

November 1938

The BC Teacher Volume XVIII Number 3

## Books in Elementary Science

which have recently been added to our lists

### FOR THE ELEMENTARY GRADES:

THE SCIENTIFIC LIVING SERIES by Frasier, Doleman and Van Noy. Illustrated throughout in colour. This is the most beautiful series of natural science readers which we have seen, the pictures offering invaluable aid in the development of the lesson material. The latter is fascinatingly presented and links health and human activities directly with the child's experiences in the world of nature about him. The exercises and widely varied projects are aimed at stimulating interest and inducing thought. Five volumes as follows:

"We See" (One-Primer) paper cover .....	30 cents
Cloth cover .....	60 cents
"Sunshine and Rain" (Primer) .....	60 cents
"Through the Year" (Grades 2 and 3) .....	84 cents
"Winter Comes and Goes" (Grades 4 and 5) .....	\$1.20
"The Seasons Pass" (Grades 5 and 6) .....	\$1.20

HAPPY HOURS IN GARDEN, FIELD AND WOODLAND by L. A. De Wolfe. A fascinating book with over 200 photographic illustrations offering the seasonal approach to natural science and linking this with such subjects as elementary geography, art appreciation and health. Price, 90 cents.

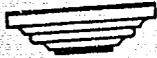
### FOR THE JUNIOR HIGH SCHOOL GRADES:

SCIENCE EXPERIENCES WITH HOME EQUIPMENT by Carlton J. Lynde. Here is a book which will create a great deal of pleasure in the classroom while providing the pupils with sound scientific knowledge. All of the 200 experiments are excellently conceived. They are simple and fully explained by directions and illustrations. The reasons why things happen as they do are set out clearly in the last section of the book. Price, \$1.25.

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

Publishers

224 Bloor St., W.,  
Toronto, Ontario



1300 Robson St.,  
Vancouver, B. C.

# THE B. C. TEACHER

Official Organ of the B. C. Teachers' Federation

PUBLISHED IN THE FIRST WEEK OF EACH MONTH, EXCEPT JULY AND AUGUST, BY THE  
B. C. TEACHERS' FEDERATION,  
ALDINE HOUSE, 1300 ROBSON STREET, VANCOUVER, B. C.

### EDITORIAL BOARD:

BRITISH COLUMBIA TEACHERS' FEDERATION

NORMAN F. BLACK, EDITOR  
2565 WEST 7TH AVENUE, VANCOUVER  
FRANCES C. HARDWICK, SECONDARY SCHOOLS  
7 EAST SIXTH AVENUE, VANCOUVER  
EDWARD T. OLIVER, BOOK REVIEWS  
3847 WEST 12TH AVENUE, VANCOUVER  
ROTH G. GORDON, MAGAZINE TABLE  
2274 ADANAC STREET, VANCOUVER  
D. G. MORRISON, RURAL AND VILLAGE SCHOOLS  
PORT COQUITLAM, B. C.

W. F. HOUSTON, ADVERTISING MANAGER  
1300 ROBSON STREET, VANCOUVER  
MISS ELIZABETH JACK, PRIMARY WORK  
342 EAST 10TH STREET, NORTH VANCOUVER  
RALPH O. NORMAN, NEWS  
2505 WEST SEVENTH AVE., VANCOUVER  
F. A. ARMSTRONG, ELEMENTARY SCHOOLS  
2044 QUILCHENA PLACE, VANCOUVER

J. H. SUTHERLAND  
5612 HOLLAND STREET, VANCOUVER  
J. E. GIBBARD  
1756 WEST 57TH AVE.  
VANCOUVER  
J. R. LEASK, MAGAZINE SUBSCRIPTIONS  
3555 WEST 14TH AVENUE, VANCOUVER  
WILLIAM SKINNER  
3165 WEST ELEVENTH AVE., VANCOUVER  
DAVID R. JONES  
3108 WEST FOURTH AVE.  
VANCOUVER

COPY INTENDED FOR PUBLICATION IN THE CURRENT ISSUE MUST BE IN THE HANDS OF THE  
EDITOR BEFORE THE SECOND DAY OF THE MONTH.

ANNUAL SUBSCRIPTION - - - \$1.50 FEDERATION MEMBERS - - - \$1.00  
PRINTED BY WRIGLEY & CO. PRINTING COMPANY, LTD.

VOLUME XVIII, No. 3. NOVEMBER, 1938 VANCOUVER, B. C.

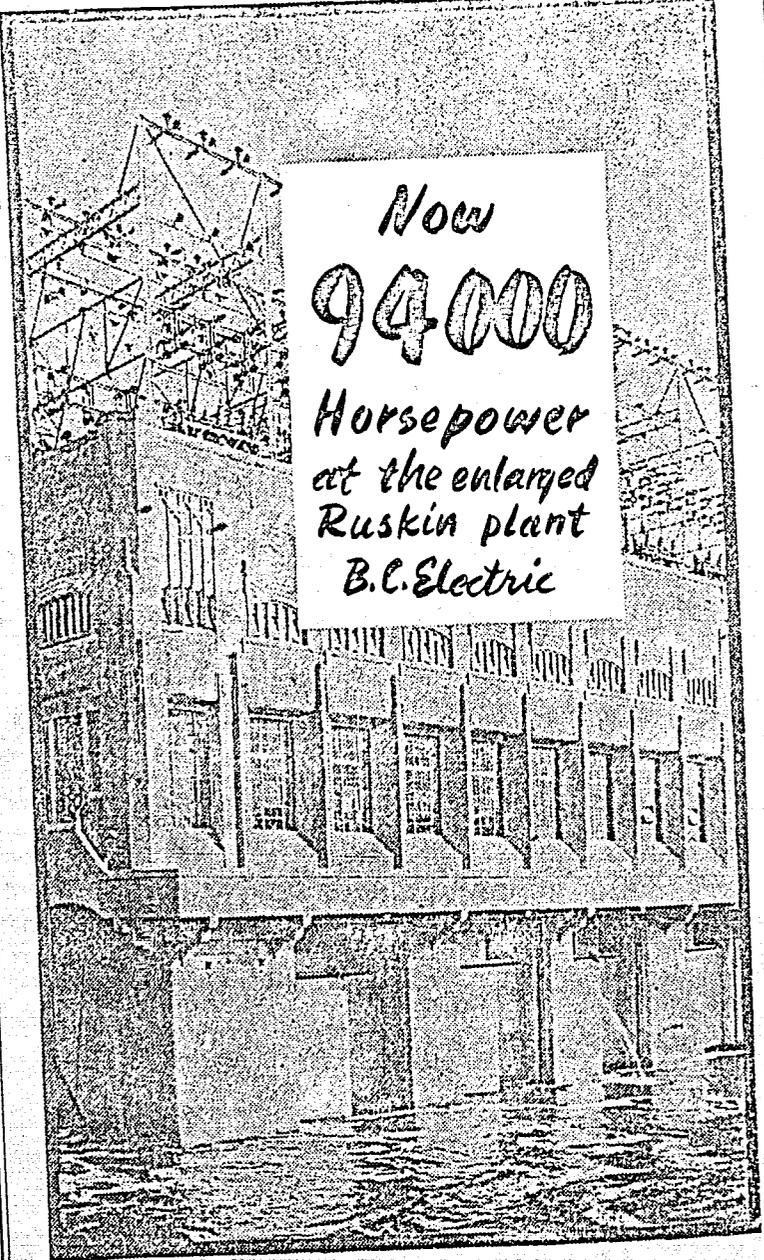
## WOULD IT PAY TO GRANT SABBATICAL LEAVE?

IN the interim report of the Teacher Training Committee, submitted for discussion at the last meeting of the Consultative Committee, one section is devoted to the desirability of securing provision for leave of absence for purposes of study. If our dreams of sabbatical years are ever to come true, it will not be simply because teachers desire such opportunities for professional improvement, but because all parties concerned will have become convinced that the proposed innovation is in the interest of the schools and school children and does not need to involve any uneconomic expenditure of public funds.

The Executive Committee of British Columbia Teachers' Federation has taken steps to set up a special committee to explore the desirability and possibility of securing provision for sabbatical years for teachers in British Columbia. The provincial Secondary School Teachers' Association, the Elementary School Teachers' Department, and the British Columbia Principals' Department have each been requested to name two representatives to act upon this committee. In view of the fact that the problem is one for trustees as well as for teachers, the Executive Committee of the British Columbia Trustees' Association has also been invited to appoint representatives so that the question may be explored from all angles. The personnel of the committee will presently be announced through *The B. C. Teacher*.

## JUNIOR COLLEGES

IT is now thirty-one years since, in California, the first legislative provision was made for the establishment of junior colleges, properly so called. Institutions of this type have developed recently in many parts of



*Now*  
**94000**  
*Horsepower*  
*at the enlarged*  
*Ruskin plant*  
*B.C. Electric*

America and in California alone their enrolment is reported to exceed 45,000. In Canada our universities and high schools are facing the same perplexing problems that in the United States have called junior colleges into existence and it is high time that Canadians were giving greater attention to the possible advantages or disadvantages of developing institutions intermediate in type between the traditional secondary school and the university.

In British Columbia the institution most nearly resembling a junior college is, of course, Victoria College. It is in affiliation with the University of British Columbia but is itself an independent legal entity. Under agreement between Victoria College and the provincial university, courses offered by the former in arts and science are accepted as the equivalent of the corresponding courses at the University. The curriculum of Victoria College is essentially a segment of the curriculum of the University of British Columbia.

*The B. C. Teacher* would be the last to minimize the importance of the services that Victoria College is rendering to its special constituency and to the province at large. However, until and unless the scope of the college curriculum is widened so that it may effectively supply the educational needs of young folk who have no desire or intention of taking a traditional university course and until and unless it has freely and deliberately adapted its curriculum to the special needs of its local community, Victoria College will remain a junior college in little more than in name.

Most junior colleges still offer courses of two or of three years duration but in those that have most recently been subjected to reorganization the trend is towards a longer course devoted to a general rather than to highly specialized studies including—as suggested above—courses specially adapted to the particular requirements of students who do not anticipate further formal academic education. Unfortunately, as was pointed out by William J. Haggerty of Chicago in an excellent article in the September issue of *The School Review*—a number brimming with interest and valuable information—there is as yet no precise consensus as to what we should mean when we talk about “a general education”, though, whatever it may be, a two-year Junior College course does not seem adequate to impart it. However, much as authorities differ in their definition of a general education, there is now general unanimity that the individuality of the students must be given more attention than heretofore and that teaching should be based upon the fact that the student is a member of society,—not merely a prospective living rivet or piston in a soulless industrial machine, nor yet the lonely inhabitant of an otherwise unpeopled island. The purposes of the junior college must be governed by the purposes of the educational system as a whole and in that system this particular institution must be conceived as a factor in a continuous scheme of education. In such a scheme there is room for many kinds of academic and prevocational courses that would be out of place in a university.

That there are advantages in the intermingling of students of widely different intellectual capacities and interests, no thoughtful person will deny. It is by experience of such social heterogeneity that one best learns what the real world is like and how honest may be the mutual respect of fellow-citizens profoundly dissimilar in academic ability. It is also true

that in any large and complicated educational institution the physical overcrowding of classes may be incidental to an uneconomic use of the available plant and may be remediable through skillful adjustment of time tables.

However, when all this is admitted, there remains an impressively general agreement that the universities of this continent are hampered by the necessity of catering to the needs and capacities of greater numbers of students who are not adapted to university work but who have graduated from high school and are either unable to find remunerative employment or as yet are undesirous of abandoning their studies. The state has an obvious and inescapable educational responsibility to give these young people such training as they need, desire and are equipped to receive, but there is grave reason to doubt that the place in which such training should be given is the university.

In a thought-provoking address which the reader will remember seeing reproduced in the October issue of *The B. C. Teacher*, President Butler of Columbia University remarked recently that the true task of the college is made more difficult than it need be by the persistent confusion between a college and a university.

In British Columbia the distinction is to all practical intents and purposes almost entirely lost. The provincial university is required to provide what it can of work at the college level for many young people who are unfitted for work at true university levels and at the same time to equip what may quite properly be called the intellectual élite of the province to serve the public in those posts calling for advanced scholarship and for skills to which many of those who rub shoulders with them in their over-crowded classes cannot possibly attain. Universities should be open to all youth of conspicuous talent in the directions germane to university studies, irrespective of the social or financial status of their parents; such young people are national assets so precious as to justify generous conservation policies; but universities should not be transformed into advanced secondary schools simply because tradition and inertia make it difficult to devise and establish institutions adapted to the needs of young people—sometimes of outstanding intelligence, more often of mediocre ability—who neither need nor can be advantaged by the rigorous intellectual discipline proper to a university, but who do urgently need educational opportunities adapted to their case.

British Columbia is committed to high school accrediting and policies to that end have had the persistent support of this journal, officially voicing the mature convictions of the teachers of this province. The only serious objection to such accrediting will be justified if it involves any measurable reduction in the high standard of work properly expected of our provincial university and of its students. To avoid any such deterioration is supremely important and if the creation of junior colleges is a possible safeguard, the proposal should have serious consideration at the hands of all friends of education.

Right decisions in this connection will rest upon well-informed public opinion and in the creation of such opinion educators have a special responsibility. *The B. C. Teacher* invites members of the university staff and other readers to use the columns of this magazine to ventilate this problem.

## STUPID BOOKKEEPING?

IN his delightful essay entitled "The Stupidity Clinic", published in the September issue of *The B. C. Teacher*, Mr. Arthur V. McNeill suggested that the failure to establish a national credit account as a corollary of the idea of a national debt is a conspicuous example of wooden-headed political economy and business method.

We hope that Mr. McNeill—and many other readers of *The B. C. Teacher*—read David Cushman Coyle's article under the caption "But Is There a Federal Deficit?" in *Harper's Magazine* last April. Under present methods of national bookkeeping, Mr. Coyle is convinced that nobody can know for a certainty whether the budget is balanced or not. He ridicules the idea that the state becomes poorer by building up its property and investing money in capital assets that contribute to the effectiveness of governmental functions. In this connection he believes, for example, that large scale expenditure on school consolidation would not only involve invaluable returns in education and sanitation, but would effect a national cash saving running into many millions of dollars. His estimates in this connection are based upon data published by the Office of Education at Washington. Some of the suggested gains are incapable of valuation in dollars, though none the less considerable on that account.

Many other government expenditures indubitably add to the present and potential wealth of the state. When money is spent by the government for the increase of national assets, it is preposterous to look upon the transaction as unbalancing the budget, says Mr. Coyle. A corporation that borrows a million dollars and uses the money to buy a million dollars worth of property which it can use to advantage does not record the fact in any such terms.

Much public expenditure now commonly met out of current revenues should certainly be charged to capital account and balanced against augmented assets. Our Canadian policies in the matter of Unemployment Relief are apparently based upon the theory that, as Mr. Coyle ironically expresses it, "a billion down a rat hole is cheaper than two billion invested". Mr. Coyle's whole article was highly illuminating and if you did not read it when it appeared, it will be worth your while to hunt up the file of *Harper's Magazine*.

The point that we wish to stress in the present connection is that our public bookkeeping does not clearly differentiate between investment and spending properly so called, and that, in our stupidity, we all therefore call it spending when the government makes an investment which increases or conserves the assets of the commonwealth.

## LIBRARY SERVICES FOR TEACHERS

*THE B. C. Teacher* is glad to call attention to the important services available to teachers and others through the Open Shelf Division, of which Dr. W. Kaye Lamb writes in our Correspondence section.

As many readers of this journal may already know, a special Professional Library is to be added to the Open Shelf as soon as the necessary book list has been completed and approved by the Department of

Education. The Commission hopes that these books may be purchased and catalogued for circulation by January next. A special catalogue is to be published to help teachers in the selection of books and there is good reason to hope that the new service will prove of great assistance to teachers in general, especially to those not resident in or adjacent to a city of considerable size.

Through the kind offices of Mr. Jenks of Cloverdale, arrangements have been made for the preparation of an article on this topic by Dr. Lamb and *The B. C. Teacher* will heartily welcome it when the proposed new service is ready to go into operation.

#### OBITER DICTA

**T**HE *Picton Times* makes a feature of publishing as supplements little newspapers prepared by the pupils of schools of many parts of the country. Such a supplement, issued in September, was *The Lakehead News*, the copy for which was written by youngsters in a Fort William elementary school. Such an enterprise supplies excellent motivation for original composition. *The Lakehead News* deals with local industries and history, sports, clubs, libraries and so forth and provides information that will be of very general interest. *The B. C. Teacher* congratulates Miss Redmond and her pupils and *The Picton Times* as well. The whole enterprise seems to be highly suggestive and we hope to hear of British Columbia schools that benefit by, and perhaps improve upon, the example set in the East.

**1939 New Cars Now Here!**  
**PLYMOUTH - DODGE - DE SOTO**  
**CHRYSLER**

**NEW LOWER PRICES AND HUNDREDS OF  
 NEW QUALITY FEATURES**

Once again Walter P. Chrysler sets the pace in producing finer, smarter cars at greatly reduced prices over 1938.

*When you buy a Chrysler-built Passenger Car  
 you can buy no better!*

Distributed throughout British Columbia by

**Begg Motor Co. Ltd.      Begg Brothers**

Georgia Street West, Vancouver, B. C.

A phone call or letter will bring a Sales Representative to your door

## Our Magazine Table

**H**OW about treating yourself this Christmas to a year's subscription of your special educational magazine? Perhaps a teacher friend of yours would appreciate such a present. Remember we will send you sample copies of magazines in so far as our supplies permit. Furthermore, *The B. C. Teacher*, through Mr. J. R. Leask, 3555 West 14th Avenue, Vancouver, conducts gratuitously a subscription agency, giving its readers the benefit of the agent's discounts.

**E**VERY month, in ever-increasing numbers, come new publications to *Our Magazine Table*. It is our usual policy to welcome these at once so that from then on they may feel at home in the numerous company. Examining any new magazine is always an adventure in itself, but doubly interesting is the experience of seeing Volume 1, Number 1, on the cover.

*The Contemporary Jewish Record* (American Jewish Committee, 461 Fourth Avenue, New York, N.Y.; \$1.00). Published bi-monthly; it began its career this September. In view of the recent events in Europe, I found its contents of real value in obtaining yet another viewpoint concerning the present march of events.

In the article by Cecil Roth entitled *Italy and the Jews*, the point is emphasized that "only the Italian Jews may lay a reasonable claim to represent today, virtually unchanged, an ethnic element which had its citizen rights in the country before the fall of the Empire." The Evian Conference, as a topic of vital importance, is allotted considerable space for discussion. In the next issue we are promised a digest of editorial opinion on the question of Italian racialism.

**V**ALLEY Homebuilders, published by the Nevada-California Electric Corporation, although not a teachers' magazine, contains much information of wide general interest. In the June number a vivid description is given of the ancient Japanese sports of "Judo and Kendo". We read that as in the case of Kendo, Judo had its origin in the time of the ancient knights, when, just to keep in trim, the warriors used to kick, bite, choke, throw and twist one another.

It must have been hard even then on any nearby china!

**E**DUCATION by Mail provides the topic for the editorial of *The B. C. Teacher* of September. During the same month this article was also published by *Adult Learning* (Canadian Association of Adult Education, 198 College St., Toronto; \$1.00). Are we being provincial if we mention that this contribution is the only one which inspired an Editor's Note of congratulation? Hurrah for our side!

Before closing *Adult Learning* I had a good laugh over the story about the "progressive" child who refused her cereal, got indulgent Daddy to dig her up a worm, cook it, eat half—and then upbraided him roundly for eating her half! O tempora O mores!

**A**MONG our old friends we again greet *The Social Studies*. We highly recommend this magazine both to the general reader and to the specialist. The October number possesses three features which particularly appealed to me. First, it contains three consecutive articles by different writers on three angles of a common topic, namely, methods of teaching pupils of different ability levels. Do you or don't you agree that "Failure to develop the very bright to their highest capacity represents waste of the kind a democracy can the least afford"? With the low grade intelligence group it was learned that praise means everything and that dramatization of subject matter as a teaching method made the most appeal and got the best results. The second feature of special interest was the *Illustrated Section*. More magazines should include pictures and diagrams for classification of subject matters. The third feature was the article on Canada, written, strangely enough, by a Canadian. Under the title *What the Northern Neighbor has been Thinking*, a masterly summary of the highlights of our relations with the United States is given. We folks of English-speaking North America often pride ourselves and rightly upon our mutual regard and co-operation, yet historically the very founding of British Canada reflected distrust and even hostility toward the states to the south of us.

TEACHERS of Latin or Greek who do not subscribe to *The Classical Journal* (Geo. Banta, Pub. Co., 450 Alnaip St., Menasha, Wis.; \$2.25) should at least keep in touch somehow with the major preparations at present under way to bring back to the humanities some of their former prestige. That the teaching situation with regard to these subjects is serious must be realized by any student of the classics. But all is by no means lost if only the teachers concerned unite their efforts under a common banner. You classicists owe it to yourselves and to your colleagues to keep in touch with *The Classical Journal*—as well as to respond more generally to the repeated invitations to use *The B. C. Teacher* to show how and why the classics should be saved.

MOST educational journals take a vacation during the summer months but *The Journal of Chemical Education* (20th & Northampton St., Easton, Penn.; \$3.50) keeps right on working. Of course all real teachers of chemistry subscribe to this publication but teachers of any subject could do worse than pick it up occasionally. "Why Solve for X?" in the July issue, contains a very important generalization—solve problems by inspection and reasoning rather than by juggling little-understood formulae. The September number in an illustrated article on the symbolism of alchemy describes the preparation of the pill of immortality. For pungent and startling comment always read the *Editor's Outlook!*

ARE your following the second series of *Great Plays* each week from October until May? A study manual is being prepared which will give the historical background of each play, the plot, a sketch of the author's life and other important facts. To *School and Society* I am indebted for this information.

SCHOOL *Progress* (2 College Street, Toronto, Ont.; \$1.00) for September told us about *Sound Service for Modern Schools* and back in July gave important tips on *Teaching Highway Safety*.

SUCH a title as *Magazine of Art* need not frighten us today when art appreciation is stressed far more than technique of production. Reading this publication is the cultural equivalent of

an illustrated tour of an art gallery under the guidance of an expert critic.

WITH the emphasis today placed on dramatic presentation of subject matter and with school concerts not so far in the future, *Rehearsing a Play*, by W. S. Milne in the October edition of *The School*, should be of interest to many teachers. If you want to know why your pupils fail in mathematics read an article under that caption in the September number.

OUR new programme of studies emphasizes character education. Adult education is another phase stressed by our education department. Both topics find interesting treatment in the June issue of the *Canadian School Journal*.

TEACHERS of English—attention! Raise your right hands and solemnly swear that this month for sure you will keep that New Year's resolution to subscribe to your professional publication, *The English Journal*. What did you think of what Orson Welles had to say *On the Teaching of Shakespeare and Other Great Literature?* Did you agree with him? Do you concur with the statement of Dr. Childs in his article on Maxwell Anderson that *Winterset just misses being a great play?* We are referring to the June number in order to give you plenty of time to have seen the articles named. The contribution that I found most interesting in the September issue was Keith Tyler's *What can we do about the radio?* The October edition presents arguments for and against the formal teaching of grammar in *The Swing of the Pendulum* and *English Grammar Again*.

THIS same question, of how much formal grammar shall be taught, is again brought to the fore in *Less Formal English?* in *The Modern Language Journal*. Harassed French, German, Spanish and Italian teachers state that their students are retarded or unable to pursue successfully the study of modern foreign languages because of their previous inadequate linguistic training. The October magazine also contains a valuable *Index to Research* which occupies twenty-four pages. Index A is a topical finding list. Index B gives a description of each project, arranged alphabetically under the name of the person directing the research.

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

### OBJECTIVES

**I**F IN other lands the press and books and literature of all kinds are censored, we must redouble our efforts to keep it free. If in other lands the eternal truths of the past are threatened by intolerance, we must provide a safe place here for their perpetuation.

"The ultimate victory of tomorrow is with democracy, and through democracy with education, for no people can be kept eternally ignorant or eternally enslaved."

The above words were uttered by President Roosevelt when he spoke at the 1938 annual convention of the N.E.A.

A strong, active Teachers' organization is one way in which the teaching profession can contribute towards the objectives outlined by President Roosevelt.

It is the purpose of this section of our magazine to keep the teachers of British Columbia informed as to what the B.C.T.F. and its affiliated associations are doing. It is hoped that officers of associations may be helped in planning their activities for the year by reading of what others are doing. To become strong our organizations must be engaged in useful activities. Increased membership and increased service should go hand in hand.

### REMINDERS

1. Executive members are reminded that they are expected to submit suggestions at the next executive meeting on the question of a Benevolent Fund. They are to discuss the question with the local associations and district councils.
2. Any local association whose constitution has not been approved by the B.C.T.F. is asked to forward copies to Mr. H. W. Creelman, chairman of constitution and by-laws committee.
3. Any resolutions passed by Fall conventions should be forwarded to Mr. W. R. McDougall, chairman of resolutions committee.
4. Non-members of the Federation are not entitled to submit expense accounts.
5. Officers of local associations are expected to pay their fees. There were several last year who failed to comply with this custom.

6. Members should be certain that their officers are members in good standing in the B.C.T.F.
7. B.C.T.F. fees are based on gross salary, not on net salary.
8. A few associations only have sent in the name of the member appointed to keep this column informed of the activities of the local association. Each local association was asked to do this.
9. Secretary-treasurers are asked to let the membership committee know at once of any difficulties involving membership.
10. Have you sent in your enrolment form?
11. Have you paid your fees? Fees are due on or before December 31st. Pay them now—don't wait until after Christmas.
12. Has the list of executive officers for your association for 1938-1939 been forwarded to the B.C.T.F.?
13. A proposal has been made to the membership committee to publish the number of members possible in each district, the number who were members in 1937-38, and the number for 1938-39. Membership committees please note.

*Administrative Areas:* The report of the committee on larger administrative areas is now in the hands of the executives of local associations. Members are urged to make this report the subject of thorough discussion at one of their meetings. Alberta has published a pamphlet entitled "School Divisions in Alberta—One Year's Experience", which might be considered in connection with this topic.

*Constitution Change:* The following resolution was adopted at the 1938 annual meeting:

Be it resolved that the B.C.T.F. be reorganized into a provincial organization in which individual members have direct membership, and in which geographical, or local, groups of members, designated and set up by the provincial executive, constitute the local associations; and that this annual general meeting of the B.C.T.F. elect a chairman of a committee to be named by the incoming executive to draw up a constitution embodying this reorganization and to present such constitution for ratification at the next general meeting, special or annual, of the B.C.T.F.

That this annual general meeting of the B.C.T.F. instruct the executive to appoint a committee to study this, draw up a suggested constitution, and present its findings at the next general meeting, special or annual, for endorsement.

Local associations are asked to place this question on their agenda.

**Sick-Benefit Fund:** The district council members of central and northern Vancouver Island displayed great interest in the possibility of establishing a Sick-Benefit fund for the B.C.T.F. members. In this issue Mr. A. T. Alsbury, president of the Vancouver Secondary School Teachers' Association, has an article on the subject. This year the V.S.S.T.A. has a membership of over 95 per cent.

**Education Finance:** The consultative committee has authorized the preparation of a summary of the report of the committee whose findings appear in the supplement to the King Report. After approval by the consultative committee, the summary will probably be sent to the local associations for discussion. It is the purpose of the Federation to establish its policy on the question of Educational Finance so that action may be instituted to bring about desirable changes. The Provincial Trustees' Association and the Union of B. C. Municipalities have asked for our co-operation in this matter.

The following resolution was adopted at the 1938 annual general meeting:

That the B.C.T.F. respectfully request the Department of Education to consider the early adoption of a redistribution of educational costs, whereby a progressively increasing proportion will be met from provincial funds, and the present burden on land relieved.

**Education Week:** Education week will not be observed until the autumn of 1939.

**Victoria Salaries:** The Victoria School Board, upon introducing the new schedule, set aside its previous agreement to restore salaries when restorations were made to civic employees.

**Illegal Contracts:** Two cases involving the question of teachers signing illegal contracts have been considered. The two teachers concerned correctly refused to sign. Any member who has any doubts about his or her contract should immediately inform the general secretary.

**Home Economics Section:** The Home Economics teachers have received authority to hold a Western Canadian convention during the next B.C.T.F. con-

vention. Delegates will attend from the other western provinces.

**Research Committees:** Bulletin, 1937, No. 2, issued by the Office of Education, Washington, D.C., has a survey of education in countries other than the U.S.A. It contains excellent information of value to research committees.

**Group Insurance:** The rates for Group insurance show an increase of about 16 per cent for women, and an increase of 50 per cent in the sickness portion only for all members 50 years and over.

**Central Mainland District Council:** At the recent convention in Kamloops a new council was formed. A district council, under enthusiastic leadership, can do much to improve the work being done by the Federation. We are sure that Mr. W. H. Gurney, the new chairman of the C.M.D.C., will do much to further the work of last year's chairman, Mr. A. W. Jackson. The C.M.D.C. introduced a number of ideas valuable for organizing purposes. Before the convention closed the teachers were advised that each local association would hold a meeting in the building in a room allocated. For the sake of the newly-formed locals a map was made showing the schools attached to each local association. The meetings of these local associations at the convention enabled all the teachers in the area to participate. The officers of each were elected on the spot. Afterwards the presidents of each local association met for their first district council meeting. The Federation thanks those responsible for making the teachers in the C.M.D.C. Federation-conscious.

**Salmon Arm:** There are a number of teachers in Salmon Arm who would appreciate the opportunity of joining a local association. Why doesn't some enthusiastic Federation member organize a local association in this area? The membership committee will be glad to help anyone prepared to undertake the task.

**Bridge River:** The chairman of membership of the B.C.T.F. has been told that the Bridge River teachers are planning to form a local association. May we encourage them to do so. If some enthusiastic member will undertake the job, the membership committee will do everything in its power to help. Will someone in the area send us the name of someone who is undertaking the task, or who is prepared to undertake it?

**Castlegar:** A new local association has just been organized at Castlegar. The

Federation welcomes this new addition to its ranks. Any help that may be required will be gladly given if at all possible. Just write your problems to the membership committee and they will see that they are dealt with by the proper authorities. The list of officers should be forwarded at once.

**Kelowna and District:** At the October dinner-meeting of the K.D.B.O.V.T.A. (isn't that a mouthful), Mr. Arnold Jones of Kelowna Elementary School described his experiences while at Teachers' College, Columbia University. Other local associations might try such dinners for getting their members together.

**Surrey Teachers' Association:** Surrey teachers are putting on a big dance. Efforts of this kind help to make the teachers' organization an integral part of the teachers' life.

**Peace Action Week:** Dr. Black, Mr. Charlesworth, and Mr. Sutherland were appointed a committee to prepare a broadcast sponsored by the B.C.T.F. during Peace Action Week, November 6th to 13th. It was felt by the consultative committee that the teachers of B.C. should identify themselves with a cause which is of such vital interest to education.

**Central and Northern Vancouver Island Convention:** The teachers of Central and Northern Vancouver Island held a very successful convention on October 15th. Business meetings, however, seem to provide some difficulty. We are sure that the C.N.V.I. groups would be glad of any constructive suggestions to help overcome this difficulty. We invite those bodies who feel that their business meeting was successful to let us know to what the meeting owed its success.

**Librarians' Section:** Miss Carruthers, Magee High School, Vancouver, is chairman of the recently organized librarians' section. Anyone wishing information should write to Miss Carruthers.

**B.C. Secondary School Teachers' Association News:** At a meeting of the B.C.S.S.T.A., plans were laid for (1) a meeting (to be held in October) of the section chairmen together with executive members within easy reach of Vancouver, and (2) a full council meeting in December.

The first of these has been held; from reports given thereat, two things were made clear: (1) That the subject sections, largely due to the initiative of those members in the Lower Mainland area, are embarking upon a year of un-

precedented activity. (2) That the measure in which the subject sections can give effective assistance to every secondary school teacher and also express authoritatively the opinions of the bulk of the teachers engaged in teaching any given subject is being limited by the fact that lists of secondary school teachers, classified according to the subject or subjects taught, are not available. An effort is being made to remedy this, and you can help by turning to page 108, following the instructions there, and mailing the result to: Mr. W. Aisbury, secretary-treasurer, B.C.S.S.T.A., 2604 East 6th Avenue, Vancouver, B.C.

On the same page is part of an experiment; for some time it has been the feeling of many prominent in B.C.S.S.T.A. affairs that the Christmas council meeting luncheon could be thrown open to any and all secondary school teachers. In the past, the Council has on such occasions enjoyed not only a good meal but some speaker of note. The question is: How many members of the B.C.S.S.T.A., down in town for the holidays, as well as within the Lower Mainland area, would like to attend the luncheon and hear an interesting (guaranteed!) talk. If you are one, please advise Mr. W. Aisbury, secretary of the B.C.S.S.T.A.

**Unattached Members' Representative:** At the present time the unattached members have no representative on the executive. The names of any members belonging to this group who would adequately represent its interests are requested. The names submitted should be those of members not too far from Vancouver.

**Pooling Travelling Expenses:** Small associations might profitably employ the plan adopted by the Ladysmith-Chemainus association last year. Each member paid a local fee of \$1.00; 75c of this was pooled in a common fund which paid the travelling expenses of members coming from some distance. Such a gesture makes teachers feel that their attendance at meetings is wanted. The membership committee would appreciate hearing about any other similar plans so that the information may be passed on to other associations.

#### ATTENTION COMMERCIAL TEACHERS

**D**URING the past year or more the commercial section has held regular meetings which have been attended by

teachers from Vancouver and adjacent lower mainland areas.

At these meetings interesting and profitable discussions on professional topics, of practical value to teachers of commercial subjects, have been enjoyed.

It has been a matter of genuine regret to the group which attends and derives so much benefit in the way of teaching aids and suggestions, that many commercial teachers in country districts, who, because of their isolated position and lack of contact with other teachers of their subjects, would find such discussions invaluable, are deprived of this professional assistance.

It has been suggested that although it is impossible for many of our commercial colleagues to attend these meetings, the results of the discussions and investigations could be made available to them by means of mimeographed summaries and outlines of the discussions. Hence this notice. The writer has been requested by the chairman of the commercial section, Miss Sheila MacKenzie, Fairview High School of Commerce, to extend to commercial teachers throughout the province an invitation to share in the results of the investigations and research of those lower mainland members who lead the discussions at these section meetings.

No doubt teachers in outlying districts have many questions in regard to problems in connection with the revised courses and new text books. Send in your questions and the section executive will undertake to have answers provided by the various chairmen of subject revision committees, either through the medium of *The B. C. Teacher*, or by direct communication.

Interested commercial teachers should send in their names and addresses to the

secretary, Mr. Jones, King Edward High School, Twelfth and Oak Streets, Vancouver, B. C. —A. T. A.

SERVING RURAL TEACHERS

I had the pleasure of sitting in at meeting of the Elementary School Teachers' Association today and was greatly impressed at what is being done for the teachers in rural districts. May I use your columns to mention briefly a few of these matters?

A committee of Factual Information has been working on mimeographed outlines of many of the units prescribed under the new course of study. Miss Edith Pakeman, 5324 Windsor Street, Vancouver, is the convener and has done a splendid job. Mention was made of this work in last month's magazine.

Plans have been nearly completed for a Professional Library Extension Service for teachers.

The organization of the rural elementary teachers has been incorporated into the larger elementary teachers' department, and representation given on the elementary teachers' salary committee.

In four ways therefore the rural teachers are receiving special assistance from the federation—information, library plans, a voice in matters of interest to elementary teachers, a vote on salary matters.

On behalf of teachers in rural districts may I say "thanks" and assure the federation that these additional assistances have been mightily needed and so will be greatly appreciated. Arbitration, minimum salary and the most of the other contributions of the Federation have been for all teachers but these other services we feel are especially for the teachers of rural schools.

D. G. MORRISON.

SECONDARY SCHOOL TEACHERS. PLEASE NOTE!

Kindly complete this form, cut it out and mail it as soon as possible to Wm. Alsbury, Secretary Treasurer, B. C. S. S. T. A., 2604 East Sixth Avenue, Vancouver, B. C. (Turn to page 107 for further information).

Name.....

P. O. Address..... School.....

I would be interested in receiving news and material from the following subject sections of the B. C. S. S. T. A. (underline the ones concerned): English, Social Studies, Physical Education, Mathematics, French, Latin, Science, Home Economics, Geography, Industrial Arts, Library, Guidance, Art.

I would be interested in attending the luncheon and lecture to be held by the B. C. S. S. T. A. during the Christmas holidays (probably Monday, December 19th).

Signature.....  
(To be signed only if you intend to be present at the above function).

SEVERAL teachers of the Mount Arrowsmith Association met at the home of Miss Greig in Hillier, on the evening of Friday, October 22nd.

Miss R. O. Stewart led a discussion on "Education in Australia", and plans were formed for the next three meetings of the Association.

In November, Mr. Ivan Knight of the Private School of Qualicum will describe his old school, Oundle, and its famous late Head, Sanderson.

The December meeting is to be a social at the home of Mr. and Mrs. Nicholls in Parkville, and in January Captain C. H. V. Page of Qualicum will deliver an illustrated lecture on "The Lost Atlantis".

R. O. STEWART,  
Reporter, Mt. Arrowsmith Assoc.

#### NORTHWEST FRASER VALLEY NEWS

THE teachers of the Northwest Fraser Valley held their reorganization meeting at the Maillardville School on October 18th and elected the following officers:

President, Mr. Wm. C. Brand, Port Coquitlam.

Vice-President, Mr. A. Parminter, Millardville.

Secretary, Miss L. Custance, Millardville.

Membership Chairman, Mr. G. H. F. Johnson, Port Coquitlam.

The membership is expected to be higher this year because of the additional teachers in the new Coquitlam High School, and a very excellent plan worked out by Mr. Johnson, the hard-working membership chairman. Plans for the year were discussed and reports heard of the District Council's activities, after which refreshments were served by the teachers of the Maillardville school.

#### GROUP INSURANCE

IT seems evident to all who have given the matter consideration that many more teachers could, with distinct financial advantage, be participating in the Federation Group Insurance scheme and no doubt would be doing so if due attention had been given to the numerous announcements of the special rates available.

For accidental death or dismemberment, male teachers may insure to a maximum of \$5000 and women teachers to a maximum of \$3000 at a cost of \$1.30

per \$1000. For each \$5 weekly indemnity, to a maximum of \$25 weekly, the insured pays \$1.90 for indemnity for loss of time by accident, 20c for hospital fees and 20c for nursing fees, in the case of accident. The corresponding coverage for sickness is \$4.30, 28c and 28c. Operation fees are covered for \$1 for accidents and \$1.40 for sickness. All the rates quoted are on an annual basis. The above rates apply to male members from 18 to 49. It is expected that some increase may shortly be effected for female risks in line with the heavy claims paid, but the increase under consideration is still very favourable. Hospital, nurse and operation benefits can only be taken in conjunction with other benefits which must consist, at least, of the agreed principal sum and weekly indemnity for accidents. It would, of course, be impossible for teachers, or anyone else, to secure such generous terms on anything other than a group insurance basis. Correspondence may be addressed to the Crossley Insurance Ltd., 516 Standard Bank Building, Vancouver, or additional information may be secured from members of the British Columbia Teachers' Federation Insurance Committee: L. W. Heaslip, Vancouver Technical School, Vancouver; Graham Bruce, Fairview School of Commerce; H. Hayward, White Rock.

#### LETTERS OF APPRECIATION

THE following testimonials are from some of those who have appreciated benefits from the insurance plan:

Vancouver, B. C.,

December 5, 1937.

Crossley Insurance Limited,

Vancouver, B. C.

Dear Mr. Crossley:

I want to acknowledge the receipt of the final cheque for \$225 for my claim under the B. C. T. F. Group Policy No. 8-81181.

Please accept my thanks for all your kindness and very prompt attention given all communications and settlements. You have been most kind and I must say I am very satisfied with all you have done.

My only regret, as I said before, is that it became suddenly necessary to make use of my policy when I had been covered for so short a period.

I shall not hesitate to bring my case to the notice of those who have failed.

so far, to carry the B. C. T. F. Group Policy. I hope I shall have the persuasive power to turn some new clients your way and so help to pay for the loss to you that my illness caused.

Again with grateful thanks, I am,  
Respectfully yours,  
(Total Claim \$573.22).

Victoria, B. C.,  
March 8, 1938.

Mr. G. Y. L. Crossley,  
Crossley Insurance Limited,  
Vancouver, B. C.

Dear Mr. Crossley:

I herewith acknowledge receipt of the Company's cheque for \$57.14 in settlement of my claim for illness, and wish to thank you for your exceedingly prompt and courteous attention to this matter.

Very sincerely yours,

New Westminster, B. C.,  
February 12, 1938.

Crossley Insurance Limited,  
Vancouver, B. C.

Dear Sirs:

I wish to acknowledge receipt of cheque for \$322.14, in full settlement of my illness claim.

Please accept my grateful thanks for your prompt and entirely satisfactory treatment of this matter.

I regret having been such an expense to the Company, but these unforeseen things do occur and it is at such times that we realize the advantages of dealing with a really reliable Company.

Thank you.

Yours truly,

**AN OFFICIAL STATEMENT**

By HARRY CHARLESWORTH,  
Teachers' Representative on the  
Teachers' Pensions Board

At a special session of the Consultative Committee of the British Columbia Teachers' Federation, held at the Federation Office on Saturday, October 15th, at which the members of the Federation Teachers' Pensions Committee were also present, the General Secretary, as Teachers' Representative on the Teachers' Pensions Board, laid before the meeting a full and detailed statement of the present situation concerning amendments to the Teachers' Pensions Act, and outlined suggestions which were the result of a previous day's meet-

ing of the Teachers' Pensions Board, held in Victoria on October 14th.

After discussion and questions, the following decisions were reached:

1. That, on behalf of the British Columbia Teachers' Federation, the Provincial Government should be asked to retain the services of Mr. S. H. Pipe, F.A.S., A.I.A., F.A.I.A., in the capacity of actuary to survey the Teachers' Pensions Fund and to make recommendations for its establishment upon an actuarially sound basis.
2. That, in view of the impossibility of conducting such a survey in time for action at the forthcoming session of the Legislature, that amendments to the Teachers' Pensions Act be postponed for one year.
3. That the Provincial Government be urged to introduce the necessary legislation at the legislative session of 1939. The introduction of this legislation would appear a matter of course.
4. That in the meantime suitable measures be taken by the Government to deal with the interim financial problems which this delay will involve.

In view of conferences which had already been held with the Honourable G. M. Weir, Provincial Secretary, it was indicated that these proposals would probably be acceptable to the Government, inasmuch as it had already been shown to be the earnest desire of the Government to take effective steps to place the Teachers' Pensions Fund on an actuarially sound basis at the earliest opportunity. Indeed it was their wish, as it was ours, that this should be done at the forthcoming session of the Legislature.

Events proved, however, that the work could not be accomplished in time, and rather than deal with the matter in any incomplete or temporary manner, it was rightly decided to take the necessary time to evolve a thorough and permanent solution.

In conclusion, it might be stated that, if the above plans are carried out, opportunity will be given for consultation of the Federation Officers and Executive Committee with the Actuary and the Teachers' Pensions Board.

### COMMITTEE ON FACTUAL INFORMATION

#### Help Offered and Co-operation Invited

A COMMITTEE of Vancouver teachers has assembled several lesson helps for rural teachers. These include complete plans for units of work in Geography, History, Language, and Primary Work. The members of the committee, Miss E. Pakeman, Miss M. A. Batcheler, Miss W. McBain, Miss J. M. McDonald, Mr. C. C. Cooke, Miss C. H. Anderson, Miss E. M. Savage, and Miss M. E. Costain, are at present collecting further material to be prepared in mimeographed form and would be grateful for any suggestions from other teachers who have units worked out in any elementary subject. Outline drawings or other seatwork will also be of great assistance to the rural teacher whose problem often is lack of material in the way of reference books and hand-work supplies.

The following units are now available and may be obtained by writing to Miss A. J. Dauphinee, Board of School Trustees, 590 Hamilton Street, Vancouver, B. C.

Primary grade—Christmas Seat Work, price 10c per copy.

Grades 2 and 3—Travel Riddles, price 1c per copy.

Grade 4—Language and Literature, 4c.

Grade 5—History Test, 1c.

Grade 5 Unit 4—Great Central Plain, price 1c per copy.

Grade 5 Unit 4—Great Central Plain of North America, 5c.

Grade 5 Unit 5—Civilization Takes Root in Europe, 5c.

Grade 5 Unit 6—Civilization Spreads Throughout the Known World, 5c.

Grade 5 Unit 10—Southern Atlantic States, 5c.

Grade 5 Unit 11—Southern North America, 4c.

Grade 5 Unit 12—The West Indies, 3c.

Grade 6—Arithmetic Test, 1c.

Grade 6A—Literature Test, 10c.

Grade 6—Geography Test—British Isles, 2c.

Grade 6 Unit 3—Australia, 5c.

Grade 6 Unit 4—New Zealand, 5c.

Grade 6 Unit 5—British Countries of Africa, 5c.

Grade 7—Objective Test—Treasure Island, 5c.

Grade 7 Unit 1—The Home, 1c.

Grade 7 Unit 5—England in the Feudal Age, 5c.

Grade 8—Conservation of Natural Resources, 1c.

Grade 8 Unit 2—Industrial Revolution, 5c.

Grade 8, Units 2, 3, 5—Social Studies 10c.

Grade 8 Unit 4—Industrial Britain of Today, 5c.

Grade 8 Unit 8—Government of Canada, 10c.

Oral Reading, Grades 1-8, 1c.

Pottery Making In the Rural School, 1c per copy.

Socialized Approach to Teaching Commission, 1c.

Library Course—Grades 7 and 8, 5c.

Socialized Learning of Arithmetic Problems, 1c.

Procedure in a One-room School, 1c.

Organization of a Ten-room School, 3c per copy.

Assigning Spelling Marks, 1c.

Report of Course of Studies Committee. No price given.

**D**URING the past month we have endeavored to see that the various Fall conventions be supplied with sample copies of professional journals. Unfortunately one bundle went astray and consequently the magazines. Next year we would suggest that the Magazine Table be informed earlier of the dates of the conventions and thus avoid the rush which so often leads to disorganization.

Mr. Leask reports that so many orders have been received by this department that it has been impossible to get all orders out immediately. Requests for samples have had to be forwarded to publishers as our supply has been exhausted.

#### THE ERROR!

(From "The Writer's Studio"; Author Unknown; probably Mr. Skinner or Mr. Jones)

**T**HE typographical error is a slippery thing and sly.

You can hunt till you are dizzy, but it somehow will get by.

Till the forms are off the presses it is strange how still it keeps;

It shrinks down in a corner and it never stirs or peeps.

The typographical error, too small for human eyes,

Till the ink is on the paper, when it swells to mountain size.

The boss he stares with horror, then he grabs his hair and groans;

The copy reader drops his head upon his hands and moans—

The remainder of the issue may be clean as clean can be,

But that typographical error is the only thing you see!

## Ramblings of Paidagogos

## THE ADVANCE TO MATURITY

**M**ANY men grow old, but few men grow up. There is something inexorable about the maturing of our bodies, but something adventurous about the maturing of our minds. All-round maturity is only less rare than genius itself.

Regard the frequent, though temporary, breakdown of emotional control in those who have long since reached what are pleasantly called the "years of discretion". Flurries of temper, bouts of peevishness, sulks and whimsies are by no means the prerogative of the chronologically young. Not all all. We have seen a grown man smash a golf-club or kick a dog in a fashion that would do credit to a child of three.

Regard the vanity and self-importance, the confidence in our own opinions and the self-satisfaction that commonly augment with increasing age. True, we are not so ingenuous as we were—we express our assurance a little more deviously and cunningly. But in such an attitude there is nothing mature: it is merely the enlargement of a childhood pattern.

All this, however, fundamental though it is, is not the aspect I would be at. Mental maturity—conditioned always by the degree to which emotions are controlled and directed—is utterly dependent upon the appropriation and assimilation of accurate ideas. Nothing short of this will answer. As a cynic might phrase it: maturity ripens through progressive disillusion. Only as we outgrow our superstitions, our prejudices and our self-complacency do we reach full stature.

Ideas are of all sorts: genuine, ostensible and spurious. They shade by a thousand gradations from true to false, and their developmental value is in proportion to their truth. The mental immaturity of the savage is due not to lack of intelligence but to the meagreness and inaccuracy of his ideas. Wanting science, reduced to the crudest form of analogy in establishing relationships between the phenomena that compose his world, he pursues his fears and aspirations into imaginative realms and bases his belief upon the vaguest and most superficial congruities. He exemplifies with beautiful clearness the mental power of an adult functioning through the mental content of a child. He is like a mill without grist—a mill bootlessly occupied in grinding such thistledown and feathers as are cast upon it by the wind.

Civilized man is only different inasmuch as true ideas are available to him. His advance to maturity is only possible in so far as he makes these ideas his own. Critical capacity, standards of evaluation, exactitude of judgment—these depend upon a structure of verifiable knowledge, upon a sound system of organized experience. For in whatever particular the mental content of even a civilized man is erroneous or unsubstantial, not only in that but in all related particulars he will uphold the criteria of illusion—and in such measure he will be childish.

Obviously—and this will have occurred to the reader—there must have been a different norm of maturity for each stage of man's march from savagery to civilization. For all maturity is relative to prevailing science and enlightenment. In every period truth has stood side by side with

generally accepted illusion, and the "mature" man—whether Periclean, Elizabethan or modern—must be rated in accordance with the currently existing balance between these two. To comment in passing, it is a sad thing that all illusions are not dispelled through the simple advance of knowledge, that many of them are merely modified to meet the exigencies of a changing social control. Even today, for example, the notion of racial purity is unamenable to the most convincing scientific exposure: it appears quite unabashed in an expedient form—as witness the Nordic nonsense that kindles certain of our contemporaries.

Naturally it is not my intention to trace the development of maturity through childhood and adolescence, but only to touch upon its painful course in the reputedly adult. When we have ceased to believe in Santa Claus, in gift-bearing storks and in dairy-made constituents of the moon, we have doubtless taken our first toddling steps. There are deeper illusions alas! to impede the progress of our later years, more specious fallacies to delay our mental development. Let me—having donned sackcloth and cried "Peccavi"—proceed to indicate a few of these.

First and foremost I place the illusion of vague but limitless potentiality. The youth, his wings untried and his confidence in himself unshaken, is apt to have a quite unwarranted belief in his own capacities. He has visions of a brilliant success in any field that briefly captures his imagination and supposes without further ado that such success depends only on his bringing himself to make a reasonable effort. How many of us pause to consider, even in our middle age, that for all save one man in a million this sort of belief is a childish chimera, that it properly accompanies a vast inexperience both of the world and of ourselves? A grown man is one who has become aware of his limitations and who appraises his small abilities at their true worth. He does not magnify or depreciate either, but cool-mindedly admits them as data in any problem he is called upon to face.

Closely allied to the foregoing is the illusion of personal importance. The child, being completely dependent and therefore an object of social solicitude, easily falls into the error of regarding himself as a sort of hub around which human affairs revolve. This attitude—legitimate enough in a child—is usually modified as social and economic protection is withdrawn. But in most of us, a deep-rooted though covert sense of consequence remains—a belief in our essentiality that crops out when we are off our guard.

Now I would have no man disparage his significance—to himself. I would only point out that our passing from the scene of our present activity is seldom viewed by our associates as an irreparable disaster. Quite as often as not we give place to better men: quite frequently our departure affords an occasion for healthy change and even progress. At our demise, the world absent-mindedly raises its hat as the cortege goes by, and then directs its attention to more pressing concerns. But it takes a mature man to grasp this unwelcome fact, and an exceptional man to incorporate it in his behavior.

One more illusion and I shall have done. Not because the subject is exhausted, but simply because it is inexhaustible. Regard in closing the illusion of personal rightness, the belief that in whatever we think or do we

are somehow fundamentally correct. This perhaps is the most enduring illusion of all, the most influential and the most puerile.

Every man is the product of such conditions as surrounded him while he was growing to manhood. He has derived his manners, his morals, his tastes and his attitudes from the social atmosphere in which his early years were spent. These norms of behavior, providing as they do his standards and values, are modified only with the greatest difficulty. In the large sense they accompany him through life—quite irrespective of the fact that for the most part they have been derived without effort and without critical thought. Indeed the very mode of their derivation puts them beyond criticism. Thus he conceives them to be self-evident and axiomatically true. Whereas the divergent opinions held by people brought up in another environment he condemns as manifestly false.

It is a comfortable point of view, and one that would serve very nicely if the conditions of life were uniform and static. Which they are not. The mature man, therefore, suspects nothing more sharply than his own "intuitions"; he is forever interrogating the "obviously right" and the "obviously wrong". Taking nothing for granted, he is ceaselessly engaged in the analysis and modification of his opinions.

To sum up: intelligence in itself, however superior, is not enough. If the mind is to develop, it must do so through the assimilation of accurate ideas and through the perfecting of a rigorously objective method. Power, content, method—only by grace of these three can maturity be achieved.

## Teachers of Grade IX Geometry

The New (4th) Edition of HOTCHKISS' GEOMETRY EXERCISES AND WORK BOOK has been endorsed by teachers in every part of the province. It is now being used in over 60 High and Junior High Schools and many others have signified their intention of ordering copies later.

This book has proved to be of definite value to both teacher and student. Sample copies will be sent, post-paid, for 35 cents each.

*Authorized by the Department of Education*

Price: 35 cents each, delivery charges paid on orders for 12 or more



**WRIGLEY PRINTING CO. LIMITED**  
578 SEYMOUR STREET VANCOUVER, B. C.

## Studies In Life and Leisure

By HAYDN S. PEARSON, *Principal of Biglow Junior High School,  
Newton, Massachusetts*

THE greatest change that has come to American education since the days before the World War has made itself felt in the last few years. In the economic expansion between 1900 and 1929, probably more than 50 per cent of those between the ages of 14 and 18 finished their formal schooling before reaching the end of high school. There were places in industry and agriculture into which they could be absorbed and begin earning a living.

In 1850 there were 880 adults for 1000 persons under 16 years of age. In 1935 there were 2100 adults to 1000 under 16. This means that our economic picture has entirely changed. The jobs of industry are held by older persons. Boys and girls can no longer leave school and find ready employment. The time is rapidly nearing when most occupations will not be open to youth until they have reached 21. Many unions in various industries already have this rule.

This change in our national life is reflected in the Secondary school situation. In 1920 approximately 20 per cent of the young persons of Secondary school age were in schools; this year about 70 per cent. In some states it approaches 90 per cent; in a few states it is less than 70 per cent but the trend is unmistakable.

Since schools exist to serve society, this imposes a new problem for school administrators. Two points stand out. School people must revise their philosophy of education; traditional curricula centered in textbooks must be revised.

From 1620 to 1900 there was little change in the essential philosophy of schooling. Colonial schools were established to teach reading, writing and arithmetic, and higher education for those entering the ministry, medicine, law and teaching. The establishment of English grammar schools, high schools and academies broadened this a little, but did not essentially alter the general philosophy.

When the growth of the public high schools started in 1900, this philosophy was still intact. The great masses studied the subjects which did not lead to college; a small group headed for the professions took the "college course". And it is probably fair to say that during the last generation educators have been much more concerned with the 20 per cent headed for college than for the 80 per cent taking the general and commercial courses in Secondary schools.

Dr. Homer P. Rainey, president of Bucknell, and director of the American Youth Commission, said recently: "Studies show that 60 per cent of the pupils in Secondary grades find nothing of vital value in the subjects they are required to take."

It seems that economic and social forces demand a reevaluation of the principles of secondary education. We know certain facts. Boys and girls between 16 and 21 must not be allowed to develop "street-corner habits". There is small opportunity for them to go to work.

In addition, we know that the old philosophy of academic training will not suffice. All "book education" will not answer the problems for these boys and girls who would leave school for employment if the situation allowed. It means that schoolmen will need to think of education in broader terms than they have in the past.

What will a new philosophy of secondary education mean?

Practically, it will mean one vital thing—a revision of the programme of studies so that the four-fifths majority who are not going to college will get something of life value from secondary schooling.

In a democratic society such as ours, where all youth must be trained to take part in organized living, we can say in general that the first six grades can stress the tool subjects. All agree that reading, writing, and a mastery of arithmetic fundamentals have a life value.

But when we come to the seventh grade or the beginning of the junior high school period, divergences of opinion appear. The problem for those going to college is simple. But we are concerned with the majority who must stay in school until jobs open up. If 21 comes to be the accepted age, it means the schools must keep youth until they reach their majority.

First, for this great group it seems that the English language must be a "core" around which to build.

We need to give all an understanding of American literature. The time is not far distant when all will know the works of Washington Irving, Cooper, Twain and the American poets. We shall use the historical novels of Roberts and Edmonds in the classrooms. We shall use less Shakespeare and Wordsworth and more of the good current literature. Instead of *The Lady of the Lake* we shall use a good Sunday newspaper.

Signs are already apparent. The heterogeneous elements and factors that have fused to make the nation are already beginning to think, see and read alike, due largely to our public school system. But a common language basis will be only the foundation for the future as a new philosophy expands to meet new needs.

Contrary to some opinion, it does not seem that vocational training will be the answer. The American Youth Commission has discovered that 60 per cent of the nation's work is "operative". The tasks are such that little skill is required.

Secondary schools cannot meet the new challenges by vocational training. What is the answer? The answer lies in three fields.

First, we need training in the problems of everyday life, personal and civic. Courses must be developed that reach boys and girls of secondary level, not bookish and theoretical, but based on everyday experiences. This will include correlated phases of subjects now taught too frequently in isolated units. General science, personal and community health and sanitation, problems of local government, national problems, international relationships, home-making, personal finance, how to dress, development of individual personality, are samples of this type of general education which will offer something of concrete value.

Second, our guidance set-up must become rationalized and personal. These added hundreds of thousands of youths will be searching for those lines of work in which they can be happy and successful after they leave school. Guidance work has been gradually coming into its own during

## Teaching the Social Studies—A Contribution to The Seven Cardinal Principles

By MOLLY E. COTTINGHAM, *Brooks Senior High School, Powell River*

AT the University I majored in French and in High School I had almost hated History, where we read paragraphs aloud in turn, and memorized seemingly unrelated lists of dates and facts. Now, I have taught Social Studies, as we call it today, for years, and have grown to love it, for, barring perhaps English, there is no other subject through which we may so readily quicken interests and ambitions in the youthful mind, so readily draw the students into enthusiastic discussion, and at the same time inculcate an understanding of the endeavours of all races and peoples of this world. There lies our only hope for salvation in this present chaotic turmoil. These were some of the reasons which prompted curriculum reorganizers to make this vital subject the pivot around which turn all "constants and variables" in our recently revolutionalized course of study for British Columbia secondary schools.

It is my desire to show that without any undue effort, a wide-awake teacher may touch every side of a student's life through this subject, and so contribute to the seven cardinal principles of secondary education.

The art and culture of the Greeks and Romans, about which we teach now in Grade X, makes its appeal just when the early adolescent of 14 to 16 is beginning to take an interest in his own astonishing *physical development*. A frank discussion in mixed classes of the beauties expressed in the perfect bodies of Greek and Roman statues, the Discus Thrower, the Apollo Belvedere, the Wingless Victory, does away with a foolish shyness in speaking of the nude figure—a shyness which too often covers a curiosity satisfied by unpleasant discussions with uninformed class-mates. Boys and girls learn to see the human figure as God's most perfect creation, and so they desire to develop their own bodies, that they may be proud of them. They are interested to learn that the world accord

---

the last decade, but a common criticism has been that it has concerned itself with statistics and impersonal data to the neglect of the individual child. We are coming to realize that the intelligence quotient is not the final decree. Citizenship and happiness do not depend on a figure.

Third, it seems probable that the Secondary schools of the future will greatly expand their work in training future citizens for use of leisure. We are sure of one fact. The technological development of our society means that men and women are going to have much more time for themselves than they have had in the past.

And why should not the schools train for the use of this time for worth-while purposes? Despite the cry of "fads and frills", this is vitally important. And since so many of the jobs of the nation are "operative", demanding little vocational training, this task of preparing for use of leisure time may well become an important part of the Secondary schools' purpose.

(Reprinted from *The Business*)

now awarded to Olympic champions had its roots in a Greek tradition which began 800 years before Christ. Discussion of differences in types of contest, records, awards, and pictures of present day Olympic champions will awaken keen interest. This discussion can be renewed whenever artistic depiction of the human figure recurs, which happens frequently in the history of man's cultural endeavour.

*A command of the fundamental processes* is essential for the mastery of any content subject. A wise teacher inculcates habits which will save the pupils time. Thus quick methods of silent reading will be encouraged—skimming for desired knowledge—extracting the "meat" from a chapter or talk and organizing it in points; underlining; taking brief concise notes. It is important not to neglect expressive oral reading and dramatization. A pupil of understanding, with varied inflexions of voice can hold a class spell-bound with some reading of an historic incident—the taking of the Bastille in 1789, or the assassination of Louis Barthou and King Alexander at Marseilles in 1934. Pupils evince keen interest in class discussions arising from oral reports, and in debates, preferably on current topics. This year in my own matriculation class, so frequently did we diverge to the present world situation and possible solutions for its problems, that we finished the allotted year's work just 10 minutes before the end of the last period. There is a thrill like no other in sitting at the back of the room while boys and girls with keen minds, flushed cheeks and flashing eyes, and even wild gestures at times, exchange ideas and criticize one another's course of thought—begging at the end of the period that we continue discussion next day, and asking, in the meantime, for material to read and inform themselves better. For such experiences, power to organize and express oneself forcefully, yet without slang, is essential. No pupil can hold his own in debate without ability to weigh and evaluate points quickly. All these needs contribute to a command of the fundamental processes.

Such a classroom scene as the one described needs tactful teacher guidance to curb the over-enthusiast and draw out the student who is bashful. It is difficult—this problem of disciplining the adolescent without force—but with careful handling and stimulated interest he will learn to respect the opinions of his fellow class-mates, to listen courteously, to reply to even the most stupid remark without hurting feelings, and to respond quickly to the chairman. The formulation of such habits must surely make him a more worthy member of his home. Since, according to Averill, "children now occupy more and more the centre of the stage and drive their

parents into the wings", their conversation determines frequently what talk will be at family meals. How much better this than narrowing discussion of personalities—all too common in this day and age. This helps, too, to keep alive in the parents a healthy interest in reading, for they must have ideas to exchange with the children. We learn, too, from History the oft-repeated lesson, that civilizations were at their peak when family life was happiest, a thought worth impressing on every child in this age of careless marriage and too frequent divorce.

No matter what may be the student's future vocation, Social Studies will give him countless examples of men and women who have become happy, prominent, or both, through a wise choice of vocation, and of others who have been misfits because, for some reason, theirs was not a wise choice. As he studies the history of industrial change during the last century, and watches present day trends, he will get some help in making his own wise choice, whether he is to be a leader or a follower, a craftsman or a professional. His powers of co-operation in class projects, the neatness and promptness with which he turns in class assignments should be to him a good indication of whether or not he can fulfill the duties of an actual wage earner, whose employer can fill his place a thousand times if he fails.

Of fundamental importance for good citizenship, this subject gives the pupil a knowledge of the history and constitution of his country's instruments of government, both local and federal. These are completely essential for intelligent participation in a democracy, and

every Social Studies teacher must make this a foremost aim. But the teacher will give his pupils more practical training for citizenship by planning class projects, in which they learn to give and take from their fellows and to merge pride for personal accomplishment into pride for group accomplishment. In later life girls will become members of clubs for community welfare work, boys will grow to be men who strive in groups to build churches, district halls, to plan parks of which the community may be proud. Perhaps even more important, from studying the institutions and histories of other nations, students will come to a better understanding—that modern youth may grow up to be world citizens and provide a workable system of international co-operation to eradicate war. The heart of American youth must swell with pride to read of that visionary, Woodrow Wilson, whose ideals were too high for this present materialistic world—he lived 100 years too soon. The study of the downfall of democracy in Germany will not make the students think, "How much superior are we Americans!" but "What can we Americans do to improve our own system so it may not follow in the same path?"

A study of the breakdown of past Empires such as the Roman makes students realize how essential is the *worthy use of leisure*. As he reads, discusses, sees examples of the sculpture of the Greeks, the painting of the Italian Renaissance masters, the music of 18th and 19th century Germany, the Gothic architecture of Europe emerging

from the Middle Ages, the superb oratory of the Romans, the parliamentary leaders in Great Britain and America, as he tastes the literature of every nation, as he thrills to the mechanical inventions of the past two centuries, he will feel a quickening of those natural likes and aptitudes which he has already discovered in himself. We cannot lead properly balanced lives unless we give outlet to our creative desires through some hobby—if possible, far removed from our daily work—be it gardening for an office worker, or carpentering for a professional musician. Last but not least, no student can emerge from the present secondary course in Social Studies without wholesome reading habits, and some criteria for choosing the best in periodicals, fiction and non-fiction.

Through all these channels enumerated above, pupils are developing *ethical character*. Both through vicarious and actual experiences they are being moulded in a spirit of service, in the principles of true democracy and in a sense of personal responsibility. When this branch of his secondary work is properly presented no pupil can fail to see the explicit and immediate values. The teacher who occasionally has the misfortune to hear a pupil say, as I have more than once, "Why do we have to learn this stuff?" must make haste to search for the fault in herself. She must truly love her subject and honestly try to understand her pupils, then they will respond eagerly to the enthusiasm and variety she brings to her work.

## The Last Hour

By MARY ELIZABETH COLMAN

THE fragile beauty of each  
autumn day  
Is doubly precious now,  
And every moment a new miracle  
Snatched in agonising ecstasy  
From time's reluctant grasp.

Sister, sister, watch the road  
And tell me what you see . . .  
I see a cloud of dust  
And helmets gleaming in the sun.

Sister, sister, listen well  
And tell me what you hear . . .  
Menacing thunder of hooves  
Louder and nearer, and yet more  
near.

Sister, sister, at your loom  
What are you weaving now . . .  
I'm weaving shrouds, my child,  
Shrouds for the young, the strong  
and the fair.

Lightly, lightly hold this brittle golden day,  
This frail last hour of grace,  
Enshrine it in the heart, a talisman  
Against the coming winter of the world,  
So certain, cruel, near.

## Physical Education Sans Equipment

By W. M. ALLAN, *Saanich*

MISS Louise Marie Kennedy, in her article called "The Mind At Play and the Body Relaxed", showed the readers of the October issue of *The B. C. Teacher* that successful physical education, in a primary department, depends chiefly upon a clear recognition of objectives and upon abundant originality and variety in the means adopted to attain them. It is a job for what Miss Noreen Creelman called "the creative teacher". In such an enterprise it is self-evident that, if the teacher is to affect his purposes without too great a draught upon his energies and independent initiative, it is highly important that there be a free interchange of suggestions based upon the experience of many teachers.

In this brief paper I propose to indicate how some of the problems of physical education, particularly for children of the upper grades, are being met in rural and village schools which have no gymnasium, no showers, no dressing rooms and the nearest thing possible to no equipment.

The organization of the year's work is of prime importance. Experience shows that it is wise for the teacher to make a list of specific objectives which he wishes his pupils to attain in the course of the year. Each desired attitude or skill should be clearly envisioned and defined, even if it be only the ability to jump off a low box (as suggested for the upper grades). This list can be used as a basis for the organization of monthly plans which, in turn, should be divided into plans for the regular daily lessons. From such a list of objectives various tests can be made up at the end of the term.

It has been found practical, in a two-room school, to take three 45-minute outdoor periods a week for Physical Education as long as the weather remains fine. These periods come immediately before the morning recess. Besides giving the children ample time to cool off, this arrangement gives opportunity for them to change back into their regular clothes. The pupils are given the first five minutes of the period to change into suitable gymnasium costume.

For the senior grades, the period is divided into four sections. The first consists of introductory activities such as free walking, formation marching with and without the gramophone, running, jumping, and so forth. The second part of the period is devoted to calisthenic drills, which can be varied to

include exercises of both Danish and Swedish types. If each child brings a sack upon which to perform these exercises, a much greater variety can be used. The third part of the lesson consists of combative exercises or "breaks" such as "Indian Wrestle". The fourth consists of definite instruction in the skills involved in the various major and minor games. For this purpose, the group is divided—preferably according to the exponent plan, which is explained in the Junior High Schools Course of Studies—into three or four groups, the more athletic boys and girls from Grades 7 and 8 being given opportunity to teach their companions the required skills.

It has been found that an intramural sports programme proves very satisfactory in either a one- or two-room school. The class is divided into two or more teams, each selecting a captain and a suitable team name. Crests or house badges may be obtained at very reasonable prices from many printing establishments. A programme of contests, spreading over the whole year, can then be drawn up which might consist of soccer games for both boys and girls, basketball, softball, volley-ball (using a fish net and a water-ball), ping-pong, dodge-ball, quoits (made from old hose-pipe), shuffle-board, horse-shoes, checkers, track events, etc. To this list could be added competitions in sportsmanship and citizenship. Points are awarded to the teams winning the various events and, at the end of the year, a pennant bearing the name of the winning team may be hung on the wall.

Should the teacher be qualified to teach tumbling and apparatus work, small clubs consisting of the Grade 7 and 8 pupils can easily be formed. The boys can erect a high bar in the yard and an old mattress, covered with sacking, proves quite satisfactory for tumbling exercises.

These ideas have all been put to the test of successful practice in a small rural school. They leave much to be desired. One realizes that plans well adapted to a given school or to schools of a given type may not fit into the circumstances of another school or type of schools. However, the writer hopes that his experience may be of some little help to those teachers who are endeavoring to improve the standard of physical education provided in our rural schools. He also looks forward to future articles in *The B. C. Teacher* in which other teachers may make similar reports of plans which they have found valuable.

## A Summer In Japan

By L. M. NOWLAN, *Kitsilano Junior High School*

THIS summer for over six weeks 29 teachers of Canada and the United States were guests of the Board of Tourist Industry of the Japanese Government Railways.

The actual work of planning and conducting the tour was carried out by the Japan Tourist Bureau—a very efficient organization. The teachers were all women from Junior and Senior High Schools. There were two from Vancouver, Miss Bardsley of King Edward High School and myself, one from Montreal, one from Toronto and the rest were from American cities. The object of the tour was to advertise the tourist possibilities of Japan and also to bring about among foreigners a better understanding of the spiritual and cultural background of her people and her problems. Part of the group went to Manchoukuo. The others, including myself, spent all of the time in Japan.

We toured Japan from Takamatsu on the Inland Sea north to Aomori, the most northerly city on the main island. We visited the large cities, principal hot spring resorts and many other points of interest.

The scenery of Japan we found very lovely. The country is like a large park. Mountains cover 85 per cent of the land, only 15 per cent being suitable for cultivation and not a square inch of the 15 per cent is left uncultivated. The country is so small that you pass from one scene of beauty to another very quickly, from green rice paddies to mountain lakes and springs. The scenic spots have been made easily accessible by means of cable cars, rope cars and steep winding highways. Nikko, with Lake Chujenzi and Kegon Falls, is the resort best known to tourists. From Aketidaira Vantage Spot near Lake Chujenzi, one gets a truly magnificent view of mountains, waterfalls and lakes as far as the eye can see. But there are many other beautiful spots such as Miyanoshita, Lake Hakone, the Inland Sea, Matsushima with its hundreds of pine-clad islands and Lake Towada in the north.

We stayed at very fine western style hotels and at lovely Japanese inns and everywhere we were welcomed and entertained with the greatest hospitality possible. At the dinners given in Japanese style we were served by Geishas, who also entertained us with classical dances.

We visited pottery factories and cloisonne factories. We saw hand-weaving being done by men whose finger nails were cut like the teeth of a saw so that they could grasp the threads of silk easily. A copy of the desired design was stretched under the warp and the artist workman built the pattern with his silk to correspond to it. Sometimes three or four years are required to complete one such piece of material.

We visited shrines and temples and schools. The schools in Japan do not close until about the middle of July so we were able to see a number of them in operation. We found the buildings to be very up-to-date with splendidly equipped gymnasiums, and medical, dental and even X-ray equipment. We watched the students at work in their classrooms, we

listened to programmes prepared for our entertainment and we learned something of their educational system. It is a highly centralized system, all the schools of the Empire being under the direct administration of the government.

The elementary school grades cover six years and attendance is compulsory. All children between the ages of six and fourteen are considered to be of school age. There are kindergartens for children below six years but attendance is not compulsory. The majority of the pupils, on the completion of the six years of elementary schooling, go to a higher elementary school which gives secondary school work in a somewhat simplified form. Two years are usually required for this work.

Secondary school education is carried on in the boys' middle schools, girls' high schools and technical schools. The aim of the middle schools is to give a general course such as will meet the needs of the male population as a whole. In the girls' high schools the emphasis is on training for the home. Provision is also made, however, for those students who expect to enter the business world. The technical schools provide practical knowledge and training in various vocations. The secondary school period is from three to five years in length.

The institutions of higher learning are of two grades; one, the special schools and higher schools, the other, the universities. The higher schools would seem to correspond to the junior college in America. Graduates of secondary schools are admitted to these schools and their graduates in turn are admitted to the universities. The higher school course requires three years. The university course takes another three or four years, so that the time spent in school from the entrance into the elementary

school to university graduation is from 16 to 18 years. This is considered by some to be too long a period and various suggestions have been made for reorganizing the system in order to shorten the time.

Everywhere we went we were welcomed by hundreds of school girls and their teachers. Even after the schools closed they came to the station to greet us and sometimes a group returned to school to demonstrate their work. One school was kept open two days after its regular closing time in order that we might see it in operation. Possibly the pupils did not feel this a hardship as it was a summer school near the beach in Yokohama and was for children who needed special care physically. When we visited them most of the classes were having a swimming lesson in the ocean. It was a very hot day and we quite envied them. Truly Japan seems to be doing everything possible to develop her young people physically and mentally.

Another interesting visit was to Mr. Mikimoto's Pearl Island, where we watched girls diving for oysters and saw pearl seeds being placed in the living oyster shells. We also, in another place, saw silk worms feeding on mulberry leaves, and in Yokohama we went through the Silk Conditioning House, where raw silk was being tested.

Altogether we spent an intensely interesting and educative summer. We saw and learned much of a beautiful country and we met and became acquainted with a very hospitable and intelligent people.

What they have done in 70 years in the way of adapting western ideas to their particular needs is amazing. They do not just adopt an idea; they improve on it and make it their own. Their programme is one of adoption, adaptation and assimilation.

## MAGAZINES BY MAIL

THE UNDERNOTED FOR ONE YEAR:

AMERICAN COOKERY, 10 Numbers.....	\$1.50	GRADE TEACHER .....	\$2.50
ART AND CRAFT EDUCATION.....	\$3.50	INSTRUCTOR .....	\$2.50
CHILD EDUCATION with Extras.....	\$4.50	NATURE MAGAZINE (American).....	\$5.00
CANADIAN GEOGRAPHICAL JOURNAL.....	\$3.00	PICTORIAL EDUCATION with Extras .....	\$4.50
GEOGRAPHICAL MAGAZINE (English).....	\$3.25	SCHOOL ARTS MAGAZINE.....	\$3.25

Subscriptions taken for any Magazine at Publisher's prices. Write for list of additional publications.

WORLD'S SUBSCRIPTION AGENCY

251 Queen Street West, Toronto, Canada

Telephone: AD. 2556

## British Columbia Radio School

By A. R. LORD, *Provincial Normal School, Vancouver*

DURING the summer of 1937 the British Columbia Department of Education appointed a committee to investigate the possibility of using Radio profitably in schools. The chairman of the committee was Mr. Albert Sullivan, Senior Inspector of High Schools and a member of the Regional Radio Advisory Council; other members included two departmental officials and three representatives of the British Columbia Teachers' Federation.

The committee found, at their initial meeting, that neither they nor anyone else in British Columbia possessed any knowledge as to the value of radio in schools, the most suitable type of programme, the most desirable length of programme, or the number of schools possessing receiving sets. Investigation, therefore, became an obvious necessity.

Circulars were sent to all Inspectors of Schools. Replies showed that 26 schools in British Columbia, exclusive of Vancouver, had receiving sets, that two-thirds of the schools in the province had no electric connections and would therefore require battery sets and that, roughly speaking, the northerly two-thirds of the province as well as the East Kootenay, could not receive, in daylight hours, any British Columbia station of the C.B.C. It should be noted, however, that the area thus described includes less than one-fifth of the pupils of the province.

Personal investigation by committee members disclosed two points of view in practice on this continent: (1) radio as publicity for the school system, by broadcasting addresses, school news and concerts, dramatizations, etc., to parents and the general public; (2) radio as an aid to the school curriculum by broadcasting into the classroom in school hours. The committee were unanimous in feeling that, for the present at least, their interest was solely in the second phase.

Further consideration resulted in three conclusions being reached which, theoretically, seemed to be sound: (1) that programmes should be confined to subjects which the local teacher either could not do at all or could not do well. Music Appreciation came easily first among such subjects and would probably be followed, in some order, by Art Appreciation, Social Studies, Elementary Science and Literature; (2) that rural schools should receive assistance first since their need was so great; (3) that "showmanship" was essential for success. This meant that all programmes must be prepared and presented by professionals, that "pupil" programmes would be practically valueless.

The committee then decided that these theoretical conclusions should be put to a practical test. At this stage the co-operation of CBR was solicited. It is difficult to say too much in appreciation of the response. Mr. J. R. Radford, British Columbia Regional Director, and Mr. Wm. Ward of the C.B.C. have given, not only of their advice, but of their time and their energy without stint, and whatever success may have attended the programmes must be credited in large part to them. Mr. Ward acted

throughout as the connecting link between the committee and the radio station.

Experts in the fields of Music, Social Studies and Elementary Science were asked to assist. On the combined advice of all it was decided to present two programmes each week for ten weeks, ten being in "Musical Pathways", five in Social Studies and five in Elementary Science. Music appreciation was conducted almost entirely by school people. In Social Studies and Elementary Science the preliminary steps were prepared by teachers. The scripts were written by a professional but edited by teachers and the final presentation was made entirely by professionals.

It was conceded that merely presenting programmes would be valueless. Accordingly, about two weeks in advance of broadcasts, bulletins were prepared and mailed to all schools where receiving sets were known to be in use. These bulletins contained rather extensive suggestions for work to be done both before and after the presentations.

The experiment was advertised through the press of the province, through *The B.C. Teacher* and by circularizing school boards. The response exceeded expectations as the following figures indicate: as at November 30th there were radios in 26 schools; on March 3rd the announcement was mailed; on March 23rd there were radios in 90 schools; on April 16th, radios in 160 schools; on May 16th, radios in 180 schools.

Criticisms, especially adverse criticisms, were urgently requested. They have been received and will be of value in determining permanent policy. In general the experiment has been received with vigorous enthusiasm. At the Easter convention of the British Columbia Teachers' Federation in Victoria a resolution was carried urging that radio become a permanent feature. In speaking to this resolution several teachers referred to the surprising effect of Music Appreciation on several "problem" pupils.

Certain conclusions have emerged very clearly from this experiment. Among the more important of these are:

- (1) No real difficulty exists in securing receiving equipment in schools.
- (2) Passive listening is of little value. Pupils must be provided with something to do or to watch for as the programme proceeds.
- (3) "Showmanship" is essential. All programmes must be produced by com-

petent professionals or at least must be of professional calibre.

(4) New production techniques are necessary. Producers must "slow up" their tempo, be even more careful of articulation, produce new sound effects and avoid long narration. Reception by 40 pupils in a classroom differs from reception by two or three children in a living room.

(5) Reception in individual classrooms is greatly to be preferred to reception by several groups in an auditorium.

(6) A 20-minute programme is probably better than a 30-minute one.

(7) Production is relatively expensive. A reasonable fee for a 30-minute script is \$20 to \$25; its rehearsal and presentation will cost \$30 to \$35. If the radio station must also be paid the cost is, of course, increased.

(8) A full-time paid official is essential for permanent programmes. The time and effort involved is beyond the capacity of a voluntary committee.

(9) The official should have experience both in radio and in teaching. If both are not available the former is more necessary than the latter.

During the present school-year an enlarged programme, though still an experimental one, has been undertaken. Daily presentations are being offered for eight weeks during the autumn term, for eight weeks during January, February and March, and for a further eight weeks during April, May and June.

The Autumn schedule is as follows:

- ☉ Mondays—9:30-10:00; Social Studies (Grades 7, 8, 9).
- Tuesdays—9:30-10:00, "Musical Pathways" (Grades 1, 2, 3, 4).
- Wednesdays—9:30-10:00, Elementary Science (Grades 4, 5, 6).
- Thursdays—9:30-10:00, "Musical Pathways" (Grades 5, 6, 7, 8).
- Fridays—9:30-10:30, High Schools.

All of these will be broadcast over CBR (Vancouver), CHWK (Chilliwack) and CKOV (Kelowna). In addition, the Wednesday programme will be on a coast-to-coast network.

A transcription of each programme will be made at CBR. This will be forwarded to Prince Rupert where it will be presented one week later than at Vancouver but at 10:00 to 10:30. It will then be mailed to Grande Prairie, Alberta, for the benefit of Peace River schools which will receive it two weeks later than at Vancouver. The Grande Prairie broadcasts will commence at 2:30 p.m. Grand Prairie time, which is one hour faster than Pacific time.

## A Sick Benefit Fund for B. C. T. F. Members?

By A. T. ALSBURY

President, Vancouver Secondary School Teachers' Association

**A**N outline of a proposed sick benefit fund for Vancouver Secondary Association members appeared in the February, 1938, issue of *The B. C. Teacher*. The fund was subsequently put into operation on March 1, 1938, substantially as discussed in the article mentioned above. From time to time interested Federation members have asked the following questions: "Is the Vancouver Secondary Sick Benefit Fund operating successfully?" and "Would it be possible to organize a similar scheme for British Columbia Teachers' Federation members throughout the province?" The writer will attempt to answer both questions in the following lines.

A brief review of the Ontario Sick Benefit Funds, on which the Vancouver plan was modeled, will be helpful in acquainting the reader with the general plan of such funds and of the success achieved in that province.

The Toronto City Fund was started over 10 years ago. Since that time its membership has grown from 270 to over 700. During that period, also, it has disbursed benefits of over \$19,000 and at the same time been able to build up an accumulated reserve fund in excess of \$15,000. A Provincial Secondary Teachers' Fund was started in 1934 and three years later had 1523 members. The latest information received is that still another fund has been organized for rural elementary teachers.

### The Vancouver Secondary Association Sick Benefit Fund

In brief, the chief features of the Fund are as follows:

1. Members of the Local Association and of the B. C. T. F. are eligible for membership.
2. Annual contributions (three groups) \$4, \$6, \$8; benefits payable: \$6, \$8, \$10 (per teaching day of absence on account of sickness or accident).
3. Members are entitled to draw benefits from the 21st teaching day of absence. (The first 10 days or more are covered by sick pay from the School Board).
4. The maximum period for which members are entitled to draw benefits in any one year is 60 teaching days.

In view of the fact that the Fund commenced half way through the school year 1937-38, members paid a percentage of the above rates to cover them for the remainder of the year. The plan met with popular approval, as 330 of the 425 members of the Association joined immediately.

One claim of \$66 was paid during the first five months, and an accumulated reserve of approximately \$700 was carried over to the present year. It is anticipated that this year's contributions will be in the neighborhood of \$2000, which added to the accumulated reserve will total \$2700 to the credit of the Fund. In addition to this sum, the Fund is supported by the not inconsiderable general funds of the Association, and is, therefore, already in a strong financial position.

Two important advantages of such funds are:

- (1) Since there is little or no overhead, attractive benefits can be offered at exceedingly low rates.
- (2) The Fund is owned and controlled by its members, and the surplus over and above benefit payments, does not become the profits of an insurance Company, but is retained as the property of the contributors.

For example, in the first five months period of operations, the Vancouver fund expended \$66 in benefits, and approximately \$10 for current expenses, a total of \$76. This means that the actual cost of protection to Vancouver members (carrying the right to draw benefits as high as \$10 per day, for a maximum period of 60 days) was between 25 and 30 cents each; the remainder of their contributions being held by them in the Fund in the form of accumulated reserve.

As to the valuable assistance which will be rendered to teachers who have the misfortune to be ill over a considerable period or to sustain an injury, there can be no question.

One member who early last September received an injury which necessitated 25 days absence from duty, will receive benefits for a portion of this period. Another member who recently became seriously ill, and who will not be

able to return to duty during the present school year, will qualify to draw benefits for the full 60 days, amounting to several hundred dollars.

#### A Proposed Provincial B.C.T.F. Fund

Now for our second question. The writer is very definitely of the opinion that an attractive plan can be worked out which could be made available to B.C.T.F. members. In the light of investigations made by the Vancouver Secondary Association Committee, he is of the opinion that the following tentative suggestions could at least form the basis of discussion for such proposed plan:

1. That the Fund (if set up) be open to B.C.T.F. members only.
2. That payments of benefits commence on the 21st teaching day of absence on account of sickness or accident.
3. That the maximum period of benefits should not exceed 60 days in any one year.
4. That the annual contribution be \$3.00 (or \$4.00).
5. That the benefits payable be \$5.00 (or \$6.00) per teaching day of absence.

If the fund were started on a conservative basis with a view to building up a reserve fund, benefits could be modified and made more attractive at a later date. In Ontario, for example, it was eventually possible to reduce the annual contribution to \$4.00, while maintaining benefit payments at \$10 per day. The Fund is so sound financially that they have also considered refunding \$2.00 for each year they have contributed.

The objective of such funds should be to enable all members, at low cost, to carry protection against a possible long

illness. Many teachers, who desire protection of this nature, apparently are unable to carry it because of the relatively high costs of sickness and accident insurance with the average insurance company.

A Sick Benefit Fund would be a boon to the Membership Committee, and an effective means of attracting and holding teachers in the Federation. The experience of the Vancouver Secondary Association points in this direction. This year our members were anxious to enrol at the earliest possible moment in September so as to be sure that their Sick Benefit Fund membership would not lapse, and our enrolments were practically completed by September 30th.

A great deal of the very fine work that the Federation does for teachers is not appreciated because it does not affect them directly or because they are not aware that they enjoy many advantages due to the fact that the Federation is quietly working in their interests. A Sick Benefit Fund, however, provides each member with tangible evidence of the type of service his organization is capable of rendering him. Moreover, it is not unlikely, should the Federation inaugurate such a fund, that the saving which members would make, as between the cost of sickness-protection available in this way and that obtainable elsewhere, would equal or exceed the total amount of their general fee to the Federation. In such circumstances, many who are now non-members would come to realize that they could not afford to remain outside the B.C.T.F.

The writer is enthusiastic about the possibilities of a Sick Benefit Fund and invites questions from interested members or Local Associations who desire more detailed information regarding the foregoing suggestions.

#### BOIL IT DOWN

If you've got a thought that's happy—  
Boil it down.  
Make it short and crisp and snappy—  
Boil it down.  
When your brain its coin has minted,  
Down the page your pen has sprinted,  
If you want your effort printed—  
Boil it down.  
Take out every surplus letter—  
Boil it down.  
Fewer syllables the better—  
Boil it down.

Make your meaning plain—express it,  
So we'll know—not merely guess it,  
Then, my friend, ere you address it—  
Boil it down.

Cut out all the extra trimmings—  
Boil it down.  
Skim it well—then skim the skimmings—  
Boil it down.  
When you're sure 'twould be a sin to  
Cut another sentence in two,  
Send it on, and we'll begin to—  
Boil it down.

(Author Unknown)

## The Guidance Teachers' Book-Shelf

By FLORENCE MUIJLOJ, Convener, Guidance Section of B. C. T. F.

EVERY teacher whose eye may fall upon this article is vitally concerned in pupil guidance and the more intelligent he or she may be, the more conscious of the teacher will be of the need of help in the performance of this important duty. Doubtless we all should be doing more reading on the subject and for those who have special responsibilities for this phase of the education of our pupils a guidance teacher's book shelf is an imperative necessity. The following article is submitted in reply to urgent requests from such teachers throughout the province.

The guidance programme as outlined for secondary schools, as well as the varied types of information demanded by students, makes necessary a wide range of reference material. One book, selected from each group listed below, will help in solving the problem of teacher preparation.

First on the list are the *Programmes of Studies for both Junior and Senior High Schools of British Columbia*. It is advisable to study the guidance course, as a whole, with the section on character education, as a background, before outlining the year's work. It is necessary to be familiar with the sections dealing with time allotments, credits, and subjects, and indeed with the contents as a whole, in order to discuss choice of courses, and standard of work.

Next on the list is a text on principles of guidance. Such a text deals with personnel records, methods of teaching, group guidance, personal interviews, and pupil adjustment: Such a book is indispensable.

(a) R. D. Allen, Vol. IV., "Organization and Supervision of Guidance in Public Education."

(b) Koos and Kefauver, "Guidance in Secondary Schools."

(c) Harry C. McKown, "Homeroom Guidance."

School activities might be the subject of the third book. Under this heading the following topics are discussed: assemblies, clubs, school paper, social activities, social service, athletics, and citizenship.

(a) E. K. Fretwell, "Extra-Curricular Activities in Secondary Schools".

(b) H. C. McKown, "Extra-Curricular Activities."

The fourth text might deal with vocational studies.

(a) "Planning a Career," Smith and Blough, American Book Co.

(b) "Occupations," J. M. Brewer.

(c) "I Find My Vocation," H. D. Kitson.

An extremely useful and interesting fifth text is Ralph P. Gallagher's "Courses and Careers." This is in three parts; Part I. (for the teacher) deals with methods of procedure; Part II. (for the student) presents plans for class organization and for self-analysis. Part III. is divided into one hundred short chapters, each an actual study of a topic. The first thirty are concerned with educational guidance, the remainder with vocational. Each chapter sets forth a list of reference books, a brief statement of subject, and a set of questions designed to help class discussion.

Ten dollars should cover the cost of the five books selected. The names and addresses of the publishers will be found at the back of the Programme of Studies for Senior High Schools.

### D. GESTETNER (CANADA) LTD.

Manufacturers of  
World's Premier Duplicator  
660 SEYMOUR ST., VANCOUVER  
Phone: Sey. 5880

TELEPHONE: SEY. 5224

CARS AND TRUCKS

## A. B. BALDERSTON LIMITED

AUTHORIZED FORD DEALER

1190 WEST GEORGIA ST. and 9 KINGSWAY

VANCOUVER, B. C.

## Recording Laboratory Experiments

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

IN recent talks with many instructors in science, particularly in rural school areas, many divergent opinions were offered regarding the possible instructional methods of recording the results of scientific experimentation whether done by teacher-demonstration or by the pupils themselves. It is proposed to give, in a series of three articles, the writer's opinion regarding the recording of these laboratory experiments. These articles will cover the following suggestions:

- (1) The variety of reports that might be employed.
- (2) Some measures of uniformity in actual laboratory pages that might be well standardized throughout the province.
- (3) Some suggested exercises and procedures in recording that would introduce variety into science periods.

### Types of Laboratory Reports

One of the major objectives in the study of general science is "to provide abundant and guided training in the development of scientific attitudes and in the use of scientific methods". Science instructors are very willing to train their classes to develop definite opinions as to the value of correct scientific attitudes, for here they see the opportunity to combat gullibility, superstition and tendencies to make hasty or rash judgments, and to evaluate propaganda on matters of personal and public concern. They are also willing to admit that once the scientific method of thinking was generally adopted, man made his greatest progress in every field of human endeavour. They may even go to the necessary and commendable length of training their students always to apply "the scientific formula for the establishment of scientific truths". However, some teachers are labouring under the strange misapprehension that the scientific method is the only possible procedure in their attack on a laboratory problem, and demand that their students make all reports upon classroom or home experiments in the same meticulous form.

If in the recording of every experiment during the term, the conventional

type of report\* is followed through each of the seven necessary steps, it must prove mentally exhausting to both teacher and student. No instructor has sufficient time to mark with justice the reams of paper that faithful adherence to the traditional model would necessarily entail. Pupils, too, must dread the monotonous repetition of report after report along the same style. Once the child has this scientific method of attacking a problem clearly under control, the instructor should wait until two "unrehearsed" reports have indicated the complete mastery by his students of this medium of recording, before introduction should be made to the many other types of reports.

Individual pupil reports to his teacher may be made in a great variety of ways. Sometimes it may be merely a drawing or small sketch; sometimes it will be the answer to a problem that can be solved only by a visit to a museum, factory, farm or library exhibit; often it may be completed by filling blanks in a questionnaire or answering in an informal "class-quiz". However, where detailed and more finished work is expected, a graphical type of report will prove the most effective.

The work of a graphical nature, careful drawings of laboratory procedures and actual manipulation of apparatus should be included. Often this is all that should be demanded of the children, for a clearly executed and carefully labelled picture is, as a Chinese philosopher aptly put it, "worth a thousand words". For example, after actual demonstration of the problem, "Has air any weight?" the class should make a summary of the experiment in two diagrammatic sketches. The resultant diagrams will depict the weighing of the deflated and inflated balloon. The actual numerical result should be included in a small

### \* CONVENTIONAL ESSAY TYPE.

The "essay" report tells the progressive steps followed in the experiment under the following headings:

- (a) Problem;
- (b) Apparatus and Materials:  
A diagram is usually necessary to illustrate the method of assembling the apparatus;
- (c) Method (Procedure);
- (d) Observations;
- (e) Explanation;
- (f) Conclusions;
- (g) Practical Application.

## Students' Reports—Again!

THE B. C. TEACHER publishes herewith a highly compressed digest of an article, "New Methods of Marking Pupils' Achievement", which appeared in the June PENNSYLVANIA SCHOOL JOURNAL. Unfortunately, the digester became so involved in the complexities of the Morrison marking system (permutations and combinations of M, N and R!!), of the systems prefaced by the letters M (for Russell), G (for McCall), B (for Binet) and T (for McCall again) and of the Missouri, Salt Lake, Pennsylvania and way points plans that he left them for a more hardy soul to tackle. THE B. C. TEACHER pauses for a reply.—(F. C. HARDWICK).

WHEN we teachers argue in favour of one or more particular methods of indicating students' achievements, we can be happy in the realization that the N. E. A. recently discovered the presence of over 100 different marking systems. There is scope for argument! Let us consider a few plans—and what the N. E. A. thinks of each.

### PERCENTAGE MARKING

The percentage marking plan is on the wane. Only 26 per cent. of the schools surveyed issue marks in percentages. Objectors to this marking system believe that percentages are too arbitrary, indefinite, inflexible; that they are not defined in any true scale of educational abilities; that the true zero and the true 100 on a scale of absolute achievement will often fall above or below such arbitrary limits; that all intermediate points are fixed qualities—in fact are equal; that an arbitrary passing mark of 70, or some other value, is without defense; and finally—experimental evidence points to the fact that from 5 to 7 levels of ability are the maximum recognizable by teachers in marking pupils.

rectangle, possibly near the bottom of the sheet:

"Inflated balloon and string, 2.75 gms.  
Deflated balloon and string, 2.50 gms.

Weight of air in balloon ..... .25 gms."

Training in the interpretation of laboratory results and their subsequent compilation into some form of chart or graph will be necessarily slow at first, but as soon as the class understands what is required of them in reports of this nature, the results will be gratifying. The student should gather his facts with a great deal of care and discrimination and then be allowed to give his own interpretation in the graphical solution. As was intimated in a previous article on the graphical treatment of science, only

### SYMBOLIC MARKING

The symbolic system of marking is a popular favorite; in fact, 81 per cent. of the N. E. A. list use this plan, and most of the schools favour the five point scale. If percentages are used in arriving at such marks, the virtues of the method are definitely open to suspicion. People in the know look with disfavour on using plus and minus signs—except, of course, with the C symbol. Once again, it is a question of the validity of attempts on the part of teachers to discriminate between more than five to seven degrees of ability.

### THE ACHIEVEMENT QUOTIENT

Only one per cent. of the N. E. A. list use the Achievement Quotient. Theoretically it is a very desirable method—if teachers could measure such intangible qualities as industry, persistence, and similar traits. In practice, the achievement quotient is usually supplemented by more direct measures of character features.

### CLASS RANK

About ten per cent of the schools investigated mark pupil progress by the

a sympathetic attitude and understanding encouragement on the part of the teacher will stimulate the individual to express his conception of the facts in pictures or diagrammatic form.

A recapitulation of the above suggestions will serve as a summary:

(a) Teach your students to use the scientific approach to their laboratory problems.

(b) Train them to report and interpret the results of their experimentation in a truly scientific manner.

(c) When mastery of the traditional method has been secured, allow expression in some other form of laboratory recording.

(d) Your sympathy and encouragement will stimulate gratifying responses on the part of your students.

dubious system of using class rank. This method presupposes the presence of reliable tests—a questionable supposition. Tests are seldom near zero in reliability (well, hardly ever!) nor are they near perfect reliability, yet, at the best, tests are a fallible measure.

#### MISCELLANEOUS

A few schools use percentile rank. This is a refined ranking system, better than the ordinary class ranking, although in the last analysis it amounts to much the same thing.

A number of administrators suggest that a satisfactory method of marking is to measure deviations from the class medium. Advocates of this plan state that (1) each student's work is measured by comparison with the performance of the middle or average group; (2) subjective and objective measures are in the same units and may be combined; (3) the work involved is not excessive. Critics of the plan question the self-sufficiency of a class for marking purposes—in other words, at least a certain basis of external comparison is desirable.

#### ARGUMENTS CONCERNING PREVAILING MARKING SYSTEMS

##### CON:

(1) Most marking systems encourage among students unhealthy competition for marks. Such competition clashes with the attempt of the modern school to develop certain desirable character traits. It has been suggested that a dichotomous system be used involving only passing or failing marks. There is little doubt that under such a system the students and their parents would find fewer opportunities for protesting against discrimination.

(2) A predetermined distribution requires that certain good students be failed or poor students passed.

(3) Certain subjects or curricula tend to draw groups of students superior or inferior to the average.

(4) By following a set distribution, a teacher is deprived of the freedom in marking she should have.

##### PRO:

(1) Teachers exaggerate differences in classes unless the latter have been placed in ability groups.

(2) A mechanical procedure is not necessarily undesirable.

(3) Increased efficiency in the school should compensate for depriving the teacher of freedom in his use of marking systems.

#### CONCLUSION

It is possible that the most satisfactory system of marking is not one system, but two: one to satisfy the administrative purposes of the school, and one to satisfy the pedagogical purposes involved. One thing seems certain—the marking and reporting systems of most schools are inadequate to serve educational objectives, and new ones have yet to be scientifically determined so that the pupils, the parents, and the school may all be benefited to the maximum degree.

WE can't choose happiness either for ourselves or for another; we can't tell where that will lie. We can only choose whether we will indulge ourselves in the present moment, or whether we will renounce that, for the sake of obeying the Divine Voice within us,—for the sake of being true to all the motives that sanctify our lives. I know this belief is hard; it has slipped away from me again and again; but I have felt that if I let it go forever, I should have no light through the darkness of this life.—GEORGE ELIOT.

### BY PURCHASING A Deferred Canadian Government Annuity

you can provide a fixed income  
—absolutely safe, and payable  
monthly for life.

4 per cent compound interest  
on deposits

All purchase money, plus interest  
returned to heirs, if death occurs  
before income begins.

Your purchase secured by whole  
resources of the Dominion.

The exact cost at your age, also a  
Booklet, may be obtained from

**A. M. Sinclair**

SPECIAL REPRESENTATIVE  
315 Federal Bldg., Vancouver, B. C.  
Telephone: Seymour 4551

## The Cooking Lesson in the 40-Minute Period

By I. BOLTON, Magee High School, Vancouver

SOME time ago our school adopted the forty-minute period with no chance to fit in a double period for the laboratory lessons. This plan had to be accepted by the Home Economics teachers.

"Theirs not to make reply,  
Theirs not to reason why,  
Theirs but to do and die."

And at first I felt it would be the death of either the course or the teacher. So far we have both survived; weakened perhaps, but still living.

There are some advantages in the shorter periods. One is the regularity of the daily programme; the seven classes coming to the room each day at the same hours. Then there is the necessity for speed. This is a corrective for those inclined to waste time. It spurs the teacher and pupil on to find short cuts, which should prove useful to the pupil in her home. Discipline problems are cut down to a minimum.

When first I was faced with this problem of short periods I decided to have a theory lesson on foods with each class on the Monday of each week, to make definite plans for the cooking lessons of the following day. Then the first class on Tuesday would cook and stack the dishes which had been used. The class following would wash these and tidy the room. As this would take about half the period I planned to have twenty minutes for review, experiments or demonstrations. The third, fifth and seventh classes would cook and the second, fourth and sixth would clear up. This plan left the dishes to stand dirty overnight, making it necessary to put the dishes to soak and to rinse and dry any that were apt to rust or tarnish. Wednesday would start with a clearing up lesson and the second, fourth and sixth classes would have their cooking lessons. The last period on Wednesday would see the room put to rights for the home management and nutrition lessons of Thursday and Friday.

What I thought would be the worst feature of this plan has made very little difficulty. I feared the girls would have objections to washing up after other classes. Once in awhile there is a murmur of complaint but as a rule the

thought of leaving their own dishes is sufficient compensation. There is a tendency to be careless of the number of dishes used and this must be constantly checked.

Having a separate lesson for the clearing up does give time to study methods and to check the work. Thus the clearing up assumes a more important position than when it was crowded in at the end of a cooking lesson. The pupils come to it fresh and although there is the constant repetition, has not the housewife the dishes, like the poor, always with her? When the girls work in groups of four the duties differ each week and there is no repetition of duties until the four weeks are over.

In the actual cooking the chief disadvantages is that so often the baking must be completed by the following class. Biscuits, muffins, cup cakes and cookies can, as a rule, be mixed and baked in the forty minutes. There is often little time left for serving of the foods and for comparisons and criticisms. Sometimes one class can criticize and score the products of the previous class. This is of special value when a third year class follows a second or first year class as it makes a good review.

Meals. How can a class prepare and serve a meal in forty minutes? How often this must be done in the home of today! In class, several tentative menus are discussed and after some study one is selected, one that can be prepared in twenty minutes or one that can be partly prepared on the day before and finished in the twenty minutes. A pupil may come in before school or at noon to do some preparation but this is avoided if it is at all possible. I feel it is better to have one class help another at such times.

A class of third year girls prepared and served a formal dinner in forty minutes. There were twenty-four pupils in the class. They planned a dinner of six courses. It was a progressive dinner and four different girls sat down to each course. The four that prepared the course served it, two of them acting as waitresses. At the end of the course these four took their places at the table and were served by the next group.  
(Concluded overleaf)

## News, Personal and Miscellaneous

### MYRTLE NIXON

**T**HE untimely death of Miss Myrtle Nixon, teacher at the Grandview High School of Commerce since 1931, occurred on October 24th after a brief illness.

Miss Nixon was a graduate of the University of British Columbia. She was keenly interested in the Hi-Y organization, of which she was the sponsor at the Grandview High School of Commerce. She was deeply interested in the pupils and their welfare, and, as a consequence, engendered in them an interest in her. Her happy disposition, her youth, her enthusiasm in all that was for the good of the children will be sadly missed.

Besides her colleagues who are deeply moved by her passing, she leaves mourning, a mother and father in Vancouver and a married sister in Australia. To them we extend our sympathies.

### SHAKESPEARE ON THE AIR!

**C**OMMENCING at 6:00 p.m., Pacific Standard Time, on specified Sundays the Canadian Broadcasting Corporation is presenting a series of Shakespearean plays. Following is the schedule for the remaining plays: King Lear, Nov. 13th; Romeo and Juliet, Nov. 20th; Richard the Second, Nov. 27th; Julius Caesar, Dec. 4th; As You Like It, Dec. 11th; Hamlet, Dec. 18th.

It is difficult to see or hear a Shakespearean play and not want to read Shakespeare. Here may very well be the solution to the problem of how to arouse genuine interest in the works of the world's greatest dramatist.

### RETIREMENTS

**B**ETWEEN last April 1st and the beginning of the current school year, fourteen members of the teaching

body of British Columbia have retired from active classroom work. Their influence on education in British Columbia will no longer be felt through the channels of practical teaching but will manifest itself as the effect well-informed, sympathetic citizens have on the administrative policies governing our school system.

From the Vancouver staff the following have retired: Mr. S. B. Clement, Miss L. L. Close, Mr. W. H. Fenton, Miss E. M. Frame, Miss M. E. Grenfell, and Mr. G. W. MacKenzie. From the New Westminster staff, Mr. F. O. Canfield and Mr. Wm. Nelson have retired. Miss J. M. McDonagh and Mr. H. L. Webb, both of Surrey, Mrs. E. E. Macpherson of North Vancouver, Miss S. G. Timaeus, late of Corbin, Miss M. Woodman of Nanaimo and Mr. C. Fulton of Vernon have also retired.

The B. C. Teacher wishes the men and women who are now retired the contentment that they so well deserve.

### ART TEACHERS CONFER

**T**WENTY-SEVEN art teachers from Vancouver and surrounding districts met at a dinner meeting in the cafeteria of the Art School on October 17. The meeting, the first of the monthly dinner meetings of the Art Section of the B.C.T.F. for this year, was given over to business. Mr. R. Brooks of Grandview High School of Commerce took office as president of the section, and Miss Rowena Gross of Magee High School, as secretary.

The main discussion of the evening revolved about the status of art in the High School curriculum. The discovery of many apparent discrepancies regarding allotment of periods in the timetable and in the opportunities offered to students in the various schools in the

Coffee was served in the kitchen instead of in the drawing-room. This is hardly an ideal way of serving a formal meal but I feel that each of the girls got a very definite knowledge of the service and food suitable for a formal dinner.

This was a successful lesson but there are days when, because of the limited time, the teacher feels that the important principle to be taught has been lost; for example, the day jelly was being made and the buzzer rang

just as twenty kettles of jelly were on the point of jelling and the class had to move on to the next classroom! It takes much planning, foresight and experience to avoid such disasters. It takes constant vigilance to turn failures into learning experiences. It takes co-operation between pupil and teacher. Above all the class must not be large, if the forty-minute period is to be used with any chance of success as a cooking lesson.

city led to the formation of a committee for the obtaining of more and specific data on the subject.

Other committees were formed to carry on the year's work in the following: Programmes for the remainder of the monthly meetings; visual aids in art; the revised curriculum.

#### GOING TO RIO?

THE first draft of an itinerary proposes that teachers on their way to the World Conference at Rio de Janeiro leave New York on Wednesday, July 5th, to Buenos Aires, then return to Rio for the Conference from Sunday, Aug. 6th, to Friday, Aug. 11th. Returning, teachers will reach New York on Sunday, Aug. 27th. In this itinerary, there are fourteen ports of call, including New York, New Orleans, Havana, Pernambuco, Buenos Aires, Montevideo, Trinidad, Barbados, and San Juan. It is proposed to use the ship as a one-class ship, with a minimum fare of probably \$500.00 for tourist class accommodation. The rate for third-class would be slightly lower and that for cabin-class, slightly higher.

Further particulars may be obtained from Dr. M. E. LaZerte, Director of the School of Education, University of Alberta.

#### NATIONAL AND INTERNATIONAL CULTURE

TEACHERS in Greater Vancouver area may treat themselves to bits of culture from other lands by securing a single 75 cents ticket for a series of lectures given by experts in their individual fields in the Hall of St. Andrews Wesley Church, Nelson Street, Vancouver, at 8:00 o'clock in the evening, and attending the lectures. The series is under the auspices of the Vancouver League of Nations Society and the Vancouver Folk Festival Society. The net proceeds will go to a worthy cause—Red Cross work.

On November 15th, Mr. G. W. Tornroos, consul for Finland, will speak on "Finland"; December 13th, Mr. M. J. Bartman, on "Ukraine"; January 17th, Mr. M. Mauderli, on "Switzerland"; February 21st, Rev. Ivan Y. Wong, on "China"; March 21st, Mr. and Mrs. A. Paterson, on "Burma"; and on April 11th, Mr. J. S. Hundal will speak on "India".

#### GEO. W. MACKENZIE HONORED

ON the evening of October 21, Spencer's Diningroom was crowd-

ed by a merry multitude of the former pupils and teaching colleagues of Mr. George W. Mackenzie, the guest of honor of a complimentary banquet. The affection and respect which Mr. Mackenzie knows so well how to command were evident on every hand and we are sure that the evening will be a permanently happy memory to all concerned. George is now finding relaxation from the duty of training young mathematicians and is merely acting in the capacity of nursery maid to umpteen hundred chickens of the feathered variety. He is manifestly having the time of his life. May it be long and happy!

#### LEAGUE OF NATIONS NEWS

THE Nineteenth Ordinary Session of the League of Nations opened on September 12th under the presidency of Mr. de Valera, Prime Minister of Ireland, and adjourned on September 30th owing to the international situation.

Yugoslavia, Greece, and the Dominican Republic were elected to take the place of Ecuador, Roumania, and Poland as non-permanent members of the Council.

The Council agreed to invoke Article 16 (severance of all financial, commercial, and personal intercourse) on the request of China, following the refusal of Japan to accept the invitation of the Council under Article 17, paragraph 1. The Council in considering the fact that the Assembly had found the military operations of Japan in China to be illicit, recommended that members of the League "should refrain from taking any action which might have the effect of weakening China's power of resistance and should also consider how far they can individually extend aid to China".

#### ADULT EDUCATION LECTURES. 1938-1939

LECTURES on Music, important books, and Contemporary Literature will be given on Wednesdays from 7:30 to 8:30 in the Auditorium of the Medical and Dental Building, Vancouver. Following are times, subjects, and lectures: November 9th, "The Lutenist Song Composers" (Mrs. Kurth illustrating), B. L. Kurth; November 16th, "The English Madrigal" (The Philharmonic Madrigal Singers illustrating) B. L. Kurth; November 23rd, "Decline of the West" G. B. Switzer, S.T.M., Ph.D.;

November 30th (to be held in Oak Room Hotel Vancouver) "The Tutor Motet" (Chown Memorial Choir illustrating) B. L. Kurth; December 7th, "The Sitwells" Dorothy Blakey, Ph.D.; December 1th, "Byron" (150th Anniversary) Dorothy Mawdsley, Ph.D.; January 4th, "Shakespearean Music" (The Philharmonic Madrigal Singers and Solo Voices) G. G. Sedgewick; January 11th, (Oak Room, Hotel Vancouver) Music of William Byrd (Chown Memorial Choir illustrating) B. L. Kurth; January 18th, "Mystery and Detective Stories", F. H. Soward; January 25th, "Santayana", H. C. Lewis, M.A.; February 1st, "Eighteenth Century Suites", Ira Dilworth, M.A.; February 8th, "Tagore", Thorleif Larsen, M.A., F.R.S.C.; February 15th (Oak Room, Hotel Vancouver) "Bach Choir Evening", Ira Dilworth, M.A.; February 22nd, "Racine", (300th Anniversary) A. F. B. Clark, Ph.D., Officer de Academie; March 1st, "The Classical Symphony", Ira Dilworth, M.A.; March 8th, "German Lyric", Isabel MacInnes, Ph.D.; March 15th, "The Modern Symphony", Ira Dilworth, M.A.

Mr. Kurth is chief supervisor of Music for Vancouver Schools, Dr. Switzer is the minister at the West Point Grey United Church, Dr. Blakey is assistant professor of English at the University of British Columbia, Dr. Mawdsley is an English specialist at the King Edward High School, Dr. Sedgewick is head of Department of English at the University of British Columbia, Mr. Soward is professor of History at the same university, Mr. Lewis is assistant professor of English in our provincial university, Mr. Larsen is professor of English also at our university, Dr. Clark is professor of French and Dr. MacInnes is associate professor of German, both at the University of British Columbia.

#### FISHERIES RESEARCH

THE first meeting of the Executive Committee of the Fisheries Research Board of Canada to take place on the Pacific Coast was held at the Prince Rupert Experimental Station on August 18-19, and at the Nanaimo Biological Station on the 23rd and 24th.

#### BRITISH COLUMBIA, VANCOUVER (OR VICE VERSA)

OUR good friends of Nottingham will forgive *The B. C. Teacher* if it

smiles at the following note published in *The Nottingham Teacher*:  
"Interchange of Teachers, 1938-9.

A cordial invitation to our Association meetings is extended to Miss M. Hardwick (of Vancouver) and Miss E. J. M. Sutherland (of British Columbia), whilst our good wishes go with their "interchangees":—Miss H. Parkinson (Bentinck G.) and Miss F. E. Coleman (Cottesmore G.)."

#### N.B.C. EDUCATIONAL BROADCAST

THE quandary created by Jimmy's report card, the family furore over Barbara's "homework", the problem of Patricia's preparation for college, these and the many other real and daily "dramas" that education introduces to millions of citizens in their homes, schools, and communities will be aired at 9:30 to 10:00 p.m. every Wednesday night beginning November 16. Prepared and presented by the Office of Education, United States Department of the Interior, the series will be produced with the co-operation of the National Congress of Parents and Teachers, and the National Broadcasting Company.

#### NEW C. AND N.V.I.T.A. OFFICERS

THE Central and Northern Vancouver Island Teachers' Association at its annual meeting elected the following officers: President, C. T. Rendle of Tsolum; vice-president, H. E. Blanchard; and secretary, E. R. G. Richardson of Comox.

#### MUCH BETWEEN THE LINES

THE following letter was issued on September 28th to all Canadian teachers on exchange to England:  
"Dear Friends:

"We realize that you are all feeling very anxious at the present time and some of you may be wondering whether you will return home before the end of your exchange period.

"May we ask you, in the best interests of everyone concerned, to make no hasty decision, but to await a further communication which will be sent to you as soon as possible from the League. We are cabling to ascertain the views of the overseas Education Authorities and await their instructions.

"Yours sincerely,  
"E. A. Doggett  
Secretary."

## What We Are Reading

A multitude of friends and admirers of Professor F. W. Soward will be interested in his latest book, just issued by The Oxford University Press *Moulders of National Destiny*. This is the series of popular biographical sketches prepared originally for radio audiences, of which Mr. Soward was so kind as to allow us to select some chapters for publication last year in *The B. C. Teacher*. Minor revisions have been made to bring the narratives as nearly to date as is practicable in so kaleidoscopic an era.

The personages chosen as the key men in recent European history include Wilson, Hindenburg, Stresemann, Hitler, Dollfuss, Mussolini, Poincaré, Briand, Masaryk, Benes, King Alexander, Lenin, Stalin, Venizelos, Kemal Ataturk, de Valera, Pilsudski, Sun Yat Sen and Chiang Kai-shek. This is a book that will be welcomed in school libraries, as well as useful to teachers of the social studies and others who find that an understanding of leaders is essential to an understanding of national and international policies. 203 pp. \$1.50—N. F. B.

**INTRODUCTION to Mathematics:** *The New Approach*; by J. C. Hill, M.Sc., and W. C. McHarvie; published by Oxford University Press; Price 60c.

This is one of a series of four books designed as a balanced introduction to Geography, History, Science and Mathematics. The underlying idea of the series is to hold the interest of the pupil and to develop his interest along practical lines. To do this a psychological rather than a logical sequence is followed.

The exercises are so arranged that little or no explanation need be given the child who is to work at his own pace—an admirable arrangement for a small class. Questions keep cropping up in different guises, providing good review. Due to frequent reference to the origin of measures, the early history of mathematics and the reason underlying mathematical processes the exercises are varied and entertaining. This book relates problems to actual life and gives abundant practice in the drawing of geometrical figures, in scale drawing and in graphical representation of problems. The arithmetic in it is limited to what is required for mensuration. There

are 49 graded exercises each containing 12 thought-provoking questions.

From the esthetic viewpoint the book ranks high; good binding, large clear type, good paper, excellent diagrams. I believe it is a book which twelve and thirteen year-olds would thrive on.—H. E. DRAPER.

IN connection with the centennial celebrations of the creation of Massachusetts State Board of Education in 1837, a remark was made in the editorial columns of *The B. C. Teacher* to the general effect that, from the point of view of those reasonably familiar with the educational history of this continent, every normal school and every state and provincial school system in the United States and Canada is a monument to Horace Mann. Indeed, the influence of this American—thought by many to be the most important educational reformer that this continent has produced—has spread far beyond the boundaries of North America. No student of education can afford to be unfamiliar with his life and work.

*The B. C. Teacher* has reviewed Joy Elmer Morgan's little book, *Horace Mann, His Ideas and Ideals* (National Home Library Foundation, Washington, D.C.; 25c), and those of our readers who have examined that biography will be glad to read a second and larger book on allied topics, from the same pen. Mr. Morgan, by the way, is Editor of *The Journal of National Education* and the preparation of these two books has been a labour of love, and is related to the fact that he is also secretary of the Horace Mann Centennial Committee.

Morgan's *Horace Mann at Antioch* (National Education Association, Washington, D.C.; cloth; 608 pp.; 26 illustrations; \$2) deals with Mann as a pioneer in education at college levels. His presidency of Antioch College was to him a supreme challenge and opportunity to do for higher education something of what he had already done for the common school.

Much in Mann's attitudes was traditional and reflected the prevailing theology and *Weltanschauung* of his day, but his attitude toward tradition was nevertheless one of courageous questioning. Antioch was to be co-educational. No student was to be excluded on the basis of race or of creed.

Education was to be given everwidening interpretation as a means for meeting changing social needs. All this a century ago. The newness of a new thing did not startle Mann and in many of his messages he that has ears to hear will still recognize a leader's call to courageous progress.

There are phases of *Horace Mann at Antioch* that are open to criticism. One fears the results of a tendency to sentimentalize the man. Present day readers are likely to resent what may seem to them like exploitation of the circumstances of his death. However, this is a book that teachers and students may read with profit. Much of the space is devoted to reproduction of remarkable public addresses by Mann. Hitherto most of his writings have been inaccessible except to those within reach of large libraries. We owe a debt of gratitude not only to Horace Mann but to Joy Elmer Morgan and his associates.  
—N. F. B.

**A**TLAS of English and Empire History, by C. Boyd Bowman, B.A. (Contab.); Published by MacMillan and Co., Limited; Price 45c.

This atlas and summary should find a place in the library of all Junior High Schools. Outline maps, with only the information necessary for the study of a particular period, are clear and easy to interpret. A short summary of the period illustrated by each map makes it possible for the students of history to gain a clear conception of the chief movements of that particular period.—  
F. H. PRATT.

*An Outline of the Japanese Press*, by Jiro Hayasaka. 40 p.

*The Labour Movement in Japan*, by Mitsu Kohno. 25 p.

*The Women's Movement in Japan*, by Tetsu Katayama. 38 p.

The above pamphlets, published by the Foreign Affairs, 25c.

*Association of Japan*, appeared in the Spring of 1938.

*L'Empire du Soleil Levant*, by Louis Ohl. 111 p. Durassie et Cie, Paris, France, 1935. Price, 10 francs.

The first three titles are publications of a more or less scientific as well, one may presume, of an official, nature, of interest to the student; the fourth offers a sympathetic, but brief survey, of Japanese life, culture and economy, well adapted to the needs of the earnest tourist.

A perusal of the former group leaves one in some doubt as to their reliability. The author of the first, an erstwhile editorial writer on the staff of a struggling newspaper, manages, by subtle under-statement and circumlocution, to say more than actually appears in black and white, with the result that one is made well aware of the severity of the official censorship imposed upon the Japanese press. Such statements as the following point either to blind servility or else to a sense of irony:

"The enforcement of the law controlling seditious literature, the organization of the Cabinet Information Bureau and the invocation of Article 27 of the Press Law (governing the control of information regarding military secrets) have not only circumscribed the freedom of the press in giving information but are evidently manifestations of the Government's intentions to mobilise the press for the good of the country."

We learn furthermore that Japan is producing newspapers "for looking at" and not "to be read", newspapers which appeal more to feelings and tastes than to intellect "and that for most leading Japanese newspapers, the business is wholly and solely a profit-making undertaking". These clever imitators of western methods have wandered far from their models in this one enterprise!

In regard to the other two pamphlets of the Foreign Association series, one gets the uncomfortable feeling that there has been an attempt on the part of both authors "to make a mountain out of a molehill". Yet one cannot help but admire the spirit which looks beyond the present sorry plight of workers and women in a land where all the hideousness of industrial-commercial society seems grafted upon a particularly vicious Feudalism, where all manifestations of the Democratic Liberalism of 19th century Europe have been ruthlessly nipped in the bud. A recent arrival from Japan, in response to a question, said: "There is no labour movement in Japan." Mr. Kohno's little report almost bears out that statement. From statistics he himself uses one gathers that, roughly, 7 per cent of the Japanese workers are organized into unions; and of these unions many are of the "company" type, while one group is openly Fascist in nature.

Both the "panic" (depression) and the "incident" (the War of China) have set the clock back for the labour movement

in Japan; yet there is hope for the future, if one is to believe Mr. Kohno, for the Social Mass Party, the mildly Socialist political arm of the true union movement, and of which Mr. Kohno is himself a representative in the Diet, is slowly gaining ground, and, when the "incident" is out of the way, legislation covering hours of work, the right to organize, wage rates, unemployment relief (none of which legislation is now in existence) will, it is hoped, be secured.

The Women's movement has likewise received a severe setback from recent events in the Far East. It is essential, of course, to realize that women in Japan are still regarded by vast sections of the men-folk as very inferior beings and that women of high rank are still obliged to humble themselves before a man, be that man the lowliest of all. It is not surprising to find, then, that the history of the feminist movement is the history of organizations enthusiastically founded, only to be dissolved by governmental decree. Needless to say, the suffrage is still limited to males, and "women do not participate in the conduct of State affairs, nor even in that of local government"; their education is very much on the "Kinder, Kirche; Küche" side, with the result that few have hitherto entered the professions; those who labour in the various industries are poorly paid and are oppressed by such iniquitous conditions as the "dormitory" system. Mr. Katayama, another Social Mass Party member of the Diet, does not paint a very pretty picture; furthermore, he studiously avoids any reference to legalized prostitution, which, it is commonly alleged, provides the Japanese Government with one source of revenue.

This last aspect of Japanese life is not disregarded by Mr. Louis Ohl, who seems prepared, "while in Rome, to accept, if not to do, what the Romans do". This broadmindedness enables this gentleman to find the best in the Empire of the Rising Sun; hence his appreciation of Japanese art and manners, his understanding of Japanese institutions both political and economic, his defense, even, of the Japanese against the charge of "dumping". However, one suspects the point of view of a man who includes among a list of "free advantages enjoyed by the workers: household education for girls, including the art of arranging flowers and the practice of the 'tea ceremony'." The statement that Japan "has at the moment no warlike

intention and denies that she has territorial ambitions beyond the frontiers of Manchoukuo" sounds rather silly today.

All of the above works have one merit in common—considerable information within a little space.—F. A. POOL.

\* \* \*  
**WORLD Geography**; F. O. Robinson; Macmillan Co. of Canada; \$1.50.

This is one of the best single-volume world geography texts this reviewer has seen; in only two chapters was he seriously disappointed. The introductory one, which deals with the shape and structure of the earth, seems far too brief. However, some of the material that was missed here was found in later chapters where it was given incidentally. The chapter on Canada and Newfoundland is allotted 11 pages out of a total of 504. To say the least, the treatment is inadequate, and it is somewhat surprising to discover that Victoria is the state capital of British Columbia. The author has obviously never seen that excellent book by our own V. L. Denton and A. R. Lord.

Printed in very clear type and on good quality paper, *World Geography* is written clearly and concisely. It contains dozens of excellent maps, most of them physical ones, and a large number of very fine diagrams. Noteworthy are the industrial and economic maps for most of the countries of the world, and the climatic maps and diagrams. Questions and exercises are appended to each chapter, and there are two good indexes—a general one, and one of place names—decidedly an unusual feature.

The material covered by this volume is divided into two parts. The first one deals with such topics as the structure of the earth, earth movements, the hydrosphere, climate and climatic regions. The chapter on the hydrosphere treats of rivers and lakes as well as of the oceans. Readers of this book will find the chapter on climatic regions particularly interesting, for the author's classification of these regions agrees neither with the well-known one of L. D. Stamp, nor with that suggested in the programme of studies. Part II is entitled Regional Geography of the World. The regions are usually political, but often they are broken down into their component physical ones. This part is quite detailed, and yet the detail does not seem burdensome. As one would expect, the chapters on the British Isles form the largest single section of this part.—R. GREEN.

**FINDING New Homes in Canada;** by E. C. Guillet and J. E. McEwen; published by Thomas Nelson & Sons, Ltd.; price 75c.

This second volume in the Highroads of Canadian History series is an unusually fine presentation of the story of the westward advance of settlement in Canada—from the Viking visits to the Atlantic coast down to its culmination on the Pacific with the building of the Canadian Pacific Railroad. The major portion of the book deals with developments in Eastern Canada. For the Junior High School student it is a valuable reference book—the material is well-organized, the illustrations are numerous, and a variety in the style of presentation sustains interest throughout.

—W. E. IRELAND.

\* \* \* \* \*

**THE Progressive Elementary School.** A handbook for principals, teachers and parents, by Robert Hill Lane. Publishers: Houghton Mifflin Co., The Riverside Press, Cambridge, 1938. Price \$1.70.

Directly in some sections and inferentially throughout this book, the author criticises the conventional or traditional school systems under which most states and provinces work. It is a clear exposition of the courses followed in what is termed a "progressive" elementary school, where environment and experience are determining factors of growth. His direct criticism may be summed up in his own words: "The conventional school provides neither freedom nor challenge to intelligent action." The converse, of course, is supposed to apply to the "progressive" school.

Certain schools have evidently been selected for experimentation and no doubt the teachers also were carefully chosen. Some of them express their views on the philosophy of education, as well as on ways and means of putting it into effect. The core of their philosophy is: "The school should provide a wholesome environment in which the child will develop and grow up physically, mentally, socially, and emotionally, in a happy, normal way."

Under this system of education there are no grades, no failures and no demotions; but the children, from 5 to 13 years of age, are placed in groups according to "social maturity". The joint opinion of principal and teacher will be the main factor in determining the

placement of children in the various groups.

At the head of the most essential social habits to be cultivated are respect for authority and obedience. These are declared to be "imperative". It is to be noted that reading is not considered a subject of primary importance in the lower groups. The children learn to read when they feel the need of this skill; and the claim is made that under the progressive plan children in the "top group (high sixth grade) will exceed similar classes in formal schools in reading rate and reading comprehension."

When our universities and normal schools embody this plan in their own practice, they may turn out a body of teachers capable of attaining success in the "progressive" way. Meanwhile, we should try to make our conventional schools as "progressive" as possible.

—R.S.S.

\* \* \* \* \*

**A REVISION World Geography;** Longmans, Green & Co.; 198 pages of text and 18 of examination questions; 75 cents.

The authors of this book—their initials only are given—state in the preface that it is intended to be used in a rapid revision of four or five years' work. They claim that, in order to restrict themselves to the essentials for a clear understanding of modern geography, they have written the book without the use of works of reference, on the ground that what a group of teachers was unable to remember should not be expected of pupils. Incidentally it may be said that they seem to have remembered a good deal. As one would naturally expect, the purpose of the book has determined its character. The essentials—and most of them seem to have been dealt with—are stated almost tersely, and much is to be inferred. There are many maps and diagrams which materially assist in the understanding of the text. Most of these, by the way, are to be found in the numerous books by L. D. Stamp, but a number of very good ones are new.

If it were not for one or two things in the first chapter, this book would appear to be a condensation of Stamp's two-volume Intermediate Commercial Geography. At any rate, anyone acquainted with that work will know what is included in this. The first chapter deals with latitude, longitude, time,

maps, the surface of the earth and the agencies shaping it, climate and climatic regions, the activities of man, and world trade routes. It will be noted that there is no mention of the oceans. The succeeding seven chapters deal with the continents and New Zealand. The questions are from English School Certificate and equivalent examinations, and are worthy of a close perusal.—R. GREEN.

**A NEW Deal for Youth**; by Betty and Ernest K. Lindley; The Macmillan Co. of Canada; 218 pp., plus 12 appendices covering 91 pp.; price, \$3.35.

This book arouses a mixture of feelings. It makes us glad to see how much is being done in the United States to help the handicapped youth in that great country. Even the cynic must feel some tugings at his calloused heart as he reads of the generous help that is being given to hundreds of thousands of boys and girls. It makes us sad, however, to realize that, no matter how great the efforts are that may be put forth, the solution attempted can be but a palliative. Probably, though, we should not be led to grieve, as the seeming impossibility of adequately handling the youth problem will lead assuredly to fundamental changes in our economic system which will usher in a brighter and happier day not only for the young but also for those who have seen time marching on for many years.

The National Youth Administration was started in June, 1935, when \$50,000,000 of relief funds was set aside to help the boys and girls of poor families. Much more money could have been used, but valuable work was done with this amount. The hand, or should we say the heart, of Mrs. Franklin D. Roosevelt may be seen behind the initial grant that received the blessing of the President. The authors pay a warm tribute to the first lady of the republic in dedicating their work to her.

From the first the N.Y.A. was a decentralized scheme, the purpose being to win local support in all parts of the country. Faith that this help would be freely given was abundantly justified. Hundreds of types of projects were undertaken: out-of-school youth proudly worked on jobs ranging from the removing of lobster eggs to the landscaping of city parks. Needy high school students, college students, and even graduates, had the road to education made smoother for them. Girls and boys, negroes, Indians, and people of other nationalities, felt the curative influence of kindly gold.

The writers, who are well aware of the difficulties of the great task of the N.Y.A., paint a fine picture of the benefits that have so far been conferred. It is worth noting the clean finger-nails and the tidy hair, but it is much more pleasing to be told of the spirit of confidence that has been quickened in the hearts of these discouraged young people. The authors are not alone in their testimony. Out of 304 high school principals questioned as citizens and taxpayers, 292 stated, many of them very emphatically, that the N.Y.A. had amply justified itself.

The chapter next to the last is called "Challenge to Education". The writers point out that "the dignity of honest labour" is still but a phrase for oratorical efforts on Labour Day. A deep prejudice remains towards manual labor. "Can you get this boy a job as a brick-layer? I think he's feeble-minded". This from the mouth of a school teacher reveals a viewpoint only too common today in the United States. In Cleveland 90.3 per cent of the high school students were preparing for white-collar and professional jobs, whereas only 9.3 per cent of the population there were so employed. The authors insist that only if labour and industry co-operate to improve conditions can the aversion from manual labour be killed. A better era would thus result.

Any teacher who reads this book will gain knowledge, a wider sympathy, and a desire to play his small part in promoting a civilization over which the fresh air of heaven may freely blow. He will want to swat the pestilential flies of contemporary life.—E. T. OLIVER.

THE United States Department of the Interior offers many free pamphlets and bulletins which may be obtained by Canadians as well as by Americans. Write to the Superintendent of Documents, Washington, D.C., sometime for a list of their publications. Booklets by the U.S. Government Printing Office may be had for a very small sum. *A Survey of a Decennium of Education in Countries Other than the United States* sells for fifteen cents. Each continent is considered from an educational point of view, and the countries comprising the continent are given space according to their educational importance.—R. G. G.

I LIKE the new Dominion Books of the series *Live and Learn*. W. G. Frisby is the author of *How to Arrange a*

*Public Dinner and The Conduct of a Meeting.* Perhaps the latter title will be of more immediate appeal to most teachers than the former, but it is well to know that both booklets are available. The publishers are the Ryerson Press, Toronto, and the price is 30c. each. In course of preparation are five handcraft handbooks covering *The Arts of the People*, by Mabel Ringland, at about 25c. each.—R. G. G.

**T**YPEWRITING *Technique*; by Harold H. Smith, Fred Jarret, Irma Wright; Gregg Publishing Company, 1200 Bay Street, Toronto, Ont.; list price \$100; net price 75c.

This textbook is divided into three main parts:

Part I—"Learning to Operate the Typewriter", which includes lessons 1 to 15. The letters of the keyboard are presented in the same manner as employed in "The New Rational" and many other texts; that is, all letters written with the first fingers are learned first, then all letters written with the second fingers are learned, et cetera.

Part II—"Building Sustained Typing Skill", which contains lessons 16 to 70. In this section the timed tests are introduced ranging in duration from thirty seconds to fifteen minutes. They are based on, "The Hole in the Door" by James N. Kimball, which is considered by many to be "one of the most highly prized pieces of contest material." There are also, twenty supplementary lessons in this part with an excellent group of keyboard review drills—sentences stressing each letter of the alphabet.

Part III—"Learning the Practical Application of Typewriting" which includes lessons 71 to 100. The aim of this part of the text is to train students "to type personal and business papers, including letters, telegrams, manuscripts, tables, invoices, statements and legal documents, that would be accepted in any business office."

One feature of this text that impresses one at once is the excellence of the illustrations. Miss Wright has been photographed demonstrating the correct posture at the machine and showing the proper method of handling the various parts of a typewriter. (Several makes of typewriter being shown). There are in all some twenty or more illustrations.

Another feature that is worthy of special mention is the general set-up of the pages. The type is very clear and hence easily read. The exercises are

shown for the most part in the pica type in the exact form in which the pupil's page should appear. The explanations are simple and definite. Helpful notes or "Typing Tips" as they are called are given throughout the book. There is considerably more practice given in sentence drills and paragraphing than in many texts which is an excellent thing.

As is stated in the preface, "The keynote of 'Typewriting Technique' is simplicity and economy in the development of basic and applied typing skills," and "the course is particularly helpful to students who must learn to type with little or no supervision."—F. V. BROWN

**L**IBRARY Service is Staff Study No. 11, issued by the Advisory Committee on Education. This 108-page report may be secured from the Superintendent of Documents, Washington, D.C., for 15 cents. It is full of information that will be interesting to librarians. Readers will note that a section of the report is being published by *The B. C. Teacher* as a separate article.

#### FOR FUTURE ATTENTION

**T**HE following books and pamphlets have been received and will be reviewed at an early date: *Teaching With Motion Pictures*, American Council on Education; *Report of the Advisory Committee on Education*, United States Government Printing Office; *The Federalist*, National Home Library Foundation; *Famous Men and Women of Canada*, Longmans, Green & Co.; *Some Suggestions Towards a Revised Philosophy of Education*, Oxford University Press; *George Ticknor*, Washington, D.C.; *Letters in Canada*; University of Toronto Press; *Canadian Geography Work Book*—Dent's Health Work Book, J. M. Dent & Sons; *Educational Traditions*, Evans Bros. Limited; *West by South—New Worlds For Old—Little Journeys Abroad—Our World Has Changed*, Ryerson Press; *The Safe-Way Club—Adventures in Living—England and Wales*, Thomas Nelson & Sons; *The Earth We Live On—Making America—Our World and Others*, Bobbs-Merrill Co.; *Choosing Your Life Work*, Alberta Teachers' Association; *Paul Kane*, Ryerson Press; *The Purpose of Education in American Democracy*, Educational Policies Commission; *Public Education in the District of Columbia*, United States Government Printing Office.

## Correspondence

MR. SHOYAMA BOWS

833 E. Broadway,  
Vancouver, B. C.,  
October 23, 1938.To the Editor of *The B. C. Teacher*:

I should like to try to express thanks for your kindness in reprinting my essay in your magazine, *The B. C. Teacher*, and for sending me a copy. Perhaps you can realize just how opportune it was coming as it did in the midst of the latest attempt to impose further restrictions upon our enterprise. The City Council squabble and some unforeseen difficulties had left me in a rather pessimistic frame of mind.

But your action has changed all that. And thanks for your editorial, too. Do you know you have made me ashamed of my doubts, and at the same time given me new courage, renewed my optimism? Not only myself, but every one of us will always have reason to be grateful to you and to remember your services.

Very sincerely yours,  
KUNITO T. SHOYAMA.

AN ENGLISH TECHNIQUE

124 Duplex Avenue, Toronto,  
October 29, 1938.To the Editor, *The B. C. Teacher*:

In the October number of *The B. C. Teacher* is a very suggestive article on an English Technique, which I think should be distinctly valuable to all those who have to do with the teaching of English. There is one sentence in the article, however, with which I think many teachers of English would be justified in disagreeing. The sentence reads: "The school should aim at producing artists, although we are not slow to assure ourselves that, under existing institutions, it has produced none of the species".

From long observation of students of English I think I may beg to disagree. I am speaking not only from the experiences which have come to me in the schools with which I have been associated, but also from the wider viewpoint of one who has been an examiner in composition at the departmental examinations of Ontario, both model school and upper school, and also from the viewpoint of one who has been Examiner-in-Chief. I feel quite justified in saying that scores, even hundreds, of youthful artists in English are being sent forth by our schools from year to year.

I remember, very distinctly, reading a scholarship paper in English composition

on a distinctive topic—"The Close of Evening", if I remember the theme. The composition was so beautifully done that I had not the slightest hesitation in giving it 100 per cent. I showed the composition to two other high school teachers, both of whom agreed with my marking, but one of whom discovered a slight mistake in spelling, which brought it down to 99 per cent.

What I am trying to say is that we have hundreds of students, from Halifax to Vancouver, who have native ability, who come from homes of considerable culture, and who respond to the guidance of school teachers in such a way that they turn out a distinctly artistic product. I can see no reason, therefore, why English teachers should not feel a distinct thrill of pride in the work of their students.

E. A. HARDY.

MR. X. QUESTIONS OUR WISDOM

Ucluelet, B. C.,  
October 17, 1938.Editor, *The B. C. Teacher*:

Dear Sir.—You often ask for criticism. Here are three points on which I would like to question your wisdom:

(1) Seeing that education will never make great progress anywhere without efficient teachers the governing body should aim at attracting the right material into the profession. Since the only method is due reward of teachers under a system of Provincial Control surely this subject should be one of constant mention in *The B. C. Teacher*. It is rarely mentioned. Some time ago an article was promised on Hawaiian Education. Perhaps this appeared—if so I missed it. I suggest that you quote the comments of Franck "Roaming in Hawaii" on this system at an early date.

(2) By whose authority do you devote so much space to the advocacy of the teaching of dead languages? Surely there can be no doubt that 80 per cent of worth while authority is against you on this question.

(3) Last year I sent you a letter on the treatment of second generation Japanese. This was not published nor was any reason given for its non-appearance. Recently I saw that you had addressed a number of these youths apparently supporting their desire for recognition as Canadian citizens. This seemed curious to me since my letter was ignored. To my knowledge, the recent spate of Japanese-baiting received no condemnation from you although Prof. Angus

gives all educationists an admirable lead. —X.

(We thank Mr. X—who gives his name but not for publication—and smile still, albeit ruefully, and will welcome an article by him on Provincial Control of teachers and salaries when we receive it. We agree that such a subject calls for considerable discussion. We have unfortunately not seen the article on "Roaming in Hawaii" but would be glad to do so. We are wickedly comforted that even Mr. X sometimes misses opportunities, such for example as that of reading Mr. Armstrong's excellent article on the Hawaiian school system—"Echoes from Hawaii"—in *The B.C. Teacher* last November but we are delighted and surprised that anybody should have remembered anything that we said editorially. The letter which Mr. X addressed to *The B.C. Teacher* last year we do not remember receiving and it is not in our files. If guilty of an oversight or seeming discourtesy in this connection, we apologize. It is comforting to know that Mr. X agrees with our editorial on the status of Second Generation Japanese Canadians and we don't exactly see why we should have been spanked for writing it, even tardily. As to our endeavors to salvage—or secure—real teaching of classical languages and literature in secondary schools, we remind our correspondent that we have never advocated compulsory classics for the X's in our high school population, who are of course always an unknown quantity; what we are concerned for is that the opportunity for induction into classical culture should not be lost by the Y's—or should we say the YZ's?—N. F. B.)

RURAL SCHOOL PROBLEMS

1620 Ross St., Victoria, B. C.  
October 12, 1938.

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

I was chosen as President of a Rural School group at the Easter Convention last year and with the assistance of other teachers of rural areas have been working on the following ideas:

1. That we form a separate group—a Rural Elementary Group—affiliated with the B. C. T. F., as we have problems which are definitely ours.
2. That we work for yearly increments for teachers in rural districts.
3. That we endeavour to revise the curriculum to suit Rural Schools.

A group of Vancouver Island teachers have been working for some time on the last idea, and we understand that a curriculum Revision Board for Rural Schools is also being conducted in Burnaby.

Why not have a special Rural Department of the Department of Education? If you are interested in these ideas please write to Miss Noreen Creelman, 370 Beach Drive, Victoria, or to me.

L. B. MATTHEWS.

DR. LAMB EXPLAINS OPEN SHELF SERVICES

Public Library Commission,  
Parliament Buildings,  
Victoria, B. C.,  
October 17, 1938.

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

For the information of the readers of *The B. C. Teacher*, the Library Commission would be glad to have you announce that any individual in the province who wishes to do systematic reading in any particular field—literature, science, history, politics, etc., and who has not access to a good public library, may borrow books from the Open Shelf.

Each borrower must sign an application card and promise to obey these rules and regulations.

The library reserves the right to discontinue its services to any person who fails to obey the rules and regulations.

As many as six books may be borrowed at a time for a period of six weeks, and may be renewed once for four weeks, unless wanted by other readers.

A fine of 10 cents per week is charged for overdue books up to a maximum of 25 cents per volume.

The pages of the books must not be marked. For injury to a book, beyond reasonable wear, the Librarian may collect fines up to the full value of the book.

The library will pay postage on all books sent out, and expects each borrower to return books promptly and pay return postage.

Yours sincerely,

KAYE LAMB.

If there are momentous questions which, by present lights, we cannot determine, let us rear up stronger, purer and more impartial minds for the solemn arbitrament.—HORACE MANN.

## Highlights of the World News

THE Conservative Party of British Columbia in convention at Kamloops on September 24th demanded the retention and extension of the British Empire trade preferences, "the keystone of the recovery of British Columbia from the depths of depression."

LABOR troubles at the American-owned Pacific Lime Co.'s plant at Blubber Bay, B.C., on September 17th, led to fifty arrests on charges of unlawful assembly or assault.

A NEW British liner, the 80,000-ton *Queen Elizabeth*, was launched on the Clyde on September 27th by *Queen Elizabeth*. The *Queen Mary* has a displacement of 56,000 tons.

Australia will bonus all domestic newsprint for the next three years.

Prime Minister Michael Savage of New Zealand gained two seats to take 55 out of 80 seats in the dominion election of October 15. This is taken as an endorsement of the Labor Government's social security program and of its policy of public control of credit currency.

PRIME Minister Chamberlain's visit to Chancellor Hitler on September 15 was acclaimed by the Conservative press of Britain and the world as a triumph of reason over force and threats of violence. During the ensuing week, however, the appeasement of Europe appeared to become if possible more remote. On September 22 Chamberlain paid a second visit to Hitler, this time at the more accessible town of Godesberg. Hitler claimed that terrorism in the disputed area made immediate settlement essential. His henchman, Henlein, had arranged the terrorism. He had also increased his demands for territory and plebiscites and insisted all armaments and equipment be handed over intact with the territory. He had also given encouragement to the territorial demands of Hungary and Poland. The combined demands would leave Czechoslovakia stripped of half its territory, most of its resources, and practically all its defences. Chamberlain himself described the memorandum Hitler asked him to present to Czechoslovakia as "an ultimatum rather than a memo-

randum" and accused Hitler of failure to respond to his peace efforts. With that the conference ended and eastward movement of German troops resumed on an extended scale. Simultaneously mobilization began in many other European states.

On September 25th British and French ministers met in London to discuss the Czech reply that Germany's demands were "unconditionally unacceptable". The French declared their determination to stand by their Central European ally, and the British theirs to stand by France. Despite both British and American appeals Hitler the next day declared in a great speech in Berlin his patience was at an end. On the 27th Chamberlain again appealed for a conference, but Germany had ordered general mobilization for the next day and Britain replied by mobilizing the fleet. As British, French, and Russian resistance appeared to be stiffening President Roosevelt sent a firmer note to Hitler. Chamberlain had meanwhile written to both Hitler and Mussolini asking a further conference and was in the midst of declaring his position to the House of Commons when Hitler's acceptance was received. The result was the Munich Four-Power Conference of September 28th. The world breathed more freely when it learned war was averted, while the Conservative press of the Empire and the controlled presses of Italy and Germany were raucous in praise of their respective leaders, each of whom it appeared, had saved the peace of Europe single-handed by his clear and firm statesmanship.

It turned out, however, that the agreement had given Germany all she had demanded of Czechoslovakia, who was not represented at the conference, excepting that Germany had to forego a plebiscite in some areas where she had no chance of winning in any case. The occupation was to begin October 1, as demanded, but was to be spread over ten days and be supervised by an international commission. Britain and France were to guarantee the integrity of whatever might ultimately be left of Czechoslovakia, as were also the other two signatories after Poland and Hungary had been satisfied. Britain, France and Germany promised never to attack each other. Realization of the nature of the

settlement brought a bitter attack not only from the Opposition in the British Commons but from Mr. Alfred Duff Cooper, who resigned from the Cabinet in order to do so, and from Winston Churchill, Anthony Eden, and Richard Law, son of Andrew Bonar Law. One Liberal crossed the floor to support the Government which easily held the support of the House on October 6th.

In Czechoslovakia 360,000 German troops carried out the occupation according to the ten-day schedule while Czechs and opposition Sudetens in great numbers fled in terror. President Benes resigned on October 5 and returned to the professorship at Prague he resigned over twenty years ago, hoping that German vengeance might be appeased. Nevertheless, Czechoslovakia soon learned that she was to lose more territory than she had expected and that the clause giving an "in or out" option for six months to inhabitants of the transferred areas was meaningless so far as the opposition Germans were concerned. In self defence she had to hand them back to the Nazis who promised in the words of their Sudeten leader, Henlein, to "keep them in prison till they are black." At least 800,000 Czechs now find themselves subjects of the Third Reich. Czechoslovakia, moreover, found it necessary on October 1 to cede the Teschen area to Poland to negotiate with Hungary regarding transfer of territory to that nation, and to break off her alliance with the Soviet Union and reshape her foreign policy to suit Germany in order to get the support of that country against the excessive demands of Poland and Hungary, who threatened to divide Slovakia and Ruthenia between them.

As for a general appeasement, the ink on the Munich Pact was hardly dry before the British Cabinet was pushing its rearmament program with new vigor. Hitler announced at Saarbrücken on October 10 he would continue fortification in the west "with increased energy." The French Government on October 12 added 2,307,000,000 francs to its military budget, and President Roosevelt on the same day asked the biggest armaments budget increase in a decade.

**L** OYALIST Spain on September 21 announced all its foreign volunteers would be sent home and invited the League of Nations to supervise the action. Italy on October 8 ordered all infantrymen who had seen eighteen

months' service in Spain to return home but continued to send air aid to Franco. It nevertheless indicated it now expected the Anglo-Italian Pact, dependent on withdrawal, to become effective immediately. Meanwhile, as the war entered its third year, Franco was meeting with no success in his fifth intensified drive on the Ebro front.

France during the first week of October accorded full financial dictatorship to Premier Daladier, approved his part in the Munich Pact, and began to reverse its whole post-war policy towards understanding with Italy and Germany.

The League of Nations Assembly closed its session on October 1, after voting to sever the Covenant from the Treaty of Versailles, to ask closer cooperation from the major non-member nations, and to attempt no direct intervention in the Far Eastern question though inviting certain members to investigate alleged gas attacks.

Promised or threatened by Mussolini for over a decade, the formal abolition of the Italian Chamber of Deputies came on October 7. It will be replaced by the House of Fasces and Guilds.

**A** MERICA'S railway unions on September 26 set a deadline for a strike against the announced 15 per cent wage cut as a federal fact-finding commission started to study the question.

John L. Lewis offered on October 11 to quit the leadership of the C.I.O. if William Green would do the same for the A. F. of L. in the interest of labor harmony. Green refused to accept the challenge.

The American Association for the Advancement of Science on October 3 inaugurated a national program of "unprejudiced research" into the problem of alcoholism, "one of the major perplexities of our civilization." —J. E. G.

**T** URKEY entered into a new trade agreement with Germany and was granted 150,000,000 marks credits by that country on October 7.

Rebel Arabs seized Bethlehem on September 17 and as terrorism spread British troops killed sixty on October 6.

**J** APAN on October 12 began to land troops ten miles from Hongkong for a definite drive on Canton. Premier Konoye had on September 30 taken over the post of Foreign Minister from Gen. Ugaki.

"Our work has new life—your chart helped to demonstrate why modern dental hygiene means care of the gums, too"

—writes an Alberta teacher



Teachers find that drills in gum massage appeal to children and encourage them to massage their gums as regularly as they brush their teeth. This stimulation and exercise helps to invigorate the gums—aid in promoting dental health for the years ahead.

MODERN methods of teaching—modern-minded educators—agree on the importance of daily health programs for children. Thousands of youngsters, from their earliest school days on, show the beneficial effect of this teaching. They know how and when to exercise and relax. They know the value of fresh air, sunshine and vitamins—just as they know the value of gum massage to a future of better oral health.

For their fine work in fostering dental health, teachers everywhere have earned the praise of parents and dentists. For children are learning that gums as well as teeth need regular care—that modern soft foods rob gums of stimulation and exercise. Lacking natural stimulation, gums tend to become weak and tender—and often indicate their weakened condition by that warning tinge of "pink" on your tooth brush.

Regular massage helps to invigorate the gums—to give them the exercise they need for healthy soundness. In classroom drills, teachers demonstrate the simple 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. Teachers explain how this massage, practiced at home, stimulates sluggish gums—quickens the circulation in the gum tissues—helps them to a new, healthier firmness.

Ipana Tooth Paste is a splendid aid in gum massage. For this modern dentifrice, approved by so many dentists, is especially designed not only to clean teeth to a new, brighter sparkle, but with massage to help tone and invigorate the gums.



#### A New Classroom Aid in Teaching Gum Massage

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

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