadian Business* (Western Canada representative, F. A. Dunlop, 110 Shelly Building, 119 W. Pender St., Vancouver, B. C.; \$3.00), the official magazine of The Canadian Chamber of Commerce, and a welcome newcomer to Our Magazine Table. The February number offers both sides of a debate on "The St. Lawrence Waterway" as well as many other interesting and instructive articles of prime importance to every citizen of Canada. We highly recommend this periodical.

AND now that we have introduced several new friends and the rest of our allotted space is rapidly diminishing we hope you will excuse us if we are forced to give a mere list of the following Canadian publications—all old friends and worthy of far better treatment. In order to make up for this apparent neglect, however, we invite you each and severally to shake hands personally with each and every one of them at some time or other during the coming convention. As a matter of fact, such a procedure will prove much more satisfactory to you than judging them in-

directly from the brief descriptions which from time to time we offer in this department. Here they are: *The Canadian Teacher*, *The School*, *School Progress*, *World Affairs*, *The Educational Review*, *The Canadian Forum*, *Canadian School Journal*, *The Educational Courier*, *The Bulletin*, *The Queen's Review*, and *The Manitoba School Journal*. By the way, did you see "Modernization of Report Cards" by Miriam L. Peck, reprinted from *The B. C. Teacher* in the February number of *The A. T. A. Magazine*?

WE are very favourably impressed with the general appearance and contents of *The Golden Boy*, a mimeographed publication of the Correspondence Branch, Department of Education, Winnipeg, Manitoba. Especially commendable in Volume I, Number 1, are the photographic illustrations. Long life to you, torch-bearing youth!

SPEAKING of pictures, I certainly admire the new cover for *Music Educators' Journal* (64 East Jackson Boulevard, Chicago, Ill., \$1.25). Knowing how difficult it is to obtain good results with pictures taken in the evening I marvel at the artistry of the distant night view of Los Angeles as seen through silhouetted palm trees. The particular point of this cover, of course, is that the Music Educators' National Conference is to be held in Los Angeles from March 30th to April 5th.

FRANKLY I cannot do "oral" justice to the many excellent features of such "visual" magazines as *School Arts* (The Davis Press, Inc., Worcester, Mass.; \$3.25) or *Magazine of Art* (The American Federation of Arts, Barr Building, Washington; \$5.50). Look for these two periodicals among others on display at our convention and judge for yourselves whether or not you should subscribe to either one or maybe both of them.

IF you are a teacher of science or mathematics and visiting us as the convention, ask to see a copy of *School Science and Mathematics* (450 Ahnaip St., Menasha, Wis.; \$2.50). If teaching French or Spanish look for *The Modern Language Journal* (450 Ahnaip St., Menasha, Wis.; \$2.50). If teaching Latin or Greek, *The Classical Journal*

Department of Education

SUMMER SCHOOL

of

EDUCATION

at
Victoria and Vancouver,
July 2 to August 2, 1940

Child Guidance
Child Psychology
School Supervision
Character Education
The Activity Curriculum
Rural School Art
The Radio in Education
Tests and Measurements
Arts and Play Materials
Evolution of Modern Education
Principles of Secondary Education
Problems in Teaching
and Many Other Courses.

Write for Bulletin

to

SUMMER SCHOOL
OF EDUCATION
Normal School, Victoria

(George Banta Publishing Co., Menasha, Wis.; \$2.25). If interested in general research examine a copy of such a publication as the *Journal of Educational Research* (Public School Publishing Co., Blomington, Ill.; \$3.50). We have magazines to suit every subject or interest.

A PROFESSIONAL magazine for classroom teachers of all grades" is the well-founded claim made by the publishers of *The Grade Teacher* (The Educational Publishing Corporation, Leroy Avenue, Darien, Conn.; \$2.50). Every issue is replete with special feature articles, units, unit material and outlines for study, posters and designs for seatwork, material on art, language and literature, songs, stories, plays, and other entertainment items, inspirational ideas and other features, objective tests and excellent miniature reproductions—enough for every pupil in a class of 48.

WE have pleasure in certifying that the Fund is in a thoroughly sound financial position". The reference is to "The Pension Fund" but, sad to

relate, we are not quoting any local authority but the September issue of *The Transvaal Educational News* (Box 1763, Johannesburg) the organ of the Transvaal Teachers' Association. The October number contains a very timely article on "School Teachers Can Help to Reduce Road Accidents". It appears that South Africa is almost as bad as British Columbia with regard to the number of careless or thoughtless motorists and pedestrians.

AND now for a newcomer to our table, *Quill and Scroll* is both name and official organ of an international honorary society for high school journalists. To be eligible for a charter a high school must publish a newspaper, an annual or a magazine which is considered of sufficient merit to meet the approval of the executive council. There are no dues. When a candidate is accepted for membership he pays \$2. This amount goes to pay for a gold badge, a year's subscription of *Quill and Scroll* (Medill School of Journalism, 339 E. Chicago Ave., Chicago, Ill.; \$1.25) and for incidental expenses involved in keeping records.

READING READINESS

is made an active part of the reading programme in the
CHILD DEVELOPMENT READERS

EVERYDAY DOINGS,
Pre-Primer.

WHO KNOWS, Little Primer.

READING FOR FUN, Primer.

FINDING FRIENDS,
First Reader.

BILLY AND FRISKY SERIES,
Five Stories.

MAKING VISITS,
Second Reader.

MEETING OUR NEIGHBORS,
Third Reader.

EXPLORING NEW FIELDS,
Fourth Reader.

TALES AND TRAVEL,
Fifth Reader.

HIGHWAYS AND BYWAYS,
Sixth Reader.

Visit Our Display at the Easter Convention

HOUGHTON MIFFLIN COMPANY

B. C. T. F. and Kindred Associations

1940 B. C. T. F. CONVENTION COMMITTEE

Chairman.....	Mr. W. R. McDougall, 116 West 23rd Street, North Vancouver; North 960.
Past-Chairman.....	Mr. A. F. Robinson, 3780 Heather Street, Vancouver; FAir. 2362-L.
Secretary.....	Mr. W. E. Whatmough, 1812 Dunbar Road, Vancouver; BAY. 1618-R.
Accommodation.....	Mr. Archie McKie, 4472 Quesnelle Drive, Vancouver; BAY. 9572-R.
Advertising.....	Mr. W. F. Houston, 3811 West 26th Ave., Vancouver; BAY. 8154-R.
Credentials.....	Mr. E. R. G. Richardson, Comox.
Entertainment.....	Mr. Jack Hamilton, 2851 West Seventh Avenue, Vancouver; BAY. 7599.
Finance.....	Mr. J. R. Atkinson, 3036 West 24th Ave., Vancouver; BAY. 8806-L.
Information.....	Mr. V. A. Wiedrick, 4540 West Fifth Ave., Vancouver; ALma 0769-L.
Posters.....	Mr. S. S. Aqua, 610 Salsbury Drive, Vancouver; HHigh. 0576-Y.
Publicity.....	Mr. F. C. Hardwick, 7 East Sixth Avenue, Vancouver; FAir. 6072-L.
Registration.....	Mr. E. W. Bowering, 909 East 21st Avenue, Vancouver; FAir. 4882-R.
Resolutions.....	Mr. D. B. Turner, 319 Regina Street, New Westminster; N.W. 2527-Y.
Tickets.....	Mr. E. A. Gourlay, 3335 West 12th Avenue, Vancouver; BAY. 7951-Y.
Pooling.....	Mr. F. J. McRae, 1114 Eighth Avenue, New Westminster; N.W. 949-R.
Programme:	
Mr. H. C. Freedman.....	(In Charge of Programme), 3825 Arbutus Street, Vancouver; BAY. 4164-Y.
Elementary.....	Miss A. E. Dickinson, 3474 Vanness Ave., Vancouver; DEX. 0047-L.
Mr. W. L. Magar,	6707 Angus Drive, Vancouver; KErr. 3335-R.
Secondary.....	Mr. H. L. Buckley, 1517 West 58th Avenue, Vancouver.
Mr. W. Alsbury,	2604 East Sixth Avenue, Vancouver; HHigh. 2072-R.
Principals.....	Mr. N. D. MacDonald, 1564 Balmoral Road, New Westminster; N.W. 400-L-3.
Mr. J. Chell,	531 Ash Street, New Westminster; N.W. 1157-L.
Rural.....	Mr. D. R. Jaeger, 7045 Boundary Road, Vancouver; DEX. 0383-R.
General Secretary.....	Mr. Harry Charlesworth, 1300 Robson Street, Vancouver; MARine 3523.
President.....	Mr. J. H. Sutherland, 5612 Holland Street, Vancouver; KErr. 3873-L.

CONVENTION REMINDERS

1. *Subject Sections*—Resolutions for the Convention dealing with subject section matters should be sent to secretaries of Subject Sections. For address

see the January issue of *The B.C. Teacher* (page 243).

2. *Fergusson Memorial Award*—All teachers (individuals and associations) are reminded that nominations for the



1
9
4
0

Hotel

CONVENTION
HEADQUARTERS

Vancouver

*Here is an opportunity to spend a holiday in the finest hotel
on the American continent . . . Notice the Rates that have
been obtained . . . Reserve your room now!*

RATES:

Single - \$3.00 per day
Double, \$2.50 per day each
Three, \$2.00 per day each

All rooms have single beds
and tub and shower.

1940 award should be sent as early as possible to the Secretary of the Committee, Harry Charlesworth, 1300 Robson Street, Vancouver.

3. *Pooling Fund*—Members whose fees are not paid by February 28th will not be entitled to share in the pooling fund at the Convention.

(NOTE: Owing to confusion with the date for Convention Resolutions, February 15th was given in error in the January issue).

4. *Convention Reports*—Delegates will receive through their local associations, copies of reports which are to be given at the Convention.

5. *Convention Delegates*—Local Associations should as soon as possible discuss Convention business, appoint delegates, and provide delegates with proper credentials. Important matters which will be before the Convention are Salaries, Pensions and New Constitution.

6. *Federation Fees*—Fees are now past due. Get yours in as early as possible.

7. *Sick Benefit Fees*—Contributions are now two months' overdue. Members who have paid their initiative fee should send along their annual fee at once.

A. T. ALSBURY,
Chairman of Membership Committee.

KELOWNA AND DISTRICT

REPRESENTATIVES from Vernon, Armstrong, Lumby, Penticton and Summerland, joined us in the February dinner meeting of the Kelowna and District branch of the O.V.T.A. After greetings were exchanged from the various districts everyone joined heartily in community singing.

Then Mr. Marriage, principal of the Kelowna Elementary School, gave a concise report of the history of Pensions. Our co-opted member to the British Columbia Teachers' Federation, Mr. J. Logie, then explained very clearly the present situation in regard to this problem. The discussion which followed was led by Miss H. Cryderman of the B.C.T.F. Executive and Mr. Logie. We are indeed grateful to Miss Cryderman, Mr. Logie and Mr. Marriage for helping us to understand the situation.

CO-OPERATIVE LIFE INSURANCE

IN the January and February issues of this magazine it was suggested that teachers might well consider the advan-

New Music Books

To Make the Music Hour a Memorable One

CHANTEZ MES ENFANTS (With Music)

Selected and arranged by Lady Bell. Recommended by the Department of Education, New Brunswick. A collection of most popular French songs, rounds, etc., including favourite traditional songs. Illustrated. \$1.25.

FRENCH SONGS FOR SCHOOLS (With Music)

Edited by F. F. Brotherton and A. R. Hobbs. A collection of Medieval and Provincial Airs, all very popular in French schools. For third and fourth forms. 45 cents.

NEW WORLD BALLADS

By John Murray Gibbon. "Mr. Gibbon has gone to the people with a ringing, singing book of his own ballads the like of which we have rarely if ever seen before".—New York Mirror. \$2.50.

THE LISTENING HOUR

By Violet Hendry. Cleverly arranged to catch and hold the interest of pupils, this book contains the complete course in music appreciation for Grades IV, V and VI. 50 cents.

THE RHYTHM HOUR

By Dorothy M. Charman and Dorothy R. Rumble, in collaboration with Reginald Godden. Rhythmic play for Grades I and II. Songs based on nursery rhymes, music and complete directions for simple dances and rhythmic games, arranged in a way that teachers will find most useful and children most appealing. 75 cents.

MASTERS OF MUSIC

By Violet Hendry. Recommended by the Department of Education, Ontario. An interesting collection of biographical sketches of some of the world's greatest musicians. For senior grades of the Elementary School. \$1.00.

The Ryerson Press

TORONTO

CANADA

tages of Co-operative Life Insurance. A local insurance company has presented a Group Insurance Programme for the consideration of this Federation or any affiliated group. The following are some of the important points in connection with the plan offered:

1. Membership in the British Columbia Teachers' Federation.
2. Protection at low cost.
3. Less restrictions as to age and physical condition.
4. All full-time employees in the group are eligible.
5. Minimum number—75 per cent of the group (local association or any group).
6. Conversion privileges if employee ceases to be employed as a member of the group.
7. Rates for \$1000 Policy:

Average Age	Annual Prem.
30	\$6.43
35	6.76
40	7.85

LARGER ADMINISTRATIVE UNIT

ANY teachers or groups of teachers who may be especially interested in the work of the Committee on the Larger Administrative Unit are requested to communicate with the chairman of that committee, B. B. Thorsteinsson, Powell River, B.C. It is felt that there are several British Columbia Teachers' Federation members who have

studied the problems involved and may have something definite to contribute in this connection. The committee would like to co-opt such persons as corresponding members.

ART DISPLAY

DURING the Easter Convention there will be on display at the Vancouver School of Art, corner of Dunsmuir and Cambie, a number of folders of children's art work representing a general cross-section of all types of work through all the grades. These folders have been prepared by the Art Teachers' Association and are made so that they may be easily displayed in class rooms.

Teachers who are interested in having this exhibit visit their schools will have an opportunity of putting their names and addresses on record at the Art School. The only obligation placed upon a teacher who wishes to avail herself of this display will be that of keeping the folders for a limited time and paying the small sum required to send it by parcel post to the next school on the list.

All details will be explained at the Art Teachers' meeting and by an attendant at the exhibit.

VACATION CERTIFICATES

VACATION Certificates may be obtained from the Federation Office, 1300 Robson Street, Vancouver.

"MORE MILES per \$" in a BEGG CAR!

You have the satisfaction of knowing that during our 35 years in the AUTOMOBILE BUSINESS we have sold over 30,000 units, both new and used, and we are glad to say that a very high percentage of these same owners are still dealing with us. . . . WHY NOT BUY YOUR NEXT CAR FROM US—WE WILL GUARANTEE SATISFACTION.

British Columbia Distributors for

PLYMOUTH - DODGE - DE SOTO - CHRYSLER

Passenger Cars and

BEGG CERTIFIED USED CARS

Begg Motor Co. Ltd.

Georgia Street West, Vancouver

Begg Brothers

Phone: SEy. 3161

PARENT-TEACHER CONVENTION

THE Eighteenth Annual Convention of the British Columbia Parent-Teacher Federation is to be held March 27, 28 and 29, 1940. The theme "Let Us Look to Tomorrow" has been chosen and Dr. F. W. Norwood is using that subject for the keynote address on the opening morning.

"Community Problems" is the title of a symposium scheduled for Wednesday morning with Mr. T. Roy Hall as the chairman. Dr. Amyot, provincial health officer, Mrs. John Heyes, vice-president of the National Congress of Parents and Teachers, will be two of the five taking part. Mrs. Heyes, an able and well-informed person, is also conducting a daily "school of instruction".

The Convention dinner is the first night and is fortunate in having Mr. J. H. Sutherland, president of the British Columbia Teachers' Federation, as the chairman. Dr. Kaye Lamb of Victoria is the guest speaker at the luncheon Thursday and "Books at the Crossroads" is his topic.

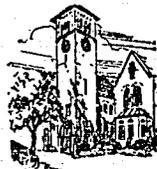
The above are merely some of the highlights of the Convention but, of course, there will be the usual annual reports, addresses, "early bird" classes (8 a.m.), announcements, elections and

resolutions. One of the resolutions already in is pertaining to the sale of undesirable magazines and that efforts be resumed to have such literature removed from public sale. The federation is requesting co-operation and support in this matter and asks for any suggestions to cope with the situation. A cordial welcome is extended to attend sessions of the Convention.

The federation family is growing, the latest addition being Williams Lake. Welcome to you. Yahlk, B. C., has made all enquiries and will be a member before long. We will be happy to welcome Yahlk to the federation.

NORTH-WEST FRASER VALLEY

A MEETING of the North-West Fraser Valley Teachers' Association was held February 21st in Central School, Port Coquitlam. The President, Mr. Robert Davey, was in the chair. Mr. Mouat and Mr. Brand were appointed delegates to the Easter Convention. The meeting's attention was drawn to the announcement by Dr. Weir that all teachers must take the Oath of Allegiance. It was felt by those present that although they were quite willing to take the oath, the teaching body was being



Queen's University

Kingston - - - - - Ontario

Incorporated by Royal Charter, 1841

situated in the oldest city in Ontario; 30 modern buildings; annual registration about 4,700; health insurance provided during session; placement office helps students to find summer work and graduates to get jobs.

DEGREE COURSES in Arts, Commerce, Applied Science and Medicine.

SUMMER SCHOOL, July 2 to August 15, includes special courses, as follows:

- Art—Mr. H. Garnard Kettle.
- Music and Glee Club—Dr. F. L. Harrison, Director of Music.
- Play Production—Dr. William Angus—Non-Credit Course.

Ask for a copy of *Queen's in Pictures*

discriminated against. It was decided to send a resolution to the Easter Convention to the same effect.

Mr. Davey made several suggestions with regard to making the local association of more practical value to the teachers. Members were asked to bring to the next meeting, which is to be held at the James Park School on April 8th, samples of visual aids, magazines, work books, etc., they had found especially helpful in their work. After the meeting, refreshments were served by the teachers of Central School.

THE B. C. INSTITUTE OF CINEMATOGRAPHY

PROGRESS continues to be made both in membership and in extended activities by the fast-growing B. C. Institute of Cinematography. Now that Unit A, a film on Traffic Safety, is almost completed, the organization of Unit B, a film on the work of the St. John Ambulance Association, has begun. A society affiliated with the Institute is also being organized in Alberta.

In addition to the work carried out by production committees, an educational committee headed by Mr. Harold Northrop meets on the first and third Friday of every month at 8:00 p.m. in the offices of the Visual Education Department of the Vancouver School Board to preview educational pictures. These meetings offer an excellent opportunity for up-to-date teachers to keep abreast of the times by seeing the latest films and making a selection to suit the needs of their classes.

Membership in the Institute is only \$2 a year and carries with it many educational privileges such as a monthly bulletin containing valuable film previews, lectures on important topics by experts in their subjects, opportunities to take part in the actual production of an educational film, and the before-mentioned chance to evaluate the latest and best films. Write or phone Mr. Leonard Chatwin, Extension Department, University of British Columbia, B.Ay. 2877-M, for further particulars.

EASTER FARES

OWING to the fact that March 26th is election day, the Canadian Passenger Association is allowing an extra day on the "selling dates" for special teachers' and students' fares at Easter. Sales will be valid from March 7th to 27th, with return limit April 9th.

YOUTH CONGRESS

THE Second Provincial Youth Congress will assemble at the Provincial Normal School, Vancouver, on Friday, March 22nd, for a four-day session. The purpose is to bring together delegates of all manner of young people's groups, irrespective of race, creed, color or political affiliation to confer on problems vital to young citizens everywhere; Canada's place in world affairs; the development of our resources, both human and material; social problems; delinquency, cultural activities, co-operatives, and so forth. An effort will be made to formulate the views of our younger citizens relative to such topics and to agree upon concrete proposals for action by youth groups throughout the province. All plenary sessions will be open to the public.

Detailed information may be secured from the Secretary, Room 41, 448 Seymour Street, Vancouver, TRinity 5802.

U. B. C. SUMMER SCHOOL OF THE THEATRE

AGAIN Mr. and Mrs. Burton James, directors of the University State Theatre and the Seattle Repertory Theatre, will be instructors at the University of British Columbia Summer School of the Theatre.

The third term of the school will open on the University campus about July 8th, and will continue till August 10th. Creative work will be stressed. At the end of the session, plays created by the students themselves will be presented at a studio evening.

Other instructors include Miss Dorothy Somerset of the University of British Columbia Department of Extension, instructor in mime; Mrs. A. G. Graham of Nanaimo, instructor in voice production; and Vivien Ramsay, instructor in stage make-up.

Classes in fencing are planned. Interested teachers may secure further information from Dr. G. M. Shrum, Department of University Extension, University of British Columbia.

NAKUSP UNANIMOUS

THE *Nakusp Silver Standard* brings news of teacher activities in that part of the world. At the organization meeting all the teachers from Nakusp and district were in attendance and all became members of the Federation. Mr. Bryan Thompson, district chairman, is entitled to hearty congratulations.

Ramblings of Paidagogos

AGE LOOKS AT YOUTH

ONE of the privileges of being decently old—and these are far more numerous than the reader may suppose—is to make comments upon many things, including youth. The privilege is very frequently abused. Youth is so candid and defenceless, so buoyant and enthusiastic, that its thousand imperfections are clearly discernible by the eye of maturity. Let that eye be even a little jaundiced, and what follows? A diatribe on the stupidity and decadence of the modern generation.

There is an old Scots saw (which I shall obligingly render into English) to the effect that "fools and children should never see half-finished work". It is a wise saw and very applicable here. For what is a youth but half-finished work? And the man who comments scathingly upon the short-comings of a youth—how is he any better than a fool? It were as sensible to chide a painter for his rough sketch or a puppy for his blindness as to condemn a youth for his folly.

Unfortunately—or perhaps mercifully—as we grow old we become forgetful of the road that has brought us to discretion. We cannot remember the extravagant idealisms, the mistaken loyalties, the absurd opinions that marked our upward course. Even our worst blunders, if they have not lived on with a vitality borrowed from the embarrassment they caused us, grow shadowy and a little unreal. We see ourselves as having always been substantially what we are—clear-headed, honest folk; and it is only when something reminds us of an earlier conviction or piece of behavior that we become aware of any change. Yet despite all this, so curiously are we constructed that no man would be willing to go back to his own person of half a dozen years ago. When he reflects upon his former self, it is always with the indulgence of a father for a promising child.

One might expect that both these attitudes toward ourselves would be reflected in our attitude toward youth, but the first is chosen far more often than the second. We make little or no allowance for change: we see a youth as he is, and assume that throughout life he will remain essentially the same. Forgetful of our own growth, we ignore the very principle of growth.

Now to this extent we may be consistent—at least we are equally deceived in regard to youth and in regard to ourselves. But it is precisely here that our consistency ends. The second attitude, the fatherly indulgence I spoke of, is generally reserved for ourselves alone. In turning our attention to others, and especially to those others who are laboring to learn the rudiments of life, we put our indulgence firmly aside. We go on the remarkable theory that amateurs must be measured against the professional standard, that the judgment of youth must be compared with the judgment of age. When youth fails in this rigorous particular—as how can it help but fail?—then we declare with a fine show of reason that humanity (subsequent to ourselves) is on the down grade.

What improvement in the natural course of things would the critic of youth suggest? Would he have us born after the manner of Minerva, who—if the remnants of my mythology are to be trusted—sprang forth full-panoplied from the head of Jove? Somehow I think not. Like the rest of us he is aware, when he takes the pains to meditate a little, that wisdom is only to be reached through folly. He can doubtless recall the fact that amoebas and jelly-fish are never troubled by inexperience; that they are born, much as Minerva was born, with a complete repertoire of ready-made responses. And he can reflect upon the further fact that it is quite outside the province of an amoeba or a jelly-fish ever to become wise.

So far, this essay has gone scarcely an inch below the surface; but now, having classified the critic—with rods only, I hope, and not with scorpions—let us search out the reason for the friction that has existed between youth and age from time immemorial. An antagonism so old and so universal must have a cause as old and universal as itself.

First, however, lest the reader should suspect that I am exaggerating the conflict, and setting out to deal with a transient state of affairs as if it were permanent, I shall allay his doubt with a quotation:

"The world is passing through troubled times. Young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint. They talk as if they knew everything, and what passes for wisdom with us is foolishness with them. As for girls, they are forward, immodest and unwomanly in speech, behavior and dress."

Now who do you suppose wrote that? Does it not have the authentic stamp of

our own century? Is it not precisely the sort of thing you overheard no longer ago than last week? Well, it was written by Peter the Hermit, a man who flourished in the period of the First Crusade.

To return from this little digression in search of historical support, I shall take the liberty of stating my proposition again. If we are to lay hold upon the cause of those discontents that have lain time out of mind between youth and age, we must look for something as old and universal as the discontents themselves. When we do so, we immediately come face to face with the oldest and most universal factor in man's experience—environmental change. Here, I believe, is the true villain of the piece.

Everyone, be he genius or idiot, reflects in his own mind and muscles the ideas and practices current in the environment that shaped his early life. Do what he will—read, travel or reflect—he can never rid himself completely of the patterns of thought and action that were woven into his very being by those original influences. For him they have a degree of rightness and an emotional force that newer ideas and practices forever lack.

But alas, there is nothing changeless in this inconstant world. A new material is discovered, a new process is devised, a new machine is invented, and society behaves differently from that moment. Attitudes become outmoded, conduct alters, tastes are modified. In the short space of twenty years, the whole face of society is changed in a thousand particulars.

Note now the sad result. Many ideas and practices of twenty years ago are no longer current. They have given place to others far more suitable to the conditions of today. The older man, therefore, who by his own essential nature clings to the modes of his early life, is of necessity at odds with the youth who has been shaped by a different set of environmental influences. This conflict between them is one that cannot be resolved. It will yield to no diatribes and to no soothing phrases whatsoever.

What then is the intelligent thing to do? A hard question, I am afraid—but surely one that cries aloud for an answer. Nay, if wisdom can with any justice be defined as "collaboration with the inevitable", there is here a supremely fitting occasion for its exercise. None more so. And if wisdom is rightfully associated with age, then it is for age to undertake the major part of the collaboration.

With this in view, let me for my own sake—being old—make a small analysis of the inevitable situation I and my contemporaries are called upon to face.

1. Youth, for reasons already indicated, has attitudes and standards different from mine. In many respects they are probably more appropriate to the modern scene than mine.

2. Youth, vividly aware of expanding physical and mental powers, stands on the threshold of a world wherein everything of value seems to be owned and controlled by people of mature age.

3. Youth, being limited in experience, has an illusion of knowledge. It is therefore prone to be—or to appear—sophisticated, dogmatic, and contemptuous.

To my mind there is but one intelligent thing to do, and in closing I shall set it plainly down. I only hope the critic of youth will weigh it without prejudice and haply take it to heart.

There is a virtue called forbearance, a virtue more commonplace and therefore less inviting than most. It is compounded of three elements: understanding, sympathy and tact. I recommend the practice of this virtue both to the critic of youth and to myself. And I add—by way of encouragement, if such it be!—that in the fulness of time youth will grow up to be as wise as we are.

VISUAL - ED. EQUIPMENT AND SUPPLIES . . . for every school use

*For helpful information see Our Exhibit at the
coming Conventions*

EASTMAN PHOTOGRAPHIC MATERIALS LIMITED

610 Granville Street

Vancouver, B. C.



THE UNIVERSITY OF BRITISH COLUMBIA

Summer Session, 1940

JULY 3rd to AUGUST 17th

Courses will be arranged for time-table purposes in 3 groups:

- A—Biology 4, Chemistry 2, Economics 2, Social Service 5/6, Education 12, Education 23, English 2, English 9(b), Geography 2, History 24, Mathematics 1, French 3(c), Philosophy 2, Physics A/1.
- B—Biology 1, Chemistry 4, Economics 3, Education 10, English 17, Geography 1, History 18, Mathematics 3, Mathematics 12S and 15S, French 1, French 2, German (Beg.), Latin 1(a)/2(a), Psychology 6, Music, Education 24.
- C—Chemistry 5, Economics 12, Government 3 (or equivalent new course), Education 20, English 10, History 3, Mathematics 13, German 1, Latin 3, Philosophy 7, Psychology 5, Physics 5, German 3(a), Librarianship.

The courses in Music and Librarianship, as well as a course in Physical Education (time table to be arranged), carry credit with the Department of Education.

TIME-TABLE

	GROUP A	GROUP B	GROUP C
July 3-19.....	8-10 a.m.	10 a.m.-12 m.	1-3 p.m.
July 22-Aug. 2.....	10 a.m.-12 m.	1-3 p.m.	8-10 a.m.
Aug. 5-15.....	1-3 p.m.	8-10 a.m.	10 a.m.-12 m.

EXAMINATIONS

August 16.....	8-10 a.m.	1-3 p.m.	.....
August 17.....	.....	.....	8-10 a.m.

All inquiries should be addressed to the Registrar's Office

Motive-Centred Education

HAROLD SAXE TUTTLE, *The College of the City of New York*

TWO college-trained men were caught in an attempt to kidnap a relative of a wealthy merchant. In their confession they stated that they had studied criminology with this kidnap project in mind.

A popular student body officer, supported in his campaign by leading faculty members as an exemplary and promising young man, undertook the year after graduation to organize an elaborate "racket". He is serving out a prison term.

Boys and girls from the "best families" in large numbers are among those appearing in juvenile courts. Thousands of broken-hearted parents attest the fact that our education is inadequate in conduct training.

Is this an indictment of college, school, and home? No. It is a recognition that our emphasis is misplaced. We give instruction, assuming that knowledge is dynamic. When well-informed individuals misbehave we call them perverted, forgetting that their motives, as truly as their beliefs, are products of education. We assume that knowledge is power, when in fact knowledge is but the machinery through which the power of motive operates.

If we wish to improve conduct we must focus our efforts on motives at least no less than on facts and logic. We must shift from emphasis on knowing about means to at least equal emphasis on caring about ends. If the human race can be induced to care enough about ends having social worth, it will be motivated to find the needed means more effectively than at present. Policies and methods rotate about desires. Knowledge is subservient to motive.

A century ago Herbart recognized the importance of interests. But he assumed that interests grew out of knowledge, and built his curriculum around information. His error has been recognized in theory, but has not been corrected in practice. Lester Ward, pioneer sociologist, insisted that the emotional life was the dominant factor in behavior. Yet he placed major stress on the intellectual life of the student.

In 1918 the National Education Association announced its "seven objectives." In the famous "seven," adequate lip service was rendered to the effective side of life. Worthy home membership, good citizenship, and ethical character were included in the list; yet in the two decades that have passed, most of the curriculums that have been planned are overwhelmingly intellectual. Even the courses that claim to be built on one of the seven objectives rely primarily on information as frankly as did Herbart. Motives are essential, we say; then we proceed to construct factual curriculums and to test school success in term of knowledge.

In the practices of mental hygienists and the experimental education group have set up methods favorable to the development of social motives. They are the pioneers who have opened the way to a psychology which can revolutionize education. As the psychology which supports their practices is more clearly understood, it will rapidly spread into education in general.

In the school where motive is recognized as the goal, and knowledge

*Reproduced from the November issue of The Journal of The National Education Association.

as the means of attaining it, every step will be tested in terms of the outcome aimed at rather than the mere means. At present too many teachers ask, "Will this step help my pupils to pass the examination?" In the new school the teacher will ask, "Will this step lead my pupils to want social welfare more strongly? Will it cultivate tastes and interests which will enrich their personalities, and in turn enrich the society of which they are a part?"

More information will be imparted than at present; for there will be more desire to solve problems. But for every item of information the test will be, "Can this information contribute to the realizing of ideals which the children are forming?" Whatever is included in the content of the curriculum will be selected because and only because it promises to aid in the expression of wholesome interest on the part of the children.

Geography will centre around people, not around mountains, oceans, and rivers. The several industries will be centred around the lives and happiness of the people who carry on those industries. Geography will be a moving drama to every child, because it is a moving drama to those who enact it. Such a study will reveal to the children the fact that there are giants in the earth in every country. It will bring them to understand sympathetically some of those things which are now assuming peculiarities.

Because of the nature of curiosity science is richly rewarding. But apart from the sheer joy of understanding one's universe, science would—for all students as it has for certain professions—become the means of improving the conditions of living. To the public-school pupil science must be dominantly a means of getting better control of those forces which make for weal or woe in society. If motives for human betterment were strongly cultivated, there would be no need of a Regent's examination to stimulate the study of science. The motive of human welfare should be the centre of all science teaching. Knowledge should constantly be made the servant of that motive.

For a long time the better teachers of history have recognized that their subject is not a series of facts for pupils to remember but a series of human experiences to be interpreted. For those who hold learning to be concerned chiefly with motives, history will be, beyond that, a series of experiences through which to see the far reaching effects of human choices. The blunders of those in charge of public affairs will be seen as tragedies to the thousands of people affected. The selfishness of men in high places and the ignorance of those in low will not be looked upon merely as explanations of events but as causes of untold misery. History is human drama; however, it will be studied not for the sake of enjoying the drama alone, but for the sake of cultivating social goodwill, and changing tragedy into celebration.

Language under the new interpretation will not be taught as a series of exercises in vocabulary or drills in verb endings; rather language will be thought of as a means of discovering the inner life of races as yet little understood. When one begins to think in a foreign language he can begin to think in terms of the emotions and problems of the people who speak it. Literature, whether in one's own or a foreign tongue, offers opportunity of understanding men and women of insight who have interpreted life.

When literature yields insipid pleasure it has not really been taught

at all; only when it leads the student to be more neighborly and help others live more graciously has it fulfilled its true function.

A rigid curriculum made in advance, which the school must transfer to the mind of the child, is utterly impossible in the thought of one who recognizes that the chief task of education is to build up motives for human conduct. The dietitian thinks of food as means of the health and vigor of the eater; the details of a reforestation project are all planned with reference to the conservation of water in the hills; it is no less necessary for the educator to keep in constant view the conduct of the child for whose training education is planned. Of all the wasteful policies of which the American people are guilty the most indefensible is to impart to children under threat of penalties ten thousand facts the use of which neither teacher nor child knows. Education is devoted altogether too exclusively to imparting facts, leaving the cultivation of social motives either to chance or to some mysterious process, which, because of its mystery is called "concomitant learning." For this there is no longer any excuse. Data regarding the laws of motivation are now available.

Social betterment in any field depends upon more than social intelligence. It depends equally on social motive. Not until individuals are conditioned in scores of specific social habits, integrated into a higher social ideal, is there hope of applying the information already at hand to make a better world.

The psychology that puts motivation at the centre and treats intelligence as a tool may be revolutionary; but it is the kind of revolution which everyone will like because, when so conditioned and integrated, everyone will prefer the better order.

Victor Add-A-Unit Animatophone

The first and only **MULTIPLE-VARIATION MULTIPLE-USE** 16 mm. Sound Projector.

The new **VICTOR ANIMATOPHONE** makes available a multiplicity of uses heretofore requiring several different types and sizes of projectors.

Begin with a compact, and inexpensive basic sound projector, for small-room use. Handles silent and sound films. Then as desired, further **VICTOR** units may be added to meet all requirements.

Add-An-Amplifier	Add-A-Public Address System
Add-Multiple Speakers	Add-A-Record Turntable
Add-A-Central Radio System	Add-A-Recording Unit

VICTOR—The world's most widely used 16 mm. Sound Projector.

For further details write.

CANADIAN DISTRIBUTORS:

GENERAL FILMS LIMITED

Regina

710 Seymour Street, Vancouver, B. C.

Toronto

Our Art Education: An Essay in Direction

By J. L. SHALBOLT, *Vancouver School of Art*

"Here where industry shows a fraying edge,
Here they may see what is being done".

SPENDER.

TWO occasions of significance to Art Education in British Columbia are the display of children's art work from the London County Council Schools of England and the exhibition of High School students' art from all parts of the province to be held in the Vancouver Art School during Easter Week.

Just how fortunate we are to be able to view this work from London at our own Vancouver Art Gallery can only be appreciated fully by those who are familiar with Miss Marian Richardson, who visited us some years ago, and with the vital and delightful spirit she has succeeded in infusing into the now famous London County Council Art Education programme initiated by her.

Likewise it is gratifying that the Vancouver School of Art, virtually the art training centre of our province, has matured its influence to the point of being in a position to offer an organization and a fitting show place for the assembly of an important and necessary survey of our own school art situation. The Art Teachers' Section of Vancouver, the only constituted body in our art education, has also contributed notably to this enterprise.

A comparison of these two exhibitions should reveal much. The London children's work already bears the authority of a proven experiment. Those of us who have seen their work before—particularly those of us who have seen it being produced at first hand in the London schools, will testify to its wholehearted acceptance and enjoyment by those pupils. Many educationists and, too, England's eminent art critic, Herbert Read, have expressed their belief that Miss Richardson and her colleagues have found the touchstone which at last accomplishes the spontaneous unfolding of experience into tangible outward form without the loss, in the child's later life, of those magical qualities of genuine art,—real originality, a freshness of spirit and sound plastic organization.

It is particularly satisfactory to find that this work of acknowledged fineness has the same dishevelled, "unfinished" appearance—a sort of roguish insouciance

to all "techniques"—that all who understand children associate with their natural performance. This is especially encouraging because it is a public vindication and reward of confidence for every imaginative teacher among us who has failed (as it is thought) to produce, from her or her classes, work of sufficient representational or imitative "skill" to satisfy the efficiency experts or (worse than these) that persistent "man in the street".

One feels, in forecast, that our own exhibition will reveal variant attitudes, some insisting on the external skill of the performance and others being more aware of the meaning of the performance in the development of that particular pupil. These latter are the people who will feel (as they will tell you) "ashamed" to send in their school's work. This is understandable and forgivable; but let them be assured they are our most precious potential assets—the people we wish most to hear from. If our survey is to signify anything at all it is important that every district and condition in the province be exemplified, and complete co-operation is earnestly to be desired. Besides, there is not the slightest element of competitive contrast in this whole affair, the sole objective being the encouragement of deserving pupils.

There are those who would impress themselves upon our art teaching with energy and with violent cries for "results". Is there even one among us who does not agree that we *do* need results? But let there be no confusion as to the real meaning of these results we expect.

In reality we are doing "occupational therapy"—work with a psychological purpose,—not merely giving jobs to keep pupils busy but directed to help them to unfold and to adjust themselves to their internal selves and to their surroundings by meaningful activity. When the cry is loudest in its crusading accusation of "lack of efficiency", let us welcome anything that will improve our method yet be adamant in our belief that "results" (that is the mere works produced) are the by-product, not the ends in themselves. Most cautiously let us avoid the crowning of mere skilled, mature technical accomplishments super-

imposed onto children by mimeograph-sheet, standardized, over-zealous "system". (And also the crowning of the teacher who boosts himself by the spectacular results of such method!). Let us, rather, make the shrewder effort in perception in detecting the real "results" that are underneath a more spontaneous working. These are not always obvious, never meretricious and consequently they are unlikely to be received with applause and exclamations of wonder. In fact, they may very likely achieve only skeptical appreciation since they take "eyes to see". The warmest gratification will come to teachers of such work only years later when their pupils, now themselves seeing their youth in retrospect, will discover that they owe most to those teachers—when the pupils who received only forced technical skill in school have become routine commercial hacks or uninterested and uninteresting commonplaces.

One addendum to these remarks: We have already made progress, as the lively programme of the Art Teachers' Section shows. We may not have moved rapidly though we have moved reason-

ably surely toward a freer and more significant interpretation of art teaching. It should be recalled, as an object lesson, that our greatest handicap has been in having to overcome a persistently sterile attitude of imitative approach, enrooted firmly in our schools by most of those South Kensingtonians who were brought in, in the days of our innocence, to give us an art teaching system ready made. They did. We have been twenty years outgrowing the Blair drawing books and the one-tulip, one pussy-willow, one-bird art "lesson". That should be a proof against "efficient" systems. It would be deplorable to embrace any new "system" whatever its improvements in method, by which, established with aggressive feror, we would be another twenty years retarded. Better to keep our attitude open and in flux—in short, accept the less methodized splendid opportunity suggested by the experiment of Miss Marian Richardson, which can lead us to a spiritually wholesome and fruitful conclusion.

We need not alter course. This is our occasion and our justification to sail happily ahead under a fresh breeze.



SPECIAL EASTER FARES FOR TEACHERS AND STUDENTS via Canadian National

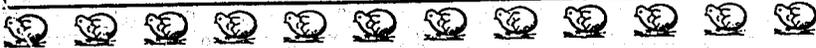
Single Fare and One-quarter
for the Round Trip

On Sale March 7th to 27th
BETWEEN ALL STATIONS IN CANADA



LET US BOOK YOUR ACCOMMODATION FOR ANNUAL MEETING OF BRITISH COLUMBIA TEACHERS' FEDERATION, HOTEL VANCOUVER, MARCH 25th TO 28th

Your local C.N.R. Agent will be glad to assist you. V-25-40



Whither Physical Education?

By L. E. BROWN, *Kitsilano High Schools*

DURING the last few years a great deal has been said (and written) about the much misunderstood subject of Physical Education. It is the purpose of this article to raise a few questions and to suggest one or two solutions to the many problems confronting those who are engaged in teaching this subject.

First of all, let us picture the situation here in Canada and particularly in British Columbia as far as the philosophy behind the teaching of the subject is concerned. Possibly all agree that, theoretically, Physical Education in its broadest sense is for the promotion of health. From this point on there is a great diversity of opinion as to what Physical Education should involve, how it should be taught, how much time it should be given on the curriculum and what it should include. The reason for this great diversity of opinion is obvious. It is still a new subject. It is being taught by men and women who have been trained in England, Denmark, Germany, in many parts of the United States, Eastern Canada, and here in British Columbia. The large majority who are teaching Physical Education are not specially trained, but have received an appointment because they are "athletically inclined," having played some game well or have taken one or two brief summer courses.

The result of this diversified preparation of its teachers has made Physical Education in the schools of British Columbia a mixture of the English, Danish and American systems and, in some cases, no system at all—just a period to get through with students carrying on the activities they like, even though the whole period is devoted to basketball or softball. This is not a criticism of the teachers who find on their timetables several periods of Physical Education each week or who are struggling in an ungraded school to teach all subjects on the curriculum including Physical Education. It is only suggested that some effort be made to give teachers, who are expected to go into the schools and handle classes in Physical Education, some training in the subject and some philosophy on which to build their programs.

Physical Education has an accepted

place on our curriculum. What it needs now is more time to make it worth while, more and better facilities (these are coming slowly), professionally trained teachers and a common philosophy throughout British Columbia and Canada. It is now time for a Physical Education centre to be established in British Columbia, or elsewhere in Western Canada, where the young people who wish to specialize in this subject can be trained and return to our schools with a sound philosophy of the subject.

It is the purpose of this article to raise a question as to what the philosophy of Physical Education should be in our schools. It is hoped that others interested will be prompted to write their ideas and give the readers of this magazine an opportunity to "think on these things" and possibly in the near future, at one of our conventions, come to some acceptable conclusion as to what we should strive for in our Physical Education curriculum.

At the present time there is the "informal method" which is common throughout the United States and the "physical fitness" method which is being advocated in the British Isles. Let us briefly survey these two systems and see how they differ. Our American neighbors stress the activities in which a student is given instruction in the games and recreational activities which are of fundamental interest to him. In a recent booklet published by the University of Southern California Press, known as *The Physical Education Curriculum—a National Program*, we find that from the Primary grades through to the University, emphasis is placed on games, rhythmic, individual sports and recreational activities. Formal or free exercises and gymnastics are thought to merit only a secondary place on the program in that country. It is the belief there, that the desired physiological effects will come from active participation in an all-round program of this type. Coaching in the major team games and training in the skills of such activities as swimming, diving, tennis, handball, badminton, archery, tumbling, and many others, are given an important part in the Physical Education curriculum. In many states one period per day of Physical Education is required for every student. In

cases where facilities permit, a student has the choice of several electives in this subject. In many of the larger schools, swimming pools are a part of the school plant and showers are taken by all students as part of their Physical Education period. It must be understood that all schools are not equipped with adequate facilities for a program of this kind. In many instances facilities are as inadequate as our own if not more so. It must be added, however, that in the newer school plants, facilities are such that the previously outlined program is possible. In other words, the firm belief of Physical Educators in the United States is that a well-rounded physical development will result from participation in a program which is based, fundamentally, on the natural interest of the child and the carry-over value of the skills and activities he masters. To be equipped with skills which can be used in middle and later life seems to be one of the important foundation stones of the newer philosophy in Physical Education in that country.

On the other hand, a totally different trend permeates the British and European systems. Physical exercises and gymnastics form the core of the Physical Fitness program of the British Isles at present, with games and recreational activities taking second place. Of course there are good reasons why this is so. Densely populated centres with very limited playing spaces, if any at all, make it impracticable to carry on a program such as is carried on in the United States. Here is found a philosophy of physical fitness which believes that an all-round physical development comes only from a systematic exercising of all parts of the body. Recreational activities, such as we find emphasized in the United States, have not become so well known and accordingly are not found in the program.

The question now comes to mind: Should we accept one of these two philosophies or should we take the parts of each which seem to be most suited to our particular situation? There are respected exponents of both systems but one cannot help feeling that we in British Columbia are not justified in accepting either one of these systems. The reasons are again obvious. We have not, nor can we hardly hope to have, the necessary facilities to carry out a complete program based on individual interest and recreational activities. Nor can we entirely eliminate this phase of the program and deal only with gymnastics and "keep

fit" activities. The trend in our modern scheme of education is toward respect for individual differences. Our students would not be interested in a program which meant falling in line, en masse, for a Physical Education program restricted only to exercises and gymnastics. (When exercises are referred to in this article it does not mean the old, formal type but the newer, informal type used now extensively in the British Isles).

What Physical Education philosophy can we accept in British Columbia? Before an opinion is given let us be sure that in making a suggestion we are going to be practical. It would be easy to formulate a philosophy which would be theoretically perfect but incapable of being put into practice. If we had more time, a sufficient number of trained teachers, and more adequate facilities in every school, a sound and comprehensive program could be put on. Every student would have a period of Physical Education each day; dressing room facilities and showers would be available; swimming pools would give students regular swimming periods; facilities for tennis, handball, and badminton would be available, equipment for archery, fencing, boxing and wrestling would be on hand; special rooms for corrective and remedial work would be in charge of specially trained teachers; playing fields for rugby, cricket and soccer would be a part of each school; a gymnasium, equipped for apparatus work, tumbling, volleyball and basketball would be available for both boys and girls. All this, of course, is visionary. Someday we shall be wise enough to expend part of our national income towards the construction of facilities whereby the youth will be able to participate in a wide range of wholesome physical activities.

We now must look to the present. How can we adopt a practical philosophy in Physical Education for conditions as they are at present in our British Columbia schools? In our elementary schools let us emphasize, as we do at present, games, rhythmic, mimetic and such activities as will give our younger children poise, coordination and easy, graceful carriage, skill in the fundamentals of games and, above all, an interest in physical activity which shall last into adult life. In our junior and senior high schools let us emphasize the physiological effect of exercise by using the brief amount of time given to Physical Education in developing muscular skill, power, coordination, good posture

and a general interest in the games and recreational activities found in the extra-curricular program. Then, if possible, through clubs and teams, we can emphasize the highly specialized skills needed in major team games and individual activities.

With the present limited facilities it would be highly undesirable and unjustifiable to carry on a program with our older students which would mean part of a class sitting out while a small group participated in some game such as basketball or some individual activity such as badminton. Until facilities will permit the mass playing of these and similar activities, we must omit them from our regular period and include them only in our extra-curricular program.

In the opinion of the writer of this article, we can take a great deal from the physical fitness program now in full swing in Britain and apply it to our

own work here. It is adapted to the limited facilities characteristic of most English schools, and thus is suited to our own very limited facilities. We can, at the same time, work into our program many skills, some coaching and interest talks on the value of recreational games and can encourage students to participate in one or more of these either in or outside of school. Until we can offer the facilities, the trained teachers and the necessary time for Physical Education, let us see that every student enjoys well-balanced, vigorous activity under as sanitary conditions as possible, with the idea of giving him, as far as we can, an upright body, a feeling of muscular power, good judgment, smooth coordination, spring and lightness of movement and a fundamental knowledge of things physical. Then we can feel sure that he will be prompted by that inner feeling of physical well-being to hunt out the leisure-time activities most suited to his emotional make-up.

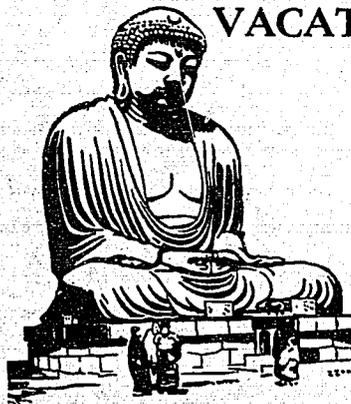
**VISUAL - ED. EQUIPMENT
and R.C.A. Victor School Sound System**

AT
THE BRITISH COLUMBIA TEACHERS' CONVENTION

See Our Display and Ask for Information
and Demonstrations

DUNNE AND RUNDLE LTD.

Phones: TRin. 5788-9 531 Granville St., Vancouver, B.C.



**VACATION in the
ORIENT This Year!**

All through 1940 Japan is celebrating the 2600th year of Empire, with colorful festivities. Visitors are welcomed as honored guests. Korea, Manchoukuo, Peking, Shanghai, offer travellers modern travel and hotel facilities, comfort and safety. Why postpone this glorious vacation any longer? Low Round Trip Fares this summer; ask your Travel Agent about conducted tours.



B. W. GREER & SON, LTD., General Agents, Bank of Nova Scotia Bldg.; or CUNARD WHITE STAR LTD., 517 Granville Street, Vancouver, B. C.

Choral Speaking

By Miss ANNE MOSSMAN, F.T.C.L., Vancouver, B. C.

MUCH has been written on the subject of Choral Speaking since its rise in 1922. At that time the first English Speaking Choir was formed by Miss Marjorie Gullan, although the Berlin University Speech Choir Movement had its inception a few years earlier. Miss Gullan was acting on a suggestion made by John Masefield, who had been much impressed by the high standard of the solo verse speaking in speech festivals in Glasgow and Edinburgh. Sensing the possibilities of uniting of trained voices in the utterance of great poems that cannot be satisfactorily expressed by solo voices, he set choruses from "The Trojan Women" for choirs in the Glasgow Speech Festival of 1922. So successful was the experiment that the class was continued year after year and spread to other festivals. The direct outcome of this was the inauguration of the Oxford Poetry Speaking Festival by Dr. Masefield in 1922, and the London Verse Speaking Choir by Miss Gullan in 1925.

Miss Gullan's pioneering work is well known from the performances of her Glasgow and London Verse Speaking Choirs, her founding of the Speech Institute in London in 1927, and from her lecture tours of Canada and the United States.

In 1929 Dr. Gordon Bottomley, writing of Choral Speaking, said: "As a method of teaching it has proved itself worthy of consideration. As a method of artistic expression it contains possibilities of renewing and vivifying the whole art of poetry". That the latter is true has been amply proved by the success of such plays as "Murder in the Cathedral", by T. S. Eliot, and "The Fall of the City", by Stephen McLeish; and as a method of teaching it has tremendous possibilities. In this day and age when our mode of speech is all important, and may prove a handicap unless it be fitting for "any occasion which it may be called upon to serve", the question of how to introduce speech training into school work, where it must have its beginnings, has been a problem. Choral Speaking has come as the answer to a great need. Throughout Britain, and in a lesser degree Canada and the

United States, it has become a part of school and college education. The following extract from *New Era* in 1930 will illustrate the acceptance of its value as a successful medium for class teaching in Poland. It was written by the teachers of an elementary school in Warsaw. "We are experimenting in the substitution of class choral speaking for the ordinary study of poetry. Class Choral Speaking was at first conducted as an experiment after school hours, but it is now taken as a class subject in the place of the ordinary learning of poetry. The most important and interesting features of drama, as far as education is concerned, are, in our opinion, team work and diction. The latter is exceptionally important as its neglect is a great, although apparently unrecognized, hindrance in practically every branch of human endeavour. In state elementary schools the class training of choral speaking voices makes it available to every child. A child in a crowd speaks incomparably more animatedly, sincerely, and boldly. Even the shyest child can thus express himself".

There is something peculiarly touching about this last statement, and progressive education is making it possible. I had the opportunity when attending the Speech Institute in London as a student in July, 1938, of "sitting in" at the speech training periods in a school in Eden Grove, N. London. The work covered oral reading, verse speaking, declamation, and drama, and in every grade, from elementary to high school, choral speaking. There was no doubt about the pleasure and enthusiasm of the pupils, and as soon as they had become accustomed to the presence of a visitor among them they became deeply absorbed in their work. I was greatly impressed by the uniformly good speech which I heard. Here was success in the face of adversity, because the school was situated in a part of London where speech is generally poor and home environment does not tend to improvement. I commented on this to Miss Adams, the teacher, who remarked that she was afraid the speech altered outside the school doors, but that the children could

adopt excellent English when the occasion demanded, which proved the value of the training.

Choral speaking has other recommendations as an educational subject. Apart from being a speech training medium, it possesses a definite psychological value in the development of mental poise, and encourages every child to contribute his part. Unlike the singing choir, from which many children lacking a musical ear are necessarily excluded, the speaking choir has a place for every student, and it is my experience that through rhythmic ear training, which is an important part of the technique of choral speaking, the student develops a sensitiveness to sound. This is understandable, as the monotone usually lacks a rhythmic sense, and in cultivating this, aural perception is quickened. "The number of persons who are really tone deaf is much smaller than has generally been supposed. Sensitiveness to sound is largely the result of training the ear to distinguish differences in pitch, volume, and quality. By some persons this is acquired with practically no conscious

attention; by others it is acquired only with continued and rightly directed effort".*

Choral speaking is of paramount value as a method of speech training to the teachers of British Columbia, and indeed to those in most communities of our whole Dominion, in that it enables them to deal with the speech problems of children of different nationalities. The delight of these children in Choir Speech and their desire to be of the group urge them to greater effort in mastering their adopted language than other methods have secured. Ears are strained to catch the correct pronunciation from the teacher and tongues strive for a faithful reproduction. Such children have become, in a word, speech-conscious.

I have occasionally met with a certain amount of prejudice against choral speaking, and always the chief objection has been that choral speaking kills individuality; the conductor forces his or her ideas on a choir, and therefore imagination is curbed. This

(Continued on page 352)

*Avery, Dorsay and Stekels: "First Principles of Speech Training".



STORY BOOK PICTURES FOR COLORING



"DRAWING and COLORING"

helps to develop Expression

In this booklet, a practical artist demonstrates how children's personalities can be developed through art expression.

This valuable booklet is sent FREE with the Picture Story Cards.

FREE CRAFT MATERIAL for SEAT-WORK

Clever picture cards are distributed in every Shredded Wheat package. They make excellent material for coloring activities in your classroom. With one card as a starter, pupils can soon make a complete set by saving cards at home. Many teachers have written us that their pupils are proud of their bound, hand-colored Picture Story Books. Please indicate the number of pupils in your class when you return the coupon below.

TEACHERS, cut out this coupon, paste it on a postal card, and SEND IT TODAY

The Canadian Shredded Wheat Company, Ltd.
EDUCATIONAL DEPT., 63, 202 KING ST. E., TORONTO, CAN.

Please send me FREE classroom set of Picture Story Cards for coloring. (Print plainly, please).

NAME.....
STREET AND NO.....
CITY..... PROV.....
CLASS or GRADE..... NO. OF PUPILS.....

Matriculation Marks and University Success

By ERIC J. DUNN, Principal, Alberni District High School

AT first sight, the question of how effectively the matriculation examination operates in selecting students adapted to university studies might appear to be of little interest to teachers in elementary schools and even to the high school teachers themselves. Actually, however, it is of prime importance to us all, not only because we are friends and admirers of our highest institution of learning, but because the standards set for entrance to university influence every classroom in this province. To secure the necessary passing grade in Junior Matriculation has been a goal to which nearly every high school of this province has directed a large share of attention for many years past. The matriculation shibboleth often influences promotions from grade to grade and was accountable for artificial standards for high school entrance. Indeed, it is a defensible proposition that the Junior Matriculation examination has affected standards in every grade of the elementary school.

(Continued from page 351)

could happen if the leader or teacher, lacking the necessary insight and technical training, should fall back on imitative methods; but when suitable selections are used and the teacher's approach and method are correct, the danger does not arise; indeed, imagination is given greater scope when interpretation of the poem is the result of group discussion and a pooling of ideas. With young children poems of the nursery rhyme type, where rhythm carries the meaning, are best in the early stages. Another danger, however, and a real one, is intoning, or the introduction of singing effects into the speech choir in an endeavour to obtain beautiful tone. The common sense of poetry is forgotten and words carry no meaning. This must be avoided and guarded against by thorough preliminary study of selections.

In closing, I would like to add a final word on speech standards. There must be no attempt on the part of the conductor to superimpose an unnatural type of speech. Good enunciation, pleasing voice quality, and the use of the educated speech of our country must be our aim.

No one questions the necessity of maintaining standards, in the university and throughout the whole school system. However, it is of vital concern to the teachers of this province that those standards be actual standards and not mere obstacles. If 60 per cent of the Grade XII students are plucked in the matriculation examination, "standards" are not necessarily protected thereby, even though it be granted that only 40 per cent of the candidates be capable of doing university work. The important thing is not that the test select 40 per cent but that it select the right 40 per cent. If it does not do so it is destructive of standards and serves only the vicious end of forcing out of our school system students who should not be forced out of it.

As readers of *The B. C. Teacher* will recall from their courses in educational measurements, an examination is judged on two counts, viz., reliability and validity.

Reliability is largely a matter of marking. An examination is perfectly reliable if all persons marking it get the same result,—even if that result is 100 per cent wrong. The examination is unreliable if different people marking it get different results. It is obvious that an unreliable examination is worthless but it is also worthy of note that a reliable examination may be equally worthless. Reliability is not enough; the test must be valid.

By validity we mean the extent to which an examination measures what it is supposed to measure. Thus, an examination could be objective, with the result that all examiners would score it identically and the questions could be so graded in difficulty that the final score would follow a satisfactory distribution and, nevertheless, the examination might be lacking in validity. For example, it might be an examination in mathematics and the questions might depend on general intelligence rather than upon mathematical abilities or skills and, for the purpose of testing such abilities or skills, the examination would be worthless.

The matriculation examinations of this province are intended to select

suitable students for the university. From time to time complaints have arisen among teachers and the general public that these examinations have not been successful in that purpose. Several thorough and exhaustive studies of the examinations themselves have been made, notably by C. G. Brown¹, Fraser Wallace², Muriel McKay³, and Dr. Pilcher⁴. In each case the finding has been that while no serious criticism can be made of the methods of marking, the examinations themselves leave much to be desired on the score both of reliability and of validity.

Light may be thrown upon the validity of matriculation examinations, i.e., upon the effectiveness with which they select students for university courses, by considering the relation between matriculation results and the result of subsequent university examinations and then computing the coefficient of correlation according to the Spearman-Brown formula.

As the reader will recall, a correlation coefficient, usually denoted by the symbol " r ", denotes the degree of correspondence between two measures. Thus, if students ranked in exactly the same order and had exactly the same marks in high school and in university the correlation coefficient would be 1.00. On the other hand, if the lower a student's rank, the higher his university mark, the coefficient would be "minus 1.00". A complete absence of relationship of any sort would be indicated by the coefficient zero. The coefficient of correlation gives a rough estimate of the degree of relationship between any two sets of figures.

There is, however, an important reservation to be made. A correlation may exist which is in no way causal, but merely concomitant. An illustration may make this clearer. The cor-

relation to be negligible,—(.32). On the surface this would seem to indicate that it makes little difference whether a pupil studies or neglects his studies, which is absurd. The explanation lies in the fact that students of superior intelligence commonly study less than students of inferior intelligence because they learn more rapidly. The correlation between time spent on study and success in high school for students of the same intelligence is quite high, .707, to be precise, indicating that there is a marked relationship between study habits and scholastic success. It is the variable factor, intelligence, that makes misleading and spurious the first coefficient quoted above, .32. It is fairly safe to say that many simple correlations (zero order coefficients, as they are technically called), are misleading for analogous reasons.

Fortunately, however, a technique does exist which enables the investigator to estimate the influence of such extraneous factors and allow for them. The results so obtained are called partial coefficients. Moreover, in predictive work, the results can be combined in such a way as to give an equation, called the regression equation, in which the coefficients (in an algebraic sense) of the various factors indicate, to a measurable degree of accuracy technically known as the Standard Error of Estimate, the relative influence which each and every factor possesses in determining the final result. In the example already given the regression equation⁵ indicates that scholastic success means about two-thirds study and one-third intelligence, if no other factors be considered.

Some time ago the writer undertook such a study⁶ of the effectiveness of the matriculation examinations in selecting students suitable for the university.

For subjects he selected the freshman class of 1937-38. Both the University of British Columbia and the Department of Education very graciously placed their records at his disposal. As the investigations of Wallace and

¹ Brown, Clifton Gilbert, "An Analytical Study of the Junior Matriculation Examination of British Columbia with a view to their improvement", Master's Thesis, University of Washington Library; 1935.

² Wallace, Fraser Melvin, "A Statistical Examination of the British Columbia Junior Matriculation Examinations and a Suggested Improvement in the Marking System", Master's Thesis, University of Washington Library; 1930.

³ Unpublished.

⁴ Unpublished.

⁵ The regression equation referred to is: X_1 equals $1.57X_2$ plus $1.13X_3$.

⁶ Dunn, Eric John, "The Prediction of Freshman Success in the University of British Columbia", Master's Thesis, University of Washington Library; 1939.

Brown had shown there was no uniformity of standard in any examination from year to year or from subject to subject, a mark of 40 in one subject one year being an equivalent of a mark of 19 in another subject another year, or a mark of 60 in the same subject the following year, the writer of the present article omitted all cases where the student has not entered on the same examinations. Each subject was treated separately. For each subject and pupil, he recorded the university mark, the high school principal's "estimate", the matriculation mark, and, where available, the student's I.Q.

From these data were computed all possible zero order coefficients of correlation, the standard deviations, means, and other essentials, in order to determine what degree of corre-

spondence there was, if any, between any of these factors and university success.

However, as stated above, a simple correlation is often misleading, as it may be due to the presence of some extraneous common factor. For this reason the required fifty-four partial correlations were calculated, and the final results combined into Regression Equations in which the coefficients show the relative weight that can reasonably be attached to any one of the given factors in the prediction of freshman success. If we consider x_1 as indicating the freshman mark, x_2 as indicating the intelligence quotient, x_3 as being the principal's estimate, and x_4 the matriculation mark, the results for five of the more important subjects are as follows:

English.....	$x_1 = .102x_2 + 2.541x_3 + .176x_4 + 39.6$
French.....	$x_1 = .008x_2 + 1.808x_3 + .347x_4 + 37.4$
Mathematics.....	$x_1 = .117x_2 + 5.840x_3 + .294x_4 + .6$
Physics.....	$x_1 = .165x_2 + 3.145x_3 + .101x_4 + 79.11$
Chemistry.....	$x_1 = .169x_2 + 2.610x_3 + .516x_4 + 40.2$

The standard Errors of Estimate are respectively, 13.08, 16.28, 21.04, 19.84, and 18.74.

In case any reader should be inter-

ested, the more important zero and partial order coefficients are shown below, with subscripts having the same significance.

ZERO AND FIRST ORDER COEFFICIENTS

	r_{12}	r_{13}	r_{14}	r_{23}	r_{24}	r_{34}	$r_{12.3}$	$r_{14.3}$	$r_{24.3}$	$r_{13.2}$	$r_{14.2}$	$r_{34.2}$
English	.241	.572	.478	.277	.375	.573	.114	.229	.226	.536	.432	.526
Mathematics	.172	.660	.638	.165	.224	.787	.082	.327	.154	.671	.625	.780
French	.213	.682	.739	.277	.264	.818	.034	.30	.066	.663	.725	.802
Physics	.039	.446	.226	.143	.145	.433	-.082	.045	.092	.445	.323	.420
Chemistry	.109	.367	.666	.225	.203	.570	-.024	.506	.093	.559	.661	.660

SECOND ORDER COEFFICIENTS

	$r_{12.34}$	$r_{13.24}$	$r_{14.23}$
English	.084	.404	.203
Mathematics	.048	.377	.215
French	.006	.199	.409
Physics	-.078	.397	.044
Chemistry	-.079	.312	.511

(Continued on page 356)

Teachers - Students

LOW FARES FOR

Easter

One-way first class, intermediate class or coach class fare and one-quarter for round trip. Minimum fare 25c. In effect March 7 to 26, inclusive. Return limit to leave destination not later than midnight, Tuesday, April 9.

PREPAY A TICKET

Here's a chance to have your friends visit you this Easter! Present them with a truly unique Easter gift—a rail ticket! All that is necessary is for you to get in touch with your nearest Canadian Pacific agent, give him full particulars and he will arrange delivery.

**PROMPT DELIVERY ASSURED—
No Extra Charge for This Service**

See your local ticket agent or write to G. Bruce Burpee, G. P. A., C. P. R. Station, Vancouver

Canadian Pacific

USE CANADIAN PACIFIC TELEGRAPHS

Carry Canadian Pacific Express Travellers' Cheques

—Good the World Over

Such figures will probably mean little to the reader unless he recalls that, according to Garrett⁸, a correlation of .40 to .70 is "marked", i.e., it indicates that some sort of positive relationship does exist; above this and under 1.00 is high, but nevertheless a correlation of .75 is but half way between reliability and pure chance.

If the reader bears these facts in mind, one other set of figures may be of interest in this connection. The writer computed the correlation between freshman marks in English literature and freshman marks in other subjects:

English Composition .....	.636
Physics .....	.540
History .....	.473
Mathematics .....	.443
Chemistry .....	.583
French .....	.591
Biology .....	.424

From these figures certain conclusions follow:

First, the matriculation examination treated as a fourth variable, adds little if anything to the regression equation. Hence, measured in terms of its ostensible purpose, that of selecting students for university, the matriculation examination has proved completely useless. The examination may, of course, have other purposes.

Second, the intelligence quotient has but slight bearing on freshman success. This, however, is due to the fact that because of the so-called "standard" of the examinations only students of exceptional intelligence can survive. The British Columbia School Survey, for instance, showed that the average intelligence of the teacher-training class was 137.2. In the sciences, chemistry and physics, the correlation between achievement and intelligence, when other factors are held constant, is actually negative, a result which gives rise to several explanations.

Third, even the highest correlations are very low. Taken in conjunction with the results obtained by other investigators, this would indicate that the reliability both of the University examinations and the matriculation examinations is not much better than pure chance.

Fourth, the standard errors of deviation are very high. Aside from the low correlations, this is the result of the

⁸ Garrett, H. F., "Statistics in Psychology and Education", p. 291.

exceptionally high standard deviations of the freshman examinations themselves. It may well be asked whether there is much practical value in any examination with a standard deviation of 30 points in a scale of 150 points, where passing grades are predetermined at arbitrary points.

Fifth, the intelligence of the freshman class as a whole must be very high. If the scores are representative, the mean or average intelligence is above 122. Statistically, this indicates that the University is drawing its students from a class of very superior intelligence, the top five per cent of the population. These figures present the most damning indictment possible of the entire system, for, as many students who have no intention of ever going to university take these examinations, it indicates that the educational welfare of 95 per cent of the population is being wantonly sacrificed for the alleged benefit of whatever small fraction of the top five per cent will eventually survive the elimination process of four years of university.

Sixth, only a slight degree of correlation exists between the various subjects of the freshman year.

Seventh, the junior matriculation examinations, on the whole, were not as good an instrument for predicting freshman success as was the High School Principal's estimate alone.

A further conclusion may be drawn: it is imperative that something be done about reforming the matriculation examinations, if they are not to be abolished altogether. The present limited measure of accrediting does not satisfactorily alleviate the evils incidental to the present system of university entrance since accrediting as yet affects only certain schools and largely those pupils who could probably pass even an incompetently set examination.

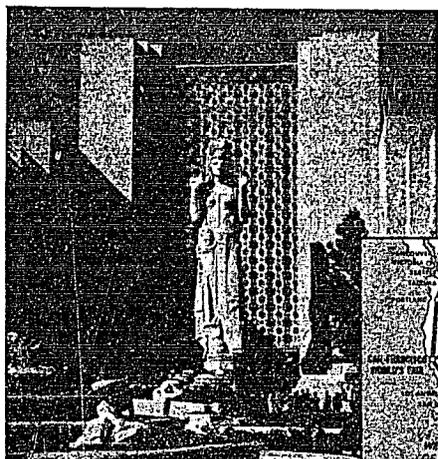
In this direction the appointment of an expert in Test Building to the Departmental staff offers the one ray of hope in a decidedly cloudy sky.



Canadian Nature

This bi-monthly magazine contains 64 pages of fascinating nature stories, photographs, drawings and color plates. Children's stories, blue printing, project planning, nature walks, teaching methods. Used by schools, libraries, naturalists. \$2.00 a year, checks or currency. Write Canadian Nature, 177 Jarvis St., Toronto, Canada.

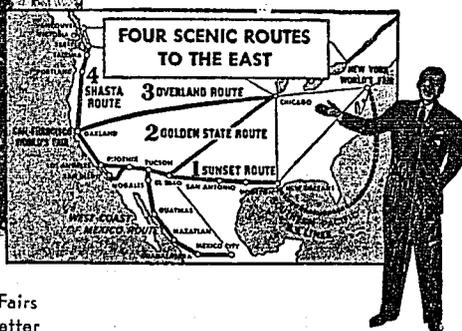
SAN FRANCISCO EXPOSITION OPENS MAY 25 NEW YORK WORLD'S FAIR OPENS MAY 11



Court of Pacifica, Treasure Island

You Can See
Both Fairs For Only
\$90 Round Trip

from VANCOUVER, B.C.



Both of the nation's great World's Fairs re-open this summer with bigger and better shows—San Francisco from May 25 to September 29, and New York from May 11 to October 27. This will probably be your last chance to see them.

GRAND CIRCLE TOUR

You can make a thrilling Grand Circle Tour of the United States, including both World's Fairs, for only \$90 round trip in chair cars and coaches, or \$135 round trip in standard Pullmans, (plus \$45 for a lower berth all the way or \$34.50 for an upper). You can start your trip from Vancouver or Victoria any time. These tickets take you from there to San Francisco and New York, and back!

Look at the little map above and see how much extra Southern Pacific gives you on a Grand Circle ticket. First, you'll speed down

to San Francisco on our scenic Shasta Route. See the magnificent World's Fair on Treasure Island. Then to Los Angeles on our new streamlined Daylight, the most beautiful train in the world. Then to New York on our romantic Sunset Route through Southern Arizona, El Paso (side trip to Carlsbad Caverns National Park for only \$9.75 extra) and storied New Orleans. Return from New York on any northern U.S. or Canadian railroad.

MEXICO CITY

SIDE TRIP

Only \$45 extra rail fare on these "Grand Circle" tickets. See this colorful, old-world country. Ask about low round-trip fares direct to Mexico City and back.

Southern Pacific

For illustrated literature and further details, see or write C. G. ALTON, Canadian General Agent, 619 Howe Street, Vancouver, B. C.; Telephone TRin. 3754.

Well, It's Questionable, Isn't It?

By COLONEL QUERY



At last my real merit has been recognized: I am now Colonel Query, D.S.O. Thank you, Mr. G. William Stevens, for the honour you have conferred and especially for your timely letter published in the February issue of *The B. C. Teacher*. Does that title make me a conservative, Mr. Stevens? Or does it?

Now, boys and girls, you will be surprised at the interest taken in reading the divergent views of our contributors. Are there any more conservatives who would like to see the brakes working? Or liberals or progressives? Do you think the brakes should be applied to "ephemeral . . . stunts from Summer Schools in the Sunny South" which annually rock our educational boat? Just re-read that list in the January issue, add other items, and write us your opinion. Our subscribers are really interested in your views.

Which reminds me that last month, at the suggestion of a Kilpatrickian, I had started to exhume the remains of democracy when our gloomy editor interrupted with a blue pencil at the end of the third paragraph. Is that a prerogative of an editor in a democracy? Or is N. F. B. a conservative in a relatively conservative environment who objects to having democracy flouted in a Sunday Supplement column of *The B. C. Teacher* without advance notice?

Possibly he was right. No sooner had I relaxed for an evening in a seance with the contributors to the February issue of this magazine than the telephone rang. A heavy voice: "Listen, Query, Forget William Heard Kilpatrick, Ed. Bellamy

or any other advocate of a 'community' school. I'm keeping my pupils right in the screwed-down desks of my school, where I have reasonable control of them". And so, with others, pro and con, into the night.

Unfortunately, my conservative eye is closed this month so I feel impelled to oblige my friend and to let the light of day into the "community" school.

What are its implications? Will the child be made a better citizen in our democracy,—will our extant democracy be strengthened,—by training the child to understand the social heritage as it is found in the life and institutions of the community,—by regularly taking him entirely out of the physical environment of the modern classroom for study in other community surroundings?

I have been handed some evidence that several large schools have been experimenting with the community school idea; that they are making some progress in bridging the gap existing between the schools on one hand and the political, economic, social, cultural and domestic life of the community on the other; that the contributions of men and women who are carrying on worthwhile community enterprises in those school areas have merited observation. To one source only let me refer.

In her book, *A New Design for Women's Education* (Stokes; \$2), Constance Warren supports the community school; and in her school (secondary), "she has gone wild", reactionaries will say. There each course has only one class a week,—a two-hour seminar. The rest of the week in that course, a student spends in reading, field trips, conferring with her teachers. Field trips take students, with notebooks and camera to the market-place, city utilities plants and municipal railway, factories, public buildings, etc. She justifies her system with quips such as:

"A vast illiterate army year after year marches through school and college without having acquired anything but a sun-tan from the light to which they have been exposed".

She considers there is little "learning by living" with textbooks.

"The trouble with most textbooks", she writes, "is that they take the sport

out of learning. Their authors have had all the excitement of the chase . . . and leave the students only the dead quarry".

I shall avoid reviewing any "experiment carried on in any Podunk School for Dim-witted" but shall analyze local situations more carefully.

Few educational media are more stimulating in interest to students than direct connection of the school with community life, through what is called field work,—meaning visitations, excursions and trips. Yet few schools today enlist the services and efforts of the various community enterprises, groups or individuals for the purpose of broadening and extending the scope of the educational facilities of the community. Few are excursions by class groups of all levels to factories, stores, banks, outstanding homes, clubs, churches and other places to observe the work and activities that comprise the everyday life of the community. Seldom, also, are visits made to schools by representatives of industrial, cultural or business concerns. Why do not schools make more use of these educational facilities of the community? Here are some of the suggestions advanced to me during the month of February:

On the part of the school, excursions require careful planning and conducting. To take a group of pupils of any age out of the school environment is both a problem and a responsibility. Many teachers will not attempt it. Some possibly never thought of it. Others, through lack of sufficient precedents, find the planning, organization and execution an overwhelming task. Some principals and teachers find the exigencies of the time-table or a highly departmentalized or a platoon school to be at least a good reason for not permitting excursions or trips afield. Others question their educational value. Many conceive them merely as an opportunity to go somewhere,—to get away occasionally from the hum-drum routine of school life. (Well, why not?) Others are alleged to approve them in anticipation of a "handout". (N.B.: Why do school children like "Apple Week"?)

Let us look at a community school. What are its aims? Some ultimate aims may be:

1. Academically, to stimulate activities through the motivation that comes from letting the child see the relationships between academic principles and the practical application of these principles;

2. Socially, to acquaint the pupil with the purposes and activities of social groups; to help him see that community life is built on the principle of co-operation as evidenced by the interdependence of social, political and economic activities; to show him examples of unselfish service in the community;

3. Civically, to give him a first-hand understanding of civic and other governmental agencies: their functions, obligations and personnel; to make him realize that all governmental agencies should exist only for the benefit of every law-abiding member of society, and that they should receive co-operation from citizens;

4. Healthfully, to develop a better understanding of the needs for and the work of public health agencies, etc.;

5. Economically, to acquaint him with the business, industrial, and professional life of the community, with the qualifications necessary for success in the various phases of the economic life of the community,—to help him choose a vocation; and

6. Spiritually, to give him a greater appreciation of the cultural agencies and a greater pride in his own community.

Some immediate objectives may be:

1. Development of skills and abilities actually required in pursuing the regular field trips;

2. Development of habits of careful planning, thoughtful observation, accurate reporting, faithful carrying out of preconceived plans of action, social co-operation, etc.;

3. Mastery of fundamental prerequisites to activities.

Excursions are themselves a form of instructional activity. The pupils participate in them with the definite purposes in mind, the activities that precede and follow each visit playing an important part in accomplishing the objectives. Preliminary study may involve various subjects: arithmetic, language, art, geography, etc.; the final study may include original contributions in the form of booklets, maps showing sources of materials, room records, drawings, models, displays of materials (handouts), announcements, reading references, etc. The instructional value of excursions is found in the teacher's use of information compiled after the trips. The information will be valuable only if the pupils have not only gone somewhere; but have brought back something to be studied.

The organization and administration

Guidance In the Eight-Grade Elementary School

By MORLEY TIMBERLAKE, Principal, Edith Cavell School, Vancouver

THE introduction to the subject of Guidance in the *Programme of Studies for the Junior High Schools* reads as follows:

"The course in Guidance has been

of a community school necessarily involve many factors which require careful preliminary study, such as a preliminary survey by principal or teacher of the educational possibilities of the community; an analysis of the latent educational values of each enterprise included in the survey; a careful correlation of these enterprises and the aims of the school course; some salesmanship of school to the community; development of a definite technique of excursions; and a progressive sympathetic staff, anxious to make a success of a community school.

One assumes that a guiding principle of the community school is that field trips are to be undertaken only when there is a felt need and both teacher and pupils are conscious of the need. Teachers must prepare students for fitting observations into their needs. They must know what to look for. Those in charge must have detailed information of the activity and should have gone over the ground in advance. There should be adequate check-up and evaluation of the work.

Excursions, visitations and trips provide real adventure to any one, young or old. They give opportunities for pupils really to live what they are trying to learn.

Is the teacher who thus uses opportunities of giving first-hand experience to pupils recognizing basic principles of modern educational philosophy? In a community school, are the pupils really taught how to live, work and develop our democracy? Are they taught to understand, evaluate and appreciate the complexities of our social organization in schools which function as a part of our social organization rather than apart from it?

Is Dr. Kilpatrick right when he suggests we should evacuate our modern classroom regularly to visit our community oftener,—to make our school a truly community school? What do you think?

written with the Junior High School particularly in mind. Much of it is applicable to all schools, especially the portions dealing with educational and occupational guidance. The forms of student-body organization which are recommended for Junior High Schools may be modified for Elementary Schools of eight grades according to the size of the school and the age of the students."

In our school we are trying to do just this—build up a programme of Guidance that will fit our specific needs and purposes and adapt itself to the shorter school day of the elementary school.

THE GUIDANCE PERIOD. This period alternates with the school assembly, one week guidance and the next week assembly. Grades VI., VII. and VIII. are departmentalized and the Home Room teacher is for the most part responsible for the guidance period of 25 minutes, followed by a 15 minute study period in all these grades, the dual purpose of which will be shown later.

With so little time to spare on so important a subject we naturally find it impossible to deal with every topic laid down in the course of study. We do the next best thing, and select the topics we feel we want to emphasize at the particular time. For example, this year in Grade VIII. we have laid out our programme to include the following: *Success in School, Workers of the World, Looking Forward to What?*

Grade IX. courses, *Choosing a Vocation* (elementary). The lesson forms a discussion period with the making of notes. The things we seem to emphasize most of all are school citizenship, how to study effectively, and the proper choice of the high school to attend, and the Grade IX. courses. We begin to tackle this latter theme soon after the new term commences in February so that there will be ample time for careful thought and study to be given the matter by pupil and parent *before* the high school enrolment card has to be filled out later in the term. The pupil is really up against something here and he is encouraged to discuss the matter with his teachers and principal and to bring his parent to the school for a conference if necessary.

Our graduates, for the most part plan to attend the composite high school that serves our district, King Edward, but

there are some who want to go to either the commercial or technical high school. The aims and purposes and courses of the three high schools are laid out before the pupils and discussed thoroughly. The printed or mimeographed prospectuses provided by the school board form the basis for this.

Eventually, in May or June, we get the parent's signature on an enrolment card labelled definitely for a course and for a school. In spite of all our careful preparations, however, there are always one or two graduates coming back in September to have a change in high schools approved.

Enough has been said to indicate our efforts in educational guidance, but—we seem also to be stressing everlastingly the three "ships"—citizenship, scholarship, sportsmanship.

Our efforts in vocational guidance in Grade VIII, are supplemented by the much appreciated assistance of the Vocational Guidance Committee of the Kiwanis Club. At the beginning of the school year the Club sends us a list of topics available for which they will supply speakers, also a list of professional, business and manufacturing concerns to which visits may be arranged. We manage to arrange one or two such visits a year.

We arrange for speakers for once a month for eight months, the topics being chosen by the pupils and teachers and

the programme being sent in for the whole year showing choice of topics, number of pupils to be addressed, the day, date, and time. The 40 minute periods for these talks once a month are deliberately stolen by the principal from the study periods or some other periods when the Grade VIII. classes can be brought conveniently together. We are notified by mail a few days beforehand concerning the topic and speaker. The pupils can thus be prepared to ask questions, etc. The pupils themselves take charge of the period, one of the Grade VIII. class officers taking the chair and others moving the vote of thanks and so on.

The speaker deals with the vocation for study under such headings as qualifications, wages, opportunities, and is a direct representative of this particular vocation. The pupils are encouraged to ask questions at the end of the period.

We feel amply repaid for stealing this time—we make valuable contacts with the business world and it is good for business to contact us, and the pupils have benefitted by getting a first-hand peep into a vocation.

The guidance period in Grades VI. and VII. is modified to meet the needs of those grades with emphasis on citizenship and *How to Succeed in School*.

STUDENT GOVERNMENT. We have a student council consisting of representatives from Grades VI., VII. and VIII.,

AT THE CONVENTION

SEE THE NEW "LUXURY RIDE"

"MORRIS 8"

THE CAR WITH THE LOWEST UPKEEP COSTS.
40-45 MILES PER GALLON; HYDRAULIC BRAKES
ALL-STEEL BODY AND SAFETY GLASS.

Prices from \$865.00

OXFORD MOTORS LIMITED

650 BURRARD STREET

VANCOUVER, B. C.

a president, vice-president and secretary-treasurer being elected by ballot from each class. The presidents of the different clubs sit on the council, also the head boy and girl monitor and the senior and junior boy and girl captains of school athletic teams. The principal and teachers of these grades form an advisory council and a teacher is always present at the meetings. Meetings are held in school hours once every week or once every two weeks. This is where we make use of the 15 minute study period that follows the 25 minute guidance or assembly period mentioned before. The council members are excused from this particular study period and are quite willing to make up the time on their own. For the most part we insist that students standing for office have a good standing in citizenship and are good or better in scholarship. If for any reason a council member's citizenship standing deteriorates to any degree he is asked for his resignation. This rule is vigorously enforced.

We have a written Council Constitution and the meetings are presided over by the president or vice-president and follow a regular order of business.

The three council executive officers are elected from council members by ballot of all the members of Grades VI, VII, and VIII, but must be Grade VIII students. Nominations for these senior offices are handed in in writing.

At the council meetings reports are heard from the different classes on such matters as citizenship scoring scheme, athletics, magazine contributions, correlation with the P.T.A. assembly programmes, picture show programmes and so on.

Under the sponsorship of a teacher the student council operates a distributing committee for notices, tickets for various functions, P.T.A. announcements and similar matters.

The morning and afternoon roll-call periods with the home-room teacher are used for hearing notices and reports from the council, distribution of information to be taken home, reminder of work assignments to be completed, and discussions of the citizenship of the class for the day.

THE ASSEMBLY. This is held once every two weeks and the whole school attends in the auditorium. The president or vice-president of the council presides and the secretary reads communications. There is always some community singing and dif-

ferent themes are dealt with in short talks by pupils or teachers. This is where we work in the seasonal topics of safety, fire-prevention, Hallowe'en, tidy grounds, et cetera.

This year we are making each class in turn responsible for the assembly programme, all grades doing their share.

CLUBS. These operate in school hours for one period a week—40 minutes. This year the following clubs are operating: Dramatic, First Aid, Hobby, Dancing, Art Appreciation, and a Study Club for those who cannot fit themselves into these.

The Magazine Club and Visual Education Club operate in out-of-school hours.

The Visual Education Club arranges for and operates a five-cent picture show after school about once a month to provide for the rental of educational films to be used on occasions in the visual education lesson periods.

MONITORS. Those, in Grade VII. or VIII., who wish, may apply for the position of school monitor. The applications are weeded out in the principal's office and those left are voted upon by ballot in Grades VI, VII, and VIII. Badges are worn and the honours are keenly sought after. Under the supervision of a teacher the head monitors sort out and allot the special duties such as traffic control in the halls, basement and playground supervision, lost-and-found department and so on.

The teachers on their regular supervision day are on hand to assist and guide. Continual offenders are dealt with in the principal's office, but it is surprising how willing the pupils are to cooperate with the monitors whom they themselves have elected.

The foregoing is a brief outline of what we are attempting to do. We have both our discouragements and encouragements but it is, for the most part, enlightening to observe the intelligence practised in selecting school officers after a little training has been given in the matter. Valuable suggestions come in from teachers and pupils, and we are endeavouring to practise democracy in education.

We have much to learn—but we are learning it.

We have written what we were asked to write and we are confident that, in passing judgment, our readers will observe our school motto—

Be Kind, Be Courteous.

Impressions of Venezuela

By NORMAN F. BLACK

I GOT to La Guaira just 450 years after its founder. About 28,000 people were there ahead of me. This does not include those who in the intervening centuries had left for Paradise or other destinations unknown to me.

La Guaira is the port of Caracas, from which it is separated by 36 kilometers horizontally and 3400 feet vertically. This is very important. Nobody voluntarily lives near sea-level in Venezuela. The North-East Trades when tilted upwards by the abrupt ascent to the great highlands deposit their moisture in torrents on the seaward slopes and narrow coastal plain; and in a torrid climate that spells conditions unfavorable to health. Once across the ridge of mountains, the same winds become drying in their effect and Caracas boasts of its twelve months of sunshine.

Venezuela is not rich in sea ports, owing to coastal shallows and sand bars and to the lack of sites suitable for the building of towns. However, La Guaira has a beautiful harbour, though it is relatively small. Our liner anchored out at a considerable distance and transferred its 750 W. F. E. A. tourists ashore in lighters. A notable feature of the harbour is its British-built breakwater. La Guaira is a busy railroad town and trading port, handling practically all the exports and imports of central Venezuela. The observer soon became familiar with most of the principal commodities shipped abroad—coffee, cacao, and hides—though, as I have pointed out in a previous article, most of Venezuela's enormous oil shipments move directly from the Lake Maracaibo district to the Dutch colony of Caracao. In exchange for these and other products Venezuela buys machinery, automobiles, textiles and foods for the production of which its climate is unfitted.

From La Guaira to Caracas we were transported in a fleet of school buses supplied by the Minister of Education, to whose generous official hospitality we were indebted at every turn. No doubt the Venezuelans are naturally a hospitable people and, moreover, they are very proud of their country and very anxious to encourage their tourist trade.

And there is much for the tourists to see. The magnificent scenic highway

between La Guaira and Caracas is a triumph of engineering skill and provides endless vistas of impressively beautiful mountain scenery. Caracas itself is a beautiful city, with a population of over 200,000—predominantly Spanish in origin—and with buildings, parks, art galleries, public monuments and a permanent exhibit of Venezuelan industries that would do credit to the capital of a country of many more than Venezuela's three and a half million inhabitants. The city lies in a relatively shallow mountain valley on a small plateau, about eleven miles by three in extent, and is joined by road to Valencia, about a hundred miles to westward. I was unable to visit Valencia but learned that it is rather larger than Victoria and is the chief manufacturing centre of the country and the focus of the best developed agricultural district. The famous Maracaibo ore fields were likewise impossible to explore in the brief time at our disposal, and, of course, we saw nothing of the llamos of the Orinoco.

Venezuela has had a stirring history, throughout which Caracas and its citizens have played dominating roles. Here originated the great revolutionary movement which gave Venezuela, Colombia, Ecuador, Peru, and Bolivia their independence from Spain. The birthplace of Simon Bolivar is a national shrine and his ashes rest in the beautiful National Pantheon, the Westminster Abbey of Venezuela. On every hand one sees statues, pictures and various other monuments commemorating national heroes. The sad fact remains, however, that all too commonly the government of Venezuela has been in the hands of corrupt politicians and military adventurers, to whom the welfare of their country and particularly of its common people was a matter of subordinate concern. In recent years genuine progress toward effective democracy has been made and, in conversation with the writer, intelligent Venezuelans expressed the opinion that the sad, bad, revolutionary era is now over. Half a dozen years or so of public spirited administration seemed to me to provide but narrow basis for the building of such high hopes; but that very great progress has been made within the present decade was quite obvious.

As a teacher, I was, of course, particularly interested in the schools. Perhaps that interest was augmented by the fact that at the Normal School the government provided us with a luncheon including a profusion of varied forms of delicious liquid refreshment. However, it did not need a cocktail party to make memorable to me my visit to Caracas Normal School. It is a building that would make any Canadian city burst with pride. The equipment is excellent, notably in geography and the natural sciences. The perfecting of the geographical laboratory has been entrusted to the direction of a scholarly Chilean geographer, whom it was my pleasure to meet. Like many of the better type of Latin American public buildings, this school is built around a beautiful patio, along the margins of which are arcades and galleries that serve the purposes of our hallways but are much more attractive. In the patio there was in course of construction a large and elaborate relief model of Venezuela. Beside it, standing on one leg and surveying the scene in a superior and enigmatical fashion, was a supercilious but utterly beautiful white bird,—perhaps some species of crane. If it was interested in us visitors, it did not betray the fact, but we were very much interested in it.

Brief visits were made to various other schools, all of which provided much to admire. It is notorious that throughout a deplorably large proportion of Venezuela, meagre provision has been made for the education of the

masses and the contrast provided by the admirable schools of Caracas and vicinity arouses question. However, there seems reason to credit the present government with a far-sighted educational policy. Schools can be no better than their teachers and, if the educational level of Venezuela is to be raised materially, the prime necessity is sound teacher-training. This, the Normal School and the numerous well-equipped and highly modern demonstration schools, both urban and rural, will make possible.

The Venezuelans love to call their country a land of opportunity. Certainly its natural resources, still but partially tapped, are extremely rich. Already over half a million acres are devoted to the cultivation of coffee; there are some 5000 cocoa plantations; Venezuela ranks second in the production of petroleum; its minerals also include gold, silver, diamonds, aluminum, lead, antimony, iron, copper, coal, asphaltum, and other economic raw materials; its grasslands contain enormous cattle ranches; its forests are vast and almost untouched; and the country has no international debts. If it can establish and perpetuate honest government, genuinely democratic, Venezuela's future is secure.

I should like to return some day. The glimpse that I had of Venezuela left interesting impressions which I should like to verify and extend. What do you say to joining me in another trip down yonder one of these times?

HOUSES FOR RENT SERVICE . . .

For the past two years this service has been a means whereby teachers have been able to rent their homes or apartments, or make exchanges for the summer. The service will be operated for April and May or for May and June (please specify which two months you wish used). Just send copy, giving particulars, together with a cheque or money order for \$1.00 to

Houses For Rent, "B. C. Teacher", 1300 Robson St., Vancouver

\$1.00 — Send cheque with copy — 2 Months

TELEPHONE: SEV. 5224

CARS AND TRUCKS

A. B. BALDERSTON LIMITED

AUTHORIZED FORD DEALER

1180 WEST GEORGIA ST. and 9 KINGSWAY

VANCOUVER, B. C.

Rural Teachers' Question Box

HAVE YOU ANY PROBLEMS?

All correspondence intended for this department should be addressed to
D. G. MORRISON, Port Coquitlam.

THIS year, more than ever before, the Easter Convention offers real assistance to the rural teacher. Quite frequently teachers in rural areas have said, "I find little at a convention that I can use to solve the problems of my school". A glance at this year's programme will show that such a remark is not apt to be made this year, for special time has been set aside for the discussing of your problems. Miss Christine MacNab, secretary-treasurer of the Rural Section of the P. E. T. A., has kindly sent the following brief outline to give you an idea of what the Convention has of especial interest to you.

Plans for the Easter Convention

The Rural Section of the Provincial Elementary Teachers' Association plans to be active during the Easter Convention. Through the consideration of the Convention Committee and the sincere effort of Mr. D. R. Jaeger, rural representative on that committee, definite time allotments have been arranged for rural teachers' business meetings.

On Monday afternoon there will be a rally of rural teachers who can be acquainted with a report of what has been done throughout the year and the suggested programme for Convention meetings.

The next rural section meeting is arranged for Wednesday morning, 9:00-10:00 a.m., during which time problems of vital concern will be discussed, including the report of the Provincial Salary Committee, and resolutions prepared to present to the Provincial Elementary Teachers' Association meeting which commences at 10:00 a.m. on Wednesday morning.

From 1:00-2:00 p.m. on Wednesday afternoon, the final meeting of rural teachers will be held to complete organization and to plan for future action.

Rural teachers are urged to do their part by attending these meetings at the Convention, which is the only time in the year when they can meet for the common good of all. During the rest of the year, it is difficult to contact many teachers who are in outlying districts—

the only means of doing so is by correspondence which is not so satisfactory. Strength and unity are essential today to maintain our ideals. The executive needs the support and enthusiasm of each rural teacher in the Federation.

Mr. Harry G. Boltwood, chairman of the Lesson Aids Committee, writes to say that teachers in rural areas are assisting in the formulation of new units. This is splendid, for it indicates that you are co-operating to the full in this work. Your experience with rural conditions makes your outlines most suitable to your needs. Among the newer units just appearing are five on Music, Art, Social Studies in Grade V, Handwork in Grade I, and Physical Education in the Rural School. These and a complete display of other Lesson Aid units can be seen at the Convention. You will be well repaid by the time spent at this exhibit.

There have been many requests for the publication of outlines of work in the magazine. As an experiment, we are reprinting this month, by permission of the Lesson Aids Committee, about one-quarter of a 12-page outline for Social Studies, Grade VII, Unit 5. If you like the idea, or would prefer some other type of outline, please write.

England in the Feudal Age

1. Specific Objectives:

1. To acquire accurate basic knowledge of English life during the Feudal Age.

2. To develop an attitude of sympathetic understanding of the English people during the Feudal Age by trying to identify one's self and one's group with persons and groups of that period.

3. To develop an appreciation of the contribution which Feudal England made as a foundation for our present form of democratic government, religion, education, economic life, and culture.

4. To assist in developing a sense of individual and group responsibility for contributing the very best to the immediate and future progress of personal and social life in the school, the community, the nation, and the world.

5. To assist in developing the habits and skills concomitant with the activities of the social studies.

II. Core of Thought:

Significant progress toward a democratic nation-state was made in England during the Feudal Age.

III. The Lesson: (1) Introduction:

(A) 1. Arouse the interest of the pupils by introducing the subject of King Edward's abdication and of King George's coronation to be held next May; have the pupils realize the depth of affection and respect the public has for their king as evidenced at the time of the death of our late King George V.

2. Link present-day associations with their origins during the Feudal Age in England.

Westminster Abbey—Edward the Confessor was greatly influenced by the religious environment of his boyhood days in Normandy.

Coronation Chair—The sacred stone of Scone and its story.

The Imperial Crown—Other crowns including St. Edward's crown. The Black Prince's ruby—almost lost at the Battle of Agincourt. The sapphire of Edward the Confessor's coronation ring—almost lost at the late King's funeral.

The Sceptre: Rod—symbol of state. The Orb: symbol of Christianity dominating the world.

3. Form associations with the immediately preceding unit, "The Norman Conquest". Edward the Confessor was the last of the English kings. William the Conqueror was the first great national king.

4. Refer to the impression that the Feudal Age in England has made upon literature. We have all read stories of St. Francis, Chaucer, Joan of Arc, King Arthur and his knights, and Robin Hood. We have enjoyed two plays in the Grade VII reader entitled "The King's Warrant" and "The Great Charter".

5. We're going to delve deeper into the study of England in the Feudal Age to see how many more connections we can make between that far-off period and our present times.

(B) 1. *Vocabulary Exercise*: To clear away any difficulties. The teacher should prepare a vocabulary exercise on the words listed below. Two samples of vocabulary exercises are given for guidance.

Type 1. Draw a line under the best definition of each word:

1. Palfrey (poor, treasury, horse, contemptible).
2. Heretic (prisoner, hermit, unbeliever, a melancholy person).

Type 2. Completion exercise using each word and phrase in its correct blank:

1. One who claimed to change baser metals into gold was known as an *alchemist*.
2. A company of horsemen is known as a *cavalcade*.

England in the Feudal Age
(Time: 4 Weeks)

Lesson I: Introduction.

(B) 1. *Vocabulary Exercise (Cont.)*:

Vocabulary: yeoman, feudalism, demesne, town charters, medieval, falconry, squire, tournament, page, craftsman, barter, apprentice, tenant-in-chief, vassals, fealty, homage, freeman, liegeman, gentry, tenure, bishop, villeinage, abbot, rushes, trencher, pallet, bailiff, Guildhall, artisan, journeyman, chronicler, anarchy, scutage, levies, Papacy, excommunicated, canon law, simony, ecclesiastics, code of law, Arabic, indulgences, parish feud, fief, interdict, burgesses, caldorman.

2. *Judgment Exercise*: Place a cross (X) beside the best reason of the three in each group listed below the statements.

1. William I conquered England because:
 - (a) the people of England wished to adopt the higher standard of living which the Normans had.
 - (b) Harold had no strong central government to support him in his defence of England.
 - (c) The Normans had a good navy.
2. The Norman Conquest of England was beneficial because:
 - (a) The Normans improved farming conditions.
 - (b) The Normans unified England under an efficient central government.
 - (c) Fine buildings were erected in many places.
3. At first Normans occupied high positions in the church and state in England because:
 - (a) They were more sympathetic toward the Witan.
 - (b) The Norman kings wished to make their hold on England secure.
 - (c) England preferred more refined leaders in these positions.

4. Feudalism was a poor form of organization for society because:

- (a) It caused disunion in England.
- (b) Too much money was spent on constructing large castles.
- (c) The Norman barons found it a hardship to protect his serfs.

5. Chivalry was a good institution because:

- (a) It trained boys to become successful knights.
- (b) It encouraged boys to form and to strive to accomplish high ideals of service.
- (c) It provided excellent training in horsemanship.

6. Originally miracle and mystery plays were presented because:

- (a) The church wished to impress important religious truths upon the people's mind.
- (b) The English people enjoyed good entertainments.
- (c) The kings tried to encourage good forms of entertainment for the common people.

7. Craft guilds were valuable organizations because:

- (a) Many beautiful articles were made by the craftsmen.
- (b) They encouraged people to live co-operatively and to produce a high standard of workmanship.
- (c) They encouraged the English people to buy home products.

8. The monasteries were an influence for good in medieval times because:

- (a) They offered men a shelter from unpleasant living conditions elsewhere.
- (b) They encouraged men to lead cultured, refined and good lives.
- (c) They encouraged the practice of agriculture and sheep-raising.

9. Trade developed as a result of the crusades because:

- (a) The kings of England wished the crusaders to bring back spices and silks from the Orient.
- (b) British people have always enjoyed sea-faring.
- (c) Many Oriental products became almost necessities of life.

10. The peasants, under the leadership of Wat Tyler, revolted because:

- (a) Parliament and the landlords were making living conditions of the labourers unbearable.
- (b) They objected to the unsanitary conditions which had caused the Black Death.

(c) They wished to abolish all the privileges of the wealthy land-owner.

REFERENCES

(A) *Material*. About one week before this unit of work is to be undertaken have as many of the following charts, pictures, and books as possible displayed in the classroom:

Pictorial Education Quarterly Supplements, Evans Bros. Ltd.

The Canterbury Pilgrims; Autumn, 1931.

Domestic Life Through Twenty Centuries; Spring, 1931.

British History Through Architecture; Winter, 1932.

A City's Story: 2000 Years of Change; Change; Winter, 1932.

Norman England; Spring, 1936.

There are many others previous to 1931 and during 1933 and 1935.

Wheaton's *Illustrations of Medieval Armour*.

Wheaton's *Architectural Charts*, Sets 1 and 2.

Wheaton's *Portfolio of Social History*, Charts 8, 9, 10, 11, 12, 13.

Wheaton's *Atlas of British and World History*.

Black's *History Pictures—Our Early History to 1066. The Middle Ages 1066 to 1485*.

Airme, *The Story of Saxon and Norman Britain told in Pictures*.

Lay, *History in Pictures*, Parts 1 & 2.

Lay, *Pictorial Atlas of English History*.

Nelson's *Historical Pictures*.

National Geographic Magazine—*Cathedrals, Crusades in Holy Land*.

Illustrated papers such as the *Illustrated London News* and the *Sphere* numbers dealing with the Jubilee and death of George V.

(B) *Books*. The following books are used as sources of reference in this unit. Particularly helpful ones marked with the symbol*.

For the Teacher and the brighter pupils:

*Broadus—*The Story of English Literature*, Macmillan.

*Green—*A Short History of the English People*, Macmillan.

*Tickner—*Social and Industrial History of England*, Clark Irwin.

*Trevelyan—*History of England*, Longmans.

*Waters—*An Economic History of England*, Oxford University Press.

*West—*The Story of World Progress*, Allyn & Bacon.

For the Pupils:

- *Bellis—*Britain's Story Book I*, Macmillan.
- *Guest—*A Social History of England*, Clark Irwin & Co.
- *Mowat—*Graphic History of England*, Clark Irwin & Co.
- *Oliver—*Oxford Class Books of History*, Senior Series, Bk. I, Oxford University Press.
- *Paterson—*The Story of Our People*, Ryerson.
- *Robertson—*Life in Old Britain*, Copp Clark.
- *Searle—*The Masters of Oakleigh Manor*, Macmillan.
- *Tickner—*Headway Histories, Bk. I*, Clark Irwin.
- *Tural—*Source Book of British History*, Oxford University Press.
- *Williams—*The Kingsway Histories, Bk. I*, Dent & Sons.
- Wallace—*New History of Great Britain and Canada*, Macmillan.
- *Isaacson—*The House of History, The First Story*, Thomas Nelson & Sons Ltd.
- *Strong—*Today Through Yesterday, Bk. I*, Clark Irwin.

QUESTION: *Is the Department of Education going to issue a Programme of Education for rural schools? Will it establish a department for mimeographing work for the rural school?*

These questions have been asked so frequently that your department decided to refer the matter to the Superintendent of Education. Here is the reply received from Dr. S. J. Willis, Superintendent of Education for British Columbia:

COPY

February 13th, 1940.

D. Grant Morrison, Esq.,
Rural and Village Editor,
The B. C. Teacher,
Port Coquitlam, B. C.

Dear Sir:

In reply to your letter of the 9th instant I may say that the Department has not deemed it advisable to provide a separate Programme of Studies for rural schools. You may recall that a circular was sent to all the rural schools in the province inviting the teachers to send in a statement of the difficulties encountered by them in carrying out the new programme. The replies were carefully examined and a special rural school bulletin (Bulletin IV) was issued in 1939. It was felt that after a careful study of that bulletin the teachers would

not experience too much difficulty in their work.

The question of supplying mimeographed material to help the teachers in rural schools was considered by our Central Revision Committee over a year ago. The reply of the Committee was that the best teaching is done when teachers and pupils select their own materials from textbooks, reference books and other sources and adjust the material to the needs of the schools concerned.

Yours very truly,
S. J. WILLIS,
Superintendent of Education.

SJW:FC

QUESTION: *I have difficulty in teaching my pupils to work independently. This problem is one of the greatest faced by teachers of rural districts. Will you please suggest some solution?*

This question has appeared previously in this column, but until recently no attempted solution has been forthcoming. This solution, by C. R. Margison, should prove very helpful.

Training Pupils to Work Independently

One quality that increases considerably the efficiency of the lessons in a rural school is the degree of harmony that is present in the room while one class is receiving a teaching lesson and the other grades are performing independent pursuits. The highest degree of harmony is attainable only when the pupils working by themselves do not interrupt the teaching lessons to ask for assistance. The ability of the pupils to work independently is, then, of major importance. Possibly it is unreasonable to expect never to be disturbed by questions from the independent workers but it is possible to have a minimum of interruptions. To secure this minimum, I offer the following suggestions:

1. From the first day of school in September, create or build up in the pupils the desire to work independently. The pupils will appreciate the advantages to themselves and to the rest of the school if they can work on their own. Emphasize these advantages at every opportunity.
2. From the beginning, compliment those who work well independently.
3. The teacher must have a plentiful and assorted supply of seatwork. Much seatwork material is available in the form of work-books. It is too much to expect the younger children to sit

What We Are Reading

TEACHING *Reading to Slow-learning Children*; S. A. Kirk, Director of Education for Exceptional Children, Milwaukee State Teachers' College; Houghton Mifflin Co.; 1940.

"Of the making of books there is no end," yet there has always been a dearth of books for the teachers of dull-normal and sub-normal children. So we welcome this authoritative volume on the teaching of Reading, from the pen of a man who has had wide experience with mentally retarded children, and whose "Remedial Reading Drills" we have been using for years in our Primary Special Classes.

Marion Monroe, in the introduction of the book, says that "instead of waiting until children have actually failed to learn to read, educators are looking for early indications of difficulty and are changing emphasis from corrective to preventive work in Reading". Since this Psychologist found a correlation of .50 between language ability and success in Reading, there are specific exercises given to develop language facility, for training memory for sentences and ideas, for developing visual and auditory discrimination, for correct enunciation and pronunciation, and for developing eagerness to read. A basic sight vocabulary is supplied, also seat work suggestions. This is followed by definite directions

for instruction in initial stages and through the fifth grade. A retarded child, who cannot read, may be advanced thus far, merely because of age or size; and, as much of the learning in intermediate grades is dependent on Reading, the non-reader is bewildered and often a behavior problem develops. Methods of remedial instruction are described which are easily followed and which give success, probably the most important motivating factor in learning to read.

In conclusion Kirk says, "Studies have shown that about fifteen or twenty per cent of the school population consists of dull-normal children and many poor readers and consequent failures in the secondary school belong in this group". Nevertheless, a reading foundation, built painstakingly in the first three grades (which may take four years to accomplish), will save many a child from dislike of school, discouragement and personality maladjustments.

Two copies of Kirk's valuable book have been placed in the Community Room Library, Vancouver.

A. JOSEPHINE DAUPHINEE.

THE *Rise of a New Spirit*—a brochure containing evidence of the spread of Moral Re-Armament including

quietly for many minutes when they have no definite assignment.

4. The assignment must be definite.

5. Instructions must be stated clearly and only when the teacher has the attention of all the pupils who are to do the assignment. It will decrease potential queries and difficulties to spend a few extra minutes emphasizing the instructions. It is often encouraging to help the children with at least one problem.

6. The independent workers must be made to realize that once the instructions have been given, they may not expect further assistance until the teaching lesson has been completed. Never suffer exceptions to occur in the routine that you have outlined. This requires persistence and patience and is difficult to maintain. Here, a few pupils may upset weeks of foundation work.

7. The majority of the problems assigned for seatwork should be simple. This is true particularly in the lower

grades. Simple, constructive and interesting seatwork gives the pupil the satisfaction of accomplishment which will make the crusade for more independence much easier to initiate and prosecute. Too difficult problems are discouraging and will often defeat the purpose for which they were created.

8. As some pupils work faster and are more capable than others, one or two will often complete their work before their fellows. To overcome this difficulty, each pupil should have in his desk a book of his own choosing that he may read until his class receives further instructions.

9. As pupils are permitted to leave the room as they require, no interruptions are necessary for the questions, "May I leave the room?" or, "May I get a drink?" etc. This privilege may be abused but it will not be if the discipline in the room is good—and the practice of independent study can function.

10. ONLY if the discipline is satisfactory.

a series of broadcasts by Major-General the Earl of Athlone, K.G., The Hon. William B. Bankhead, Dr. Frank Buchanan and others. Toronto; Southam Press; 10c (in Vancouver at Hudson's Bay Book Department and Room 205, The Devonshire).

The Countess of Minto, in the foreword, expresses her belief "that Canada, united under the Dominion of God, has an historic opportunity to lead the Empire and nations into the spacious freedom of a world at peace within itself". The message of Mrs. Thomas A. Edison-Hughes closes with this challenge: "As the first pioneers opened up the resources of nature to a new civilization, so today we must pioneer again, exploring the vast resources of the Spirit".

Among the Canadian broadcasts are one by Mrs. Albert Matthews, wife of the Lieutenant-Governor of Ontario, and one by Mrs. Gordon Conant, wife of the Attorney-General of Ontario. This booklet can be summed up in the simple words of a registered nurse: "You so live that, with others everywhere like-minded, you are able to help build a new world".
—KATHLEEN O'MEARA.

TRADE and Industry, by R. O. Merriman and W. A. Mackintosh; The Ryerson Press, Toronto; illustrated; 257 pages; 1939. Price 70c.

Whatever later experiences students may have with the "dismal science" they may be thankful if their first introduction to economics has been through *Trade and Industry*.

In his preface W. A. Mackintosh thus expresses the aims of his (now deceased) collaborator and himself: "*Trade and Industry* is designed to present more than a chronicle of development. An attempt has been made to show the economic circumstances out of which that development has come." Of the method employed to achieve this aim he says: "Many economic principles can be more clearly appreciated by elementary students in the concrete illustrations of history and geography than in their abstract formulations."

Taking as a starting-point the food-getting activities of prehistoric man, the authors trace the story of man's economic development through the primitive village and the early market town down to the metropolis as we know it today.

The subject matter is organized on chronological lines and political divisions, as such, do not enter into the

work. As would be expected, however, illustrations are, whenever possible, drawn from the history and geography of the British Isles and Canada.

Some idea of the space allotment may be gauged from the fact that the account of the middle ages ends on page one hundred and sixteen and that the story of the industrial revolution begins on page one hundred and seventy and ends on page two hundred and fourteen. Only forty pages are devoted to developments since 1914. Readers must not infer from this that the text is faulty in its emphasis. Properly enough, the authors have given to the account of the earlier periods a thoroughness and comprehensiveness which makes unnecessary such a detailed treatment of the modern scene.

In a work of such uniform excellence it is difficult to single out individual chapters for special praise. However, Chapter Six on the rise of wholesale exchanges and Chapter Ten on the rise of Canada's trade are certainly unusually good. Very praiseworthy, also, is the interesting way in which the authors have described the actual machines of the industrial revolution. Without going into intricate mechanical details they have yet contrived to leave with us something much more significant than the usual machine-man-date tieup of the average text.

The book has an index, chapter references to three other economics texts, and sixteen full page and twenty-two smaller black and white illustrations by a number of different artists.

Trade and Industry is intended for the use of high school students of economics. Nevertheless, teachers of social studies from Grade V. up will find it an excellent book to acquire—not so much for its information about any one period as for its remarkably good general view of man's economic development from earliest times.—S. M.

* * * * *

RED Blanket. By Helen Dickson. Illustrated, 127 pp. London: Thos. Nelson & Sons Ltd. 1939. 75 cents.

Red Blanket is the story of a year in the life of a small prairie Cree Indian boy. I can state with confidence that it is remarkably true to life in its descriptions for my own earliest years were spent on just such a Cree reservation as that described by Miss Dickson.

The two main characters of the story are Red Blanket, grandson of blind old Chief Big Bear, and Yellow Hair, ten-year-old son of Money Chief Cameron,

the government agent. The book does not rely for interest on adventures of the hair-breath escape variety. Its real fascination lies in the skill with which the author depicts a mode of life very different from that of the average city child. Boy and girl readers will feel that what Red Blanket saw, thought and did was exactly what they would have done had they been in his shoes—or rather in the beautifully beaded moccasins his mother made to surprise him. After living with Red Blanket through the great hailstorm, the blizzard, the prairie fire and the wild strawberry picking his young readers will unconsciously have acquired a much keener appreciation of life on the prairies as it is lived today by white and Indian Canadians of their own age. The account of the Treaty Day Celebration will undoubtedly lead the brighter children among them to ask questions which may well be answered in a Social Studies lesson. The work of the government instructors and of the "Blackrobes," both Catholic and Protestant, is touched upon throughout the book. In fact, its last pages show us Red Blanket proudly mailing a letter written in English to his friend Running Elk whom he had, earlier in the story, refused to accompany to the Indian boarding school at Qu'Appelle.

Red Blanket is written in language that can readily be understood by some Grade III and by most Grade IV pupils. Although the book is evidently intended for English readers the vocabulary is typically Canadian—so much so that the author, rather amusingly to us, finds it necessary to insert a footnote giving "reels of cotton" as the equivalent of "spools of thread" which she had used in the body of her text.

Librarians and social studies teachers will be pleased to know that Miss Dickson has written two other books, *The Family at Sunshine Ranch* (Okanagan), and *Yoshio: A Japanese Boy in Canada*. The second of these is number one in the Nelson *Wide World Story Books* of which *Red Blanket* is number six.

* * *
GEOGRAPHY for Today—Africa, Australasia, and the British Isles; Canadian Edition; by Gordon Hepburn, B.A.Sc. (Tor.); Longmans, Green & Co., Toronto; 1939.

The author states in the preface that this is a text on human geography—a study of the reciprocal relations between man and his environment. He further

states that this book has been adapted to meet the needs of Ontario Secondary School students in Grade IX Geography. Both these aims have been accomplished and this geography will be a worthwhile addition to the Social Studies reference shelves in British Columbia schools.

The introductory section of this book presents a comprehensive survey of the general geographic factors which form the essential groundwork for a detailed study of any country. Diagrams and tables form the basis of the explanations of the use of globes and maps and the interpretation of climatic factors. Practical work on local observations and graphic analysis aid the pupils to assimilate this subject matter. Thus the author has presented this rather abstract material in an objective manner.

The second section deals with Africa. The first chapter introduces the reader to Africa through the stories of the great explorers who filled in the unknown places on the map. Then the author discusses the geographical divisions of Africa. In most of the chapters the balance between economic and human geography is retained. In the description of North-West Africa, the Carthaginians, the Moors and the French Foreign Legion receive attention. In the third chapter four pages are devoted to life in the desert. Chapter VII includes an interesting account of the natives of Central and East Africa, and of the transformation in their lives since the advent of the white men. The physical and economic phases of geography are not allowed to eclipse the human aspect of this subject.

The numerous photographic illustrations will appeal to both students and teachers because they are large, clear and modern. The teachers will be pleased by the explanations and instructions accompanying the pictures. The author has clarified the text by dozens of maps, each illustrating some specific point so that none of them is overcrowded.

Two other features of this geography will earn the commendation of teachers: the general geographic data which are explained in the introductory section are utilized in the discussions of Africa, Australasia, and the British Isles; secondly, many of the chapters end with brief resumes and each section concludes with a summary chapter.

This geography, therefore, should prove an asset to any Social Studies teacher.

—R. K. F.

Correspondence

"NEGLECTED BRITISH SCHOOL CHILDREN"

Ucluelet, B. C.,
February 26, 1940.

Editor, *The B. C. Teacher*:

I make no defence of "Janus", who sometimes strains to jest. But I think your editorial gives a wrong impression of British conditions. As Mr. Poole points out, a return to normal conditions in war-time is impossible. (Two schools in one district of Manchester are converted into mortuaries). The Board of Education has now arranged for full opening of Elementary schools in evacuated areas, the reopening beginning in January. There will also be better provision in evacuation areas. When the war started the authorities naturally expected Blitzkrieg, accompanied by complete evacuation. They were therefore not prepared for 50 per cent evacuation. They had three remedies possible: (a) compulsory evacuation, (b) improvement of evacuation areas (camps, etc.), (c) reopening of schools in evacuated areas. It was useless to consider installing a new system of correspondence tuition to further complicate matters. A large proportion of these children are under six years of age, and thus could not benefit from correspondence tuition.

You also refer to High School and University correspondence courses. These have long been provided in Great Britain by private enterprise. H. G. Wells, now 74, was in his early youth on the staff of one of the several very efficient correspondence "colleges". The Workers' Educational Association, the Co-operative Union, and Ruskin College, Oxford, have provided courses on a non-profit basis for at least 30 years.

The aim of the British authorities has been to make Secondary Education (in school and college) less expensive and thus more available to all who could benefit by it. In a small country with efficient transportation it is no good policy to instal correspondence tuition, which, in general, is far less valuable than that given in efficient schools. The private correspondence schools exist because they are cheaper and I am sure the percentage of students getting their education by correspondence has decreased, as it should.

As to the slur on the British educa-

tional systems, English and Scottish, implied in the expression "progressive countries", I need only mention the existence for at least twenty years of (a) wider administrative areas, (b) an equitable pension system, and (c) salary schedules fair to all classes of teachers. A contributor in your current issue deplores the low percentage of male Canadian university students who plan to enter the teaching profession. This is lower in Britain than it should be but higher than in Canada.

Yours faithfully,

CHARLES BURRIDGE.

(We welcome the above evidence that somebody reads our editorials. Our point was that with some schools turned into mortuaries and with all schools disorganized and likely to remain more or less disorganized for an indefinite period, those responsible for meeting British national emergencies should have taken advantage of what has been learned of the possibility of instruction by mail. In British Columbia alone there are some 3500 taking high school courses by mail and three times that many in elementary school classes,—including a great number of beginners who are learning to read. Private enterprise in Great Britain and governmental enterprise in many other countries have demonstrated that such courses are practicable. In an era when in many quarters ordinary classroom teaching will be impossible or subject to disastrous interruption, possibly for years to come, the advantages of supervised correspondence courses should not be confined to those who can pay the relatively high fees that schools that are run for private profit must necessarily charge.

—EDITOR of *The B. C. Teacher*).

MR. GORDON CONGRATULATED

Editor, *The B. C. Teacher*:

I certainly want to congratulate you on the wonderful piece of work that your Magazine Table review editor does each month. This particular section of your magazine is not only readable but lively and one feels a certain intimacy with the person who handles the job.

Sincerely yours,

PAUL GOWARD,
Business Manager,
School Arts Magazine.

EDUCATION OF SOLDIERS' DEPENDENT CHILDREN

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

THE attention of teachers who are returned soldiers is directed to the provisions of the "Education of Soldiers' Dependent Children Act" and amendments to same.

Upon application to the Commission, assistance may be granted for the education of a dependent child of a returned soldier.

The amount of assistance granted in any case shall not exceed the sum of \$250 in any one scholastic year.

Where provision is made by the Board of Pension Commissioners for Canada in respect of the education of any child of a returned soldier, that child shall not, while in receipt of a pension under the "Pension Act" of the Dominion, be eligible to receive assistance under the "Education of Soldiers' Dependent Children Act" during any scholastic year in excess of the amount by which \$250 exceeds the total amount of the pension payable during the same period.

Assistance shall not be granted for a longer period than four years.

Every application for assistance shall show that the applicant is a dependent child of a returned soldier and was under the age of 16 years when he attained an educational standard equivalent to that which is required for admission to Grade IX.

For the purpose of administering the provisions of this Act, a Commission shall be appointed as follows: the Deputy Minister of Education, who shall act as Chairman, and one nominee from each of the following organizations—Canadian Legion, Army and Navy Veterans, and the Amputations' Association.

This Act was passed for the sole purpose of assisting the children of veterans of the Great War in securing a high school education. It does not apply to Normal School or University. The grants are not cut off when a high school student reaches the age of 16 years. Where a student who enters high school at, say, 15 years of age, and is entitled to a grant under the Act, the grant may be continued for four years if necessary.

A discussion of the Act will be held in connection with the Returned Soldiers Section Meeting at the Easter Convention.

HARVEY J. FEAKES, Secretary,
Returned Soldiers' Committee.

REPORT OF NOMINATING COMMITTEE

Victoria, B. C., March 2, 1940.

Mr. H. Charlesworth,
General Secretary, B. C. T. F.,
1300 Robson Street,
Vancouver, B. C.

Dear Sir:

The B. C. T. F. Nominating Committee met on Saturday, February 10th, 1940, when the following were nominated for the offices of President and Vice-President of the B. C. T. F. for 1940-41:

For President: Mr. H. W. Creelman,
Victoria.

For Vice-President: Mr. W. R. McDougall, North Vancouver.

These Nominees have officially accepted nomination. Further nominations may be received from the floor of the Annual General Meeting.

Yours very truly,

(Signed) J. M. THOMAS,

Chairman, Nominating Committee.

Committee:

J. R. Atkinson, Vancouver.

T. S. Byrne, Chilliwack.

H. E. Blanchard, Duncan.

W. McMichael, Victoria.

J. M. Thomas, Victoria.

G. A. FERGUSSON MEMORIAL AWARD

Vancouver, February 13, 1940.

To Secretaries of Local Associations
and Unattached Members:

Trustees of the F. A. Fergusson Memorial Award will meet on Monday, March 25th next, for the purpose of selecting the recipient of the eighth award.

The conditions provide that the Award shall be made annually to a Federation Member (or Member-Association) who has made, in the judgment of the Trustees, an outstanding contribution to education.

Nomination of candidates for the Award may be made by any Federation member, or by any Local Association of the Federation.

Nominations must be received at the Federation Office, 1300 Robson Street, Vancouver, not later than Saturday, March 23rd, 1940.

Each nomination should be accompanied by a description and supporting evidence of the work for which the Award is claimed. Meritorious work on behalf of the Federation or any Association may rightly be included.

The presentation of the Award will be

made by the Chairman of the Fergusson Memorial Trustees, at the Federation Easter Convention to be held at the Hotel Vancouver, Vancouver.

The Trustees particularly desire to have for such an outstanding honour, a good list of nominations, truly representative of all teachers of the province, and therefore urge that all Associations and members give this matter their early and serious consideration.

Trustees: Franklin P. Levirs, Kimberley, Chairman; George S. Ford, New Westminster; Norman F. Black, Vancouver.

On behalf of the Trustees,
HARRY CHARLESWORTH,
Honorary Secretary.

TESTS IN MODERN LANGUAGES
4756 Blenheim Street,
Vancouver, B. C.,
February 5, 1940.

Editor, *The B. C. Teacher*:

The Modern Language Section of the Secondary School Teachers' Association of the Lower Mainland is experimenting this term with tests on extensive readings in French. Various teachers have volunteered to make up multiple choice tests on the readers in the course. These tests will then be mimeographed and will be available to the French teachers of the Lower Mainland.

The executive of the provincial Modern Language Section would be very glad to know whether teachers elsewhere in the province are interested in these tests, as this is a possible topic for discussion at the convention.

Yours truly,
JESSIE R. MENNIE,
Secretary, Moderns Section,
B. C. S. S. T. A.

POWELL RIVER GETS GRANT
MR. P. Scarlett, trustee of Powell River District rural schools, an-

D. GESTETNER (CANADA) LTD.

Manufacturers of
World's Premier Duplicator

680 SEYMOUR ST., VANCOUVER
Phone: Sey. 5880

nounced last month that the district had received an extra grant of \$1500 for use in the suburbs of Wildwood and Cranberry. The grant makes possible a seven mill reduction in the tax rate and places these two suburbs on the same footing as the Westview district.

Current Events and History

WORLD AFFAIRS

THE ONLY CANADIAN MAGAZINE
DEVOTED EXCLUSIVELY TO CUR-
RENT EVENTS, Edited by CANADIANS
NOW IN ITS FIFTH YEAR.

\$1.00 per year

(10 ISSUES)

SPECIAL RATES FOR FIVE OR MORE
SPECIMEN COPY GLADLY SENT TO
ANY ADDRESS, POSTAGE PAID.



Address:

WORLD AFFAIRS

224 BLOOR STREET W., TORONTO

Perfect Your French in Hospitable French Canada!

McGILL UNIVERSITY FRENCH SUMMER SCHOOL
JUNE 27 - AUGUST 9

The McGill Summer School is a long established School. Its courses of study are of university standard for undergraduates, teachers, and graduate students who are working for the McGill M.A. degree; others qualified to take the courses are welcome. Certificates show equivalent semester hours for university credit.

Co-educational. Residence in new Douglas Hall. French staff. French alone spoken at all times. Conversation and practical work with the language in a natural French atmosphere. Fee (tuition, board and lodging). \$180.00.

Write today for booklet—
Sec'y., French Summer School
McGill University, Montreal, Can.
Address Dept. K.



News, Personal and Miscellaneous

News for this section of *The B. C. Teacher* is solicited from all teachers. Such items should be sent to RALPH O. NORMAN, 2505 West Seventh Avenue, Vancouver, B. C.

DEATH OF MR. ARTHUR SUTTON

THE cause of education in British Columbia has received a severe set-back in the passing of Mr. Arthur Sutton, B.A., late principal of Prince Rupert High School. Professionally, Mr. Sutton was known as a devoted teacher and a conscientious administrator. Worthwhile causes in the community found in Mr. Sutton an enthusiastic supporter and the United Church at Prince Rupert will find it difficult to replace a tireless leader.

In the latter months of the Great War the late Mr. Sutton was in Wireless Telegraphy work on the high seas. Following this he spent two years at Columbian College and attended Vancouver Normal School in 1924-25. The next four years were spent at the University of British Columbia with summer occupation on steamers or at canneries, again in wireless work. After graduation he was appointed to Agassiz High School where he remained for three years. He then joined the staff of Prince Rupert High School, later to become principal. He was always active in Federation affairs.

He leaves to mourn his loss his loving wife, the former Kathleen Clarke, B.A., Arts '25, and two children, Wendy, aged six, and Barry, aged five.

The personal characteristics of Mr. Sutton will not easily be forgotten by his many associates. His dry sense of humor coupled with wide interests made him welcome in many homes on the lower mainland.

Our sympathies are extended to his relatives, especially his devoted wife and his loving son and daughter.

DR. CLEMENS TO U. B. C.

W. A. CLEMENS, M.A., Ph.D., F.R.C.S., now director of the Pacific Biological Station, Nanaimo, will take over the duties as professor and head of the department of zoology on July 1st, the announcement from the University of British Columbia states.

Dr. C. McLean Fraser, the present head of the department, will continue at the university his research in hydroids.

Dr. Clemens was educated at Toronto and Cornell Universities and the University of Maine.

RE POOLING

TEACHERS wishing to share in "Pooling" must attend at least five sessions of the Convention. Sessions, of course, include the Annual General Meeting. There are nine sessions altogether, as follows:

- (1) Monday evening, March 25th.
- (2) Tuesday morning, March 26th.
- (3) Tuesday afternoon, March 26th.
- (4) Tuesday evening, March 26th.
- (5) Wednesday morning, March 27th.
- (6) Wednesday afternoon, March 27th.
- (7) Thursday morning, March 28th.
- (8) Thursday afternoon, March 28th.
- (9) Thursday evening, March 28th.

CAN TEACHERS VOTE?

Some teachers who visit their parents' home during the holiday apparently fear that they will be unable to exercise their right to vote at the pending general election unless they return on polling day to the place where they reside while teaching school. The President of the Canadian Teachers' Federation got in touch with the Prime Minister, who referred the matter to Mr. Jules Castonguay, Chief Electoral Officer,—the matter of having an advance poll or teachers. Mr. Castonguay refused the advance poll but drafted a special instruction, headed "Circular Letter No. 8,—To All Returning Officers", (get the man at the polling station to refer to it in case of misunderstanding) in which the following main points are set forth:

- (1) All teachers should take steps, during the enumeration or during the sittings for the revision of the lists, to have their names duly entered on the lists of the electoral district of their parents' home, if they wish to vote there;
- (2) If his name has been duly entered on the lists of the urban polling division of his parents' home, the teacher so listed may vote on taking the oaths of residence qualification;
- (3) No person in an urban polling division may vote unless his name is on the list;
- (4) In rural polling divisions, a teacher may vote whether or not his name appears on the official lists, provided that such teacher be vouched for by a qualified voter residing in that rural polling division;
- (5) Clause (b) of subsection (6) of Section 16 of *The*

Dominion Elections Act, 1938, prescribes privileges to teachers who move from one electoral district to another to fulfil an engagement as a teacher, after the date of the issue of the Writs of Election.

NEWS FROM COBBLE HILL

JANUARY meeting of Cobble Hill District Teachers Association, held at the home of Mr. M. Dunnett, voiced dissatisfaction over the pension scheme.

In December last Mr. Ray Brunt was united in marriage to Edith Jean Dawe, formerly teacher of Home Economics at John Shaw High School, Nanaimo. The happy couple are residing in Cobble Hill where Mr. Brunt is principal of the High and Elementary Schools.

On January 31, Miss Patricia Grimmond, primary teacher at Shawnigan Lake Public School, resigned preparatory to leaving on February 7 for Prince Rupert to become the bride of Mr. Keith Yorston who is in military service in that area. The position vacated has been filled by Miss Evelyn Mildred Bowett of Shawnigan Lake, V. I.

Mr. and Mrs. A. H. Plows, principal of Fairbridge Farm School, has now taken up residence in Victoria where he is in military service.

Past President of Cobble Hill D. T. A. remarked at a recent meeting on the tendency of its male members toward a profusion of upper lip embellishment—the unadorned being in danger of presently becoming in a decided minority.

PRESENTATION TO SCHOOL BOARD CHAIRMAN

THE happy relations existing between Cranbrook teachers and their school board were reflected in a pleasant incident recorded recently in *The Vancouver Daily Province*. The teachers banqueted Mrs. F. B. Miles who is retiring from the Chairmanship of the board after twenty years' service to the schools of Cranbrook. Mrs. Miles was also the recipient of a suitable gift. Among the guests addressing the gathering were Inspectors J. B. DeLong and J. F. Brown.

EASTER HOLIDAYS

THE Easter holidays this year commence on March 21st and end when the children return to school on April 1st, according to an announcement from the Department of Education.

EAST KOOTENAY SCHOLARSHIP

A FORMER Cranbrook resident, Mrs. Nancy Ryckman, who recently died in Hamilton, left the sum of \$7200 to the University of British Columbia for scholarships for boys or girls passing senior matriculation. The applicants for the scholarship must have attended school in the East Kootenay district for at least three years, two of which must have been immediately prior to university enrolment.

SALARIES!

TEACHERS throughout the province are urged to pay close attention to the course of the negotiations now under way between at least two Boards of School Trustees and the teachers of the districts. The Press carries accounts of these negotiations that represent directly the interests of the teachers of the districts concerned, and indirectly the interests of all teachers of the province.

MRS. WHEELWRIGHT HONORED

THE Annual Dinner of the Teachers of Special Classes took place at the Devonshire Hotel, February 5th, 1940, when a presentation was made to Mrs. E. Wheelwright, who, as Miss Caroline Calbick, had been, until the Christmas vacation, a valued member of the staff. Her many friends in the teaching profession wish Mr. and Mrs. Wheelwright many years of happiness.

AUDUBON CLUBS

"LET'S form a Junior Audubon Club because it is fun to know about birds". This is an idea for boys and girls interested in watching birds this spring and in finding out how they live. Junior Audubon Clubs are sponsored by the National Association of Audubon Societies, an organization whose purpose is the protection of all forms of wild life. A special endowment enables the Association to furnish its Junior Members with interesting material at far below cost. Ten or more children may band together to form a club in a school, Scout troop, camp or in the home neighbourhood. Club dues are 10 cents a member each year. Each Junior Member receives a bird button and six 4-page bird leaflets with bird color plates and outline drawings to color. For other details and registration form, write to the Junior Secretary, National Association of Audubon Societies, 1006 Fifth Avenue, New York, N. Y.

NOTES FROM NANAIMO
AND DISTRICT

At their January meeting Nanaimo and District Teachers' Association were addressed by Mr. Harold Murray of Port Alberni, a member of the British Columbia executive. His subject was "Teachers' Pensions" and a large and interested audience was present to hear his timely talk.

The position of Home Economics teacher in Nanaimo, vacated by Miss Edith Dawe who left the High School staff at Christmas to marry Mr. Ray Brunt, principal of Cobble Hill High School, has been filled by Miss Heraldine Thompson of Winnipeg.

Nanaimo City elementary teachers have formed a committee to make a survey of reading in their grades and are holding evening meetings to discuss their findings. Any members of Nanaimo and District Teachers' Association who are interested have been invited to attend and several have already availed themselves of the opportunity.

WIDNELL DIMSDALE KNOTT

The Bureau of Publications, Teachers College, Columbia University, has recently published a book entitled *The Influence of Tax-Leeway on Educational Adaptability*, which will be reviewed in *The B.C. Teacher* in the early future. The author, Dr. W. D. Knott, is well known in British Columbia. He taught in Victoria and Vancouver, and is a graduate of Victoria High School, Vancouver Normal School and the University of British Columbia, where he continued post-graduate studies in economics, sociology and government. Later he took his M.A. in educational administration at Leland Stanford, studying under Dean E. P. Cubberley, and his Ph.D. at Columbia in educational administration and finance. At present he is doing post-doctoral research in adaptability of school systems to meet community needs of teacher training and higher education. During 1939 he substituted for the head of the department of education and psychology at Drexel Institute of Technology, Philadelphia. Dr. Knott was previously associated with Prof. Paul R. Mort in his survey of educational adaptability in Pennsylvania.

THE AUDUBON NATURE CAMP

A UNIQUE camp whose purpose is the promotion of conservation through special training of teachers,

youth leaders and others interested in stimulating more nature study, is conducted each summer on an island sanctuary in Muscongus Bay, Maine. This is the Audubon Nature Camp for Adult Leaders. It is operated at cost by the National Association of Audubon Societies. It will open for its fifth season June 14, 1940.

Enrollments may be made for one or more of five two-week periods offered during the summer of 1940. For an illustrated folder describing in detail the programme and facilities of the camp, write to Camp Registration Department, National Association of Audubon Societies, 1006 Fifth Avenue, New York.

MCGILL UNIVERSITY FRENCH
SUMMER SCHOOL

McGILL University, Montreal, is planning to welcome a larger number of students than ever before to its 1940 French Summer School which opens on June 27th and closes August 9th. Teachers and students who would ordinarily visit Europe will this year be attracted by an opportunity of combining an unique academic summer course in French with a vacation in old French Canada.

The long-established McGill Summer School is one of the best known French Summer Schools on this continent; it is an integral part of the Faculty of Arts and Science of McGill University. Its courses of study are of university standard for undergraduates, teachers, and graduate students who are working for the McGill M.A. degree; others qualified to take the courses are made very welcome. Certificates show equivalent semester hours for university credit.

The courses are co-educational. The students' residence is the beautiful new Douglas Hall, built like a modern chateau on the slopes of glorious Mount Royal. In its ultra-modern salons, the school course is at once an academic and a social experience of the greatest value. The school staff is entirely French, and French alone is spoken at all times. Conversation and practical work with the language in this natural French atmosphere are particularly stimulating to the student.

Canada's greatest city, Montreal—said to be the second largest French-speaking city in the world—the beautiful Laurentian Mountains to the north, ancient Quebec City and the romantic St. Lawrence River, offer vacation attractions after the course, or at week-ends.

Appendix A - Proposed Constitutional Changes

PURSUANT to the recommendation as contained in the 1938-1939 Reports of the Constitution and By-Laws Committee to the British Columbia Teachers' Federation Executive Committee and to instructions received from the British Columbia Teachers' Federation Executive Committee, the Constitution and By-Laws Committee submits the following:

The Constitution and By-Laws Committee regarding Constitutional amendments begs to report that at the British Columbia Teachers' Federation Convention, 1939, the Constitution and By-Laws Committee was instructed to attend to

- (1) the printing of copies of the present Constitution as amended to date;
- (2) the inserting in *The B.C. Teacher* of the draft of the proposed new Constitution and incorporating in it such changes as approved at that Annual Meeting.

These duties have been carried out by the Constitution and By-Laws Committee. Copies of the present Constitution have been sent to Local Associations and the draft of the proposed new Constitution appeared in the December issue of *The B.C. Teacher*.

Should the proposed new Constitution carry, opportunity will then be provided to amend it as the Meeting may see fit in accordance with recommended changes which have come up during the year.

Should the proposed new Constitution be defeated, then opportunity will be given to amend the present Constitution.

The following constitute the necessary formalities to implement any necessary business relative to the Constitution.

The Constitution and By-Laws Committee of the British Columbia Teachers' Federation submits the following notice of motion in support of an extraordinary resolution:

Take notice that it is intended to move as an extraordinary resolution at the Annual General Meeting of the Federation, Easter, 1940:

"That the present Constitution of the British Columbia Teachers' Federation be amended to read as does the Proposed New Constitution as published in the December, 1939, issue of *The B.C. Teacher*", provided that there may be considered and dealt with also at the Annual General Meeting each of the following suggested changes to that published wording of the Proposed New Constitution and that any other suggested changes to the Proposed New Constitution may also be considered and dealt with; and provided further that all this does not go into effect until immediately after the close of the Annual General Meeting".

SUGGESTED CHANGES IN (OR AMENDMENTS TO) NEW CONSTITUTION

That to Clause 4, **Membership**, Section (a) be added:

Any bona fide member of the British Columbia Teachers' Association who, during his term of such membership, leaves his active engagement in teaching to render war service in His Majesty's Forces, shall, during the full period of such service in the Forces, be continued in full active membership without the payment of fees.

That the following be added to Clauses 21 and 22:

21. Sick Benefit Fund

- (a) There may be organized and administered a sick benefit fund known as the Sick Benefit Fund for the purpose of assisting members, who for some reason, such as sickness or disability, are unable to continue teaching.

- (b) Such a fund shall be administered by a Committee of the Association to be known as The Sick Benefit Fund Committee, consisting of three members to be appointed by the Executive Committee of the Association.
- (c) At the institution of the Sick Benefit Fund Committee, one member shall be appointed for three years, one member for two years, and one member for one year; thereafter, one member shall be appointed annually for a period of three years.
- (d) Regulations for the administration of the Sick Benefit Fund shall be made or amended only by the Annual General Meeting, or by the Executive Committee.

22. Benevolent Fund

- (a) The Association may create and administer a fund to be known as the British Columbia Teachers' Federation Benevolent Fund.
- (b) The purpose of such fund shall be to make advances or loans to members of the Association, or their immediate dependents, who, by reason of extraordinary circumstances, are in need of financial assistance.
- (c) The fund shall be administered by a committee of three members of the Association who shall be appointed by the Executive of the Association at its first meeting after the first of September in each year.
- (d) On the appointment of the first members of such committee, one member shall be appointed for three years, one for two years and one for one year, and thereafter one member shall be appointed annually for a period of three years.
- (e) Not more than one member of the Executive Committee of the Association shall be a member of the Benevolent Fund Committee in any one year, unless such member, having been previously appointed to the committee, shall thereafter become a member of the Executive Committee of the Association.

That to Clause 8, **Executive Committee**, there be added the following:

The representative of the High School Teachers on the Senate of the University of British Columbia.

That to Clause 9, **Standing Committees**, there be added at the end of the definition of the "Consultative Committee" the following:

The President of the British Columbia Principals' Association (or his representative).

That to Clause 9, **Standing Committees**, there be added the following:

The Salary Committee which shall consist of three members of the Executive, with power to add to its number by co-opting members from the general membership.

That the wording of the paragraph dealing with "The Pensions Committee" at the end of Clause 9, be changed to read as follows:

A Pensions Committee of three members shall be appointed by the Executive Committee. Any member so appointed shall at the time of his appointment be a member of the Executive Committee. In the year 1940 one member shall be appointed for a three year term, one member for a two year term and one member for a one year term, and in each year following 1940 one member shall be appointed for a three-year term. In case of a vacancy occurring by death, resignation, or through any other cause, a member shall be appointed by the Executive Committee to complete the term of the former member.

AMENDMENTS TO PRESENT CONSTITUTION

Take notice that it is intended, in the event of the proposed New Constitution not being adopted at the Annual Meeting at Easter, 1940, to move as an extraordinary resolution at the Annual General Meeting of the Federation,

Easter, 1940,

That the present Constitution of the British Columbia Teachers' Federation be amended to read as follows:

That to Section 4, **Active Membership**, Sub-section 1, "By Associations" be added the following as Clause C:

1. (c) Membership once entered into shall be continuous until terminated by
 - (a) Withdrawal, or
 - (b) By notice by, or on behalf of, the Executive Committee of the failure to comply with any of the regulations laid down at an Annual or special General Meeting or by the Executive Committee.
- Provided, however, that any Association whose membership shall have been terminated by (b) shall have the right of appeal to the next Annual Meeting which may confirm or reverse the decision of the Executive Committee.

That to Section 4, **Active Membership**, Sub-section 2, "By Individuals" there be added the following:

2. Membership once entered into shall be continuous until terminated by
 - (a) Resignation, or
 - (b) By notice by, or on behalf of, the Executive Committee of the failure to comply with any of the regulations laid down at an Annual or Special General Meeting or by the Executive Committee.
- Provided, however, that any member whose membership shall have been terminated by (b) shall have the right of appeal to the next Annual Meeting which may confirm or reverse the decision of the Executive Committee.

That to Section 4, **Active Membership**, there be added as Sub-section 3, the following:

3. Any bona fide member of the British Columbia Teachers' Federation who, during his term of such membership, leaves his active engagement in teaching to render war service in His Majesty's forces, shall, during the full period of such service in the Forces, be continued in full active membership without the payment of fees.

That to Section 12, **The Executive Committee**, following Subsection (8) there be added a Subsection to be numbered (9) to read as follows:

- (9) The Representative of the High School Teachers on the Senate of the University of British Columbia.

That Subsections (9) and (10) of Section 12 be renumbered (10) and (11) respectively.

That to Section 24, **The Standing Committees**, sub-section 3, **The Consultative Committee**, be added the following to read:

The President of the British Columbia Principals' Association (or his representative).

That to Section 24, be added a Sub-section to be numbered (5) to read:

- (5) The Salary Committee which shall consist of three members of the Executive, with power to add to its number by co-opting members from the general membership.

That to Section 24, be added a Sub-section to be numbered (6) to read as follows:

A Pensions Committee of three members shall be appointed by the Executive Committee. Any member so appointed shall at the time of his appointment be a member of the Executive Committee. In the year 1940 one member shall be appointed for a three year term, one member for a two year term and one member for a one year term, and in each year following 1940 one member shall be appointed for a three-year term. In case of a vacancy occurring by death, resignation, or through any other cause, a member shall be appointed by the Executive Committee to complete the term of the former member.

That Clause F, of Section 45, be amended by deleting the words "31st day of August" and inserting the words "30th day of June" and by deleting the word "September" and inserting the word "July".

That Clause K, of Section 45, be repealed and the following substituted therefore:

K. Any member of the Federation joining the Sick Benefit Fund shall not become eligible to qualify for benefits from the said fund in the event of sickness or accident until after thirty days from the date that his application shall have been approved by the Sick Benefit Fund Committee.

That Section 45, be amended by adding as Clause W, the following:

W. Any member who is in good standing on June 30th in any year shall be fully protected for a period of grace extending from September 1st to October 15th in that year.

Respectfully submitted by Constitution and By-Laws Committee.

Wm. McMICHAEL (Chairman).
H. W. CREELMAN, } (Members).
H. E. BLANCHARD }

ADDITIONAL AMENDMENTS TO PRESENT CONSTITUTION

The Vancouver School Principals' Association submits the following Notice of Motion in support of an extraordinary resolution:

Take notice that it is intended to move an extraordinary resolution at the Annual General Meeting of the Federation, Easter, 1940:

(a) That the Constitution of the British Columbia Teachers' Federation be amended by deleting Section 12, Subsection 5.

(NOTE: This subsection refers to the election by the Executive of five additional co-opted members).

(b) That the Constitution of the British Columbia Teachers' Federation be amended by deleting from Section 14, Subsection 2, the concluding four words "from amongst their number".

(NOTE: This refers to the election of Secretary-Treasurer).

The reasons for these suggested amendments are:

(a) A measure of economy, as it would reduce the size of the Executive by at least four members and possibly by five.

(b) The provision for election by the Executive Committee of five co-opted members was originally placed in the Constitution in order to provide a remedy in case any new Executive should find its personnel so constituted as to leave any important section or group of teachers without adequate representation. At that time the number of Executive members was comparatively small. The increases which have been made from time to time, together with the provision for more complete Geographic representation, have made it possible to provide for a fully representative Executive without the necessity of co-opting members.

(c) In practice of recent years, the co-opted members have not been chosen "for the purpose of securing adequate representation of all sections of teachers" as the Constitution states.

(d) The continued services (if necessary or desirable) of a Secretary-Treasurer, could be secured by his election from within or without the Executive. Again, a most valuable and efficient Secretary-Treasurer might well be available in any year amongst the general membership and by his election as Secretary-Treasurer he would be automatically added to the Executive, but such person would be precluded under the present Constitution unless he could first be elected to the Executive.

Resolutions For Easter Convention and Annual General Meeting, 1940

THE Resolutions Committee begs to submit the following report containing resolutions to be considered at the Annual General Meeting. These resolutions originated in the Local Associations or Fall Conventions indicated. Other resolutions for the Annual Meeting will come from the Provincial Sections or Subsections of the Convention.

D. B. TURNER (Chairman).
DONALD CAPON (Secretary).
MISS E. MAYHEW.

W. G. SMITH.
J. CHELL.
L. E. CANTELL.

SALARIES

1. **Payment of Salaries**—Submitted by Central Mainland District Council:
Resolved that the work of the Twelve Monthly Payments Committee of the British Columbia Teachers' Federation be endorsed and that the Committee be urged to continue its efforts to have the scheme come into force as soon as possible.
2. **Salary Committee**—Submitted by Sidney Teachers' Association:
Resolved that the Salary Committee as constituted at present be made responsible to the Convention.
3. **Provincial Salary Scale**—Submitted by Prince Rupert Teachers' Association:
Resolved that the Federation make the introduction of a Provincial Salary Scale the major objective of the Convention.
4. **Salaries: Junior High School**—Submitted by B. C. S. S. T. A.:
Resolved that the British Columbia Teachers' Federation Executive be requested to investigate the monetary compensation given to teachers on Junior High School pay who teach Senior High School classes, and on Elementary School pay who teach Junior or Senior High School classes.
5. **Saskatchewan Teachers' Salaries**—Submitted by Central Mainland District Council:
Whereas we have read in the press that Saskatchewan teachers have pledged themselves not to accept positions paying less than a stated minimum, making provision also for any teachers who might find themselves unemployed through making such a stand; **BE IT RESOLVED** that the British Columbia Teachers' Federation give every support and encouragement to the Saskatchewan teachers in their militant campaign for improved salaries.

CONSTITUTION

6. **New Constitution: British Columbia Teachers' Federation**—Submitted by Vancouver School Principals' Association:
Whereas the present British Columbia Teachers' Federation is organized as a federation of local organizations, each of which is a natural geographical unit;
Whereas it is to the interest of teachers in every district to build up as strong a local association as possible to deal with local problems;
Whereas it is better to have membership in the central body possible only after membership in the local association has been taken out to insure the fullest possible local membership;
Whereas recruiting of members through the now personal contacts of local association officers must almost of necessity be more successful than through a central committee alone;

(1)

Whereas there is danger of the growth of too much power and too detached an attitude as regards local needs in the central executive of a body made up of individual members rather than of local associations, and particularly with powers of veto such as suggested in paragraph 12, Section D of the proposed constitution;

Whereas it seems clear that by judicious amendment of the present constitution the advantages of the proposed constitution can be obtained without incurring the dangers inherent in this proposed constitution;

BE IT RESOLVED that this Federation is opposed to the basic change contained in the proposed constitution, which would convert the provincial body into an association of individual teachers instead of a federation of local associations, and which would result in the curtailment of the powers and privileges of the local associations; and that a committee of this Convention prepare constructive suggestions for any advisable amendment of the present constitution of the British Columbia Teachers' Federation.

7. Constitution: British Columbia Teachers' Federation—Continuous Membership—Submitted by Vancouver School Principals' Association:

Resolved that this Convention approve the principle of continuous membership in the British Columbia Teachers' Federation.

FINANCE AND FEES

8. Fees, British Columbia Teachers' Federation—Submitted by Vancouver School Principals' Association:

Whereas the present scale of fees has been in force for two years only and whereas it has received general approval as indicated by (a) a continued increase in membership, (b) the receipt of the planned revenue;

Whereas the present fees paid are among the highest, if not the highest paid by teachers in Canada;

Whereas the proposed scale of fees is subject to the following serious objections:

- (a) All teachers included in the group from the minimum salary to \$3000 pay an increase in fees of \$1.00 or \$1.50.
- (b) A flat fee of \$15 is suggested for teachers in the salary brackets above \$3000 thus contradicting the stated principle of a fee based on a percentage of salary.

Whereas the present scale of fees maintains the principle of "ability to pay" throughout, therefore

BE IT RESOLVED that this Federation favour the continuance of the present scale of fees for the year 1940-41.

9. Finance, British Columbia Teachers' Federation, Suggested Economies—Submitted by Vancouver School Principals' Association:

Whereas the British Columbia Teachers' Federation deficit was \$1,700 in 1939-40;

Whereas the Finance Committee is budgeting for a deficit of approximately \$1,000 in 1940-41;

Therefore BE IT RESOLVED that the Annual Meeting instruct the Executive to obviate the necessity of raising fees by reducing expenses in such a manner that an over-expenditure of revenue will be unnecessary.

BE IT FURTHER RESOLVED that we suggest the following methods by which expenses may be reduced:

- (1) Eliminate (for Budget, Executive and Consultative Committee purposes) the three departments; namely, Elementary, Secondary and Principals.
- (2) Centralize all committees—absentee members to make their contributions by mail.
- (3) Elect table officers who are readily available to Federation Office.

- (4) Reduce Canadian Teachers Federation expenses by paying a reduced per capita fee or by sending a delegation smaller by one or more delegates.
- (5) Reduce number of Consultative and Executive meetings.
10. **Fees, British Columbia Teachers' Federation**—Submitted by Sidney Teachers' Association:
Resolved that this Convention go on record as being opposed to any increase in British Columbia Teachers' Federation fees.
11. **Fees, British Columbia Teachers' Federation**—Submitted by Ladysmith-Che-mainus District Teachers' Association:
Resolved that we oppose any increase in fees on salaries \$1,200 and below.
12. **Finance, Convention Delegates**—Submitted by Prince Rupert Teachers' Association:
Resolved that, while this Federation is in favour of a programme of economy, it should not be effected at the expense of delegates from distant points.

CANADIAN TEACHERS' FEDERATION

13. **Canadian Teachers' Federation, Convention**—Submitted by Vancouver School Principals' Association:
Whereas the cost of holding the annual Canadian Teachers' Federation Convention is approximately two-thirds of the annual budget of that Federation; and
Whereas grave doubts exist in the minds of many members as to the benefits received for this large expenditure;
Therefore BE IT RESOLVED that this Federation favour the holding of a biennial Convention of the Canadian Teachers' Federation and the holding of an interim meeting of the table officers of the Executive during the alternate year, if such meeting be considered necessary.
14. **Canadian Teachers' Federation, Fees**—Submitted by Vancouver School Principals' Association:
Whereas the Canadian Teachers' Federation at its annual convention in 1938 prepared a new scale of fees for 1939 and ensuing years;
Whereas, in the opinion of this Association, this scale of fees is inequitable and unfair to those provinces having the smaller memberships;
Therefore BE IT RESOLVED that we recommend to the Canadian Teachers' Federation that each province be asked to pay a flat fee (say 25c) for each paid-up member of each Federation or Association, and that we further recommend that a prerequisite to representation at each Convention be the payment of the said authorized fee.
15. **Canadian Teachers' Federation, Salary Discussion**—Submitted by the Vancouver Principals' Association:
Whereas the Canadian Teachers' Federation Convention of 1939 placed on its agenda a lengthy discussion of the salary situation.
Whereas salaries are matters which come entirely within the jurisdiction of the Provincial Governments;
Therefore BE IT RESOLVED that this Federation is not in favour of the continuance of such discussion.
16. **Canadian Teachers' Federation, Scholarships**—Submitted by the Vancouver Principals' Association:
Whereas the Canadian Teachers' Federation is asking the Dominion Government to set up scholarships for worthy and deserving students;
Whereas, to date, no such scholarships have been set up.

Whereas, the Canadian Teachers' Federation may be well advised to give a lead in this important matter;

Therefore BE IT RESOLVED that the Canadian Teachers' Federation be urged to establish at least one worth while scholarship in each province; and

BE IT FURTHER RESOLVED that the sums saved by holding a biennial rather than an annual convention be used for this purpose; and

BE IT FURTHER RESOLVED that the Canadian Teachers' Federation be urged to set up a committee forthwith to arrange all conditions which shall govern the giving of such scholarships.

CURRICULUM AND TEXT BOOKS

17. **Curriculum, English I to VI**—Submitted by Greater Victoria Teachers' Association:

Whereas after several years' experience with the new curriculum in English I to VI, teachers have found that a revision of the English courses is necessary if the aims and objectives of the new curriculum are to be achieved;

BE IT RESOLVED that a Curriculum Revision Committee in English be set up with representatives from the English Section of the British Columbia Secondary Teachers' Association.

18. **Curriculum, Social Studies V**—Submitted by Greater Victoria Teachers' Association:

BE IT RESOLVED that the British Columbia Teachers' Federation approach the Department of Education asking that Social Studies V be spread over two years.

19. **Text Books, Mathematics**—Submitted by Prince George District Convention:

Whereas it is felt that the present mathematics texts for Grades 3, 4, 5, 6, 10, 11 and 12 are inadequate and out of harmony with the new course of study, and whereas there is no text at present authorized for Grade 9;

Therefore BE IT RESOLVED that the Department be approached through the British Columbia Teachers' Federation in an effort to obtain new texts in these courses.

20. **Text Books, Prices**—Submitted by Central and Northern Vancouver Island Teachers' Convention:

Resolved that the Department of Education be requested to put in a list of approximate prices of books in the bibliography after each subject in the Programme of Studies.

CERTIFICATION AND CREDITS

21. **Certificates, University of British Columbia Graduates**—Submitted by Trail-Tadanac Teachers' Association:

Whereas a University Graduate with a temporary first-class teachers' certificate has spent three or more years equipping himself academically for the task of teaching than has the senior matriculation student with the same certificate it seems justified that the former, since he is not granted any better certificate than the latter, should be exempt from having to spend two summers in further study, a great amount of which is repetition of courses taken previously;

Therefore BE IT RESOLVED that a University Graduate who has attended the Provincial Normal School instead of taking the Teacher Training Course at the University of British Columbia, and has received therefrom a temporary first-class teacher's certificate, be not compelled to attend the Provincial Summer School for two summers, but be granted his or her permanent first-class teacher's certificate after two years' teaching experience within the three years immediately following the granting of his or her tem-

porary first-class teacher's certificate, pending satisfactory inspectors' reports during this period.

22. **Credits**—Submitted by Matsqui-Sumas-Abbotsford Teachers' Association:
Whereas credits are awarded teachers holding Second Class Certificates toward raising these to First Class Certificates from examinations composed and given by instructors of all elective courses and some of the compulsory courses;
BE IT RESOLVED that Senior Matriculation examinations in Literature, Composition, History and Economic History be abolished and replaced by examinations composed and given by instructors (approved by the Department of Education) of these subjects and that credits for the passing of such examinations be awarded teachers holding Second Class Certificates toward raising these to First Class Certificates.
23. **Certificates**—Submitted by Prince George District Teachers' Convention:
Resolved that the British Columbia Teachers' Federation approach the Senate of the University of British Columbia with a view to obtaining a revision of University regulations which would allow a teacher endeavoring to improve his academic standing to get credit for constructive educational projects done under the supervision of the University as well as for these as are at present required.
24. **Certificates**—Submitted by Central and Northern Vancouver Island Teachers' Convention:
BE IT RESOLVED that we favour the granting of a Special Certificate to allow teachers with Second Year University standing and five years' teaching experience to teach in a Junior High School.

SCHOOL EQUIPMENT

25. **School Equipment, Visual Education**—Submitted by Prince George District Teachers' Convention:
Whereas many schools of the North Central area of British Columbia have film slide projectors, and whereas more projectors would be in evidence if films were more readily available;
BE IT RESOLVED that this Federation approach the Provincial Government urging the desirability of establishing a film slide library in Prince George, with that centre to be used as a clearing-house for distribution throughout Northern Interior of British Columbia.
26. **School Equipment, Radio Education**—Submitted by Prince George District Teachers' Convention:
Whereas it is impossible for schools in the North Central British Columbia area to receive the radio broadcasts on educational topics, and whereas it is felt that much of this material should be made available to the schools of this area, and whereas recordings of these lessons could be used both as supplementary to, and in the place of these broadcasts;
BE IT RESOLVED that action be taken to insure that worth while educational broadcasts be made into recordings such as may be used by regular phonographs, and that these records be kept in Prince George for distribution.
27. **Equipment, Cost of Library Books**—Submitted by Powell River and District Teachers' Association:
Inasmuch as the Free Textbook Branch assists in the purchase of library books for rural schools, and as such schools are on extremely limited budgets in this respect, and since such schools have experienced the difficulty of having been invoiced with amounts greater than anticipated due to substitution of editions other than those specifically ordered;
BE IT RESOLVED that the Federation respectfully request the Department to clarify its catalogue listings of books so that schools on limited budgets may find it possible to predetermine, exactly, the cost of books ordered.
28. **School Equipment, Reference Books**—Submitted by East Kootenay District Council:
Whereas in certain courses in the High School there are no prescribed texts, but nevertheless certain authorized reference books; and

Whereas the purchase of such books in sufficient quantities for classroom use is beyond the means of most school budgets;

BE IT RESOLVED that the Department of Education authorize the levying of a definite sum of money, not exceeding one dollar, on individual pupils taking such courses, to be used for the purpose of purchasing authorized reference books, such books to become the property of the school.

29. **School Equipment**—Submitted by the Fraser Valley Teachers' District Council:

RESOLVED that the Department of Education be asked to make a grant to schools for minimum gymnasium equipment.

30. **School Equipment, Physical Education**—Submitted by the Fraser Valley Teachers' District Council:

Whereas Physical Education is compulsory; and

Whereas the matter of the students obtaining gymnasium clothing is presenting difficulties;

BE IT THEREFORE RESOLVED that this Convention recommend that the Department of Education supply gymnasium clothing, especially shorts and running shoes at cost price, in a manner similar to the way in which text books are now provided.

PUBLIC SCHOOLS ACT

31. **Amendment to Public Schools Act**—Submitted by Greater Victoria Teachers' Association:

Resolution asking for amendment to, or interpretation of Section C, Clause 135 of "The Public Schools Act".

Whereas in Section C, Clause 135 of the Public Schools Act, the following words occur ".....To dismiss for cause any teacher....."; and

Whereas, the word **cause** may be variously interpreted by individuals as well as by School Boards, thus leading to conflict of opinions and resultant confusion; and

Whereas, such conflict of opinion may conceivably work a hardship upon an entirely innocent teacher.

Therefore, BE IT RESOLVED that the Council of Public Instruction be respectfully asked:

- (a) To define explicitly in the Act the meaning of the word **cause** with reference to its application in the above section; or
- (b) To delete the word "**cause**" entirely as a reason for the dismissal of a teacher by a Board of School Trustees.

32. **Demotion**—Submitted by Greater Victoria Teachers' Association:

Whereas it has come to the attention of the British Columbia Teachers' Federation that a member of the Teachers' Federation was transferred from a High School position to an Elementary School position with a consequent severe cut in salary;

BE IT RESOLVED that the Department of Education be requested so to amend the Public Schools Act as to prevent a similar occurrence in the future.

33. **Classroom Register**—Submitted by Vancouver Elementary School Teachers' Association:

Whereas considerable unnecessary clerical work is involved in connection with the writing of names and marking of attendance in the prescribed classroom register;

We respectfully request that consideration be given to the drafting of a more simplified register to be issued when the supply of the present type is exhausted.

Suggested simplifications:

- (a) The register be so arranged that names of pupils need only be written once per year.
- (b) The absences be recorded instead of the present method.
- (c) Avoidance of duplication of dates and places for signing.

ADDITIONAL RESOLUTIONS

34. **Medical Services, etc.**—Submitted by Central Mainland District Council:
Whereas the Provincial Government has failed to inaugurate a system of Health Insurance in the Province of British Columbia; and
Whereas many schemes offering medical and surgical services and hospitalization to men and women in various occupations are now in operation in the Province of British Columbia; and
Whereas it is believed that a large percentage of the teachers in organized municipalities would welcome the opportunity of subscribing to a system that would make such services available to them;
BE IT RESOLVED that the Federation consider the advisability and feasibility of making available, at least in organized municipalities, medical and surgical services and hospitalization, such as is now made available in the City of Vancouver by the recently incorporated "Vancouver School Teachers' Medical Services Association"; and
BE IT FURTHER RESOLVED that if and where such a scheme (or schemes) is deemed feasible that the British Columbia Teachers' Federation be asked to make the necessary representations to the Provincial Government to have such a scheme (or schemes) incorporated under the Societies Act.
35. **Magazine**—Submitted by the Sidney Teachers' Association:
Whereas financial reports reveal a deficit in the past operations of the British Columbia Teachers' Federation and budget for a deficit in the current year; and
Whereas suggestions are being made which will result in an increase of British Columbia Teachers' Federation fees; and
Whereas such conditions stress the necessity of curtailing expenditures and of practising rigid economies;
BE IT RESOLVED that a stocktaking should be made by the delegates at the Easter Convention as to the value of the Magazine, "The B. C. Teacher."
36. **Leave of Absence to Teachers on Active Service**—Submitted by Central Mainland District Council:
RESOLVED that the British Columbia Teachers' Federation approach the British Columbia Trustees' Association to endorse the policy of granting leave of absence for the duration of the war to all persons on active service and hold their positions open for them when they return.
37. **Tax Exemption**—Submitted by Greater Victoria Teachers' Association:
BE IT RESOLVED that the British Columbia Teachers' Federation approach the Provincial and Federal Governments to ask that exemption for professional training expenses be allowed to teachers on their income tax.
38. **Correspondence Courses**—Submitted by the Prince George District Teachers' Convention:
Whereas the ungraded school problem is one which will be solved only after receiving individual attention, and whereas the use of correspondence courses in rural high schools may be a step in the final solution of this problem.
BE IT RESOLVED that this Convention go on record as endorsing the action of the Department of Education in supplying materials for a correspondence experiment directed towards solution of the rural school problem.
39. **University of British Columbia Summer Session**—Submitted by Peace River District Teachers' Convention:
RESOLVED that the University of British Columbia be requested again to make some arrangement regarding travelling expenses for Summer Session students similar to that made to Peace River teachers by the Victoria Summer School of Education.

Help your pupils score 100
on this "Dental Quiz"



Thousands of school children can already answer these 3 questions. Help your pupils score 100—and you'll be helping them toward a future of HEALTHY GUMS and SOUND TEETH.



Why are classroom drills in oral hygiene so important?

ANSWER: Simple classroom drills demonstrate the technique of gum massage. The index finger is placed *on the outside* of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. The teacher explains how massage quickens circulation in gum tissues, helps rouse lazy gums to healthy firmness.

Do children face a brighter dental future than their parents?

ANSWER: Thanks to the splendid instruction of their teachers, thousands of children are far more alert than their parents to the importance of gum massage to healthy smiles. Fortunately, parents, too, are learning this modern dental health routine.

Why do so many dentists suggest massage with Ipana for healthier gums and sounder teeth?

ANSWER: Ipana Tooth Paste is especially designed not only to clean the teeth but, with massage, to aid the health of the gums as well. Massaging the gums with Ipana quickens circulation in the gum tissues—awakens lazy gums—helps to make them firmer, stronger . . . more resistant to trouble. Then, when gums are firm and healthy, teeth are bright and sparkling, smiles more attractive.

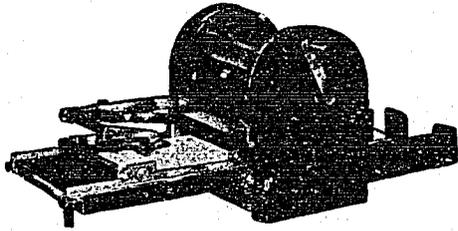


The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1239 Benoit Street,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

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

SCHOOL STATIONERY, EQUIPMENT

KINDERGARTEN, PRIMARY AND
EDUCATIONAL SUPPLIES



MODEL 90 MIMEOGRAPH

THE NEW, LOW-COST, AUTOMATIC FEED MIMEOGRAPH

Especially Designed for School Use

SIMPLE — CLEAN — ECONOMICAL

Write, Phone or Call for Complete Details

 **The Clarke & Stuart Co.**
LIMITED

THE SCHOOL SUPPLY HOUSE

Stationers, Printers, Engravers, Bookbinders

PHONE: TRIN. 1341

550 SEYMOUR ST., VANCOUVER, B. C.